

**SAINT SAHARA COLLEGE OF EDUCATION  
SRI MUKTSAR SAHIB (PUNJAB)  
(Affiliated to Panjab University, Chandigarh)  
SPECIAL ISSUE ON  
LIFE-SKILLS EDUCATION**

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## 1. Understanding Life Skills

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### Abstract

*The term 'life skills' refers to the skills usually associated with managing and living a better life, they help us to accomplish our ambitions and live to our full potential. Life skills are behaviours used appropriately and responsibly in the management of personal affairs. 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. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.*

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### Introduction

The term 'life skills' refers to the skills usually associated with managing and living a better life, they help us to accomplish our ambitions and live to our full potential. Life skills are appropriately and responsibly used skills to manage personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on social norms and community expectations.

There are many different understandings of life skills but no definition is universally accepted. Different organizations attach different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delors four pillars of learning – learning to know, learning to do, learning to be and learning to live together and defines skills as personal management and social skills which are necessary for functioning on independent basis.

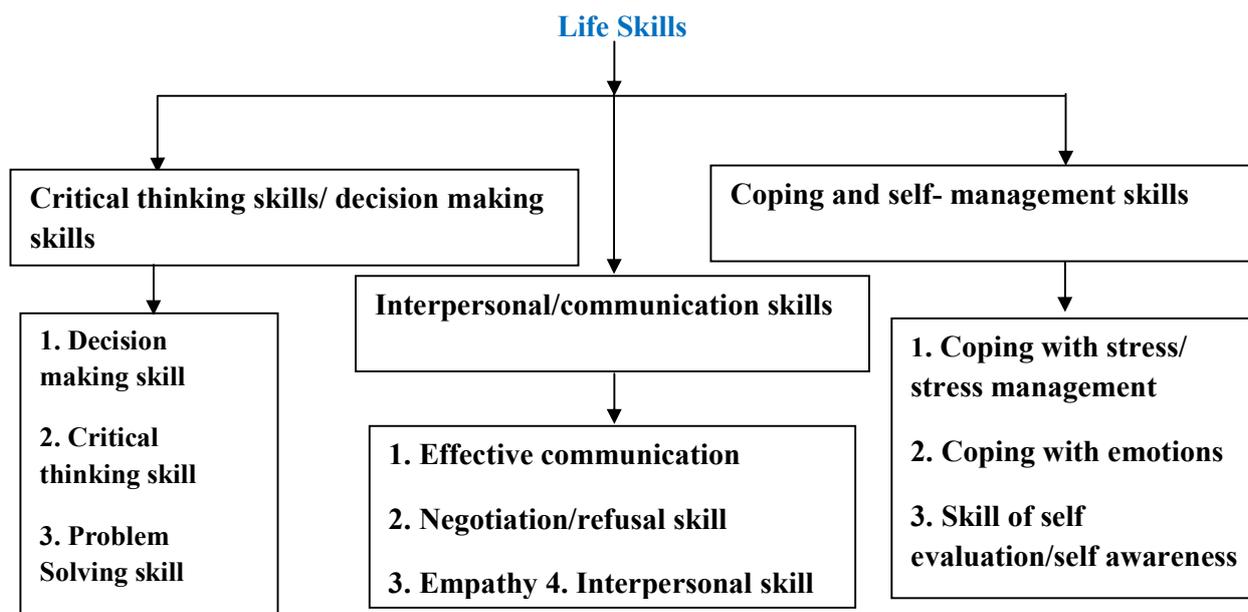
UNICEF has defined life skills as psychological and interpersonal skills that are generally considered important. The choice & emphasis on, different skills will vary according to the topic. Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”(WHO). ‘Adaptive’ means that a person is flexible in approach that makes him able to adjust in different circumstances. ‘Positive behaviour’ implies that a person having ability to look forward during difficult situations to find a ray of hope and opportunities to for their solutions.

### Different types of Life Skills

Life skills include psychosocial competencies and interpersonal skills that help an individual to make proper 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. There are various types of life skills which have been identified by agencies such as WHO, UNICEF etc. Any life skills education programme has two parts i.e. information and, skill development. There are ten core life skills, which have been identified. World Health Organisation (WHO) has categorized them into three components. The distribution and meaning of each life skill is as following:-

#### 1. According to World Health Organisation-

There are main three categories of ten core life skills as following:-



2. according to Approach to Child and Adolescent Healthy Human Development, Pan-American Health Organization, 2001.) Life skills fall into three basic categories, which complement and reinforce each other. These are social or interpersonal skills, cognitive skills and emotional coping skills as following:-

Social skills	Cognitive skills	Emotional coping skills
Communication	Decision-making and problem-solving	Managing stress
Negotiation and refusal	Understanding the consequences of actions	Managing feelings, including anger
Assertiveness	Determining alternative solutions to problems	Skills for increasing self-management and self-monitoring
Interpersonal skills (for developing healthy relationships)	Critical thinking	
Cooperation skills	Analysing peer and media influences	
Empathy/understanding and perception	Analysing one's perceptions of social norms and beliefs	
	Self evaluation and values clarification	

**Brief description of these life skills is as following:-**

- (i) Decision making skills:** Decision-making is determining alternative and constructive solutions about problems. It helps us to deal decisions about our lives. These focus on techniques involved in critical thinking and problem solving.
- (ii) Critical thinking skill:** An ability which helps to analyse information and experiences in an objective manner is known as critical thinking. It also helps us to evaluate the influence of decisions taken on our own values and values of people who are near to us. It is the ability to think through situations adequately, weighing the advantages and disadvantages so as to be able to make appropriate decisions concerning other people or one's own situation. Adolescents are confronted by multiple and contradictory issues, messages, expectations and demands of a sexual nature or otherwise. They need to be able to critically analyze the challenges that confront them.
- (iii) Problem solving skill:** It is an ability to identify the problems correctly, understanding its sources and causes very constructively. These causes have to be reduced or eliminated. This skill also assists in choosing the best alternative from many to solve the problem. Problem solving is related to decision-making and the two may often overlap.
- (iv) Effective communication:** Communication is an important process which is used by an individual to transfer ideas, information or feelings to others. If the communication is not effective, the purpose of communication fails. Effective communication skill helps to express oneself both verbally and non-verbally through gestures, in way that messages are not distorted and, moreover, it is appropriate to one's culture and situation. Therefore, effective communication includes active listening, ability to express feelings and giving appropriate feedback.
- (v) Negotiation/refusal skill:** Sometimes, an individual is put in a situation, where he/she does not want to remain for a long time. This induces lot of dissatisfaction in an individual. For example, a child is bullied or abused by his/her classmates. This can put him/her in a state of depression or detachment. Then, negotiation skill will help that child to negotiate, without getting aggressive towards them and thus helping him/her to become more acceptable.
- (vi) Empathy:** It is an ability to imagine and understand what life is like for another person, even in a situation that you may not be familiar with. It is important for an adolescent to develop positive outlook towards others and feeling of cooperation, which is necessary for preparing the foundation for adulthood. For a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Without empathy, our communication with others will amount to one-way traffic.
- (iv) Interpersonal skill:** The skill, which is required to co-ordinate work with the involvement of the people, is called Interpersonal skill. This skill helps an individual to relate in a positive way with fellow beings. Development of this skill enables an individual/adolescent to be accepted in the society. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping,

good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

- (viii) Coping with stress/stress management:** Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. Adolescence is a vulnerable period of development and rapid developmental changes causes stress. This skill helps in recognising the sources of life stress and directs an individual to choose a way that can control the heightened stress level.
- (ix) Coping with emotions:** The adolescent generally shows heightened emotions as compared to an adult and we end up in concluding that this group is immature. This skill is involved in recognising the emotions and also helps to respond to those emotions appropriately. Since, emotions also influence the overt behaviour, the skill becomes more important for the constructive personality development. Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.
- (x) Skill of self evaluation/self awareness:** This skill includes the recognition of one's self esteem, internal locus of control, likes and dislikes. If an adolescent is able to recognise them, then he/she starts believing that they can make a change in the world. Therefore, they start looking at themselves and world more positively. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- (xi) Assertive:** Being assertive involves expressing beliefs, thoughts and feelings in a direct, clear way at an appropriate moment and does not mean imposing beliefs or views on another person. To be assertive implies the ability to say 'yes' or 'no' depending on what one wants.
- (xii) Conflict resolution:** It is a 'win-win' or 'no lose' method of settling disagreements. Every relationship has conflicts. However, conflicts do not have to end with someone losing and with both parties hating each other. Many do end this way. Adolescents need to begin by understanding that they have their own way of dealing with conflicts in their lives. Knowing their own style and motives as well as the style and motives of the person they are in conflict with will help them handle the situation.
- (xiii) Creative thinking-** It is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).  
Having the knowledge of life skills teachers can train their students to face every problem of life. As life skills equip the students to thrive in the classroom and in the world beyond. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours. The Life Skills

programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children. The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour. It involves the process of Participatory learning using 4 basic components:

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges.

**A teacher can organize following techniques methods to train his students about life skills:**

1. through discussion method
2. By asking different type of questions related to different topics
3. By demonstrating different roles and guiding the students to act according to situations
4. By using role playing method
5. By organizing different audio and visual activities, e.g. arts, music, theatre, dance
6. with the help of small groups' educational games and simulations
7. With help of Case studies, a teacher can identify the students according to their needs and guide them properly.
8. By organizing different types of co-curricular activities a teacher can develop life skills among his students.

Hence life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life. These are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills. These skills enable individuals to translate knowledge, attitude and values into actual abilities. These skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.

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## 2. A Study of Life Skills of B.Ed. Students

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### Abstract

*Life skill education is a value added program which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps adolescents to understand their self and to assess their skills, abilities and areas of development. It also helps adolescents to get along with other people and adjust with their environment and making responsible decision. . Life skill facilitates healthy, positive and productive personal development. Life skill enables the young person to provide meaningful contribution to society. Life skills are applicable to self and others. Thus the young people should demonstrate moral and cognitive maturity by owing the responsibilities for their actions. The aim of present study was the life skills of B.Ed. students. A sample of 100 students was taken. Descriptive survey method was applied. A standardized scale on life skill assessment was administered to the entire sample. The result reveals that majority of the students have just average level of life skills which are not adequate. There is a need to train the teachers and consequently develop the life skills among the students. There was no significant difference in life skills between male and female students as well students belonging to urban and rural area*

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### Introduction:

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups & pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teaching exploring with the students what their ideas or knowledge are about a particular situation in which a life skill can be used. This is lead to re-organizing of the education systems all over world so that they provide not only high standards of academic qualifications including literacy and innumeracy but also inculcate skills such as creativity, communication, empathy, adaptability and social skills, all of which are being increasingly emphasized by employers and others in the global society.

### Meaning Of Life Skills Education:

The term life skills refers to the usually skills associated with managing and living, the helps us to accomplish our ambitions and live to our full potential. Life skills are “living skills” or

abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life (WHO 1997). It is envisaged that in the change educational process in terms of the concerns mentioned above, the learning, while continuing around the traditional school subjects, namely languages, mathematics, science, social science, art and aesthetics, work experience, health and physical education, should move beyond mere acquisition of knowledge of concepts and facts of these subjects. Defining life skills Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents.

**These are listed below.**

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Inter personal relationship skills
7. Self-awareness
8. Empathy
9. Coping with emotions
10. Coping with stress.

- **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.
- Similarly, **Problem solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- **Creative thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
- **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.
- **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- **Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

- **Self-awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with.
- **Empathy** can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.
- **Coping with emotions** involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.
- **Coping with stress** is about recognizing the sources of stress in our lives, recognising how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: 1) define the problem; 2) think of all the different kinds of solutions to the problem; 3) weigh up the advantages and disadvantages of each; 4) chose the most appropriate solution and plan how to realize it. Examples of lessons designed to facilitate life skills acquisition are included in the appendix to this document.

Life skill education is a value added program which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps adolescents to understand their self and to assess their skills, abilities and areas of development. It also helps adolescents to get along with other people and adjust with their environment and making responsible decision. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. Life skill education is a basic learning need for all individuals. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively. We need to create life skill education as the cornerstone of various youth programmers and an integral part of our formal education process. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in

different situations as actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends. In order to have an effective implementation of life skill education there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programmed of study prepared by experts which has the approval of a competent authority and a group of experts to train the trainers of life skill education.

There are also research indications of improved academic performance as a result of teaching life skills (Weissberg et al., 1989). When teens cannot successfully overcome the crises and development challenges, they will experience psychological distress and substantial disorder will occur in the normal flow of daily life and the emotional, social and cognitive aspects and consequently their personality will be disturbed (Garber et al., 2002). Young et al., (2003) revealed that life skills oriented physical education curriculum increased the magnitude of effects on physical activity behaviour in high school girls. Tarmyan (2003) found that life skills training program plays major role in providing of psycho-social specificity of children and adolescents. An empirical research showed that life skills training are effective in efficient social communication in first grade female students of secondary schools (Safarzadeh, 2004). Hamidi (2005), in his research indicates that life skills training significantly improve adolescent behavioural condition. Bhardwaj and Vashishtha (2006) revealed that majority of students preferred problem solving to be the most relevant and interpersonal relationship to be the last relevant to science and technology. The term life skills refer to a large group of mental, social and interpersonal skills, and can help people to make their decisions with awareness, communicate effectively, develop coping skills and self-management and having healthy living and productivity (Sepah Mansour, 2007). Sepah Mansour (2007) indicated that life skills training are effective in enhancement of students' achievement motivation, self respect and social adjustment. Emanuel (2008) concluded that integrating life skills into different subject matter provide a positive environment for development. Social problem-solving training can improve social adjustment and academic performance of shy students (Ahadi and colleagues, 2009). Lineo (2009) highlight a number of issues and potentials emanating from assessment and evaluation, quality and teacher capacity. Learning is enhanced by the intrapersonal skills used to reflect on one's learning and adjust learning strategies accordingly – a process called “metacognition” (National Research Council, 2001; Hoyle and Davisson, 2011). Research has shown that development of cognitive skills, such as the ability to stop and think objectively about a disagreement with another person, can increase positive interpersonal skills and reduce antisocial behaviour (Durlak et al., 2011). And the interpersonal skill of effective communication is supported by the cognitive skills used to process and interpret complex verbal and non-verbal messages and formulate and express appropriate responses (Solas et al., 2011). Khera and Khosla (2012) revealed that there is a positive correlation between Core Affective Life Skill and self concept of adolescents which means those who possess these essential skills have better confidence in all aspects. Zahra et al., 2013, indicated that life skill training have a significant positive effect on social development and emotional adjustment.

### **Objectives of study**

- To find out the life skills of B.Ed. students.

- To find out the difference in life skills between male and female B.Ed. students.
- To find out the difference in rural and urban B.Ed. students.

### **Hypotheses of study**

1. Significant level of life skills in B.Ed. students
2. There may exist significant difference in life skills between male and female B.Ed. students.
3. There may exist significant difference in life skills between the B.Ed. students residing in rural and urban areas.

### **Research Method and Sample of study**

Survey or descriptive method was used for conducting the research. A sample of 100 B.Ed. students was taken for analysis and interpretation. The sample was taken through stratified random sampling technique. The sample was taken from 25 male and 25 female, 25 rural and 25 urban B.Ed. students from college of Education of ferozepur district. Percentage, mean, S.D. and t-test were used as statistical techniques.

### **Tools Used for study**

- Life Skills Assessment Scale developed by Nair A.R., Subassee R. and Ranjan S.
- A Questionnaire to collect personal information developed by investigator.

### **Analysis and Interpretation of Result**

The analysis of data show that only 4% pupil teachers have high level of life skills while majority (72%) of B.Ed. students have average level of life skill. About 24% B.Ed. students have low level of life skill. It shows that a hypothesis 1 is rejected because a large number of students have either average or low level of life skills. The value of t-ratio for gender is 1.76 which is non-significant at 0.05 level of significance. It means that there is no significant difference in the mean score of life skills between male and female students. Therefore, hypotheses 2 is rejected. It also showed that value of t-ratio for locality is 0.21 which is non-significant at 0.05 level of significance. It shows that there is no significant difference in the mean score of life skills between urban and rural students. Thus the hypothesis 3 is rejected.

### **Result and Discussion of study**

The results show that very few students have high level of life skill and majority of the students have average or low level of life skills. Thus, there is a dire need of integrating life skills in the curriculum of schools as well as colleges. In order to transact the curriculum successfully, teachers must be trained continuously. Only professionally trained teachers can develop the life skills in the students properly. Research studies show that development of life skills in the students have increased their academic achievement, reduced the violence in the schools and colleges, have prevented the students from the abuse of drugs & alcohol, and developed their self confidence, self concept and self esteem. Life skills help in creating an environment of peace. High level of life skill helps in becoming good citizen and productive worker. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress, help in controlling the emotions and making the informed decisions. Thus life skill development is an important subject which must be taught in our educational institutions. The results further

indicate that there is no significant difference in the life skills of male and female students. This result is in conformity with many research studies.

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### 3. Strategies for Personal Awareness

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#### **Abstract**

*We all are blessed that we have taken birth in this beautiful world as human being. This life is so precious and awesome that we should try to live this with full dignity, grace, success and happiness. To attain that immortal happiness and satisfaction; self awareness is most important. In this paper, we try to discuss some strategies to find our self, our inner happiness and satisfaction through personal awareness.*

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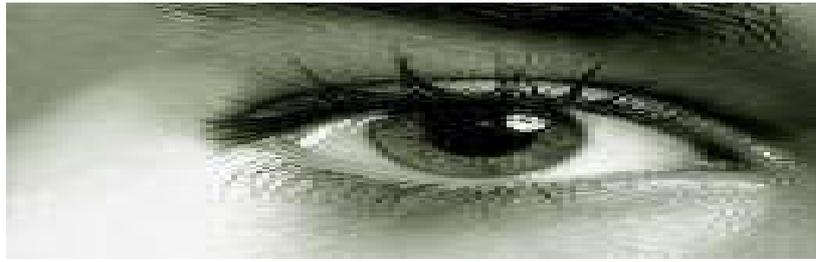
#### **Introduction**

**Strategy** is defined as the art of moving troops etc. into favorable positions, a plan of action or a plan for achieving success in different situations. The strategy includes sections on pre-instructional activities, presentation of information, practice and feedback, testing and follow through activities. The strategy will be based upon current outcomes of learning research, current knowledge of the learning process, content to be taught and the characteristics of the students who will use the material. These same features can be used to select material and to develop a strategy for interactive classroom instruction.

**Personal** means to our self; who is regarding one's own self. Personal means directed towards a particular person. One's personal is of two types – one is outer and another is inner like one's own body, thoughts, abilities, liking, disliking and above all one's **atam**.



**Awareness** is to know everything; to gain knowledge e.g. what is happening in the world, in the country, in every field of life and that is outer awareness. We all are in today's world try to gain that outer awareness to lead a successful life or a comfortable life, to gain the fame and all outer worldly things; So that we could live happily. Do you think, by gaining only outer knowledge; one can live a happy life. I think 'No.' One could not live happily and successfully without inner satisfaction.



**Personal –awareness** - In dictionary, personal awareness is defined as awareness of oneself as an individual or of one's own being, actions or thoughts. It is the concept that one exists as an individual, separate from other people, with private thoughts. It may also include the understanding that other people are similarly self-aware. Self consciousness is credited only with the development of identity. Self-consciousness is a personal understanding of the very core of one's own identity. It is during periods of self-consciousness that people come the closest to knowing themselves objectively. So it's very- very important to know one's own self. It is must, but it's very sad that we are not much concerned about ourselves. We are always concerned about others; what they are thinking? What they are doing? What they will say? But why! We should think about ourselves also that what basically we are. There are different strategies for personal awareness

#### **Journal or Diary writing for awareness**

A personal journal is a record of significant experiences. It is much more personal than a diary. It contains feelings, emotions, problems, and self-assurances and can be used to evaluate one's life. For a journal, one does not just record one's experiences but also thoughts, feelings and reflections. Writing journal or diary is simple but effective way to develop and enhance great understanding about yourself, understanding about how you become what you are, what directions you want to go ahead in your life. It helps you to connect to your experiences both in everyday life routine and otherwise. Life is lengthy but learning process, we should stay connected to ourselves, journal and diary writing can guide, inspire and Journaling is a simple and effective tool that allows you to develop a greater understanding of who you are, how you came to be the way that you are, and what direction you want to head. It connects you to your experiences -- both the mundane and the extraordinary. Life is a learning process, but how can we learn if we are disconnected from ourselves? Journaling can guide, inspire and mend Write freely. Don't worry about spelling or grammar. Your diary is for you and you alone. You may share it with someone later, but when you are writing, write it for yourself. Don't write to impress anyone. Be true to yourself. Find time! You'd be amazed at how much "extra" time we have in our busy lives.



When you write in a journal/ diary, you discover truth about yourself that you might not ordinarily be able to see. You begin to explore your fantasies, dreams, beliefs & values. You can face your fears. Writing in a journal/ diary and knowing that your confidence will not be betrayed, will help you. Talk to yourself about your fears as you have never been able to share with another human being.

Your journal/ diary can be your own book of questions: who am I? What am I here for? Where am I going? On and on you can question yourself privately with your own friend, your journal/diary. Every time you change the way you think, you become a new person. Really, think about this.

Your journal/diary is truly your friend & confidant. It never judges, never criticizes. Your journal/diary is always patient. It never gets bored and never says, 'Are you writing about that again? Get over it?' What you write will hurt no one. You can ask yourself how you feel about everyone in your life and dialogue with yourself about how they mirror you.

Journal/ diary allow the child within to come out and play. Our lives belong to us and nobody else. Sometimes it seems like everyone is demanding a part of us, but truly our lives are ours alone. Are we happy with the way our lives are going? If not, what are we going to do to change it? Or are we just going to accept things the way they are and stay miserable? The choice is ours. We can accept responsibility for ourselves & begin to trust ourselves more. Who else can trust if we cannot trust ourselves. Think about this.



Before sleeping, after completing your routine work, you can write some lines or paragraph regarding your day life, which you have done today and would do tomorrow & compare it with 'what you want to do in life?' you can write it on your PC, so that nobody else can read it.

### **Mirror Facing**

A mirror is a fairly simple device, a child's first play toy - surely you remember your crib companion - used most often for personal grooming. A mirror is a sheet of clear glass, covered with silver or other elements on one side, so that it reflects an image. A mirror is shiny plastic that casts back a likeness of whatever is in front of it. A mirror is a fairly complicated metaphor that straightens up faulty thinking, corrects inappropriate conduct, sharpens goal setting, clarifies values, enhances relationships, deepens identify, secures morals, and enables personal growth. As a metaphor, a mirror is not merely a practical personal grooming device, but a way to understand and reflect upon human behavior, nature itself and the world beyond. Everyone has mirror in their houses.



Go look in a mirror; Mostly, we have applied eye shadows, cakes, creams, razors, combs, perfumes, wigs, brushes, hair-pieces, goops, jellies, liners, mascara, ointments, floss and toothpicks, fingers on pimples, mustache brushes, swabs, blowers, and dryers, hats and scarves, mufflers and ties... and never looked beyond the mirror. We have not really seen our Real Selves in the mirror. We have seen the surface image and tried to amend it without actually seeing the depth of our reflection.

When we are alone at home or have some free time, just go and sit in front of a mirror. If we are sitting outside or in a bed or on a sofa/ chair, then we can use hand mirror also. In the mirror we can see an image/ picture of a person. Talk to that image/ picture and try to understand that person. See him/her very carefully, his/her features and try to admire that person. What you like in that? Saw in the eyes of that person and try to go inside that image, what that person is feeling? Try to find something very nice and sweet which is given by God. Try to find 'Him' inside that image or imagine the picture of God whom you want to see and place it in that image. Now talk to that image of God, share your thoughts with Him. By doing this, we will try to find that oneself in our self and we will realize our self up to some extent.

### **Voice recording**



Today is the world of technology, in which we have a lot of things for recording e.g. tape recorder, sound recorder devices, mobiles, video recorder, handy cam, computers etc. In these we can record sound and make videos. As we know that most of us have the recording of their marriages. When we get some time, we want to see that moments again and again and when we will grow more in age, we feel happiness to memorize those 'Pals' or we can live those moments again and again, which we love. So just I want to say that today mostly we all have cell phones but will you please tell me, how many times you record your feelings through your voice and listen it. When you are free, want to say something or express yourself, just start it verbally and record your voice. Let it be come out freely, whatever is in you without any hesitation. After recording you can judge yourself. Frustrations in you will disappear and you feel light and good. In the end, if you want, you can delete the recording or not, it's upon you.

### **Nature and Yourself**

In this, you have to choose a place, which you like most and it is in your reach. Choosing a place is very- very important in it; it can be a river, a pond, a garden, a green field, top of your house's roof, a balcony from where you can see and feel yourself close to the nature and can relate with it. It can be of seeing a flower, feeling it's fragrance and softness.



Close your eyes and stay outside under the sky, feel the air on your body, inhale it with deep breath. Think God is going inside you with its creation and now He and you is one. You can feel this with water also, when you drink it.

When you see good scenery around you, try to admire it from the deep of your heart.



(1)



(2)



(3)



(4)



(5)



(6)



(7)



(8)

God has created so many beautiful, amazing and great things for you only. You are so special or have something special in you that He himself created this universe for you and send you on this earth to see His creation and give the opportunity to feel and enjoy all this. You are so lucky that you are able to see His creations, which are superb, marvelous and wonderful in it self. I think after seeing His paintings in nature you will be filled with greatness, thankfulness and satisfaction will be there and you will be happy.

### **Positive Thinking**



Always try to think positive and try to be happy. There are some things which we just can't do – try to avoid those, just watch and try to absorb good of that. Some things are of that type which one can do after some efforts. Try to do that and show it to that person which is real close to you, like you; so that he/she can motivate you. There are some things in us which you can perform with perfection. Try to search/find that in yourself and present it with perfection in front of everyone. This is self-realization to search/find positive and negative in us and adjust all according to our own choice to make life happy. Be that self which you truly are.

### **Letter Writing or E-mailing to God**



As we have already discussed in Diary writing that one can express his/her own feelings, views through paper, but now a day's new generation doesn't want to write on paper because computers, PC, Laptops are going to replace it. New technology is coming day by day and letter writing is becoming E-mailing. So one can write letters on his/her PC which can be locked, no one else can see or read it without his/her permission and E-mail it to oneself, even one can write the answers of his/her own letters.

### **Talking with Soft-toys/ things**

In our childhood, we all have played with toys/ soft toys etc. and in game we keep on talking with that toy. So there what are we doing? We are sharing our feelings, expressing our views,

enjoying their presence, talking with them. We all have just one thing or any one toy/ picture or anything in our life which is very- very precious and close to our heart. If this is a person, it is okay, but if it is a non living object then, you have to think, why it is so close to you? The answer is, your feelings are attached with it. You can share yourself with it and talk. You know that it will not harm you, you can say anything to it and ask the questions about yourself from it, you will find that it will give you the answers or you will get the right answers and this voice will become from insight.

### **Yoga or Meditation**

In today's world, one can release stress through Yoga and Meditation. In this one can come to know about one's own inner strength, power and realizes his/her inner happiness. Meditation is a great way to still the mind & relax the body. Connect with your inner wisdom, develop spiritual awareness and find balance in life through guided meditation. You can experience a level of personal growth and reach a place of peace.

### **Suggestions:**

- ❖ There should be a hall or specific open space in the college/ school to organize the activities regarding personal awareness.
  - ❖ Minimum one hour should be adjusted in the time table on alternative days accordingly.
  - ❖ Counsellor should be appointed in B.Ed. colleges also.
  - ❖ Teachers concerned these activities should be regular/ stable or who could devote his/her time freely and happily.
  - ❖ Lectures, Workshops and Campaigns regarding personal awareness should be arranged.
  - ❖ Interactions should be made between positive thinkers, students, faculty as well as parents.
  - ❖ Language Lab can be used for this purpose.
  - ❖ Personal awareness Club should be introduced with staff and students collaboration.
- So now life will continue with self and personal awareness by knowing ourselves. One can feel eternal happiness with a complete soul and that's first and last aim of one's life.

**It's always a new beginning of life when a person is enlightened.**

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#### 4. Significance of Life-Skills Education

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##### Abstract

*Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life.*

**Keywords:** Life Skills Education; Adolescent; Challenges.

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##### Introduction

In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such

skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities.

### **Review of Literature**

The topic has been a significant area of interest to the researchers, theorists, and practitioners, and there have been numerous researches carried out to emphasize the importance & effectiveness of life skills education in the development of students' social, emotional and cognitive development & dealing with their psychosocial problems and issues.

According to Albertyn et al. (2004) life skills training enhance critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too.

Smith & et al., (2004) noted significant improvement in interpersonal relationship and reduction in aggression and behavioral problems.

Vranda and Rao (2011) proved that life skills training enhanced their psychosocial Competencies. Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and selfesteem among the adolescents.

Roodbari, Sahdipoor, and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.

The present paper focuses on how enhancing social, emotional and thinking skills through life skills education, helps the 21st- century youngsters to achieve their goals strengthens the abilities to meet the needs and demands of the present society and be successful in life.

### **Life Skill Education**

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas:

- Knowledge • Attitude • Skills.

***The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as:***

- |                      |                               |
|----------------------|-------------------------------|
| 1. Self-awareness    | 6. Effective communication    |
| 2. Critical thinking | 7. Interpersonal relationship |
| 3. Creative thinking | 8. Empathy                    |
| 4. Decision making   | 9. Coping with stress         |
| 5. Problem Solving   | 10. Coping with emotion       |

Life skills training/ education takes into account psychosocial competencies and interpersonal skills that help students to take right 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.

(WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life?

***Life skill has been classified into three broad categories:***

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress

### **Imparting 'Life Skills Education' In Classroom**

Imparting Life Skills Education in classroom has been researched meticulously. In the light of the above literature review, now has been a proven fact that it has positive outcome when taught as a part of curriculum Yadav P, Iqbal N (2009). There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Different activities that can be used to enhance *Life Skills in Students are as follows:*

**Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it.

**Brainstorming:** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria. **Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

**Groups:** Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

**Story-Telling:** Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

**Debates:** Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

### **Discussion & Conclusion**

A relevant and proper implementation of life skill education is a need of an hour, for today's society. Imparting life skills education to the students, can be helpful as it specifically addresses

the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Yadav P, Iqbal N(2009) showed positive results of imparting life skills education to students and bringing the change in adolescent's attitude, thought and behavior by providing supportive environment to them.

According to Errecart et al., (1991) and Caplan et al., (1992) life skills education proves to be an effective approach in primary prevention education, as its more interactive, uses problem solving approach and is activities based. Hence, teacher and the taught both involves in learn and fun too.

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counsellor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

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## 5. Life Skill-Education through Rajyoga

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### **Abstract.**

*The twenty first century is round the corner. The nations of the worlds are striving utmost to bring into the lives of their people marvels of science and technology. Undoubtedly, human life on this planet has been greatly enriched with incredible scientific advance. One would normally derive immense satisfaction from the above trend of affairs but the global status is quite the contrary. We are living in a fast changing world, even stricken with fear of war and annihilation. Most of the children today have low frustration tolerance, gets easily agitated, have low self-esteem, very high aspirations etc.. All this is happening due to lack of life skills. It is not sufficient to teach reading, writing and technical skills. We will have to go one step further by teaching life skill. Life skills are the skills that allow one to handle everything from interactions with others to identifying and processing one's emotions. Rajyoga as conceptualized by Brahma Kumaris is working to develop life skills among the people of this planet irrespective of age, gender , caste , creed , religion and nation.*

**Key Words:** Life skill Education, Rajyoga

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### **Introduction:**

Today's children and youth are the first generation to have access to many things which was not so easily available to the children of older generations - be it things of their daily needs or things like weapons, drugs, internet etc. But, psychologically, most of the children today have low frustration tolerance, gets easily agitated, have low self-esteem, very high aspirations etc. Keeping all the above problems in mind, the World Health Organization laid emphasis on life skills, which are necessary to all children alike across the globe. With this changing scenario, it is not enough if the teacher possess only hard skills or technical teaching abilities. They also need to possess knowledge regarding life skills that will help them to manage the psychosocial needs of their learners so as to develop a sense of internal strength and confidence among them to face various challenges that life poses and to determine right choices in life. It will also help them to build rapport with the learners, communicate with them in a better way, understand their needs, manage their emotions and mould them into respectable and responsible citizens of tomorrow. It is the teacher who is being observed, imitated and followed by the students. Hence, teachers themselves must possess these skills as well as knowledge regarding them.

**Meaning of Life Skill:** Life skills are abilities and behaviors that help one effectively deal with the events and challenges of everyday life. These are the skills that allow one to handle everything from interactions with others to identifying and processing one's emotions. Life skills endow individuals in dealing with stresses and pressures in life and equip them well with competence to manage challenging situations. They enhance their coping resources and personal and social competencies. As a psychological competence life skills are different from other significant skills that individuals may have, such as literacy, numeracy, technical and livelihood skills. Life skills are a broad category, because any skill that is useful in your life can be considered a life skill. Necessary life skills also vary by culture and by a person's age.

**This concept may be defined as follows:**

The Webster's New Millennium Dictionary of English, Preview Edition (2003) defines life skills as "the ability to cope with stresses and challenges of daily life especially, skills in communication and literacy, decision-making, occupational requirements, problem solving, time management and planning".

Life skills are the skills that one must possess in order to enjoy happy, prosperous and healthy life; possessing these skills allows one to handle current problems, anticipate and prevent future ones, develop good mental health and social competence, economic welfare and physical well-being (Schinke & Gilchrist, 1984).

World Health Organization (1997) reiterated the significance of life skills as a way of one's life and concisely explained it as abilities for adaptive and positive behaviour, that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills may be directed towards personal actions or actions towards others, as well as towards actions to change the surrounding environment to make it conducive to health.

UNESCO (2001) gave the concept of life skills as person's ability to maintain a state of mental well-being and to demonstrate the same in adaptive and positive behaviour while interacting with others or his/her environment.

Tung (2002) has defined life skills as a repertoire of life management and problem solving skills involving personally responsible choices, mental wellness, and learning processes so that people can attain their full human potential and become equipped to deal with change throughout the life span. Life skills instruction is a psychological and developmental task based on positive human values and life adjustment as it relates to the study of human relationships, work, and leisure in multiple dimensions.

In the views of Galagali (2010), life skills are the tools which are required to handle and face life boldly, happily and successfully. These skills enhance a person's ability to get on with the challenges of everyday life smoothly and efficiently.

In the opinion of Kingsnorth, et al., (2007), the term life skills encompasses a wide range of coping behaviours necessary to function effectively in society. They include the ability to set

realistic goals, to solve problems, to make decisions and evaluate their outcomes and to develop appropriate personal and interpersonal skills.

Thus, the life skills are may be thought of as those everyday competencies that allow one to successfully navigate through life and effectively respond to its many challenges. When it comes to interactions with others, life skills enable us to react to the conflicts and frustrations in ways that promote or maintain harmony by displaying cooperation, respect, empathy and understanding.

### **Life Skill Education:**

Life skills are in existence from the period when man started life on earth, but life skills education as concept started emerging only during recent years About 40 years ago, we started indirectly, our effort to improve the life skills of people. Thereby, literacy programmes took a shift from the classroom teaching to situational context of the learner making the learning process directly and immediately useful to the learner to improve his life situations.

### **Rajyoga**

Rajayoga Meditation, conceptualised by Brahma Kumaris is different from all others. Though contemplation, reflection, imagination, attention, concentration etc. are employed in its practice apart from all the rest. In Rajyoga meditation, there is no need to practise breath control, physical postures, or use a *mantra*, or an image nor does require one to stop all thoughts, but to stop only worldly or negative thoughts and to concentrate Mind on God. It helps to look inside to rediscover and reconnect with one's original, spiritual essence. Rajyoga enables an integration of your spiritual identity with the social and physical realities around you, restoring a functional and healthy balance between your inner and outer worlds. So, really speaking, Rajyoga Meditation is awareness of the meta-physical self and absorption of one's mind in loveful and purposeful consciousness of God and concentration on Him and His divine attributes.

Rajyoga Meditation enables the practitioner to move towards inward journey. Raja Yoga meditation gives a clear spiritual understanding of self, helps to re-discover and use the positive qualities already latent within self, enables to develop strengths of character and create new attitudes and responses to life.

**Misra, Gupta, Alreja and Prakash** (2013) studied the effect of Raj Yoga Meditation on Affective & Cognitive Functions and found that the group practicing Raj Yoga for longer duration had significantly less neurotic symptoms, scored higher on hope and happiness and higher on cognitive functions in comparison to the group practicing Raj Yoga for shorter duration.

**Ramesh, Sathian, Simu and Kiramai**, (2013) studied the efficacy of Rajyoga Meditation of Prajapita Brahma Kumaris Ishwariya Vishav Vidyalya on positive thinking, which is an index for self satisfaction and happiness in life. **Conclusion of the study is that Rajyoga conceptualised by BKRM** helps in significantly increasing self-satisfaction and happiness in life by enhancing positive thinking.

**Pillai** (2014) examined the sustenance of spiritual values through Rajyoga. It is found that practice of Rajyoga develops and sustains spiritual values and discipline in human beings and enables leading a simple and contented life style, service of the human beings and nature in a subtle way and sustainable technological innovations. When the individuals in a community setup integrate Rajyoga practices with their lifestyle, the community would be able to achieve the capabilities and sustain it.

The beauty of learning Raja Yoga meditation is that it comes with a wealth of extras. The practice of meditation enables us not only to discover the method for accessing a few moments of calm when we need it, but actually to build a life-style, a design for living, that bridges uplifting spiritual practice and what we call 'daily life'. Raja Yoga is immensely practical – its tools and life-skills transfer easily into the scenes of life and the challenges we face each day at home, with family, work colleagues and friends. This section offers some of those useful, life-changing tools that make it possible to manage our lives with ease and grace.

#### **Attainment of Eight Life Skill or Powers through the Practice of Rajyoga:**

- 1. Power to Discriminate:** This is the power of using the higher intellect. It is the art of consulting the most conscientious self to understand the knowledge of truth and falsehood, right and wrong, reality and illusion, benefit and loss. Using this power, one is able to discern accurately. It is the power of clarity, seeing with different eyes, hearing with different ears. It is about trusting our highest selves even in the face of opposing opinions. It is the power to listen to what is known deep within. Practice of Rajyoga makes one like a swan who can pick out the gems from among the stones with immaculate accuracy.
- 2. The power to judge: This power or skill** allows one take and make quick, clear, accurate and unbiased decisions consistently. One has to free from the attraction and influence of emotions and opinions of others. One needs a clear understanding of what is spiritually right from what is morally wrong. This needs clarity of thought when there is harmony of the mind and intellect with a detached perspective. Practice of Rajyoga brings harmony of the mind and intellect.
- 3. The Power to Accommodate:** This is the power to accept 'what is' rather than to sing the song of disappointment. It is the power to know that the future is in many ways already written and that it is up to me to have the courage to stay awake in order to see it's unfolding. The leader holds a sense of direction and becomes the custodian for all the information and resources that emerge to fulfil the vision.
- 4. The Power to Tolerate:** Difficulties involves the ability to go beyond the influence of negative situations and to be able to react indifferently not even in thoughts. If someone offers you insults, criticisms or anger, or even if you endure physical suffering, you can still remain peaceful and happy if you have the power to tolerate. The power to tolerate is great strength to the wise, it appears as a weakness to the egoist. The power to tolerate embraces

the powers of humility, responsibility, self respect and cooperation. The power to tolerate brings the maximum benefit when applied with love, mercy and compassion. It is like the fruit tree that bends with all humility to lower its fruits for picking and gives freely of its fruits even when pelted with sticks and stones.

5. **The Power to face: The power to face obstacles** in life is courage. There is always a solution to a problem. Problems do not exist forever. Therefore start looking for the smallest iota of positivity in the most difficult situation where all seems hopeless. When you see that little ray of hope, build on it and hold steadfastly and that growth will overcome all the defects. When faced with the vices of anger, greed, ego, lust and attachment, do not engage in a direct fight to with them, instead fill yourself with the virtues of tolerance, contentment, humility, purity and detachment from deep within and the vices will be displaced. Courage is the nourishment of the strong to make the impossible become possible and the weapon to conquer all difficulties.
  
  6. **The Power to Cooperate: The skill to cooperate** with others and the environment requires the understanding that that you have to know when to give cooperation as well as to know when to take cooperation. Cooperation has a great affinity for taking and giving responsibility. Cooperation is to understand that all souls are children of the One Father. This is the concept of "brotherhood". The feeling and attitude of brotherly vision creates unity and strength and makes any task easy.
  
  7. **The Power to Withdraw:** The Power to Withdraw is about perspective. It gives clarity and coolness, as well as the ability to change a situation. To withdraw is to detach or step back from whatever the current situation is, from the insistence of outward situations that seek to draw me into their webs: through feelings, emotions, confusion, interaction - whatever my potential reactions might be.
  
  8. **Power To Pack Up :** A positive thought is any thought when manifested into words or actions brings benefit to yourself, others in society, the environment and to the Creator. If it does satisfy these four conditions, there is some weakness and it is deemed negative and will cause sorrow somewhere. When you apply the power to " pack up" waste thoughts, it means you are then "traveling light" and then you practice the "incarnation of economy" which means that you get the "optimum returns with least expenditure". There is no wastage. Wastage of any kind is the genesis of pollution, be it mental or physical. This economy brings power and a completely positive outlook in everything. Difficult tasks become easy and impossible ones suddenly becomes possible.
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## 6. Life Skills Approach to Teaching-Teacher Education

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### **Abstract**

*This paper is based on Life Skills Approach to Teaching-Teacher Education. In this paper I discuss, the teachers prepare a strategy of project base learning which is arranged systematically so that the learning of subjects, especially Mathematics, Sciences and Technology, and English language, can be done optimally. Skills for handling real life situations (peer pressures, demands of job and school, injury or illness, death of loved ones, economic pressures, divorce, and others) need to be developed in a stress teacher education program to enhance the coping repertoire of the student. The aim of life skills, in short, to be integrated in the teaching and learning process of teacher education is to help the students to develop a positive relationship with other people.*

**Keywords:** Life Skills Related to Teacher, Values Clarification, Decision Making, Communication Skills, Coping Skills.

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### **Introduction**

Life skills can be taught to assist individuals successfully deal with stressful life events, even before they occur. Successfully coping with stressful events at an early age can minimize the acquisition of unhealthy stress coping responses which could promote illness and disease. This paper will address the basic concept of life span intervention, discuss some life skills related to stress coping, and provide example points of intervention.

### **Why life skills?**

Life skills in education can be classified into four skills, they are: personal, academic, social, and vocational life skills. These life skills are expected to be implemented into the teaching process across all kinds of subjects for students of elementary, secondary, senior high schools, and university. The implementation of all life skills completely to the students can improve their individual knowledge relating to the skills which is able to further improve the students' competence in all facets of environmental life (Depdiknas, 2006).

After graduating from school, the students will hopefully have certain skills that they have learnt from their school. By having many experiences of the life skills they learnt at school, the students can be confidence to face life especially for working. Life skills save the students' future life because the materials of Education learning given to the students are linked with their specific knowledge. Johnson, Elaine B. (2009) says, "Life skills encourage the students to have critical thought, and creative action".

The system of learning through life skills is the educational process which helps the students to see the meaning of something in academic materials. The students study by linking the academic subjects with the context of their daily life. For example: the context of personal, social, and cultural lives (Sousa,1995).

In this case, the teachers prepare a strategy of project base learning which is arranged systematically so that the learning of subjects, especially Mathematics, Sciences and Technology, and English language, can be done optimally.

**The steps of planning strategy are:**

- (1) Forming a learning strategy
- (2) Analyzing the students' character
- (3) Making job sheets for students
- (4) Creating and preparing the required learning resources, and
- (5) Doing evaluation / creating tools for evaluation (Starr & Zahnier, 1982).

Dealing with some ideas above, life skills in education focus on physics, society, cognition, environment, and include the skills of reading-writing and accounting. These skills allow humans to develop good and harmonious relationships with others and with their environments. The expectation of having social life skill, for example, is to possess responsible and saved actions, the ability to make accurate decisions, the ability to effectively communicate, and the ability to defend or sustain life in all condition. The purpose of developing human life skills through a holistic approach is to help individuals to have successful, productive, and satisfied life (Bowen, James: 2007).

The aim of life skills, in short, to be integrated in the teaching and learning process of teacher education is to help the students to develop a positive relationship with other people. Constructively, they manage their emotions and improve their participation in all kinds of activities that can contribute to social life (DBE3 USAID: 2008).

For example, the focus of social life skill in study is: team work, group responsibility, participation in local and global culture, fair work, group work, showing social responsibility, social interaction, developing physical potential, discipline, emotional control, and a healthy life. The students are expected to work together with their friends in a group so that they have group responsibility in their work. The students try to look for and find together the solution of the assignment in their study. They can implement and apply the social interaction in the study fairly so that the physical and potential work can be developed healthily by utilizing discipline and emotional control.

Based on the hot issues of basic life skills above, the problems can be formulated with the following questions. (1) How can life skills be integrated into teaching and learning process of English as a foreign language? (2) To what extent do the teachers of English apply life skills in teaching and learning process? And (3) How effectiveness are life skills influence the students' attitude in learning process? These questions need investigations to give academically evidence that social life skill has systematically roles to influence the increase of learners' cognitive, affective, and psychomotor.

**Life Skills related to Teacher**

A variety of planned activities that incorporate cognitive, affective, and behavioral components need to be tailored to provide students with techniques and coping skills to deal effectively with

stressful life events prior to or concurrent with the onset of such experiences. Skills for handling real life situations (peer pressures, demands of job and school, injury or illness, death of loved ones, economic pressures, divorce, and others) need to be developed in a stress teacher education program to enhance the coping repertoire of the student. There are numerous strategies which can be used to enhance an individual's ability to cope with stressful life events and act as a buffer to the stress response (i.e., self-esteem, self-concept). However, this article will discuss the utilization of four life skills appropriate for stress coping intervention. These skills include values clarification, decision making, communication skills, and coping behaviors.

### **Values Clarification**

Many stressful life events are value laden. For example, an unwanted pregnancy provides a situation in which several options are possibly available to those involved. Selection of the best alternative such as keeping the child, giving the child up for adoption, or abortion are all value laddered solutions, and one must be selected. The decision process may be quite difficult due to the imposed values placed upon the involved persons by society, family, religion, etc. Those imposed values may not be the accepted values of those making the decision. Health educators need to strengthen values clarification skills by providing an atmosphere where an individual can assess opinions and beliefs on value laden issues such as an unwanted pregnancy and arrive at a personal position statement which will guide future actions.

### **Decision Making**

Decision making, or the process of selecting an alternative, or course of action from two or more possible choices, is a crucial life skill to be developed by students. It has been suggested that individuals are more likely to be satisfied with their decision if they use such a process. Kime, Schlaadt and Tritsch (1977) state that there are three basic assumptions related to the decision making process:

1. There is more than one alternative. If there is only one alternative, there is no need to use a decision making model.
2. For decisions there are consequences. The consequences are the result of the outcomes of decisions and vary in complexity and severity.
3. For every decision, there is a degree of risk involved. The purpose of the decision-making process is to help individuals reduce the risk of making a bad decision.

Many stressful life events require the use of appropriate decision-making skills. Death situations (i.e., selection of a casket, writing a will, etc.), divorce or marital separation decisions (division of property, child custody, etc.), selection of a college or university and its associated lifestyle, and many others can produce a tremendous amount of stress. This stress perhaps can be lessened if skills are acquired in the process of effective decision-making.

Decision-making in many stress-filled situations can be a difficult task due to heightened emotion, extraneous influences, etc. It is, therefore, important that an individual have previous experience with decision-making related to other analogous life events of comparable intensity.

### **Communication Skills**

Effective communication skills are a vital component in dealing with potentially stressful situations. Many life events are interpersonal in nature (making friends, dating, marriage,

employment, education, etc.) and if effective communication skills are not developed, expression of personal feelings (i.e., interest, dissatisfaction, unhappiness, loneliness, frustration) cannot take place, thus, cultivating a potentially stressful environment. Communication skills activities in the classroom or group setting can greatly enhance a "sharing" atmosphere, however, activities must be voluntary and students must be allowed to "pass" and not participate.

### **Coping Skills**

Crowder (1983) suggested that the most important stress coping skills are physical exercise, proper diet, relaxation, and meditation, talking about one's problems, setting realistic goals, and self-responsibility. The health educator can provide a wide range of activities which focus on the development of any of the above mentioned coping skills to enhance the uniqueness and variety of stress management techniques available.

Behavior modification techniques may need to be introduced or incorporated into the coping skill development at this time. Inappropriate health behaviors in response to stressors may have been previously established by some students or clients at the time of intervention. If the ultimate goal of health education is to lead individuals toward desirable health behavior (i.e., positive stress coping) then desirable behaviors need to be reinforced and strengthened and undesirable behaviors weakened and removed. In essence, if positive stress coping skills are learned, practiced, and reinforced during the early years and likewise negative coping skills discouraged and unlearned, hopefully the acquired awareness and coping skill repertoire will carry over into succeeding life stages.

### **Conclusion**

The life skills will be an innovative approach in teaching and learning process of Teacher Education. Life skills will be able to change teachers' thought from conventional approach to innovative one. Lastly, life skills (personal, academic, social, and vocational skills) will be an interesting innovative approach to improve students' achievement and it can motivate teachers' creativity in teaching process.

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## 7. Importance of Life Skills

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### Abstract

*For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. In life skills education, children are actively involved in a dynamic teaching and learning process. Adolescents face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race.*

*This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. Focus of the paper on the importance of life skills education and the benefits of imparting life skill education in our curriculum*

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### Introduction

In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the

educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society.

Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent.

This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities.

### **Meaning of life skills**

The term life skills refers to the usually skills associated with managing and living, the helps us to accomplish our ambitions and live to our full potential. Life skills are "living skills" or abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life (WHO 1997).

It is envisaged that in the change educational process in terms of the concerns mentioned above, the learning, while continuing around the traditional school subjects, namely languages, mathematics, science, social science, art and aesthetics, work experience, health and physical education, should move beyond mere acquisition of knowledge of concepts and facts of these subjects.

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

### **Life skill education**

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas:

- **Knowledge**
- **Attitude**
- **Skills**

**The world bodies such as UNICEF, UNESCO, and WHO list the ten cores Life Skills as:**

- |                      |                               |
|----------------------|-------------------------------|
| 1. Self-awareness    | 6. Effective communication    |
| 2. Critical thinking | 7. Interpersonal relationship |
| 3. Creative thinking | 8. Empathy                    |
| 4. Decision making   | 9. Coping with stress         |
| 5. Problem Solving   | 10. Coping with emotion       |

Life skills training/ education takes into account psychosocial competencies and interpersonal skills that help students to take right 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.

**Life skill has been classified into three broad categories:**

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

**Imparting 'Life Skills Education' In Classroom**

*Different activities that can be used to enhance Life Skills in Students are as follows:*

**Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy.

**Brainstorming:** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

**Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how

one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

**Groups:** Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

**Educational Games and Simulations:** It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.

**Analysis of Situation and Case Studies:** It gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for; providing opportunities for working together in groups, sharing idea, new learning's and gives insight and promotes sometimes to see things differently.

**Story-Telling:** Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

**Debates:** Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

### **Conceptualizing the role of life skills in health promotion**

Complementary life skills can be paired to reveal 5 main life skills "areas", as shown below. For health promotion, teaching skills in each of these areas provides a foundation in generic life skills for psychosocial competence.

- ✓ Decision making problem solving
- ✓ Creative thinking critical thinking
- ✓ Communication interpersonal relationships
- ✓ Self-awareness empathy
- ✓ Coping with emotions stressors.

### **Benefits of teaching life skills**

Imparting life skill education in children and adolescents will bring valuable benefits which include.

- a) Promotion of self esteem, peace education, self confidence etc
  - b) Prevention of antisocial activities and behavior
  - c) Helps in the promotion of general well being and primary prevention
  - d) Life skills enable individuals to translate knowledge, attitudes and values into actual abilities and enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so.
  - e) Results of research studies also prove that life skill education improves the academic performance of individuals.
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## 8. Value based v/s Skill based education

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### Abstract

*Education is the process of facilitating learning or the acquisition of knowledge, skills, belief, habits, and values. Educational methods include discussions, storytelling, teaching, training and direct method. Education frequently takes place under the guidance of educators, but learners may educate themselves. Education can take place in formal or informal effect. On the way one thinks or acts may be considered educational. Value Education is associated with these different pedagogies, programmes or methods that teachers or educators use in order to create learning experiences for students when it comes to value questions. Value based education improve our students capacity to learner and their capacity to succeed in life. India is badly needed of value based education and training system which inculcates among the students. On the other hand skill based education is as important as value based education. Our education system must focus equally on value, knowledge and skills. This will induce a shift from 'telling what I know' to 'showing what I can do'. The idea is to 'demonstrate learning' rather than 'vocalize knowledge'.*

**Keywords:** values, skills, Vocational Education.

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### Introduction

Value education is ingrained in every tradition of Indian culture. Yet it is a matter of great regret that gradually we are losing our values with the result that we tend to become corrupt and hypocrite. This trend must be checked urgently. Perhaps a major responsibility for the corrective action lies on our leaders in different walks of life. Nevertheless educational institutions can also play a significant role in the promotion of values.

Education in very general terms is a process of bringing about desirable changes of behaviour in the learners, in accordance with standard norm, which is concept of good life. Students may develop some essential values through various curricular and co-curricular activities in the school. Teachers are responsible for inculcating new values and for developing the total personality of the learners before devising a plan for imparting value education for the empowerment of the learners. Before devising a plan for imparting value education for the empowerment of learners it is imperative to decide what teachers ought to develop and how to develop, in other words a teacher must know the content of value oriented education and should be in position to adopt various approaches strategies and methods of inculcating values and for the empowerment of learners.

### **Value Education**

Value education is the educations that address questions like-How to live life well? How to manage all kinds of people and happenings? How to grow and succeed in the right manner? Value education is a planned educational programme aimed at the development of values, emotions and character in learner. It encounters with total personality of individual student keeping in view all aspects of human personality development- the intellectual, emotional and social. It makes an individual a good child, efficient and better person, a good citizen. Value education emphasizes on the development of mind, body and spirit of an individual. It provides a conducive atmosphere where in all individuals are fully aware of his right and duties. Value education covers all aspects of personality.

Education is an essential requirement, an integral point of education, the aims of education, content and methodology is viewed in terms of value development. The aim of education is growth or development both intellectual and moral. Education from the value development point of view is a scientific process of developing a desirable form of thinking and ability to deal with issue related to values. Value based education has become a matter of top priority, not at the national level but also at the global level. It was expected that with metaphysical richness the human life will become more peaceful than even before. Values are the auto-regulations of human behavior. Without value based education, one's vision remains restricted to oneself only. It is the based education which develops the competence of recognizing the universality of human aims and aspirations. Value based education gives directions for the efforts to build a universal culture of humanity. It imparts knowledge, skills and molds of attitudes.

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, character, strength and self respect. The greatest gift education gives is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief a god, the importance of hard work and self respect.

- Education provides us with skills, but value-based education provides us sincerity too.
- Education makes our living better, but value-based education makes our life better too.
- Education opens up our mind, but value-based education gives us purity of heart too.
- Education makes us to compete with other, but value-based education encourages us to be competing too.
- Education extends our relationship with the world, but value-based education links us with our own family members too.
- Education takes us to the top, but value-based education takes the whole society to the top.
- Education gives us capacity of better learning, but value-based education gives us the tool for a deeper understanding too.
- Education makes us a good professional, but value-based education makes us a whole human too.
- Value-based education is a tool which not only provides a profession but also a purpose in life.

As we know values play an important role in our professional life because values build character, positive attitude and behavior so far as professionalism is concerned skill based education along with moral values also play a vital role in our life. With the help of skill based education one can attain knowledge and experience which enables an individual to become a suitable person for the world of work.

### **Life Skills**

There are many skills, which are needed to successfully negotiate each and every situation in one's life every day. In such situation various skills like analyzing the situation, coming up with alternatives, deciding on the best way, using interpersonal skills realize stress and anxiety, keeping them under control, taking enough action to escape from the difficulty or solving it are involved. If one handles distress situations successfully and confidently by using appropriate skills, one feels good and positive and is ready to face similar situations without anxiety. This increases self-esteem. These skills are nothing but 'living skills' or 'life skills' which ultimately lead towards the holistic development of an individual.

Life skills are not just qualities or inborn gifts, but these are the skills which can be grown gradually through practice. Life skills are used every moment of our lives in various situation-choosing friends/career, developing or breaking habits, making and breaking relationships, following discipline, understanding one's needs, solving problems, interacting with teachers and parents etc. life skills therefore, are the building blocks of one's behaviour and need to be learnt well/ adequately to lead a healthy, meaningful and productive life.

- **Critical Thinking:** It is the ability to analyze information and experiences in an objective manner.
- **Creative Thinking:** It is an ability that helps us look beyond our direct experience and address issues in a perspective which is different from the obvious or the norm. It adds novelty and flexibility to the situation of our daily life. It contributes to problem solving and decision making by enabling us to explore available alternatives and various consequences of our actions or non-action.
- **Decision Making:** The process of assessing an issue by considering all possible/available options and the effects those different decisions might have on them.
- **Problem Solving:** Having made decisions about each of the options, choosing the one, which suits best, following it through even in the face of impediments and going through the process again till a positive outcome of the problem is achieved.
- **Interpersonal Relationship:** it is a skill that helps us to understand our relations with relevant others and relate in a positive/reciprocal manner with them. It helps us to maintain relationship with friends and family members and also be able to end relationships constructively.
- **Effective Communication:** It is an ability to express ourselves both verbally and non-verbally in an appropriate manner. This means being able to express desires, opinions, fears and seek assistance and advice in times of need.
- **Coping with emotions:** it is an ability, which involves recognizing emotions in other and ourselves, being aware of how emotions influence behaviour and being respond to emotions appropriately.

- **Copying with stress:** It is an ability to recognize the source of stress in our lives, its effect on us and acting in ways that help to control our level of stress. This may involve taking action to reduce some stress, for example, changes in physical environment, learning to relax etc.
- **Self-Awareness:** This includes our recognition of ourselves, our character, strengths and weaknesses, desires and dislike. It is a pre-requisite for effective communication, interpersonal relationship and developing empathy.
- **Empathy:** It is an ability to imagine what life is like for another person even in a situation that we may not be familiar with. It helps us to understand and accept others and their behaviour that may be very different from ourselves.

### **Learning skills**

Skills are efficient ways of doing. Anything we do can be learnt either skillfully or ineptly. Generally skill can be developed and improved by guidance in new techniques. Interest and success are dependent on adequate skill for satisfactory accomplishment. Lack of skill means backwardness and reluctance to participate.

### **Ways of Developing or improving Skills**

1. **Arousing intent to improve:** Skill learning starts with intent to improve. Intent to improve helps learning by making one attentive to various clues. Sometimes a learner's intention is vague or unrealistic. He may need help in identifying the goal. One of the important tasks of the teacher is to help students to set realistic goals and sub goals. He should do it so skillfully that the initial enthusiasm of the students may be retained and applied towards the day-to-day goals.
2. **Use of models:** Models are useful in the acquisition of skills. Sometimes the students do not have a clear picture of the desired act. Sometimes they have a vague, inaccurate notion of skating. To overcome this difficulty the teacher can present a model. Movies, field trips, demonstrations, or guided and supervised coaching may be sufficient to start the pupil on his way toward adequate accomplishment. When pupils can participate in the demonstration, question can be answered as they arise, needed practice can be suggested, and variations of technique can be pointed out.
3. **Use of consistent practice:** Skill learning requires consistent practice. We cannot learn a skill by reading hearing about it. Consistent practice is essential for learning a skill. The frequency and learning, the complexity of the skill, and the strenuousness of the activity. Generally, short daily practices of less strenuous skill may be advantageous. Refinement in complex skills required long and frequent practice.
4. **Learning the act as a whole:** In general, learning skill is efficiently developed by practicing it a whole. We should depend upon formal exercise of the parts of a skill only when the parts offer unusual difficulty. Ragsdale suggests that part-practice should be changed with whole-practice, so that parts can be constantly adjusted to an integrated whole.
5. **Discovery of knowledge of results:** We cannot improve unless we know when we made a mistake and what it was. One of the biggest tasks of the teacher is to help the students

identify both correct and incorrect actions and thus discriminate between them. The clearer the knowledge of result and the closer it comes after the act, the more efficient the learning of skill can be. We should make modified subsequent responses until our skill is adequate. The result is that activity becomes more precise and more accurate as learning progresses.

- 6. Flexibility in performance:** Skill demands flexibility in attaining the necessary goal. Stereotyping of activity should be avoided.

### **Conclusion**

The main purpose of education is empowerment enabling one earn one's livelihood and live a life of dignity. Skill based education, if taken and promoted seriously, can provide this empowerment to our huge, unemployed labor force and help India emerge as key contributor to a global skills based economy.

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## 9. Life Skills for Psychosocial Competence

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### **Abstract**

*This document was compiled to assist with the further development of life skills education. It has been in great demand since that time, and since it is now being reprinted, the opportunity has been taken to make a few small changes. It should be emphasized however, that the document has not been changed in any substantial way. The materials focus on the teaching of life skills to children and adolescents in schools. This document is therefore targeted at those agencies involved in school curriculum development, health education, and the development of school-based health and social interventions. Life skills education is relevant to everyone and the contents of this document, although directed at schools, can be adapted and interpreted to guide the development of life skills education for children that are not in schools, as well as for adult education and as part of community development projects.*

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### **Introduction**

Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment.

Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being. In particular, where health problems are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution. This is especially important for health promotion at a time when behaviour is more and more implicated as the source of health problems.

The most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In school-based programmes for children and adolescents, this can be done by the teaching of life skills in a supportive learning environment.

### **Defining Life Skills**

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

**Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.

Similarly, **problem solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**Creative thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

**Critical thinking** is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

**Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**Interpersonal relationship skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**Self-awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we

are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

**Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

**Coping with emotions** involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

**Coping with stress** is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as:

- 1) Define the problem.
- 2) Think of all the different kinds of solutions to the problem.
- 3) Weigh up the advantages and disadvantages of each
- 4) Chose the most appropriate solution and plan how to realize it.

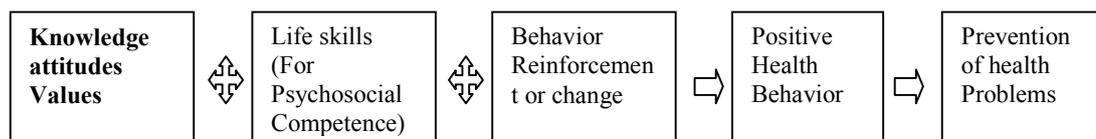
Examples of lessons designed to facilitate life skills acquisition are included in the appendix to this document.

### **Conceptualizing the role of life skills in health promotion**

- ❖ Complementary life skills can be paired to reveal 5 main life skills "areas", as shown below. For health promotion, teaching skills in each of these areas provides a foundation in generic life skills for psychosocial competence.

decision making	creative thinking	communication -	self-awareness -	coping with -
-	-	interpersonal	empathy	emotions
problem solving	critical thinking	relationships		stressors

- ❖ The teaching of life skills appears in a wide variety of educational programmes with demonstrable effectiveness, including programmes for the prevention of substance abuse (Botvin et al., 1980, 1984; Pentz, 1983) and adolescent pregnancy (Zabin et al., 1986; Schinke, 1984), the promotion of intelligence (Gonzalez, 1990), and the prevention of bullying (Olweus, 1990). Educational programmes teaching these skills have also been developed for the prevention of AIDS (WHO/GPA, 1994; Scripture Union, undated), for peace education (Prutzman et al., 1988), and for the promotion of self-confidence and self-esteem (TACADE, 1990). Teaching life skills in this wide range of promotion and prevention programmes demonstrates the common value of life skills for health promotion, beyond their value within any specific programme.



- ❖ Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to our motivation to look after ourselves and others, the prevention of mental disorders, and the prevention of health and behaviour problems.

### **Promoting the teaching of life skills**

In promoting the teaching of life skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents.

### **Life Skills Education**

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people.

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences.

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## **10. Life Skills Education in India**

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### **INTRODUCTION:**

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups & pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teaching exploring with the students what their ideas or knowledge are about a particular situation in which a life skill can be used.

This is lead to re-organizing of the education systems all over world so that they provide not only high standards of academic qualifications including literacy and innumeracy but also inculcate skills such as creativity, communication, empathy, adaptability and social skills, all of which are being increasingly emphasized by employers and others in the global society.

### **MEANING OF LIFE SKILLS EDUCATION:**

The term life skills refers to the usually skills associated with managing and living, the helps us to accomplish our ambitions and live to our full potential. Life skills are “living skills” or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life (WHO 1997).

It is envisaged that in the change educational process in terms of the concerns mentioned above, the learning, while continuing around the traditional school subjects, namely languages, mathematics, science, social science, art and aesthetics, work experience, health and physical education, should move beyond mere acquisition of knowledge of concepts and facts of these subjects.

### **Defining life skills**

Life skills are abilities for adaptive and positive behaviour, that enable individuals to deal effectively with the demands and challenges of everyday life.

Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However,

analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below.

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Inter personal relationship skills
7. Self-awareness
8. Empathy
9. Coping with emotions
10. Coping with stress

### **LIFE SKILLS EDUCATION IN INDIA**

Life skills education means of empower young people in challenging situations. Life skill education refers to an interactive process of learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours. Life skill education programme for the youth to understand self and able to asses their skill, abilities and developments.

Life skill education (LSE) Programme took off in india,in the community mental health unit of the National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore. Central Board of Secondary Education had implemented and is continuing with LSE programme for high school children. The National Council of Education Research and Training (NCERT) in collaboration with the Human Resource Development (HRD) ministry and the National AIDS Control Organisation (NACO) had adopted life skills based adolescent education programme as a preventive approach against HIV-AIDS. School of life skill education and social harmony, Rajiv Gandhi National Institute of youth development (RGNIYD) Tamilnadu had

Initiated an annual international conference and research activities to disseminated and share the perspectives of life skills approach to education.

### **IMPORTANCE OF LIFE SKILLS EDUCATION IN SCHOOLS**

The education of the child shall be directed to the development of childhood personality, talents and mental health and physical development to their potential of the school children for responsible life in a free society, in the spirit of understanding, peace and tolerance, equality of children. (UNO,s convention on the rights of the child) article 29.

### **Designing of Life-Skills Education Programme**

Designing of life skill lesson activities is usually only one part of life skills programme design. For a board-based life skill programme, designed to promote psychosocial competence, and to achieve health promotion and prevention objectives, the life skills lessons would need to designed as part of a sequential and unified programme. For example, the following model describes three basic levels of life skills of lessons, which can be taught in sequence, in order to create a life skills education programme.

**Level 1** The teaching of basic components core life skills, practiced in relation to common everyday situations.

**Level 2** The application of life skills to relevant themes that are connected to various health and social problems.

**Level 3** The application of skills in relation to specific risk situation that can give rise to health and social programmes

An example outline of a life skill education programme, based on life skill education lessons covering these three levels, is illustrated below

### **NECESSITY OF LIFE SKILLS FOR YOUTH**

1. It is relatively easy to instill values and influence them at this formative stage to develop responsible and safe behaviour in future life.
2. Peer pressures are a great motivating factor in adaption of specific behaviour patterns.
3. They are at a stage of experimentation. At this age it enables them to make informed and responsible choice about their life styles.
4. Correct information and values imparted to one group of young people passes easily to the other young people.

### **ROLE OF TEACHER EDUCATORS IN LIFE SKILLS**

1. Teachers are the only one who see the students with their peer groups, so they best how a child is when he is with his peers.
2. Teachers can incorporate skills and materials from other subjects, creating support and involvement from other teachers.
3. Teachers see student's periodic intervals and thus are able to guide them well with follow ups.
4. When students see that their teachers are talking about issues of life.

### **CONCLUSION**

Life skills are skills to deal with real and perceived threats that confront a person's life. Life skills help youth strengthen their overall development and contribute to the motivation and skills to develop and maintain healthy behaviour. By encouraging the school children and adolescents in house hold activities they are enable to strengthen their life skills.

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[www.bcgsschools.org/htm/images/insight](http://www.bcgsschools.org/htm/images/insight)

## 11. Education and Development of Life Skills

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### Abstract

*“Education is not preparation for life; education is life itself.”*

**-John Dewey**

*“For success in life you need skill and strength, devotion and freedom.”*

**-Sri Sri Ravi Shankar**

*We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision-making, and perseverance – life skills. We propose that life skills should be explicitly woven into school education by exploring evidence on why such skills matter and which skills are important for learning and future outcomes. Life skills are those abilities which may help on individual to lead a holistic and fruitful life. According to the World Health Organization (WHO) life skill are the abilities for adoptive and positive behavior enables an individual to deal effectively with demands and challenges of regular life. Life skills based education is a form of education that focuses on cultivating personal life skills such as self reflection, critical thinking, problem solving and interpersonal skills. Development of the personal skills and approaches is based on the student’s accumulated knowledge and specific competencies.*

### Introduction



The goals of education, and of a school, indisputably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision-making, and perseverance - life skills.

We propose that life skills should be explicitly woven into school education by exploring evidence on why such skills matter and which skills are important for learning and future outcomes.

## Life Skills



Life skills are those abilities which may help on individual to lead a holistic and fruitful life. According to the World Health Organization (WHO) life skill are the abilities for adoptive and positive behavior enables an individual to deal effectively with demands and challenges of regular life. Life skills based education refers to the interactive process of teaching and learning which focuses on acquiring knowledge, attitude, values and skills which support behavior of the learner that enable them to take up greater responsibility in their lives by making healthy life choices gaining greater resistance pressures and minimizing harmful behaviors.

### Objective of Life Skill

Objective of life skill education to promote mental well being and competence in young people as they face the realities of life. Life skill based education through school curriculum to help the learners to take positive approach to protect them and to promote health and meaningful social relationship life skills facilitate a complete and integrated development of an individual to function effectively do social being. Ife skill education system is a basic learning need for all individual. They are essential for various development and security.

### Importance of Life Skills

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economics over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

Benefits for the individual

*In everyday life, the development of life skills helps students to:*

- 1) Find new ways of thinking and problem solving
- 2) Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- 3) Build confidence both in spoken skills and for group collaboration and cooperation

- 4) Analyze options, make decisions and understand why they make certain choices outside the classroom
- 5) Develop a greater sense of self-awareness and appreciation for others.

### **Benefits for employment**

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI in 2011 employers were looking not just for academic success but key employability skills including:

- 1) The ability to self-manage, solve problems and understand the business environment
- 2) Working well as part of a team
- 3) Time and people management
- 4) Agility and adaptability to different roles and flexible working environments
- 5) The potential to lead by influence

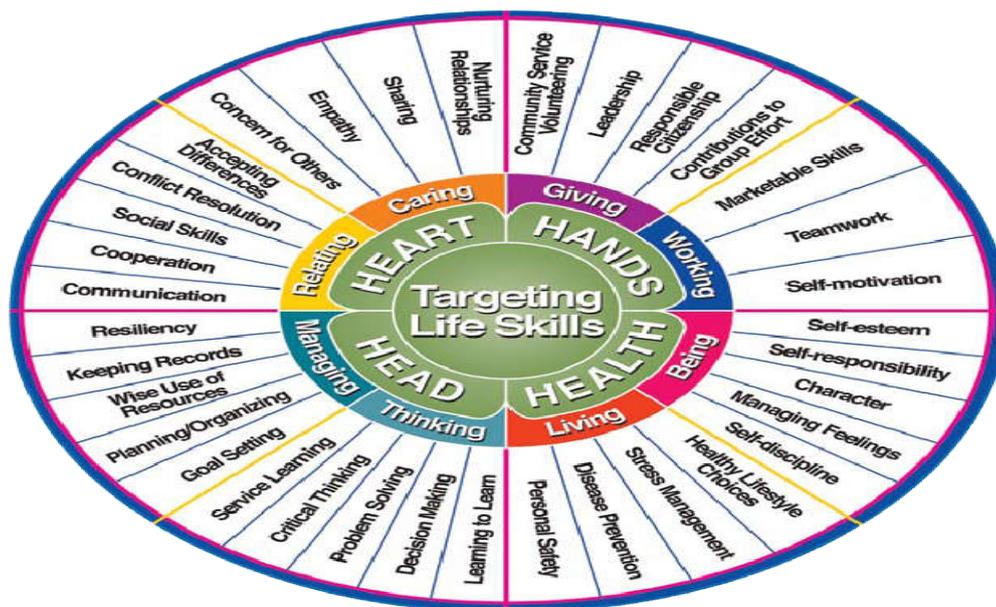
### **Benefits for Society**

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- 1) Recognizing cultural awareness and citizenship makes international cooperation easier
- 2) Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- 3) Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments

### **Essential Life Skills**

- 1) Focus and Self-Control
- 2) Perspective Taking
- 3) Communicating
- 4) Making Connections
- 5) Critical Thinking
- 6) Taking on Challenges
- 7) Self-Directed, Engaged Learning



### **Identification**

Some of the important life skills identified through Delphi Method by WHO are:

- |  |   |
|--|---|
| 1) Decision making                     | 7) Self awareness/mindfulness           |
| 2) Problem Solving                     | 8) Assertiveness                        |
| 3) Creative thinking/ lateral thinking | 9) Empathy                              |
| 4) Critical thinking/ perspicacity     | 10) Equanimity                          |
| 5) Effective communication             | 11) Coping with stress, trauma and loss |
| 6) Interpersonal relationships         | 12) Resilience                          |

### **Life Skills Based Education**

Life skills based education is a form of education that focuses on cultivating personal life skills such as self reflection, critical thinking, problem solving and interpersonal skills. Life skills based education aims to help children reach their full personal potentials and to prepare them for the challenges of everyday life.

### **Life Skills Education in India**

Discourse around education quality has typically been limited to educational attainment and improvements in test scores. A critical question, however, is what learning outcomes are truly relevant for children to succeed in the 21<sup>st</sup> century.

- 1) **Academic Achievement:** - That learning outcomes in India remain low is no longer a debate with the rate of progress over the years appearing to be negative. Student learning, however, is now commendably beginning to move to the forefront of the government's agenda. Cognitive achievement and life skills are strongly interdependent, with academic achievement relying heavily on abilities like self-discipline and motivation. The role of non-cognitive factors in improving school performance remains a critical and relatively unexplored area in India.
- 2) **Employment Outcomes:** - There is also preliminary evidence that differences in such skills explain variation in education and employment outcomes that are not explained by cognitive skill differences. Research has consistently found that cognitive abilities explain only a fraction of variance in wages, finding that other, non-academic skills play a complimentary role in shaping longer-term outcomes.
- 3) **Workforce Readiness:-** We face a growing abilities gap – the youth segment of our population (15-34 years) is projected to peak at 484.86 million in 2030; this has important implications for the labor market. Functional literacy does not translate into being work ready, with nearly 75% of youth entering the workforce every year considered unemployable or not job-ready.
- 4) **Adulthood Outcomes:-** Social and emotional competencies do not just raise academic achievement and educational attainment, but have also demonstrated strong correlations with personal satisfaction and growth, citizenship, and reduced risky behaviors like violence and drug use.
- 5) **Return on Investment:** - Predictive power of life skill development has been found to be equivalent to or exceeding that of cognitive skills. Research has highlighted that intervention focusing on social and emotional learning show measurable benefits that exceed its costs, often by significant amounts.

## Life Skills Education Policies in India

An effective life skills approach is driven by multiple aspects:

- 1) **Program content:** - Developing relevant information, attitudes, and skills.
- 2) **Mechanisms:** - Implementing participatory teaching practices, modeling of skills and reinforcement.
- 3) **Teacher Training:-** Building teacher's belief the potential of life skills education and their capacity to impart such skills
- 4) **Commitment:** - Advocating for the integration of life skills education in school curriculum.

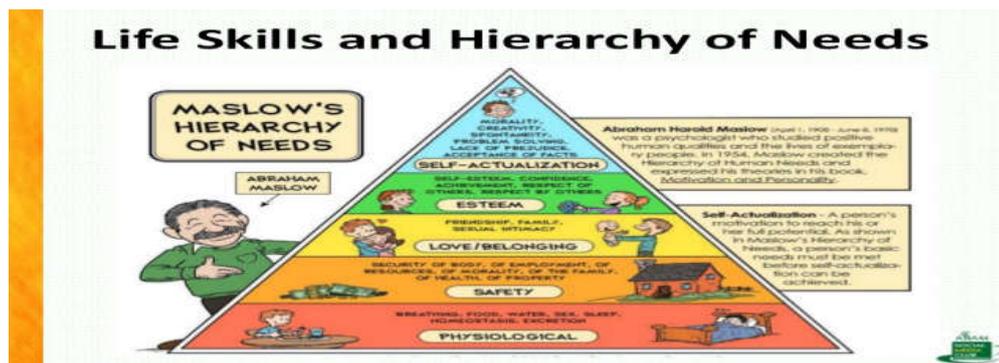
## Life Skills Education Emerged As A New Vision:

- 1) Child right (CRC 1989)
- 2) Jomtein Declaration on education for all (1990)
- 3) UN conference on HIV/AIDS (2003)
- 4) World programmed for Human Right Education (2004)
- 5) UN Decade on education for sustainable Development (2005)
- 6) UN secretary Generates Study on violence against children (2006)
- 7) 51<sup>st</sup> commission on the status of women (2007)

## Developing Life Skills

Development of the personal skills and approaches is based on the student's accumulated knowledge and specific competencies. By means of a targeted, pedagogical staging in connection with solution of an open problem in cross-curricular teams, focus will among other things be on the development of each student's:

- 1) Self-Confidence
- 2) Ability to Self-Motivation
- 3) Willingness to take risks
- 4) Ability to assess the consequences of own decisions
- 5) Willingness and ability to advance new solutions in the culture in which you work.



## Why is Life Skills –based education important

- 1) Help in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.

- 2) Promote positive social norms that have an impact the adolescent's health services, schools, and family.
- 3) Help adolescents to differentiate between hearing and listening, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
- 4) Delay the onset of the abuse of tobacco, alcohol, etc.
- 5) Promote the development of positive self-esteem and anger control.

### **How do I approach Life Skills Education**

Teachers and schools may not be able to teach life skills as much as they'd like. But as a parent, there is a lot you can do to teach life skills on your own.

- 1) Look to the future:- Ask each of your children to make a list of all the big decisions they will make over the next 10 to 15 years of their life such as college, career, car, apartment, city, marriage and children. Discuss together the factors that constitute each big decision.
- 2) Brainstorm together:- Your child needs to choose a science project. He doesn't know where his interests lie. On a piece of paper write the word science in a cloud, and as you discuss science topics, draw branches of idea stemming from the cloud. As you fill in the major subjects, encourage your child to think of subtopics within those areas. Maybe the study of animals strikes a chord with him, and he remembers a longtime love of guinea pigs. He now approaches the project with enthusiasm and a sense of ownership.
- 3) List pros and cons.
- 4) Ask for a difficult explanation

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## 12. Life Skills Education is the Need of the Hour

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### ABSTRACT

*Human beings are a complex mixture of knowledge, skills, attitudes and behavior. People constantly interact with other people, with their inner selves and with the environment as a whole. Thus, as children grow up into adolescence and adulthood they need to acquire the knowledge, skills and attitudes that will enable them to handle themselves and their environment successfully. With the sway of materialism on all facets of life, with the march of technology overwhelming the world activities & with enhanced desire for physical comfort, the need for introduction of life skills was never felt as much as now. Stress is a phenomenon permanently indexed to individuals as a result of fast paced process driven race where human sensitivities have barely any scope for flourishing. Life skills are set of attributes needed to be embedded in a child's psychological sub conscious frame to counter the challenges, adverse & uninvited issues. These are a set of human skills acquired vs teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.*

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### Introduction

Life skills is the sum total of human skills needed, to add value & quality to our life. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Life skills as set of applications require be practicing & implementing in our habits, living & thinking. The idea of life skills is to develop all encompassing qualities in a person.

Life skills can be looked up to things like learning finances, doing laundry, and cooking, managing home and offices but life skills education goes much deeper than that. Life skills are are sum total of following activities.

These are a set of human skills acquired vis teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.

Life skills include things like social, emotional, and thinking skills—such as self-awareness, empathy, critical thinking, decision-making, and coping with stress.

Life skills represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills.

With the sway of materialism on all facets of life, with the march of technology overwhelming the world activities & with enhanced desire for physical comfort, the need for introduction of life skills was never felt as much as now. Stress is a phenomenon permanently

indexed to individuals as a result of fast paced process driven race where human sensitivities have barely any scope for flourishing (Tyagi, 2014).

Life skills are set of attributes needed to be embedded in a child's psychological sub conscious frame to counter t,he challenges, adverse & uninvited issues. Life skills is the sum total of human skills needed, to add value & quality to our life. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Life skills as set of applications require be practicing & implementing in our habits, living & thinking. The idea of life skills is to develop all encompassing qualities in a person

They say one life is for learning & one for living based on learning. Time is short as a major portion of time is trifled or left out without initiating the basics of life skills required to introduce a balance between personal & professional life. There can be no tomorrow because the issue stares right there before our eyes today.

The challenge lies not in content development as a lot of such content is available, but in the pedagogy. The experiential learning environment for the understanding, appreciation and imbibing of these values has to be designed in the pedagogical practices. This calls for an intensive training of the teacher on fine tuning the life skills with each of the available concepts in all the disciplines of learning.

Those skills needed by an individual to operate effectively in society in an active and constructive way. ( de Bono,1993)

Personal and social skills required for young people to function confidently and competently with themselves, with other people, and with the wider community. (TACADE, 2017)

Human beings are a complex mixture of knowledge, skills, attitudes and behavior. People constantly interact with other people, with their inner selves and with the environment as a whole. Thus, as children grow up into adolescence and adulthood they need to acquire the knowledge, skills and attitudes that will enable them to handle themselves and their environment successfully.

Traditional education attempted to address this holistic view of human personality through the informal education system. The formal education system, on the other hand, has tended to prioritize knowledge at the expense of other aspects of our personalities, believing that an increase in knowledge will automatically lead to positive changes in attitudes and behaviors.

At the same time, it was generally assumed that life skills and attitudes would continue to be imparted through the family and community. However what has happened is that such traditional methods have largely broken down thereby leaving young people more vulnerable. In addition, the challenges and threats facing young people have increased for various historical reasons. Thus, it has become increasingly clear that such prioritization of knowledge at the expense of other aspects of the human personality is a very inadequate way of preparing young people for the complex nature and challenges of our world today. Maybe this has been brought into sharpest focus by the HIV/AIDS pandemic but it refers to the way we live our lives in general.

***Life skills have been defined in many ways:***

- Livelihood or vocational skills
- Practical health related skills (for example, use of Oral Rehydration Salts [ORS], or boiling water before drinking)
- Physical skills

· Skills related to behaviour and interaction.

The first three are knowledge based, whereas the last one is directed at what we do with our knowledge and skills. These are the life skills addressed in the Life Skills Initiative. They can be divided into several groups.

(i) Knowledge of oneself or self-awareness. On the basis of their self awareness, (awareness of what they can and cannot do) young people build their self-esteem and self-confidence. On this too they build their assertiveness or ability to respond confidently to any situation. Finally, self-knowledge leads to self control so that people can cope with their emotions and stress.

(ii) Development of one's interpersonal relationships with the people around one, family and friends, peers, people in authority and adults. This is done in two ways.

Positively through friendship formation and adjustment to society in which they live. It also involves empathy or putting oneself in the shoes of other people in order to understand them and live happily with them.

On the other side of the coin, interpersonal relations also require the ability to resist unhealthy pressures from adults or peers, to negotiate one's way through difficult life situations both in interpersonal relationships and in work situations, and, where necessary, to advocate for change in the most effective manner.

These relationships are dependent on effective communication which is also required for conflict resolution and management.

(iii) Knowledge of oneself and interpersonal relationships must be based on the development of creative and critical thinking in order to be able to confront the challenges of life and make appropriate decisions on what to do and how to solve problems. Thus, whether to resist or negotiate, how to assert one in different situations, even how to cope with one's emotions and stress depend on one's ability to think critically and creatively.

Life skills-based education (LSBE) has a long history of supporting child development and health promotion in many parts. In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices (cited in WHO 1994). The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential (WHO 1999). The 1990 Jomtien Declaration (cited in WHO 1994) on Education for All took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals (WHO 2004).

According to a report published in WHO(2004) ,life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003).

The host of factors that promote high risk behaviour such as alcoholism,drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills

Training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behavior.

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children.

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 skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour 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.

Life skills have been defined by the World Health Organization (1994) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behavior' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. The terms 'Livelihood skills' or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills.

**The Ten core Life Skills as laid down by WHO are:**

- |                            |                               |
|----------------------------|-------------------------------|
| 1. Self-awareness          | 2. Empathy                    |
| 3. Critical thinking       | 4. Creative thinking          |
| 5. Decision making         | 6. Problem Solving            |
| 7. Effective communication | 8. Interpersonal relationship |
| 9. Coping with stress      | 10. Coping with emotion       |

Various universities have also incorporated life skills teaching in their curriculum framework for undergraduate courses.

Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such

as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa.

Expected learning outcomes include a combination of knowledge, values, attitudes and skills with a particular emphasis on those skills that related to critical thinking and problem solving, self-management and communication and inter-personal skills.

Life skills help people to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.

These skills are often taught to adolescents, as they can help them successfully transition “from childhood to adulthood by healthy development of social and emotional skills.”

Life skills based education has been proved beneficial for growing minds especially for adolescents in the following ways.

1. **Positive social norms can be promoted** that have an impact on the adolescent’s health services, schools, and family.
2. **Social competence** and problem solving skills can be developed, which in turn help adolescents to form their own identity.
3. Adolescents would be able to differentiate between **hearing and listening**, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
4. **The onset** of the abuse of tobacco, alcohol, etc. can be delayed.
5. **Development of positive self-esteem and anger control can be promoted.**

It can be concluded that Life skills Education inculcates in us the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities. In today’s professional education, the technical knowledge is not coupled with effective and rational human tools and equanimity which softens the friction caused by movements happening due to wheels of life. Stress and overload of work with worries have made the young people prone to feel dejected and attempting acts like suicide. Life skills can become the effective art to cope with these adverse conditions.

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### 13. Managing Stress: A Life skill Needed by Adolescents in the Modern Day Society

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#### **Abstract**

*Stress is often a by product of destructive unpleasant emotions. A number of factors that are related to an ever being perceived as stressful are lack of control, suddenness ambiguity. Stress is often created when environmental factors pose a potential threat to our safer being. Negative emotions are often generated by stressful situations. Our fast-paced world requires that we cope with stress in a manner that will harness its energy and minimize its potential to produce disease and distress. Stress arises not only in direct response to external situations or events but also to a large extent involves ongoing internal emotional processes and attitudes. Individuals perpetuate even in the absence of the identifiable extrinsic stimulus. Life skills can be taught to assist individuals successfully deal with stressful life events, even before they occur. Successfully coping with stressful events at an early age can minimize the acquisition of unhealthy stress coping responses which could promote illness and disease.*

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#### **Introduction**

"**We boil at different degrees**" is a statement given by Ralph Waldon Emerson in 1870. It was remarkable assessment of human beings much before the twenty first century will be christened as the "era of stress" unless mankind evolves strategies to successfully cope with stress. Stress is all round us-at work, in our environment, and in our personal life. It has become an inevitable companion today in all the fields of life and a big cause of many physical and psychological responses.

#### **Stress**

The word stress is used in psychology in at least two different ways. First it is defined as the state of psychological upset or disequilibrium in the human beings caused by frustrations, conflicts and other internal as well as external strains and pressures. What to do and what not to do? How to do? Where to go? Such questions depict the stage of stress, under which one is expected to act or behave. In a more serious condition of the stress, the individual reaches a point where the physical processes are seriously affected, the mental processes are confused, and the emotional state is chaotic.

In the second case, stress is regarded as a class of stimuli which threaten an individual in some way and thus cause disturbances in his behavior. Thinking in this way, stresses are the factors or causes that lead to mal-adaptation and disorganization of the behavior.

### **Sources of Stress**

According to Coleman, frustrations, conflicts and pressures are the three important sources of stress:

1. Frustrations: a wide range of environmental obstacles, both physical and social and the internal factors in the form of personal limitations, biological conditions and psychological barriers may lead to frustration of our needs, motives and efforts.
2. Conflicts: Conflicts of motives and desires may also cause frustrating and stress situations. In choosing of either alternative from the contradictory needs, a person may be forced to postpone a decision for days, weeks or perhaps months before he decides what to do. An approach avoidance conflict is likely to cause more severe stress. This is essentially true where a considerable feeling of guilt is involved. The conflicting situations may lead to tensions which may result into a disorganized personality.
3. Pressures: Apart from frustrations and conflicts, internal as well as external pressures also prove a major source of causing stress.

### **Stress: Some Major Effects**

Stress stems from many different sources and exerts important effects on persons who experience it. Stress can influence our physical and psychological well-being, our performance on many tasks, and even the ultimate course of our careers.

- **Stress: The Silent Killer**  
Experts agree that effects of stress on health are profound. Stress is known to affect almost all body systems like the occurrence of heart disease high blood pressure, hardening of arteries, ulcers, and even diabetes.
- **Psychological Affects**  
Psychological Effects of stress today are more complex than ever. We live in increasingly complex and fast paced world. Modern civilization has created many stressors that our ancestors did not have to deal with. Daily stressors are major life events are often common trigger for symptoms of stress to manifest.
- **Stress and Task Performance**  
Psychologists once believed that stress actually improves performance on a wide range of tasks. They held that the relationship between stress and task performance takes the form of an upside down U: at first, performance improves and stress increases, presumably because the stress is arousing or energizing. Beyond some point, though, stress becomes distracting, and performance actually drops.
- **Individual Differences in Resistance to Stress: Optimism and Pessimism**  
It is clear that individuals differ in their resistance of stress. Some people seem to be disease prone- they suffer ill effects from even mild levels of stress. One answer involves the dimension of optimism-pessimism. Optimists are people who see the glass as half full; pessimists are those who see it as half empty. Some evidence indicates that optimists- people who have general expectancies for good outcomes (Scheier & Carver, 1988)-are much more stress- resistance than pessimists- people who have general expectancies for poor outcomes.

### **Impact of Stress on Education**

Our complex modern society has greatly increased the amount of stress in adult and children are exposed to. Children are experiencing more stress at younger ages. Even in the womb a child picks up the mother's stress- stress chemical such as adrenalin and cortisol cross the placenta. Some effects on education are as follows:

- Low Achievement in examination.
- Unrealistic classroom demands.
- Problems with pairs.
- Disagreement with teachers
- Behavior problems

### **How to cope with Stress: The key to Stress Management**

Stress can be dealt with proactively or reactively. It can be dealt with proactively by building personal resilience to prepare for stressful circumstances, while learning how to recognize signs and symptoms of stress. It can be dealt with reactively by utilizing coping strategies useful for the individual. The key is not to avoid stress altogether, but to manage the stress in such a way that the negative consequences of stress are avoided. There are many positive ways to manage stress which are as follows:

#### ❖ **Psychological Coping Technique**

According to Jacobson common psychological responses to stress include muscle tenseness, a racing pulse, pounding heart, dry mouth, and uneasy stomach or sweating. Important psychological coping techniques are:

**A. Relaxation:** Progressive relaxation is the most effective procedure to reduce the tension of our muscles.

(i) To use this technique, begin by alternately flexing and relaxing your muscles to appreciate the difference between relaxed and tense muscles.

(ii) Shake out your arms and then let them flop by your side

(iii) Relax your shoulders by slowly rolling them up and down

(iv) Relax your neck.

Step by step extend this process until the body feels completely relaxed from head to toe.

**B. Controlled Breathing:** Controlled breathing is also important. When you are tensed, you tend to take in relatively short, shallow breaths. However as your body slows down during relaxation, notice that your breathing changes to deeper longer breaths.

Relaxation and breathing procedures are effective in reducing emotional as well as physical tension.

**C. Meditation:** A related technique that is often effective for achieving a relaxed State is meditation.

#### ❖ **Behavioral Coping Technique**

We are all guilty of behaving in ways that bring stress on ourselves. We overload our schedules with too many responsibilities; we procrastinate. It all adds up to stress. There are

plenty of things the teachers can do reduce the stress in the lives of their students. One method is time management.

- **Time Management:** The teacher can educate the students how to make time work for them instead of against them. Adhering to a well planned schedule can help the students to make more efficient use of their time and eliminate behaviors that interfere with their main goals. An important but often ignored is to balance work time and play time
- **Self-monitor:** Pay attention to the way you are thinking and feeling in a given situation. It is important to learn about what causes stress for you and about your personal relations to stress. Effective self monitoring is your early warning system. It can alert you to the necessity of using the other coping skills to prevent a blow up.
- **Be yourself:** Place your confidence in yourself, not in the role. You will be more effective acting naturally than try to fit a role.
- **Be Task-oriented:** Focus only on the task confronting you. It is not productive to spent time with thoughts and feelings that are unrelated to accomplish the task. Being task oriented means that you are concentrating completely on your job at hand. Negative or disruptive thoughts and emotions are the enemies of task orientation.
- **Be Realistic:** Be realistic about what you can achieve. Know your strengths as well as your limits. At times, laughter is the best medicine. Do not lose your sense of humor.
- **Be Patient:** Be patient with yourself. Do not punish yourself for not achieving perfection. Your mistakes should be learning experiences, not times for heavy self-criticism. Keep your expectations of yourself at a reasonable level.
- **Have a Constructive Work:** Try to look for the positives in the people around you. Do not be too quick to conclude that people are behaving the way they are just to upset you. Put yourself in other person's shoes. From that point of view his behavior may make perfect sense.
- **Cognitive Restructuring:** Cognitive restructuring is the process of replacing negative appraisals of stressors with more positive ones. To use this technique successfully, begin by monitoring what you say to yourself adaptive thoughts. In other words try to discover something humorous about the situation, or imagine creative ways to reduce or eliminate the source of stress.

❖ **Life Skills related to Stress Management**

A variety of planned activities that incorporate cognitive, affective, and behavioral components need to be tailored to provide students with techniques and coping skills to deal effectively with stressful life events prior to or concurrent with the onset of such experiences. Skills for handling real life situations (peer pressures, demands of job and school, injury or illness, death of loved ones, economic pressures, divorce, and others) need to be developed in a stress management education program to enhance the coping repertoire of the student. There are numerous strategies which can be used to enhance an individual's ability to cope with stressful life events and act as a buffer to the stress response (i.e., self-esteem, self-concept). However, this article will discuss the utilization of four life skills appropriate for stress coping intervention. These skills include values clarification, decision making, communication skills, and coping behaviors.

- **Values Clarification:** Many stressful life events are value laden. For example, an unwanted pregnancy provides a situation in which several options are possibly available to those involved. Selection of the best alternative such as keeping the child, giving the child up for adoption, or abortion are all value laden solutions, and one must be selected. The decision process may be quite difficult due to the imposed values placed upon the involved persons by society, family, religion, etc. Those imposed values may not be the accepted values of those making the decision. Health educators need to strengthen values clarification skills by providing an atmosphere where an individual can assess opinions and beliefs on value laden issues such as an unwanted pregnancy and arrive at a personal position statement which will guide future actions.
  
- **Decision Making:** Decision making, or the process of selecting an alternative, or course of action from two or more possible choices, is a crucial life skill to be developed by students. It has been suggested that individuals are more likely to be satisfied with their decision if they use such a process. Kime, Schlaadt, and Tritsch (1977) state that there are three basic assumptions related to the decision making process:
  1. There is more than one alternative. If there is only one alternative, there is no need to use a decisionmaking model.
  2. For decisions there are consequences. The consequences are the result of the outcomes of decisions and vary in complexity and severity.
  3. For every decision, there is a degree of risk involved. The purpose of the decision-making process is to help individuals reduce the risk of making a bad decision.Many stressful life events require the use of appropriate decision-making skills. Death situations (i.e., selection of a casket, writing a will, etc.), divorce or marital separation decisions (division of property, child custody, etc.), selection of a college or university and its associated lifestyle, and many others can produce an tremendous amount of stress. This stress perhaps can be lessened if skills are acquired in the process of effective decision-making.

Decision-making in many stress-filled situations can be a difficult task due to heightened emotion, extraneous influences, etc. It is, therefore, important that an individual have previous experience with decision-making related to other analogous life events of comparable intensity.
  
- **Communication Skills:** Effective communication skills are a vital component in dealing with potentially stressful situations. Many life events are interpersonal in nature (making friends, dating, marriage, employment, education, etc.) and if effective communication skills are not developed, expression of personal feelings (i.e., interest, dissatisfaction, unhappiness, loneliness, frustration) cannot take place, thus, cultivating a potentially stressful environment.
  
- **Coping Skills:** Crowder (1983) suggested that the most important stress coping skills are physical exercise, proper diet, relaxation ,and meditation, talking about one's problems, setting realistic goals, and self-responsibility. The health educator can provide a wide range

of activities which focus on the development of any of the above mentioned coping skills to enhance the uniqueness and variety of stress management techniques available. Behavior modification techniques may need to be introduced or incorporated into the coping skill development at this time. Inappropriate health behaviors in response to stressors may have been previously established by some students or clients at the time of intervention. If the ultimate goal of health education is to lead individuals toward desirable health behavior (i.e., positive stress coping) then desirable behaviors need to be reinforced and strengthened and undesirable behaviors weakened and removed. In essence, if positive stress coping skills are learned, practiced, and reinforced during the early years and likewise negative coping skills discouraged and unlearned, hopefully the acquired awareness and coping skill repertoire will carry over into succeeding life stages.

### **Conclusion**

Educational stress is the major problem for many students and they work towards its elimination, if we think positively, even stress has its purpose. It motivates the students to act and learn quickly. On the other side, stress has its negative effects also, thus it is expected from the teacher to share various coping strategies with the students so that it does not make any negative impact on their performance. As a teacher we need to develop life career skills in order to achieve the goal of education as the goal of stress management education is not to shelter clients/students from stressful situations, but to help them develop the ability to respond to stressful events in a positive, constructive way. Confrontation with stressful situations need to be encouraged rather than avoided. Through the implementation of a comprehensive stress management education program (life skills approach) it is hoped that individuals will be more adept at coping and handling stressful life events, throughout the life span, due to practice and positive reinforcement of earlier, analogous stress related responses.

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## 14. Strategies of Development of Life Skills

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### **Abstract**

Development of life skills is a hot topic for the achievement of totality of life. The term ‘Life Skills’ refers to the skills you need to make the most out of life. Life skills are generic skills, relevant to many diverse experiences throughout life, and they should be taught as such, to gain maximum impact. However, for an effective contribution to any particular domain of prevention, Life skills also are applied in the context of typical risk situations. Life skills may be directed toward personal actions or actions towards others, as well as actions to change the surrounding environment to make it conducive to healthy and joyous living .So development of life skills is today’s need. There are different ways which could be used as development of life skills like self confidence, develop self – motivation, develop the student’s innovative skills and desire to explore.

**Keywords:** Negotiation skills, leadership, time management, self esteem, self motivation, presentation skills, organizing skills.

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### **Introduction**

“Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. (WHO) The effective and appropriate utilization of the skills can influence the way one feels about oneself and others and can enhance one’s productivity, efficacy, self-esteem and self-confidence. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build relationships, empathies with others, and cope with and manage their lives in a healthy and productive manner.

**UNICEF lists ten life skills as most important under the domain of psychosocial and interpersonal skills.** These are;

Problem solving skills

1. Critical thinking skills
2. Effective communication skills
3. Decision making skills
4. Creative thinking skills
5. Interpersonal relationship skills,
6. Self-awareness
7. Building skills,
8. Empathy
9. Coping with stress and emotions.

## **STRATEGIES OF DEVELOPMENT OF LIFE SKILLS**

### ***Important points to consider when using various methodologies***

- Build self confidence and self motivation
- Be creative and innovative in order to come up with other relevant methods and activities
- Make use of local environment
- A combination of methods can be used in teaching life skills
- Chosen method should be appropriate to the learners
- Develop relevant teaching and learning materials resources
- Provide conducive learning environment
- Cater for learner's individual differences
- Motivation of learner's interest and curiosity
- Encourage learners to respect each other( in terms of views , age, social -economic status)
- Promote positive social norms that can impact the broader environment of adolescent health services, schools, staff and families.
- Engage teachers, students, and their families much more than didactic approaches because no the focus on participation and relevance for the program participants.
- Be more exciting and rewarding for teachers and students because the content tends to be more realistic and the methods more fun and effective than traditional (didactic) approaches.

### **1. Discussion**

It is a purposeful conversation proceeding towards a certain objective. Discussion involves exchange and sharing of ideas, experiences, facts and opinion on given topics. The conversation can be used in large or small groups. Discussion can be used when:

- clarifying concepts
- clarifying attitudes and values
- Gathering opinions from others
- Building consensus.
- Gathering ideas
- Learning new skills like listening critically

### **2. Debate**

A debate is a discussion which involves two opposing parties with each group expressing opinions or views about a given topic or subject. Each group competitively attempts to win the other to their side of the argument. At the end of the debate the group with more points is declared the winner.

Here are suggested examples of topics where debates can be used to teach life skills:

- Negotiation
- Effective communication
- Assertiveness
- Decision making
- Non-violent conflict resolution

### **3. Role Plays**

These are short drama episodes in which participants experience how a person feels in a similar real life situation. Role plays can be used when:

- Developing specific skills such as negotiation, assertiveness, communication and self-awareness
- Discussing sensitive issues such as gender, which the teacher may feel uncomfortable with
- Clarifying new and unfamiliar concepts
- Demonstrating how a skill can be applied in a given situation.

#### **4. Story telling**

They involve telling of narratives with particular theme, based on actual events They give account of detailed information about an event or life situation in an interesting way while still passing a moral message. Stories can be composed or collected based on specific themes on Life Skills for example assertiveness, negotiations, decision making When reading or telling stories they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, involvement of audience. Animal and human characters can be used in the narrative.

#### **5. Brainstorming**

It is a free expression of ideas among participants on a given issue or question. If you chose to use brainstorming, ensure that all participants' contributions are respected and accepted.

Encourage many participants to give their ideas and views spontaneously. Brainstorming as a method is used when:-

- seeking different views on opinions of a given situation
- establishing the entry behaviour of the participants
- exploring new concepts
- encouraging involvement of all participants
- building consensus or agreement

#### **6. Case Studies**

It is a true or imaginary story which describes a problem, a situation or a character. It may be a dilemma in which the participants should come up with options on how they would resolve the conflict. Sometime it offers clues on how to solve a problem or provoke the reader's ability to solve the problem.

Case studies should be interesting, appealing and relevant to the reader's imagination. Case studies are useful when you:

- want to appeal to the learners emotions
- expect the learners to identify and internalise the concepts and issues raised in the case
- expect the learners to apply the skills learned to solve similar problems that they may encounter
- want the learners to appreciate that others undergo similar challenges

#### **7. Miming**

Miming is acting without words by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions.

Miming is suitable for communicating sensitive messages. It helps in expressing messages, which cannot easily be put into words.

### **8. Poetry and Recitals**

These are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and other experiences. They can be in form of songs, recitations, chants or they can be dramatized to enhance acquisition of various life skills. They can be used to appeal to people's emotions to enable them change behaviour towards a desired direction.

### **9. Games**

These are interesting and exciting activities which have set rules They can be used when:

- clarifying difficult issues
- discussing sensitive issues
- enhancing the quality of interaction in a group
- learning and practicing new life skills
- increasing the participants knowledge of each other
- making presentations interesting

**CONCLUSION:** In the nutshell, life skills being very important in life, Different combination of the life skills are emphasized depending on the purpose and topic. Life Skills education should be designed to enable students to practice skills progressively more demanding situations. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills learning are also facilitated by using learning “tools”, e.g. by working through steps in the decision- making process.

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**15. Life Skills Education:  
Bridges the Gap between Basic Functioning and Capabilities**

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**Abstract**

*Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical.*

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**Introduction**

"Life skills" are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others

Life skills describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

***Life skills touch upon issues that are:***

- Real: they actually affect people's lives
- Topical
- Sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
- Often controversial: people disagree and hold strong opinions about them
- Ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

### **Life Skills Education**

Life skills education is a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programmes are theory- and evidenced-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results.

### **Why Are Life Skills Important?**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

### **Life skills based education can:**

1. Help in the development of **social competence** and problem solving skills, which in turn help adolescents to form their own identity.
3. Promote positive **social norms** that have an impact the adolescent's health services, schools, and family.
4. Help adolescents to differentiate between **hearing and listening**, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
5. Delay the onset of the abuse of tobacco, alcohol, etc.
6. Promote the development of **positive self-esteem and anger control**.

### **According to WHO:**

**Empathy** can help us to understand and accept others who may be very different from ourselves, which can improve social interactions.

**Self-awareness** helps us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal skills.

**Critical thinking** contributes to decision making and problem solving by enabling us to explore available alternatives and various consequences of our actions or non-action.

### **What a Teacher can do to develop Life Skills among Children?????**

‘Education for All’ has included “Life Skills” as a basic learning need for all young people. Schools should incorporate components of life skill education to train young minds to combat stress and anxiety and as an old Chinese proverb goes-n “Give a man a fish he eats for the day. Teach a man to fish he eats for a life time.” equip them with the right set of life skills so that they can fish for themselves in every domain of life.

For this, the present day teachers need to become proactive. First and foremost, they should themselves learn and then teach their students about the life skills. If the teacher teaches his students at grass root level could go a long way in helping the adolescents inculcate major life skills.

#### **Managing time wisely**

Students need to be taught that is important to give plenty of time to work on studies if they really want to do well. Setting up a schedule for study, breaking up studies into smaller chunks, keeping learning logs and other time management skills are essential. Moreover making the students expect that performance in Academics requires efforts, time in practice, will help them in coping with situations in a constructive way and propel them on the way of success.

#### **To make the students more organised**

Being organised can bring the students the peace of mind that comes from knowing where everything is, remembering deadlines and test dates comma and clearing the mind of some of the mental clutter that disorganization brings. Keeping a calendar, a schedule and a filing system for school assignments and test prevents a significant amount of unrest.

#### **Creating good study environment**

Creating a soothing environment can reduce the stress and help in learning. Students should create a good study space that is free from distractions. It would do them good if they have a comfortable study desk. Sticking some motivational quotes or points near the study area could be a good idea.

#### **Knowing their learning style**

Teachers should help of student to know whether one is a visual, kindness 3rd kinesthetic aur auditory learner, as then the student can tailor his or her study practices around that particular learning style and make success is here to attain by streamlining the efforts.

#### **Learning study skills**

Teachers can also make their students learn and practice some more specific study skills and techniques like improving reading speeds and use of Mind maps and graphic organizers which can help the students improve their performance by improving their retention and recall abilities.

#### **Practicing visualizations**

By taking a few minutes each day and visualizing in detail, what they would like to happen, whether it is giving a presentation without getting nervous, aing an exam, or

something else that will support their success. Then they get motivated to work hard and make it happen!

### **Developing optimism**

Optimum our healthier, less stressed and more successful. Teachers can spread optimism by having an non threatening and encouraging atmosphere in end outside the classroom. They can read out stories and anecdotes of successful people and share their own experiences with the students.

### **Getting enough sleep**

If the teachers want the performance of their students to be optimum the students need to get a sound sleep. Those were sleep deprived have more trouble learning and remembering comma and perform poorly in many areas. So, working the schedule with parents so that's students get enough sleep can really help.

### **Using stress management techniques**

Chronic stress can actually impaired student's ability to learn and remember facts. Stress management is one of the most important and most overlooked school necessities. A regular stress management and relaxation practice in school life yoga, aerobics, music etc. Can reduce the overall stress level and help students to be prepared for whatever comes.

### **Applying dynamic memory techniques**

The greatest cause of worry for more students is that they tend to forget quickly. To help the students learn to remember and recall accurately for a presentation on examination, they should be trained in the finer nuances of dynamic memory which acts as a very good scaffolding for students who have below average memory.

### **Conclusion**

Raising children is a process that takes years. The reality is that over 14to 16 years of age the students will need a teacher to remind them, teach them, and support them as they grow and mature. Teachers play a key role in providing them with many opportunities to learn about how the world works, in allowing them to make decisions, and in encouraging them to learn from their mistakes.

But with patience, understanding, and a few “tricks of the trade,” Teachers will surely teach their children the way to success.

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## 16. Life Skills and the Teacher

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### **Abstract**

*Today, the life has become full of challenges and complexities. Need of the human beings, their aspirations, expectations, duties have been changed. One has to deal with lot of stress at every level, family adjustment, career, social relationships and most important self adjustment. More and more training is required to bear all these stresses to live a balanced life. The teacher is a person who lays direct impact on a student while his formal education, thus can play a crucial role in developing certain basic life skills which can make his/her life easy in the future. The present paper is highlighting the life skills required for functioning of smooth life and the skills which can be developed by the teacher through is effective teaching.*

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### **Introduction**

“The beauty of life is while we cannot undo what is done, we can see it, understand it, learn from it and change it so that every new moment is spent not in regret, guilt, fear and anger but in wisdom, understanding and love.”

**Jennifer Edwards**

Everyone in the world wants to live a happy, peaceful and well managed life. For living beautiful life everyone try to deal with other person, relation, problem, stress and issues that come across in one's routine life in a manner he/she learned to deal with. Many of us do it very well in some areas but not so well in some others. No doubt, how the problems, people, relations and situations affect us, depends upon many factors like; did we face similar problem earlier? Are we capable enough to deal with it in economic/social terms? Do we have support system? How much time do we have? Etc. But the most important factor is how we take these and how positively we think to deal with these.

In the present scenario, young people are facing significantly different challenges than those affecting previous generations; some challenges simply did not exist before, and some others have intensified or become more complex like; changing family structure, earning methods of family, safety issues, distorting value system of society, unemployment, sexual and other forms of exploitation, discrimination in many forms at different levels, many life threatening diseases for example HIV/AIDS and other sexually transmitted diseases, alcohol, tobacco and other drug use, war and moreover the political instability. All these problems have become the part and parcel of today's life. Understanding a problem or situation and taking it in a way that leads to the solution is not everybody's cup of tea. It requires certain skills actually. A life skills approach may help to contribute to a reduction in the harm associated with these issues, and to maintaining and promoting healthy lifestyles.

The term 'life skills' has also been defined by WHO as 'abilities for adaptive and positive behaviour, which enable individuals to deal effectively with the demands and challenges of everyday life.' (WHO 1994) The Life Skills approach is an interactive process of acquiring

knowledge, attitudes and skills which support one's behaviour that enable him/her to take greater responsibility for his/her own life; by making healthy life choices, gaining greater resistance to negative pressures, and minimising harmful behaviours. These are an important aid to coping with everyday life. It includes the essential skills developed through a higher order thinking, that enable a person to perform effectively in his or her life, and thus become a socially acceptable and successful person. It is the range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively.

### **Basic life skills**

In general, there are number of life skills a person have to lead a healthy lifestyle or a peaceful and happy life. It included some personality traits, emotional intelligence, social responsibilities and duties etc which a child learns after it takes birth. A person has to deal with the other members of society. How he/she thinks, understand, and behave does not shows his own personality but reflects his/her coping ability also. Moreover a person who is satisfied with self can easily make adjustments also. Thus it needs many skills which all can be categorized under following basic skills:

- **Dealing with self**

A person who is not happy can never make others happy. What a person think of himself is most important to become happy and satisfied thus self-confidence, self concept, self-image, self-esteem, self-reflection, handling oneself in a responsible manner are the type of life skills which on must learn at the earliest level.

- **Communication skills**

Communication, verbal or non verbal, is the strongest way to understand others and make others understand you. So it is very necessary for a person to learn communication skills like effective speaking, active listening, and understanding body language.

- **Information gathering skills**

To respond to a situation or problem depends upon the way we perceive it and the information we have to deal with it thus giving and receiving feedback, Observation, assessing information are the skills needed to learn.

- **Critical thinking**

Skills like awareness about one's own strengths and weaknesses, problem solving, decision making, thinking on consequences of actions, identification of, and acting on rights, justice and responsibilities helps a person to deal with the situation objectively and solve the problem at the earliest.

- **Creativity and Imagination**

To arrive at the right decision and solve problems effectively, one need to have Creative thinking - thinking that generates alternatives for thinking that leads to decisions in the best possible way. Creativity skills like Positive thinking skills help a person to explore novel ways of thinking, being and expressing the self. Imagination gives way to explore new possibilities of a situation.

- **Management skills**

In day to day life we all either have to manage the things according to our situation or manage our selves according to them. The skills like Time management, conflict

management skills, managing peer pressure, tolerance etc become very important to learn to live a well managed life.

• **Social skills**

‘Human being a social animal’ No behaviour can occur in vacuum. One needs to share many ideas, feelings, beliefs and many other things to others to make healthy relations. Some basic social skills like: honesty, forgiveness, respect, cooperation, loyalty, coordination, kindness compassion, forgiving, letting go and hold on are necessary for smooth function of relationships and the whole society.

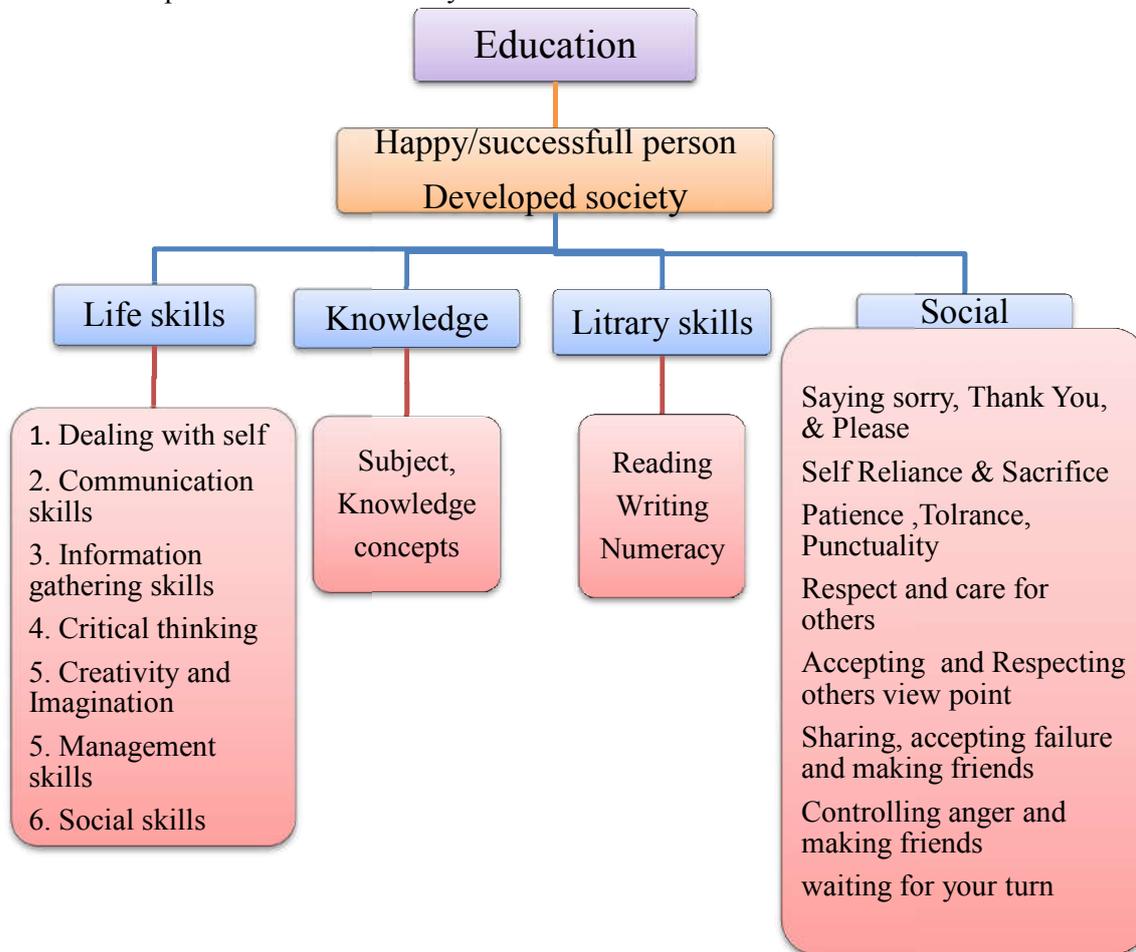


Figure 1. Skills developed through education

**Education and life skills**

The purpose of life skills is actually the aim of Education, as in the words of John Dewey “Education is the process of living through a continuous reconstruction of experience. It is the development of all those capacities in the individual which will enable him to control his environment and full fill his possibilities”. Education provide teaching as well as training of various attitudes, potentials, interests, values etc. that contribute in the harmonious development of Personality. Education teaches a child those ways which can help him to live in a developed society in a happy and successful manner. The skills education aims to develop can be understood by the flow chart, Figure1.

Thus all the above skills can be imparted through education. Family and school are the two main sources of proving education.

## **Role of teacher in Developing Life Skills**

After family members it is teacher who plays important role in imparting education among children. Thus it becomes moral responsibility of a teacher to give training of life skills to the children and help them to be successful person. A good teacher helps the students to explore the ways and techniques to make healthy lifestyle choices and optimum physical, social and psychological well being depending on the culture of that specific area. He/she can emphasize different specific abilities to get enjoyment of life through these.

The life skills that a teacher can develop during teaching:

### **Decision making ability:**

A teacher can help students to learn assessing their options and carefully consider the different consequences that can result from their choices through project method techniques.

Problem Solving Ability: Giving home work and self learning methods helps students to find constructive solutions to their problems. This skill can significantly reduce anxiety.

### **Creative Thinking**

The literary skills taught by the teachers like reading writing and numeracy give ways to develop creativity skills among students. It enables students to explore all possible alternatives together with their consequences. It helps students look beyond their personal experience.

### **Critical Thinking**

The practical uses of subject like Mathematics help students to analyse objectively the situation. Moreover objective and impartial behaviour of teacher in the classroom teaches the child to think objectively and critically also. It helps the students to recognize the factors that influence their behaviour, such as societal values, peer influence, and influence of the mass media.

### **Communication skills**

By interactive teaching methods of teacher develop ability to communicate effectively. It helps students to learn to express their feelings, needs, and ideas to others verbally or otherwise.

### **Social values and norms**

Group activities, group teaching, group plays and many other cultural activities help the students to establish and maintain interpersonal relationships. They will learn to interact positively with others whom they encounter daily, especially family members.

### **Knowing the self**

When a teacher give opportunity to express himself while giving answer to the question, discussions, debates, and other educational games and activities like seminars, narrating stories, reciting poems etc the students come to know who they are, what they are capable of, what they want and do not want, and what does and does not please them etc.

### **Empathy**

It is the ability to imagine what life is like for another person in a very different situation. It helps students to understand and accept diversity, and it improves interpersonal relations

between diverse individuals. Give opportunity to play and learn together, and showing concern and trying to solve the problems of students, a teacher can arouse the feeling of empathy among them.

### **Handling emotions**

The ability to handle emotions enables students to recognize their emotions and how they influence their behaviour. The discipline a teacher maintains teach the students use of positive emotions and reducing negative emotions like violence, anger, teasing others, etc. Thus help them to learn control over emotions.

*A teacher should use a number of techniques to develop the above life skills while his/her teaching. A few of these are:*

- |                     |                 |                              |
|---------------------|-----------------|------------------------------|
| ▪ Role play         | ▪ Whole class   | ▪ Poems                      |
| ▪ Pair & group work | ▪ discussion    | ▪ Riddles                    |
| ▪ Brainstorming     | ▪ Questioning   | ▪ Use of seven intelligences |
|                     | ▪ Drawing       |                              |
|                     | ▪ Story telling |                              |

### **Conclusion**

Incidents of crimes like, suicide, murder after the fight over silly talks like on small money of Rs 25, beating the students inhumanly, murder of the principal by a student after absconding due to his long absent, bringing weapon to the schools and even a number of murders & rapes committed brutally are increasing day by day. All the above events alarming the situation and indicates that we have been failed to teach our children the real life skills. There is a lot of frustration today that pushing our society towards such inhuman activities. The inculcation of life skills is the only way to teach healthy life styles and save the precious lives of our children. The teacher should understand its responsibility and try its best to contribute in making a peaceful society by developing like skills through his teaching skills.

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## 17. Life Skills Education for Youth

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### **Abstract**

*The main aim of this study is to understand the Life Skills Education for Youth. "Education in India has seen tremendous growth over the past decade, both in number of students and number of colleges. An attempt is made in the present study to understand what the Life Skills are and which are needed the most for our students to overcome the lags created by our education system. The objectives of the study are to understand the major troubles of students in their education and the strategies which can be adopted to overcome those troubles. The study will be made by referring several other literatures on "Life Skills" published by various sources. In the above context, a Qualitative study will be conducted on "LIFE SKILLS EDUCATION FOR YOUTH". This being a non-empirical study the analysis will be made from the data and contents collected from various articles published by various authors and released through various sources.*

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### **Introduction:-**

***"Helping the youth of today's world becomes the brighter future of tomorrow."***

#### **What is Skill Education?**

Youth are considered as the most productive members of the society, due to their physical and intellectual capacity. But it is sad to recognize the fact that most of the youth are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Now days a large number of youth engaged in antisocial activities which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. These habits deteriorate their physical and intellectual capabilities and also seem to be a burden to the society. Youths are engaged in many antisocial activities and which adversely affecting other members of the society. These high risk behaviours affecting society in a large extend. This new challenge requires immediate and effective responses from a socially responsible system of education. It may be noted that to date, no university or board of school education has come forward to initiate such a programme in the country which may be beneficial to our young people. In this connection life skill education plays a very vital role to increase the awareness among the youth about all social problems and to alleviate social evils from the society. Life skill education helps the individual to improve the decision making skill, ability to take everything in the right sense and also improve their contributions to the society.

#### **What are Life Skills?**

Life skills are behaviors that enable individuals to adapt to and deal effectively with the demands and challenges of life. There are many such skills, but core life skills include the ability to:

- Make decisions, solve problems, and think critically and creatively
- Clarify and analyze values
- Communicate, including listen, build empathy, be assertive, and negotiate
- Cope with emotions and stress
- Feel empathy with others and be self-aware.<sup>1</sup>

A review by UNICEF found that approaches relying on life skills have been effective in educating youth about health-related issues—such as alcohol, tobacco, and other drug use; nutrition; pregnancy prevention; and preventing HIV/AIDS and other sexually transmitted infections (STIs). Life skills education programs can also be effective in preventing school dropout and violence among young people. Finally, these programs can lay the foundation for skills demanded in today's job market.

### **What is the Life Skills Education Approach?**

The life skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but also aims at shaping attitudes and developing interpersonal skills. The main goal of the life skills approach is to enhance young people's ability to take responsibility for making healthier choices, resisting negative pressures, and avoiding risk behaviours. Teaching methods are youth entered, gender-sensitive, interactive, and participatory. The most common teaching methods include working in groups, brainstorming, role-playing, storytelling, debating, and participating in discussions and audiovisual activities.

### **Imparted Various Skills & Values:-**

#### **1) Self-Awareness:-**

It is one of the foremost aspects of life skills. What the disadvantaged and disabled need is a self image. The first question a participant is made to ask is: Who am I? The facilitator helps the participants, by using the Socratic Method to debate the issue of an individual's space in a family, a social group, a community and a country. The young people are made aware of their rights and duties; and their responsibilities to themselves and the society. They are made to realize the need to preserve their physical and mental health.

#### **2) Empathy:-**

The other part of self-awareness is the life skill of empathy. Awareness of the self should be counter-balanced by the awareness of others, their different thinking, feelings, desires and wishes. This requires some imagination and fellow-feeling. It is a part of the process of socialization and self-control. The Indian culture empathizes with human beings, animals and nature around us. A careful cultivation of this skill prevents aggressive stance for self-protection as well as self and group identity among the adolescents.

#### **3) Effective Communication:-**

It is like an art. It has been observed that among the wards from the less-advantaged families, communication is far from effective. Through practical experience, it can be found that a person from a middle and higher class background know both what is to be said as well as how to adjust according to the mood of the listener and the situation. The person who comes from slums or lower class background often speaks a dialect at home, which is distinct from

the standard formal language used in offices, schools and other institutes. Effective communication, thus, leads to building successful interpersonal relationships.

**4) Critical and Creative thinking:-**

These are the two next pair of skills. Training to inculcate thinking abilities, as such, is very rare in both formal and non-formal classrooms. As media sends out a constant stream of messages, it is important to begin with critical listening and asking right questions. Telling young people to ask for cause-effect relationship and rational thinking is very essential, if they need to withstand pressures. Creative thinking requires patience and persistence that looks for new answers to old questions. It also needs the use of intuition as well as logical thinking.

**5) Gender Sensitivity:-**

Gender sensitivity of a person depends upon his/her empathy, ability of critical thinking, analyzing power on his/her view of how he/she is experiencing the social system. In India gender inequality is still persisting as a curse to the society. Barring a few communities, male dominance is prevalent in every strata of the society. There is a difference between the legal and social concepts of gender equality. Contrary to the Indian Constitution's declaration on equal rights in education, sports, health facility, payment for work etc. to either gender, there's a differential and partial treatment for males and females since childhood, especially in lower and middle economic class.

**6) Interpersonal Relationship:-**

The foundation of a good Inter-Personal Relationship is based on empathy and the habit of good listening. The learning and practicing of coping with stress and emotions also contribute in making better relations with others.

**7) Decision Making:-**

This skill is based on the understanding of who decides and how much choice there is. The participants learn how to take decisions in a day-to-day life. In areas such as education, choosing a career, daily activities and even in eating habits, one has to choose a right thing. Therefore, everyone should be conscious about the merits and demerits of all the facts he/she is facing. Decision making and Problem solving skills are inter-related. Proper decision making leads to the solution of any problem.

**Lessons Learned from Life Skills Education Approaches:-**

*Five key areas of focus can assist planners in optimizing programs' quality and outcomes.<sup>1</sup>*

**1. PARTICIPANTS:-**

- Respect youth's abilities, feelings, and beliefs. Respect and understanding will ensure that a program is acceptable to and appropriate for participants.
- Focus on risks that youth actually confront and respect youth's feelings and beliefs regarding risks. Recognize what individuals can and cannot do with respect to risks.
- Ensure that the program's objectives, teaching methods, and materials are appropriate to the age, gender, sexual experience, and culture of young people and the communities in which they live.

- Encourage participants to learn from each other—peer to peer—as well as from educators, family, and community, thus integrating the knowledge and experience of everyone involved.

## **2. CONTENT:-**

- Emphasize information, attitudes, and skills based on their relevance for promoting healthy behaviours and for preventing risk behaviours. Health promoting behaviours include acquiring accurate information, clarifying personal values, developing peer support for safer behaviours, and using condoms correctly and consistently. Risk factors for teen pregnancy and STIs, including HIV, may include being unaware of risks, feeling or facing gender bias, holding discriminatory attitudes towards those infected with HIV and other STIs, lacking access to and/or not using condoms, having multiple sexual partners, and having sexual intercourse with casual and/or commercial partners.
- Ensure that youth understand sexual and reproductive health, the behaviours that place individuals at risk, and the social context and interrelationship of these factors. Programs should address values, attitudes, and behaviours in individuals and communities and provide basic facts about preventing pregnancy and STIs, including HIV.

## **3. PROCESSES:-**

- From the earliest stages of program development, use advocacy to influence leaders, mobilize communities, and secure the commitment of policy makers. Frequently, policy makers and other leaders lack knowledge of adolescent sexual health issues and of current rates of adolescent pregnancy, STIs, and HIV infection. Accurate, timely data can help to convince leaders of the importance of early and comprehensive sexual health education and of "scaling up" successful programs.
- Coordinate educational programs with other effective components, such as positive public health policies, youth-friendly health services, social marketing, condom and contraceptive availability, community development, and media campaigns. The determinants of sexual behaviour are varied and complex and a coordinated, multi-pronged, long-term approach is critical to promoting sexual health among youth.
- Involve students, parents, out-of-school youth, and community members in all stages of programs' design, development, implementation, and operation. Involving youth and adults will ensure that programs meet the specific needs and concerns of a community's youth in a culturally and socially appropriate way. Participation fosters a sense of ownership that, in turn, enhances sustainability.
- Ensure that programs continue in an orderly sequence and progress over time, building on earlier efforts. For example, young people need to hear messages about sexual and reproductive health from an early age. The messages should continue—regularly, in a timely fashion, and from credible sources. Education and other health promotion efforts must persist over time to ensure that successive cohorts of children and youth achieve sexually healthy adulthood—including protecting themselves from HIV, other STIs, and unintended pregnancy.

## **4. THE ENVIRONMENT:-**

- Provide a safe and supportive environment for all youth, including teenage parents and children and youth living with, or affected by, HIV/AIDS. These young people need the

care and protection of adults they can trust. This is a role for which teachers and other adults in the community may need training and support.

- Work to meet the special needs of children and youth in unstable and crisis situations. Instability and adversity are normal conditions for many young people, and their vulnerability to sexual health risks can increase significantly during crises.

#### **5. THE OUTCOMES:-**

- Consider the full range of available strategies that may contribute to the main goal. Conduct research to identify credible sources and pertinent data, choose the most effective and relevant strategies, and adapt effective programs whenever possible.
- Evaluate program objectives, processes, and outcomes using realistic, relevant indicators. Allow enough time for results to be accurately observed. Choose appropriate monitoring and evaluation processes that will assess knowledge, attitudes, skills, and behaviours.
- Focus on the main goal(s)—promoting sexual health by increasing youth's ability to avoid and/or reduce sexual risk behaviours. Program objectives should focus on key behaviors and the conditions that are linked to achieving the main goal. Such objectives might include:
  - Increasing self-esteem
  - Promoting a more positive and hopeful view of the future, such as by providing employment training or encouraging microenterprise
  - Increasing youth's ability to resist pressure
  - Encouraging sexually inexperienced youth to delay the onset of sexual intercourse
  - Encouraging sexually experienced youth to decrease the incidence of unprotected sexual intercourse and to reduce the number of sexual partners.

#### **Conclusion:-**

Thus it can be concluded that efforts has to be made to enable the education of learner in a more comprehensive manner by providing the right content on Life Skills Education through the most viable usage of strategies for the teenage group. This can make our current young minds to act in par with the demands of the society.

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## 18. Importance of Life Skills

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### Abstract

*Children grow up into adolescents and adulthood and they need to acquire knowledge, skills and attitudes which will enable them to handle themselves with their environment successfully. Those skills needed by an individual to operate effectively in society. So they interact with other people, with their inner self and with their environment. Life skills are required for young people to function confidently and competently. Life skills are important part in educational programme. Life skills lead to positive changes in attitude and behavior and increase the knowledge. Life skills help them to know their self and they more able to make choices and become their life better. It supports the person to take their own decision and stand on their own feet as soon as possible.*

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### Introduction

Human beings are a complex mixture of knowledge, skills attitudes and behavior. Children grow up into adolescents and adulthood and they need to acquire knowledge, skills and attitudes which will enable them to handle themselves with their environment successfully. Those skills needed by an individual to operate effectively in society. So they interact with other people, with their inner self and with their environment. Life skills are required for young people to function confidently and competently. It was assumed that life skills to be impacted by the family and community. Life skills have been defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. Life skills become an individual to active and productive member of the community. Students need help in dealing with day to day challenges of life and emerge as confident and positive individuals. Life skills lead to positive changes in attitude and behavior and increase the knowledge. They help a person stay stress free and become self-aware and confident.

They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. Life skills have been defined in many ways like:-

1. Physical skills.
2. Skills relate to behavior and interaction.
3. Health related skills.
4. Livelihood and vocational skills.

5. Social skills (effective communication, empathy etc)
6. Emotional skills
7. Thinking skills (critical thinking, problem solving, decision making, creative thinking)

### **Importance of life skills**

Life skills are very important in an individual life. The importance of life skills is as follows:-

- (a) **Knowledge of self awareness:-** People need to know themselves, their positive and negative strengths, their potential, their position in life or in society, their own identity, in which culture they were born and which has shaped them, how they learn to walk. These develop among individual self confidence. Life skills help them to know their self and they are more able to make choices and become their life better.
- (b) **Influence on cultural development:-** Life skills help an individual to become culturally strong. The needs of modern and multicultural societies are growing day by day. The young people live in that societies. Individuals feel that they are involved in the issues of these societies and live their own way very well. They understand other people circumstances and find ways to lessen the burden by sharing with them the views regarding their issues. It supports the person to take their own decision and stand on their own feet as soon as possible.
- (c) **Social benefit:-** life skills promote social behavior among people. They take part in social activities easily and become the responsible person of society.
- (d) **Develop interpersonal relationship:-** life skills develop interpersonal relationship of an individual with the people around on, family and friends and adults. These relationships are based on the creative and critical thinking. These become an individual to take proper decision in life and solve problem in every situation and confront in challenges of life which make their life healthy and they positively adjust with society in which they live.
- (e) **Develop educational qualities:-** life skills develop an individual educational qualities. They put positive impact on an individual life. They enjoy the learning in better sense. Teacher is more satisfied in their job with the help of life skills. The rates of drop out and absenteeism become less in the schools. The relationship of teacher and pupil becomes better and deal interactively with each other. The academic aspect of an individual becomes strong.
- (f) **Develop economic qualities:-** life skills are very important for an individual future life which promote higher values among individuals. The individual get maximum reward from the society. The young people become future employer.
- (g) **Coping with emotions:-** People recognize their emotion easily which are the strong reflection of an individual. An individual coping with emotion that are fear, love, anger, disgust, shyness etc. The individual make decision strongly and often lead to action in the society.
- (h) **Build self esteem:-** self esteem refers to how an individual feel about personal aspect as abilities and behavior on the basis of their experiences. Life skills build the self esteem of an individual toward their life which give awareness about oneself. Self esteem strongly influenced by an individual relationship with others in which they interact with each other.

- (i) **Develop effective communication:-** life skills are important for an individual communication with others. Communication is the essence of human relationship. An individual understand how other are communicate as well as realizing how one communicate in different ways. Communication helps an individual to know others.
- (j) **Making effective decision:-** People growing up in the world of today with multiple and contradictory issues, expectations and demands from parents, teachers leaders media etc. These demands become able to take their own decision effectively and analyses the environment critically. They develop their new ideas, new ways to doing things. Life skills help an individual to take their own decision in the various issues and solve problem easily. They must aware of the possible consequences of their own choices before making decision and have a framework for working through these choices and decisions.
- (k) **Personal development:-** Most people associate learning with a formal education but learning can, and should, be a lifelong process that enhances our understanding of the world and improves the quality of our life. Life skills help an individual personal development in their study habits, time management, leadership qualities, organization power, problem solving ability, communication power etc.
- (l) **Coping with stress:-** stress is an inevitable part of life. Due to family circumstances, academic aspect, examination, death of friend or family member, broken relationship are the cause of stress. Stress is a destructive force in an individual life. Life skill help an individual to recognizing the sources of stress in their lives, recognizing how this affects them, and acting in ways that help them control their levels of stress and changing their environment or lifestyle and feel relax.

### **Conclusion**

Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throws at us. Life skills are not always taught directly but often learned indirectly through experience and practice.

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## 19. Life Skill Education and Its Importance

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### Abstract

*In this paper we will discuss about the life skill based education and its importance. Life skills-based education (LSBE) is a form of education that focuses on cultivating personal life skills such as self reflection, critical thinking, problem solving and interpersonal skills.*

*In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed near the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All took this vision further and built-in life skills among essential learning tools for survival, capacity improvement and quality of life. The 2000 Dakar World Education convention took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be" and included life skills in two out of the six EFA Goals.*

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### Introduction

WHO defines life skills as “the abilities for adaptive and positive behavior that enable individuals to deal in fact with demands and challenges of everyday life.”

Life skills include things like social, emotional, and thinking skills-such as self-awareness, empathy, critical thinking, decision-making, and coping with stress.

#### **Why is life skills-based education important?**

Life skills “can help people to make knowledgeable decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.”

These skills are often taught to adolescents, as they can help them successfully transition “from childhood to adulthood by healthy development of social and emotional skills.”

#### **Life skills based education on:**

1. To help in the development of **social competence** and **problem solving skills**, which in turn help adolescents to form their own identity?
3. To promote positive **social norms** those have an impact the adolescent's health services, schools and family.
4. To help adolescents to differentiate between **hearing and listening**, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
5. Delay the onset of the abuse of tobacco, alcohol, etc.
6. Promote the development of positive self-esteem and anger control.

**Importance of Life Skill and Improve many skills:**

- 1. Managing Money (the right way):** Schools like to teach finance, accounting, etc but they fail to highlight the importance of saving, how to keep your own budget, how to manage our own money and how our tax system works. Required in depth courses on building his own personal budget, negotiating contracts, reading financial statements, creating a budget geared towards long term saving, investing in companies and buying stocks would have been particularly beneficial.
- 2. Mental Health:** There is an immense amount of controversy today about mental health. From ADHD to schizophrenia to bipolar to depression and onward there is a long list of undiagnosed mental illnesses in our society. Not only that, but with controversy about big pharma, meds being under and over prescribed, lots of denial, and misdiagnosis many are forced to go through life without quality awareness of their mental state.
- 3. Dating and Romantic Relationships:** Nothing is more saddening than people who continue to get straight A's in school; pile on the electives, build great resumes, yet have forgotten or never realized the meaning of love.
- 4. Home & Car (Buying, Selling, Repair, Management and Maintenance):** There is not nearly sufficient emphasis on importance of buying and selling a car and home. This is a very widespread process that frankly most people come out of school not having a clue about. First off we have to decide which is best for us in our given situation. Then it's a process. Car Salesmen are ruthless as far as sticker price, cooperation tactics, and strategic ways of talking to people to screw them over. Not to mention once we have the car there's certain tips and tricks you need to know to properly maintain it, find good car insurance and manage its day to day.. There's the timing of it, negotiating a good price, homeowners insurance, getting pre-approved for a mortgage, our down payment and loan price, dealing with real estate agents and developers, and finally once we have it maintaining it especially during harsh weather.
- 5. Marriage, Family and Raising kids:** Marriage, family and kids are hard work. There are many wonderful things about family, but it has a lot of ups and downs. Maintaining a marriage over the course of several decades can be very hard work. Only an intense understanding of love, connection and the depths of its meaning can bond two people for a relationship's long-term course. Raising a family is no easier. There's much to be learned in the real world about marriage, family and children we didn't know anything about upon leaving school.
- 6. Credit Cards:** Coming out of college many people don't know what credit cards are all about. How interest is calculated, what card to get, what a good interest rate is, how your credit score is affected, how minimums are calculated, and where credit card points and rewards come from are some of the many things to be learned. People must learn to build good credit for themselves. It's an important tool in life's toolbox to have if they intend to buy a car and home. Good credit has other advantages too. You can get discounted or free phones, approval for rent, and even lowered insurance premiums among many other shopping and travel perks.
- 7. Professional Etiquette / Manners:** There are so many people in the work place who are frankly clueless about how to write good emails. They also are horrible at handling themselves in a formal or professional setting and are bad communicators. Communication is critical in so many corners of life. Courses in our schools implementing professional work

etiquette would be extremely beneficial. It can be as simple as writing thanks us card after a job interview to using appropriate notation in a professional correspondence.

- 8. Cooking:** Let's just say this one hasn't done us any favors. We were not much of a food buff. In fact, all we know how to cook is scrambled eggs, grilled cheese, popcorn and coffee. And protein shakes. This has done us no favors in the dating scene either. The fact is cooking is a very important skill for home life, family and romantic relationships. Many have said that "Food is love." Coming out of college not knowing how to cook is a shame. Cooking is an important part of our history.
- 9. Time Management:** This is one of our favorites. We drastically underestimate the importance of time management. In my opinion time management is critical. On the other hand, by no means would I imply that every moment of our lives should be spent working. The time spent doing vacation activities, hobbies, self-development and especially family time are crucial for being a healthy, happy person. There are also certain hours of the day though that should be turned to focus on our life goals. How we spend those moments is critical. Time keeps on going. Unfortunately most people ineffectively manage it.
- 10. Coping with Failure:** There's a misconception that failure means we've lost the game in life. This couldn't be further from the truth. People graduate school thinking they can conquer the world. They have their first set of failures and they hit a wall. When people realize that failure is actually part of success, they have breakthroughs.
- 11. Survival Skills:** There are essential survival skills they never teach in school or when we are in dire straits. First Aid, CPR, swimming, how to light a fire, read a compass, make smoke signals, read topography and changing a car tire all to name a few. While scouting taught me a lot I feel I could have learned even more had schools implemented these skills. At any moment we never know when we or someone around us will suddenly be in trouble and to be self-sufficient in a life and death situation is a platform of knowledge unfortunately most people lack.
- 12. How to apply for jobs:** Many people don't have any idea about how to find jobs. They don't know where to job hunt, how to write a good resume, what temp agencies are, what employers look for, the structure of companies, how to give themselves an edge and how to find who does the hiring.

### **Conclusion:**

**Life skills-based education (LSBE)** is a form of education that focuses on cultivating personal life skills such as self reflection, critical thinking, problem solving and interpersonal skills. LSBE aims to help children reach their full personal potentials and to prepare them for the challenges of everyday life. Life skills-based education has a long history of supporting child development and health promotion in many parts.

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## 20. Life Skills and Types of life Skill

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### ABSTRACT

*The present paper focuses on the meaning of life skills and the types of life skill. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.*

### Introduction

Most people associate learning with a formal education but learning can, and should, be a lifelong process that enhances our understanding of the world and improves the quality of our life. *Much emphasis is given to problem-solving and decision-making in the modern workplace*, and these skills are also very desirable and useful in our day-to-day life.

### What are Life Skills

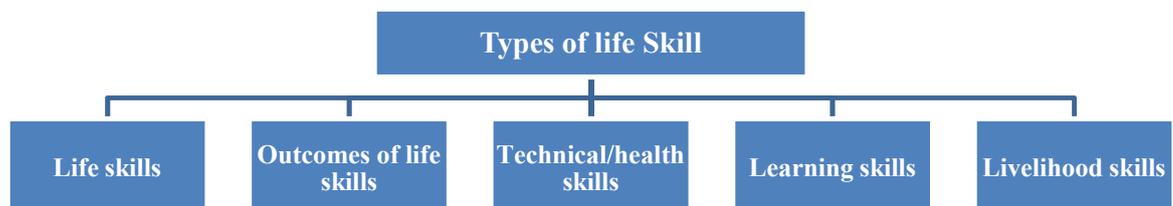
Life skills are abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life.

### Types of life Skill

- Decision-making,
- problem-solving,
- coping with stress,
- coping with emotions,
- interpersonal relationships,
- empathy,
- critical thinking,
- creative thinking,

### Livelihood skills:

- Learning skills:
- Technical/health skills:
- Outcomes of life skills:



- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions

**1. Decision making**

It helps us to deal constructively with decisions about our life. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.

**2. Problem solving**

Problem solving enables us to deal constructively with problems in our life. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**3. Creative thinking**

It contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily life.

**4. Critical thinking**

It is ability to analysis information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

**5. Effective communication**

It means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**6. Interpersonal relationship skills**

It helps us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**7. Self-awareness**

He includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with.

**8. Empathy**

It can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural

diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

#### **9. Coping with emotions**

It is emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

#### **10. Coping with stress**

It is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

#### **Conclusion**

In short, the conclusions provide a modern skills development framework to support a dynamic development process that will contribute to full and productive employment and decent work around the world in years to come. Implementing the conclusions will be a challenge for constituents and for the Office. Improved effectiveness is part of the process of change of life skill. They should be encouraged to develop both listening skills and tactile skills.

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## 21. Life Skills Education in India

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### Abstract

*Education a never - ending process of inner growth and development and its period stretches from cradle to grave. It is the process of humanizing humanity, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human beings develop thinking and reasoning, problem- solving and creativity, intelligence, positive sentiments with life skills education. It is very important for qualitative improvement of education to prepare life skills education. In a constantly changing in environment having life skills is an essential part of being able to meet the challenge of everyday life. Students need new life skills such as the ability to deal with stress and frustration. The present paper was aimed at studying the types, techniques to enhance and benefits of life skills education.*

**Keywords:-** Life Skills Education, Interpersonal Relationship, Adaptive Behavior, Situation Analysis

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### Introduction

***It is possible to fly without motors, but not without knowledge and skill.*** -Wibbur Wright

Life skills enable individuals to translate knowledge, attitude and values in to actual abilities "What to do and how to do it" Life skills are abilities that enable individuals to behave in healthy ways given the desire to do so and given the scope and operatively to do so.

In real life every student undergoes mental stress. Life stress is the skills used to solve the challenges and problems that a person comes across. Life comes across. Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."

### Defining the Life Skills Education

Life skills are psycho-social abilities that help attain physical mental and social well-being in the respect of reproductive and sexual health among adolescents and youth, empowering them to take positive and responsible actions to protect themselves from risky situations and to build healthy interpersonal and social relationships.

According to Powell (1995) defines life skills as the life coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to

perform tasks for a given age and gender in the following areas of human development - psychological, physical sexual, vocational, cognitive, moral, ego and emotional.

UNICEF (2001) "Life – skills based education is behavior change or behavior development approach designed to address a balance of three areas:- knowledge, attitude and skills.

### **Need of Life Skills Education**

School as a socializing agency can play a strong part in shaping individuals. Through the process of education, the educate must acquire the ability to handle any situation, he is going to face.

The rapid pace of transformation in the social, economic, political and culture setup has shuddered our youth at large. It is not only the expectations or the pressure from parents and teachers to excel in life but also the inability of the students to measure up of their own expectations that is worsening their situation. Narayanan, s maintained that it is shocking to note that almost 80 percent of students feel that they cannot talk about their problems, nearly 40 percent also said they feared examinations and suffered from fear of failures, we can't ignore the fact that we have to sit face the situation accordingly because the remedy lies in our hands. And here comes the role of life skills education.

### **Areas of life skills education**

Life Skills education change and develop the behavior of students and address balance of three areas:

1. Knowledge
2. Attitude
3. Skills

### **Types of life skills education**

There is a core set of skills that are at the heart of skill based initiatives for the promotion of the health and well – being of children and adolescents. These are listed below:-

- Self awareness
- Empathy
- Decision making
- Friendship formation
- Problem solving
- Creative thinking
- Critical thinking
- Peer Resistance
- Negotiation conflict
- Effective communication
- Inter–personal relationship skills
- Self esteem
- Coping with emotions
- Coping with stress
- Assertiveness
- Non–violent Conflict Resolution

### **Techniques to Enhance life skill in students**

- Brain storming
- Story telling
- Debates
- Discussion
- Role playing
- Buzz group
- Games
- Situation Analysis

Life skills education is a dynamic teaching and learning process. These methods are used for active involvement include working in small groups of adolescents. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The children may be asked to discuss the

issues raised in more detail in small groups or with. They may then engage in short role play to take part in activities that allow them to practice the skills in different situations as actual practice of skills is a vital component of life skills education. The teacher will assign homework to encourage or motivate the children for further discuss and practice the skills with their families and friends. Skill based approach in life skill education follows well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable behavior specifically strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skill and abilities as a part of development. For effective implementation of life skill education there is a need of professionally trained and skilled person. Professional training requires a purposely planned programmed of study by experts which has the approval of a competent authority and a group of experts to train the trainers of life skill education.

**Benefits of life skill education:-**

1. Life skills education addresses the combination of psychological and social factors that contribute to healthy behavior.
2. The promotion of personal and social skills is an important aspect of health promotion interventions that aim to empower the individual to promote his /her own health as well as the health of others and of the community.
3. Life skill have an impact the teaching of academic subjects, e.g. because of the introduction of interactive methods.
4. Life skills education introduces learner – centered and interactive teaching methods which can have a positive impact on :-
  - The relationships between teachers and pupils.
  - Young people's enjoyment of learning.
  - Teacher's job satisfaction.
  - Rates of drop out and absenteeism from school.
5. Life skills education can promote more pro-social behavior and so result in less delinquency among adolescents.
6. Life skills education is of particular value to young people growing up in multicultural societies and modern societies.
7. Several reviews of programmers have found that those based a skills learning are more effective than traditional approaches based on information.
8. Life skills education studies have reported positive changes in self-reports of health-related behavior following educational programmes based on life-skills for example research on self reports of drug use and smoking.
9. Life skills education promoted the skills and appeared to be amongst the ones most highly valued by the future employers of young people.

10. Life skills education addressed the needs of the child as specified in the United Nations Convention on the Rights of the Child and the child statute of Uganda, 1995.

### **Conclusion**

Life skills are skills to deal with real and perceived threats that confront a person life skills help students strengthen their overall development and contribute to the motivation and skills to develop and maintain healthy behavior.

Therefore, life skills education is a need of the society and every education system should import as a part of its curriculum, as it is capable of producing positive interpersonal relationship and well being of individuals.

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## 22. Life-Skills Education

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### Abstract

*Even during the best of times, parents wonder whether their children are developing all the skills they need to be successful in life. A Problem in this appraisal process is successful in life. Those parents see their children in some of their most regressed and infantile states- when they are at home with their females. Furthermore new neuro Science research indicates that the human brain does not reach maturity until a person reaches their early twenties.*

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### Introduction

A life skill is generally a type of ability either taught or acquired through experience. This type of skill is important as it helps us to make wise decisions and deal with personal affairs on a daily basis. There are different variations of life skills that can be used for a variety of purposes. From problem-solving to social relationships, a good set of life skills will definitely make life easier for an individual. For instance, the importance of being skilled in driving vehicle is considered to be a valuable ability. If you're looking to acquire skills in driving cars, there are many educational sources and tools that will help you driving skills.

To be more specific, there are many life skills that every person should need to know for a better life ahead. Whether for children or adults, these, skills are applicable at any stage in life. Aside from education, life skills help you handle certain demands of life that are beyond the reaches of basic writing, reading and math skills.

### There are many life skills are

- |                           |                         |
|---------------------------|-------------------------|
| 1. Focus and self control | 4. Making Connections   |
| 2. Perspective Taking     | 5. Critical Thinking    |
| 3. Communicating          | 6. Taking on challenges |

### 1. Focus and self-control:-

Focus and self-control are especially important at a young age. If children cannot focus on math and reading, or other important subjects, children will fall behind (focus can also be thought of as attention). Children's adult learning will also be impacted if they don't learn to focus and manage their own behavior. This skill is even utilized by Children. Children are using focus and self-control when they point, maintain eye contact, and grasp objects. According to Researchers find that stress makes it more difficult to focus and maintain self-control. Children who manage stress better focus better. According to Researchers find that stress makes it more difficult to focus and maintain self-control. Children who manage stress better focus better. Why are children and parents stressed? There are a number of personal

and varying reasons, but a common report is that there is just so much going on. The whole of technology, work, school, and family each compete for our attention. While some might question how children can be stressed, remember that children are experiencing the world for the first time and there are a lot of distractions in a modern world in this world of so much distraction, it is important for parents to help their children develop focus and self-control. A child's ability to pay attention is likely the best predictor of their future intellectual functioning.

## **2. Perspective taking**

It is rightly said that Children with better perspective taking skills are less likely to be involved in conflicts with other children and this benefits them at school because they are then free to focus on learning. It is rightly said that “if a child can’t sit still, if a child is preoccupied with feelings of sadness or anxiety, or if a child can’t control his or her impulses, or is dealing with unresolved aggressive feelings, they all interfere with the ability to sit and master” new skills. In other words, children who are angry cannot learn effectively. Here are just a couple of examples and I’m sure you can extrapolate from these:

- Understanding what your boss wants so you can deliver what is required. Individuals with better perspective taking will naturally perform better in their careers.
- Understanding how your partner feels so there is less fighting over misunderstandings.

Similarly, in the role of discipline, this is the reason why there is little point in attempting to discipline a child who is angry or upset. They cannot hear the lesson you are trying to give them. In such instances, time outs for parents and children are best until both parties are calm again before talking about the transgression.

Another benefit of perspective taking is being able to extrapolate events in both positive and negative light, especially when there is insufficient information to determine the true cause. For example, when a child pushes another child. In isolation, there is no way of knowing whether that push was accidental or intentionally aggressive. Without that information, how a child reacts depends on whether the child has a “hostile attribution bias”. That means, children who think the world is out to get them will naturally assume the push was intentional and respond aggressively to it even though they do not have sufficient information to make that conclusion. Children with perspective taking skills are able to realise that they don’t have enough information and will look for it before coming to the correct conclusion.

In summary, perspective taking helps children understand their world which offers the security they need for more complex learning. Understanding what others are thinking also help children adjust better to new situations. Finally, perspective taking helps children to be more successful in later life because they are better able to deal with other people which is a fundamental requirement for success in life.

### **Ways to promote perspective taking in children:**

1. Practice what we preach
2. Teach children to be with othersAs parents, we’re often trying to teach our children to become independent.

3. Build the right foundation by developing a warm and trusting relationship
4. Help children feel known and understood
5. Talk about feelings
6. Talk about other people's perspectives using everyday experiences
7. Encourage children to play pretend
8. Use other-oriented discipline
9. Teach appraisal skills

### **3) Developing effective communication and cooperation skills**

Developing effective communication and cooperation skills are an essential part of every relationship, affecting everything from our professional development to our personal social interactions. Whether verbally or nonverbally, through writing or visual imagery, it's important to understand how we share information, ideas and emotions with others. From our dedicated Macmillan Dictionary Pragmatics series on expressions to our latest lessons on sharing stories in a Business English context, these resources are designed to help you communicate effectively.

### **4. Making connections:-**

Making connections builds upon the grouping and matching games we play as children, there is no known limit to our ability to deepen this skill in adulthood. As logic puzzles, challenging mystery novels, even the daily challenges we face at work can build our cognitive flexibility – the ability to recombine the familiar in innovative ways. This kind of cognitive flexibility has obvious advantages in our lives and careers, as it enables us to find solutions to problems that leave others stumped. In a world where the problems are only becoming more complex, good problem-solvers will always be in high demand.

### **5) Critical thinking:-**

Critical thinking is inevitably an undeniable skill to develop if you are to do well in life. By well, I mean just about survive! If you are a poor critical thinker, please be prepared to renounce hopes of thriving and making it big in this fiercely competitive world! This of course, has to be followed through with concrete action.

### **How can Critical Thinking help?**

1. A significant aspect of critical thinking is Problem-Solving. This includes: recognizing a problem, finding out the root cause, evaluating the available information, effectively communicating your information to those connected to your problem,
2. Another aspect is to be able to Draw Sound Conclusions. All the information in the world won't do you any good if you don't know how to evaluate the information, interpret the data, draw inferences and come to a solid, unbiased conclusion.
3. Critical Thinking and Decision-Making go hand-in-hand. A recommended way to evaluate a decision is to make a 'pros and cons list'. Simply pen down all the advantages and disadvantages about a decision and see which list outweighs the other. It is important to get as much information as you can before making decisions so the decisions you make are fool proof.

4. Another life-maxim is to think before you act. Don't make impulsive decisions powered by emotions instead of logic. When you take time to think about something; it engages your brain and helps disengage your emotions. For e.g. Don't decide to move to a new city on a whim. Especially since we now have all the information at our disposal at a mouse-click, it is easier than ever before to substantiate our decision to relocate based on the Cost of Living Index, transportation facilities, career prospects, safety etc. of the destination city.
5. Whether it is the person you choose to marry, the coveted job offer you want to grab in 'the big-city', the dream poolside holiday villa that you aspire to buy in the country wilderness or the romantic, relaxing get-away that you are planning next summer to the azure Bora Bora Islands on the French Polynesia, critical thinking will almost always do the trick for you!

#### **6: Taking on Challenges**

"Taking on challenges" as "being proactive rather than reactive when difficulties arise" It is, in part, about managing stress and developing resilience. In a nutshell, it is getting back on the horse after falling off. I could hear the distant sound of little fingers playing not-quite-perfected piano notes as I turned my hair dryer off. I glanced up at the clock. *Don't-panic-don't-panic-don't-panic* I said to myself again and again.

#### **How to Encourage Children to Take on Challenges**

1. Manage your own stress
2. Turn to others who can help you manage your own stress
3. Take time for yourself
4. Don't shield your child from everyday stresses
5. Maintain a warm, caring and trusting relationship with your child because it makes you a stress-buster for your child
6. Try to keep your "alarm button" on low
7. Understand your child's temperament – observe what your child does to calm down and build on his strengths
8. Fit your expectations to the nature of your child strengths
9. Give your child appropriate levels of control to manage their own stress
10. Allow a period of observation before gradually introducing change

#### **Conclusion**

Life Skill Education is being widely used nowadays but it is often used interchangeably with livelihood skills. These skills basically involve vocational skills, business management skills etc, where as life skills encompasses all the dimensions of human life, be it economical, social or psychological. life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

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## 23. Education and Development of Life Skills

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### Abstract

*The contemporary education system till date emphasizes on and is obsessed with the production of individuals who conform. There is no place of rebels and they are thrown out of the system. Independent thinking is discouraged as against possibility and conformity. This paper deals with the Genesis of this problem of our education system and provides an account of the main approaches, evidence of the education system for application of life-skills. Helping students develop a perfect importance of life skills in light of modern global competency is elaborated in this paper. And of utmost importance this paper focuses on operationalizing Life Skills Education (LSE) and a roadmap for identifying resources for institutional design that develop life skills among students. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. The present paper focuses on the education and development of life skills and the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.*

**Keywords:** Life Skills; Education; Challenges

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### Introduction

Life skills are essentially individual abilities that help in promoting mental well-being and competence in people to deal with the various situations in life. This book presents various aspects of life skills, including communication, self-analysis, self-development and study habits. These are crucial elements in determining one's personal and professional growth. Developed in accordance with the new syllabus of the West Bengal Council of Technical Education and written in an interactive style, this course book will help the students inculcate the various life skills and enhance their acceptability and growth in this highly competitive world.

Life Skills Life skills are abilities for adaptive and positive behaviour, that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

**Understanding Life Skills** – A Teacher’s prospective Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. The terms ‘Livelihood skills’ or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills.

UNICEF defines Life Skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills”. Life Skills, are essentially those abilities that help to promote physical, mental and emotional well being and competence to face the realities of life.

Skills are the learned capacity which helps us to do a task effectively. Skills are abilities to use know-how to complete tasks.

1. Skills are acquired through practice and patience
2. A skilled person uses less time, energy and resources to
3. Do a job and produces quality results Skills are gained through school/college, work experiences, hobbies, books, elders, peers etc Skills can be improved if we could identify and analyze
4. Practice them.

**We need Life Skills:-**

1. To develop a dynamic self image and great self esteem.
2. To improve the communication skills.
3. To make relationships better and handle interpersonal problems.
4. To boost our decision making ability and make informed.
5. To help us to deal with the challenges of everyday life.

**Development of Life Skills**

Promoting the teaching of life skills in promoting the teaching of life skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic

diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents. Life skills for psychosocial competence need to be distinguished from other important skills that we hope young people will acquire as they grow up, such as reading, numeracy, technical and practical "livelihood" skills. These and other skills are usually recognised as abilities that young people should learn, either in schools, at home or in their communities. Life skills are being promoted so that they can gain recognition as essential skills that should be included in the education of young people. Life Skills Education For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1977).

**Imparting ‘Life Skills Education’ In Classroom** Imparting Life Skills Education in classroom has been researched meticulously. In the light of the above literature review, now have been a proven fact that it has positive outcome when taught as a part of curriculum Yadav P, Iqbal N (2009). There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Different activities that can be used to enhance Life Skills in Students are as follows:

**Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy.

**Brainstorming:** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

**Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

**Groups:** Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

**Educational Games and Simulations:** It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of

knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.

**Developing life skills programmes** -Designing and implementing a life skills programme is only a part of the life skills programme development process. It is equally important to secure long term support and resources for life skills education, and to engage, from the very beginning, all of the potential agencies that would have a role to play in the process of life skills programme development.

Implementing a life skills programme will require the introduction of teaching methods that may be new to teachers, and the success of the programme will depend very much on the availability of in-service training, as well as efforts to include training in participatory learning methods in teacher training colleges. The introduction of life skills education will require input from the school and education authorities, for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programmes once they are in place. This investment is worthwhile considering that the potential gains of life skills education are so far reaching. Apart from the impact on child health, there may be other benefits for the school as an institution. For example, evaluative studies of life skills programmes suggest that the methods used can help to improve teacher and pupil relationships (Parsons et al., 1988), and there are indications that life skills lessons are associated with fewer reports of classroom behaviour problems. There are also research indications of improved academic performance as a result of teaching life skills (Weissberg et al., 1989). Other positive effects include improved school attendance (Zabin et al., 1986), less bullying, fewer referrals to specialist support services and better relationships between children and their parents.

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## 24. Life-Skills Education

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### Abstract

*Skill is an overworked term in the field of education it has been variously referred to as creative skills, intellectual skills, emotional skills; perceptual skills, Language skills etc. skills are developed through learning and practice. Life skills education plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it. Life skills is a new subject in the Kenyan curriculum ,it is also non examinable at both class eight and form four where national examinations are taken and this makes it inconspicuous in relation to the examinable subjects. Its implementation especially at the primary school level has equally had few studies done in Kenyan. Although efforts have been made to effect its implementation, challenges that influence its implementation still abound. the study had the following four objectives; to determine the influence of teacher preparedness on the implementation of the Life skills education curriculum in primary schools in kehancha division. to determine whether attitudes of teachers affect implementation of life skills education in public primary school in kehancha division to establish the influence of learning resources on the implementation of life skills education curriculum in public primary schools in kehancha division and to establish the extent to which head teacher's supervision influences the implementation of life skills education curriculum in public primary schools in kehancha division .The purpose of this study was to investigate the institutional factors influencing implementation of life skills curriculum in public primary schools in kehancha division . Data was collected using semi-structured questionnaire that had both closed and open-ended questions. the quantitative data obtained was analyzed through inferential and descriptive statistics and presented through tables, percentages and pie charts. Qualitative data were organized into themes as per study objectives and analyzed through content analysis process the study established several factors as influencing implementation of life skills curriculum. These include inappropriate teaching approaches, poor conceptualization of life skills by the teachers, limited human resource, lack of school supervision, poor teacher preparation, poor choice of teaching, limited use of instructional resources and negative attitude of teachers and pupils towards life skills. The researcher concluded that implementation of life skills curriculum mainly depends on teacher's competence and attitude.*

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### Introduction

Adolescence a vital stage of growth and development marks a period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond

parents and family and intensely influenced by their peers and the outside world in general. They are how capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism and a spirit of adventure. Adolescence in thus a turning point in one's Life, afraid of increased potential but also one of greater vulnerability.

#### **Life Skills Programs in Educations:-**

Programmers the main actors providing orientation about the world of work are the carrier services of the Department of Labour, the school guidance teachers of the Department of Education, the Career Research and information centre and NGO "Lead the Field Africa which currently trains demobilized soldiers. The largest programmes a offered by the Departments of Education and Labour through the career services and the school guidance Programmers. The DOL also serves large client groups through group and Life skills counselling. The most comprehensive programmes are offered by the institute for Race relations in their enrichment programme for matriculation students. It offers orientation about the world of work how to (a) Learn about one's aspirations (b) make decisions (c) learn which qualifications are needed and how to acquire them (d) gather information

Another intensive programmers for a specific target group is offered by "Lead the Field Africa " Which focuses very much on empowering its beneficiaries to find out what they want and enable them to indentify the way to achieve it most to select adequate trainees.

#### **Major findings**

It is important to address the expectations, especially of young people and demobilized soldiers, and to help them to translate them into realistic career paths. This can contribute to decreasing frustration, developing realistic perspectives and enlightening the way of implementing these perspectives. Due to the high numbers of those requiring counselling, individual counselling by the public employment officers is not possible on a large scale. Therefore, they have to concentrate on developing the training and back

#### **Developing Programmers**

The official ABET concept guided by the Department of Education comprises literacy and numeracy, practical skills training and life skills. The idea is that all components work in conjunction with one another to ensure an integrated learning approach. Life skills are planned to be systematically included in the core curriculum of their training courses, addressing issues such as citizen's rights, accessing state welfare (pensions.etc), and basic business management.<sup>4</sup>The different ABET levels slot into the National Qualifications Framework and will contribute towards the adult learners being able to attain their General Education and Training Certificate (GETC).

Due to the high numbers of those requiring counselling, individual counselling by the public employment offices is not possible on a large scale. Therefore, they have to concentrate on developing the training and backstopping capacity for teachers, youth leaders and NGOs. According to the Do I, this also improves the self-help potential for counselling and enlarges the numbers of clients reached. Theoretically, there should be guidance teachers in all final classes. However anecdotal evidence suggests that in times of decreasing budgets and serious shortages

of teachers, guidance training is the first to be cut. It seems that the guidance is not implemented in most schools, particularly not in the schools in colored and black areas.

It is not enough to provide information seekers with address of training institutions. There is an immense need to help people to find out more about their aptitude and their potential. It is important to follow up the problems preventing a sound career choice. The DOI has identified motivation. Decision-making, communication, labour market information and self-knowledge as major bottleneck which have to be addressed on the side of the employment seekers. However, this does not mean that the Doll has to carry out these labour-intensive tasks. Nevertheless, it could mainstream these types of training into activities of schools, training providers and private or community counselling centres. People do not only have to know which employment opportunities are available, but must actually have the relevant skills to pursue these opportunities information days are not enough: communication, assertiveness, study and job hunting skills have to be practiced and evaluated. The orientation has to be targeted to the profiles, particularly the age and education, of jobseekers.

### **Recommendations:**

- Improved basic education has a positive effect on the success of training as well as on the efficiency and quality of work. Therefore, it is strongly recommended to link basic education to skills training. It also increases the relevance for the trainees and hence their motivation.
- The programmers should recognize also the informal experiences, of adults and assess their needs and their expectations accordingly. Consequently, programmers should be tailored to specific needs of the trainees.
- It is essential to design an outcome-based curriculum which promises not only a mere formal certification but puts more emphasis on abilities gained during the training. However, courses should be certified to acknowledge the training both in the eyes of potential employers and the trainees and to ensure quality standards.
- Conflict resolution to increase the participation of teachers in the training it was regarded useful to define conflict resolution as "establishing discipline and a culture of learning" in the classroom, In this way, the principles of conflict resolution could be introduced and the teacher helped to manage large classes, new curricula and racial integration better.
- The impact of conflict resolution training is more highly regarded in mainly white suburbs and among those who are better educated. However, the recommendations are very emphatic to continue focusing on those areas most in need where originally the impact was smaller. Training should be targeted as specifically as possible to needs of the target group.
- Monitoring and evaluation has to be part of all social skills training components to ensure an impact of the training and to facilitate necessary adaptations.
- Social skills training should take gender stereotypes into account and design gender sensitive training, looking at the different implications of social skills for males and females.

### **Conclusion**

Programmers are offered by the institute for Race Relations in their enrichment programmer for Matriculation students. Life Skills can form part of the curricula but can also be imparted through an appropriate methodology. When the public training institutes incorporate systematically the life skills manuals of the Department of Labor, they will be one of the main providers of life skills training, including work ethics.

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## **25. Life Skills: As a framework of innovative teaching strategies**

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### **Abstract**

*Today in the 21st century education is based on the Four Pillars of Education suggested by Jacques Delors in "Learning: The Treasure Within; UNESCO report on Education for the 21st Century". These pillars are: Learning to Know, Learning to do, Learning to live together and Learning to be. To achieve the objectives of these four pillars of education, our education system required specific teaching methods for development of life skills in Indian classroom which are discuss through this paper in a brief way.*

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### **Introduction**

There are diverse understandings of life skills, but no classification is universally established. The generic, understanding of life skills from the dual angle of personal fulfillment and realization of responsibilities includes both empowerment and self fulfillment and the capacity to be a part of heterogeneous group and strive for common goals.

UNICEF has defined, "Life Skills as psychosocial and interpersonal skills that are generally considered important."

**The World Health Organization (1993)** defined, "Life Skills as the ability for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.

**WHO (1994)** identified the core set of life skills that include problem solving, decision making, goal setting, critical thinking, communication skills, self awareness, assertiveness and skills for coping with stress.

Life skills constitute a continuum of knowledge and aptitudes that are necessary for a person to function independently and to avoid interruptions of the employment experience.

### **Teacher's Role in the Development of Life Skills**

The role of the teacher is suggested in the booklet 'Life skills training in schools' by Richard Ives (2005) together with a group of Russian educationalists, neurologists, etc. They suggested that a teacher should do the further things to get down to lessons:-

- Pay special attention to the time necessary to fulfill the tasks.

- Study the program and the exercises to be able to collect all additional materials necessary for the lessons.
- REMEMBER! Teacher as a real person is an important link between pupils and the program materials.
- To create an atmosphere of trust and admission i.e. every member of the group has to feel that he's admitted by all other members and by the teacher not due to his merits, but simply because he's a person belonging to this group.
- The most significant and efficient factor of psychological correction is the ability to accept somebody else's opinion.

### **Teaching Strategies Helpful In the Development of Life Skills**

Teachers, whether brand new to the classroom, or veterans of many years of service, are always looking for ways to make what they do more effective and more efficient. Effectiveness is a bit more elusive. To be sure, effectiveness in anything, including teaching, can be difficult to describe and to measure. Strategic teaching describes instructional processes that focus directly on fostering student thinking, but goes well beyond that. Strategic teaching and strategic learning are inexorably linked. A strategic teacher has an understanding of the variables of instruction and is aware of the cognitive requirements of learning. In such awareness, come a sense of timing and a style of management. The strategic teacher is one who:

1. is a thinker and decision maker;
2. possesses a rich knowledge base;
3. Is a modeler and a mediator of instruction?

### **Teaching Strategies Suggested By Richard Ives (2005)**

Richard Ives has suggested some teaching strategies that can be helpful in the inculcation of Life Skills. These strategies are as follow:

#### **Brainstorming**

This teaching strategy allows students to generate ideas quickly and spontaneously. It helps students to use their imagination and break loose from fixed patterns of response. It is also a good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

#### **Role Games and Psycho-Drama**

It provides an excellent strategy for practicing skills; experiencing how one might handle a potential 'situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.

#### **Games and Modeling**

Games and simulations (modeling) promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in relatively safe environment.

### **Developing Opinions through Discussion**

Discussion provides opportunities for students to learn from one another and practice turning to one another in solving problems. It enables students to deepen their understanding of the topic and personalize their connection to it. It helps to develop skills in listening, assertiveness, and empathy.

### **Debate**

It provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be banned in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

### **Advertising Sheets, Leaflets, Posters, Emblems**

The school training normally includes the following sections: listening to a teacher and making written works. Writing down is very important for systematizing knowledge and for developing abilities to communicate with other people. It is possible to make notes in the form of an advertising sheet, leaflet, poster, that is to say, in the form of everything which may contain information for others. Posters, for instance, should be designed by applying efforts of all pupils.

### **Stories**

Many people learn from stories which represent an important way of transferring knowledge and morals and even television soap operas, in their manner, teach us how to investigate the current events. Different people interpret one and the same story in a different manner. We often need folk tales, life stories and fiction since they help us to get a better understanding of our problems.

### **Use of Audio and Visual Aids**

The use of the audio and visual aids is limited in the class, since some teachers find it difficult to operate them. Agree, however, that it is very a simple job just to record a radio program. The use of the video camera for recording a play also presents no special problems.

### **Work In Groups and In Pairs**

Young people follow examples of other people and teach from experience of other people. That is why the group work is of significant importance. However, the teacher should control the group. This contributes to the development of communicative skills.

### **Modelling**

Teaching young children self-regulation first requires strong teacher self-regulation. Children learn to regulate thoughts, feelings, behavior, and emotion by watching and responding to adults' self-regulation. Referring to motivational regulation, Galinsky notes, "Adults foster children's motivation by being motivated themselves. So by demonstrating appropriate behavior,

teachers show children how to accomplish a task and use the self-regulation needed to complete it.

### **Conclusion**

Teachers must have a clear cut perspective related to lesson and teaching strategy, which could help in developing Life Skills among students. So it should be mandatory in teacher education programme to equip the teacher with the variety of teaching strategies, attitudinal set up requisite for developing Life Skills among their students.

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## 26. Education and Development of Life Skills

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### Abstract

*The aim of the paper is to explore the meaning of life skills, categories and importance of education in developing life skills namely positive, social, and mental health of youth, which plays an important role in all aspects such as developing **social competence** and problem solving skills, which in turn help them to form their own identity, promoting positive **social norms** that have an impact the individual health services, schools, and family. Competition, unemployment, lack of job security, lack of guidance and motivation, social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on youth to a large extent. Education thus is very important. The main focus of education is on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive.*

**Keyword:** Education, Life Skills, Students

### Introduction

Change in science & technology, globalization, privatization, urbanization, industrialization, etc. lead to revolutionized change in education. Emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues are being faced by youth these days. Competition, unemployment, lack of job security, etc. are certain major concerns for the educated and as a consequence, they are trapped in the fuming race. No one has time to advance empathy with surrounding and to have harmony in society. Thus, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. Education thus is very important, but the kind of education, to support and live life better is more important. Thus, the main focus of education is on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive.

**Central Board of Secondary Education (CBSE)** India focused to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a prominent element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. Thus, education helps in dealing with the above issues in a manner to get desired behavior practical.

The term 'Life Skills' refers to the skills you need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. Life skills are defined as capabilities for adaptive and constructive performance that allow humans to deal effectively with the demands and challenges of life. They help us to accomplish our ambitions and live to our full potential. They are slackly assembled into three broad groups of skills: cognitive skills for considering and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. Many studies have been done in this side. According to Albertyn et al. (2004) life skills education enhance critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too.

**Ramesh and Farshad.** (2004) in his study reveal the effectiveness of like skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems & self-destructive behaviors.

**Smith, Swisher, Hopkins, and Elek.,** (2006) noted significant improvement in interpersonal relationship and reduction in aggression and behavioral problems.

**Tuttle, Campbell-Heider, and David.,** (2006) during their investigation, add the life skills to students' curriculum. The results of their study recommended the unexpected capability of teens to positive promotion and flexibility.

**Vranda & Rao.,** (2011) proved that life skills training enhanced their psychosocial Competencies.

**Puspakumara J.** (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and self-esteem among the adolescents.

**Roodbari, Sahdipoor, and Ghale** (2013) conducted a study on life skills and found that training for life skills have a positive bearing on social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.

The present paper focuses on development of social, emotional and thinking skills through education, helps the 21st- century youngsters to achieve their goals, strengthens the abilities to meet the needs and demands of the present society and be successful in life.

*Through education different activities can be introduced in the curriculum to develop life skills among students. These are as follows:*

**Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develop skills, in listening, assertiveness, and empathy.

**Brainstorming:** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starts up because the class can ingeniously generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

**Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might knob a potential condition in real life, increasing compassion for others and their point of view, and increasing intuition into own feelings.

**Groups:** Groups are helpful when the time is limited as it maximizes student input. Countenances students'connections, allows to, know, one another better. This further enhances team building and team work.

**Educational Games and Simulations:** Educational games and simulations promote fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They necessitate the combined use of knowledge, attitudes, and skills and permit students to test out assumptions and abilities in a relatively safe environment.

Analysis of Situation and Case Studies: Analysis of situation and case studies gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for; providing opportunities for working together in groups, sharing idea, new leanings and gives insight and promotes sometimes to see things differently. Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with risks or any challenges and find ways to cope with it.

**Story-Telling:** Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

**Debates:** Debates offers chances to address a particular issue in depth and artistically. Health concerns lend themselves well: students can debate, for example, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

Thus, education helps in developing various life skills and in this way

Advance **social proficiency** and problem solving skills, which in turn help them to form their own uniqueness. Promote positive **social norms** that have an impact the individual health services, schools,&family. To distinguish **hearing & listening**, thus confirmingless development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.

**Delay the onset** of the abuse of tobacco, alcohol, etc.

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Promote the development of **positive self-esteem and anger control** On the whole, education has initiate to be a current psychosocial interposition for endorsing life skills namely positive social and mental health of youth, which play an important role in all facets such as developing **social competence** and problem solving skills. These all in turn help them to form their own identity, Promoting positive **social norms** that have an impact the individual health services, schools, and family. So, it can be said that education has its prominence and implication in overall development of life skills among students.

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## 27. The Role of Administrators of Higher Education in Imparting Life Skills

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**“Education that helps young people develop life skills has transformative potential”**

### UNICEF

India is backed by a burgeoning population of 1.324 billion in 2016, following hot on heels that of China with 1.379 billion in the same year. The literacy levels of India at the end of the British rule were only a meagre 12%, which has grown by leaps and bounds to 74% in 2011. There is an appreciable growth in female literacy of 11.8% when compared to a 6.8% among their male contemporaries. The current Indian population is comprised of around 62% of them in the age group 14 – 59 years, while 54% are aged below 25 years. This has created a huge untapped talent pool that needs to be trained appropriately to imbibe employable skills in addition to those that lay inherent in them. It is at this juncture that the crucial role of life skills steps in to help transition the youth as talented and match the requirements of the industry. The onus lies on the administrators of primary, secondary and higher education to intervene accordingly and craft with care training programs that incorporate these skills as part of the curriculum on a periodical basis.

Life skills are “a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively” (Central Square Foundation, 2016). Life skills are “abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life” (WHO, 1997). They are abilities that facilitate the physical, mental and emotional well-being of an individual. Life skills based education is the “behaviour change or behaviour development approach designed to address a balance of three areas – knowledge, attitude and skills” (UNICEF, 2001). The skills and attitudes are bundled together to give a holistic tint and broadly classified into 6 categories namely life skills, 21<sup>st</sup> century skills, non-cognitive skills, non-academic skills, character skills, soft skills and social and emotional learning skills (SEL).

There is a significant and pressing need for integrating **Life Skills** education into the regular school curriculum on a daily basis by the teaching community. This helps to improve the mental health of the students such that they are equipped with adequate skills to face and overcome life’s challenges, and eventually emerge as an empowered individual in society (Ravindra Prajapati, Bosky Sharma, Dharmendra Sharma, 2017). **21<sup>st</sup> century skills** emphasise on the ways of thinking using creativity and innovation skills; problem solving and decision skills; critical thinking skills and learning to learn skills. For this the who, what, where, when, why and how of each situation is examined by the individual using different ways of thinking and working like communication, teamwork and collaborative skills; using information and ICT literacy for a better and meaningful life and career by adopting responsibility and citizenship.

**Jane Piirto (2011)** identified the seven I's, namely – inspiration, insight, intuition, incubation, improvisation, imagery and imagination are experiences of creative people and is an integral part of their lifestyle.

**Non-cognitive skills** revolve around perseverance of the individuals, their personal and motivational habits and attitudes for better self-control. Non-cognitive skills are normally comprised of self-perceptions, motivation, perseverance, self-control, social competencies, creativity, coping strategies and meta-cognitive strategies. The interventions that aid in honing these skills include programs designed on mentoring, service learning, outdoor adventure and social & emotional learning (**Leslie Morrison Gutman, Ingrid Schoon, 2013**).

**Non-academic skills** include the major contributions made by **Bloom's Taxonomy**, namely knowledge, comprehension, application, analysis, synthesis and evaluation, which is in similar lines to the hierarchal need based theory propounded by Maslow. **Character skills** reflect on an individual's responsibility and integrity, goals, focus and attitude. "In East Asian countries, there's greater recognition for the importance in schools of character development. People see education as being about values, not just about getting a job" (**Andreas Schleicher, OECD**). According to **Kevan Collins, Chief Executive, Educational Endowment Foundation** "It's clear that teaching character and essential skills in schools has the potential to have a real impact on outcomes for pupils, particularly those from disadvantaged homes". A Character Qualities Framework groups certain qualities together which are broadly classified as mindfulness, curiosity, courage, resilience, ethics and leadership (**Maya Bialik, Michael Bogan, Charles Fadels, and Michaela Horvathova 2015**).

**Soft skills** of an individual give most importance to communication and its forms, starting from kinesics to include verbal and non-verbal communication on an upward, downward and lateral basis. To imbibe learned behaviour, it is essential for one to undergo training with focussed application, commonly referred as "soft skills". Soft skills are both inherent and acquired, and employability skills are made up of 15% hard and 85% soft skills, which is the outcome of 3 levels of interaction – with self; the internal and external business environments (**Mangala ethaiya Rani. S, 2010**). The SEL skills that are dependent on the contributions of **Goleman (1995)** and **Salovey & Mayer (1990)** on emotional Intelligence, integrates thinking, feeling and behaviour to become a useful member of society (**Joseph E. Zins, 2004**).

The onus of imparting these skills lies heavily on the educators, as students spend a huge chunk of their conscious and potential time either at school or college. The findings of an empirical studies by **Bharath Srikala and Kumar K.V.Kishore in 2010** reveal that life skills education is an effective tool in empowering adolescents when integrated into the regular school program, in terms of adjustment with peers and teachers at school and at home because of better self-esteem. Taking up such valid recommendations, the introduction of "value education" as part of the curriculum at the high school and under graduate levels became compulsory.

But the sad state of affairs is that despite this, the attitude of teachers of government schools and colleges barring a few, displays indifference and scant regard. The teacher-student ratio in

certain private schools is alarmingly disproportionate and a different ball game altogether. The days of moral science and catechism classes at the start of each day is now history, and done away on the grounds of waste of time. Mentorship was introduced in schools and colleges to help foster a good inter- personal understanding and bonding between the concerned teacher and students. This was done so in similar lines to the ancient “**Gurukul**” system followed by the Indian rulers several centuries back, as it prided a strong empathy & sharing of knowledge and personal experiences between the teacher and the taught. But sadly, these find a place only on records despite the fact that student counselling at the grass root level will weed out problems. Because of this, there is a gnawing gap between the teachers and the students, which in many cases is yet to be bridged. Students physically assaulting their teachers who chastise them has now become rampant even at school level. Besides, there is a sea change in the attitude and expectations of parents too, who feel that by merely paying the exorbitant school fees, they are absolved from their duty of correcting their children. This parental neglect coupled with streaks of triviality by the teacher community has resulted in adverse behavioural patterns that can be rectified only with concerted efforts by all stakeholders.

Though extensive discussions are carried out in various forums and certain conscious steps are taken by different stake holders, the country is still reeling from the impact of crimes that have sent chill shivers down the spine of the public. It is pathetic to note that the crime rate among the youth aged between 15 and 30 years was 14% in 2014. Juvenile crime against women has doubled in 3 years, where 50% of such crimes have been against women and increased by 92% All India between 2012 and 2014. Such crimes have manifested in the form of rape, murders, assault and attempt to murder, not to mention acid attacks. The infamous Nirbhaya rape case in Delhi that shook the country with ripples of shock and apprehension, named an adolescent as the prime rapist. Incidents of teachers and headmasters being assaulted by their students because they were reprimanded for bad behaviour are also some of the screaming headlines of leading dailies and newspapers. College students brandishing knives and daggers in college and assaulting their peers in common places are latest additions to the crime list. All these issues boil down to depression, financial problems, academic & peer pressure, self-expectation, family issues, high parental expectations, substance abuse, challenges of puberty and adolescence besides failure or loss that negatively affect the youth psyche and egg them to indulge in crime. Besides, the application of the “**labelling theory**” where a young person once labelled as deviant tends to accept that role and associate with others who have been similarly labelled.

It is the duty of administrators to step in and help these people to overcome these setbacks through a well-structured value education system. The focus of this should be primarily academic achievement, where the teachers use an activity based teaching pedagogy to draw even wayward students into the academic realm. Teachers are to be motivated such that they help the students in individual achievement, decide professions or career, develop a pleasing personality and overcome emotional instability by removing ignorance, creating awareness, imparting knowledge, showing deep concern, inculcate good habits and lifestyle, with a readiness to accept change and adapt accordingly.

Administrators should also ensure that the **4 fundamental types of learning** are carefully weaved into the curriculum to help youth acquire and hone skills, namely:-

<b>Learning Types</b>	<b>Skills acquired/ honed</b>
To know	Develop reasoning skills, critical thinking, problem solving and decision making
To be	Enhancing self-management through self-esteem, self-confidence, self-awareness and coping strategies.
To live together	Through social interactions like kinesic, communication, inter-personal skills, negotiation skills, refusal, empathy, assertiveness and cooperation.
To do	Independence – integrity and control over the environment.

This opens the floodgates to the development needs and aspirations of the youth, identifies their psychological abilities, gives them wider choices, enhances their capabilities and develops their psychological well-being and self-image. Administrators also need to create a vibrant “mind space” or common platform to facilitate exchange of ideas between the parents, students and teachers. This should allow all three of them to freely discuss issues on adulthood, how to face failure and learn from that rather than going into depression, help students carve their career path by matching their skill sets and strengths to real life challenges. In addition, parents have to be urged to initiate adult tasks like paying bills as a mark of the responsibility given to the youth. This makes him engaged and indirectly reflects his physical and mental makeup, grossing to his employability skills.

Despite India being the world’s hottest hub for outsourcing skilled manpower with plethora opportunities to tap the potentials of its “demographic dividend”, the acute paucity of the skilled quotient has limited the economy’s growth and development. This in turn depends on his creativity and employability skills that lead to well learned life skills. *“Your talent determines what you can do. Your motivation determines how much you are willing to do. Your attitude determines how well you do it” ....Lou Holtz*

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## 28. Types of Life-Skills

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### Abstract

*This paper throws light on the concept and types of life-skills. Life-skills mean that skills which are necessary for living a meaningful and happy life. Life skills make able to translate values, attitude and knowledge into the abilities. There are different types of skills such as self awareness, critical thinking, making responsible decisions, managing stress and emotions etc. All these skills are so important that these are included in the curriculum. Life skills education provides alternative strategies to the students in making healthy choices in life. Life skills are the abilities which help to develop mental potential and competence in people because they face the challenges of life. It trains a student how to live with a positive mind and how to promote relationships of life. It helps in the all-round development of the students and makes able people to adjust with other people and environment.*

### Introduction

An 18 year old boy started taking drugs and reason behind this is the break up with girlfriend. A 13 year old boy committed suicide when he failed in final examination. In the modern changing environment, life skills play an important role in facing challenges of life. The continuous dramatic changes in global economies of the world during past five years have been matched with technology transformation and this has been impacting on home, the education system and workplace also. To deal with this advancement and change, students need to learn different types of life skills such as self awareness, critical thinking, empathy etc. With these skills, students can easily deal with stress of life. In future, students will have to face pressure and anxiety of work and life, so these life skills are very beneficial.

### Life skills

Life is full of challenges. Every aspect of life is filled with the problems and challenges such as personal life, school and work. Life skills refer to the skills that everyone needs to tackle the challenges of life effectively. In simple words, any type of skill which is helpful in life is life skill. These skills are related with the management of quality of life and also help in achieving aims of life (Skillsyouneed, n.d.)

### **Different types of life-skills**

*There are different types of life skills that are discussed in detail as under:*

- **Self-awareness**

“Who am I” is an important question that should be answered. It is the question of self-awareness. Self-awareness is the ability of understanding weaknesses, strengths, needs and desires of oneself. Perhaps this is the most difficult task to do. To stand before the mirror and accept that image is really difficult. But if a person wants to be liked by others, he should like himself first. Self-awareness is the keystone of all other life skills. For example, if a person wants to manage his emotions, he should be aware of his emotions. Self-awareness is important if a person does not want that his personality would mould on the basis of others judgments (unicef, n.d.).

- **Creative thinking**

Creative thinking is generally related with arts such as to write a novel, to compose a song etc. Actually, creative means to be able to develop something new. When a person can create something new, he will enrich his personal life and will be beneficial in the working area. Creative thinking refers to look at something in a new manner. Creative has the ability to invent new ways to complete tasks and to solve problems and issues. In the era of globalization, employers require the workers having creative mind.

- **Critical Thinking**

Critical thinking is an important skill. Critical thinking is to make choices construct completely in light of rationale; this implies thinking beyond impulses and considering all the information and the outcomes and impacts the decisions would have. One part of critical thinking includes problem solving. This incorporates: perceiving an issue, finding the underlying driver, assessing the available data, successfully imparting data to those associated with the problem, at that point making an informed choice and following up on it. This is essential for any issues one experiences throughout everyday life. Another angle is making judgments. All the information won't benefit in any way in the event that one don't know how to assess the information, interpret the information, draw conclusions and make a strong judgment (TSTCpublishing, 2010).

- **Empathy**

Empathy is the most important life skill. It leads greater success and allows to be happier and satisfied in life. Empathy means to stand in shoes of another and feel like them. Empathy is the ability of holding a safe and secure space for other so that they can completely feel their emotions. It is the empathy that helps a person to understand the needs of other people and the non-verbal communication. It is helpful in predicting actions and reactions of the people and in convincing other to one's view point. Now the question is how to develop empathy. First, to listen attentively others is the basis of empathy. This will help in understanding the motivation behind the words spoken. If a person is filled with his sorrows, pain and actions, he cannot feel or see the pain and sorrows of others because he will be confused with his own unresolved emotions. With the feeling of empathy such as care, concern and connection with other, the world becomes a beautiful place to live a happy life (Fowler, 2014).

- **Effective communication**

Harmonious relationship depends upon effective communication. Having the capacity to communicate viably is the most essential of all life skills. Communication is essentially the

activity of exchanging information starting with one place then onto the next. It might be vocally (utilizing voice), written (utilizing printed or computerized media, for example, books, magazines, sites or messages), visually (utilizing logos, maps, outlines or diagrams) or non-verbally (utilizing non-verbal communication, motions and the tone and pitch of voice). When a person does not communicate, he remains only in darkness. Communication is the way by which persons know about one another that what they are thinking. But without communication, the relationship can be dominated by misunderstanding and suspicion. Effective communication is based on the feeling of empathy that is the feeling of others' needs, desires, sorrows and problems. Whenever there are conflicts, it is the communication by which one can solve the problem. By communicating, a person can persuade others to accept and understand his viewpoint and to make a compromise (unicef, n.d.).

▪ **Interpersonal relationships**

Life is full of different types of relations. The relationship with family and friends decides the quality of life. Family creates a healthy and lovable environment and provides a shelter to grow up. Sometimes, personal freedom and parental authority come together and create conflicts. In this case, bearing silence is not the solution of the problem. There comes many moments in life when a child can express his emotions and desires freely before the parents and parents will definitely understand children's condition and help them. Relationship is a plant that needs water of love and confidence every day, otherwise it will dry. As the child grows up in life, friends enter in his life. If the peer group is good, it will provide a better shape to life. But if peer group is bad, the child can start drinking and smoking (unicef, n.d.).

▪ **Managing emotions and stress**

Emotions are the part of human nature. Sometimes, a person is in a good mood and sometimes in a bad mood. Positive emotions such as happiness and excitement bring cheerful light in life. Negative emotions such as sadness and hatred bring darkness in life. Students of adolescent age have varying emotions. Adolescents are on the path of growing up. So, it is very important to teach them how to manage emotions. In the process of managing emotions, the first step is to recognize the self-emotions. One should be aware of one's emotions. When a person tries to ignore his emotions and denies its existence, it will become a big problem. The only way of overcoming burning emotions is to find a flame of the emotions and to find out the cause behind this flame. And after that analysis of the emotions is done that is how these emotions affect the human behavior and destroy the life. In the same way, stress affects life. No doubt, life without stress is not productive life. But high level of stress and its increment is harmful. Stress can be positive and negative. Increasing stress causes many physical and mental problems. To manage the stress, firstly, recognize the source of stress. And after that for reducing the sources of stress, suitable actions are must (unicef, n.d.).

▪ **Making responsible decisions**

In this busy life, a person makes decisions all the time that is small decisions and big decisions. Small decisions are what to wear, what to eat and so on. Big decisions are which career is best, which college is suitable and so on. Decisions are taken on the basis of the information. But sometimes that information is incomplete. So making responsible decisions is an art. Sometimes, on the basis of the right information, a person is unable to make a right decision and the barriers come from within the person such as fear, criticism, perception, ego

and people's reactions. These barriers mislead a person from the right decision. Many times, a person starts blaming others when something wrong happened in life. Actually, when a person has no confidence on himself and gives up the opportunity of taking decision, he is allowing other people to run his life. Decision making is the capability that is useful throughout the life. So, in making responsible decisions, self-awareness and critical thinking is helpful. It is the self-awareness that encourages a person to take decision. It is the critical thinking that helps in evaluating different circumstances (unicef, n.d.).

▪ **Smiling at problems**

Problems are actually disguised opportunities. If a person escapes from the problems, he is actually giving up the opportunity of developing potential and skills. The first step of solving problem is to identify the problem. Many people face difficulties in identifying actual problems. And next step is to recognize the causes of the problems. Once the problem is shaped, the solutions will be appeared around it. When a person resolves the problem, he will find himself happier. But in all this process, creative thinking is must to solve the problem. Sometimes problems cannot solve at that time because of their relationship with external factors. Anyone has no control on the external factors. So in this case, one should have keep patience and learn to live with that problem (unicef, n.d.).

**Conclusion**

After the above discussion, it is clear that life skills play an important role in modern life. In the world of globalization and liberalization, life is full of complexities and difficulties. With the absence of life skills a man can easily throw weapons before a small challenge without trying or struggling. There are different types of skills that are useful in living a happy life such as, self-awareness, effective communication, managing emotions, making decisions and so on. The teaching and learning of these skills is the demand of time. Life skill education enables students to face the reality of life and meet the challenges effectively.

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## 29. Life Skills: Need for Hour

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### Abstract

*Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents.*

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### Meaning of Life Skills

Life skills have been defined as “the abilities for adaptive and positive that enable individuals to deal effectively with the demands and challenges of everyday life.” ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive’ behavior implies that a person is forward looking and even in difficult situations can find array of hope and opportunities to find solutions. UNICEF defined Life Skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills.”

### Kinds of Life Skills

Those related to thinking termed as “thinking skills” and skills related to dealing with others termed as “social skills”. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. 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 making rational decisions but also 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 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.

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### Core Life Skills

There are many such skills, but core life skills include the ability to: The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving

7. Effective communication
8. Interpersonal relationship

9. Coping with stress
10. Coping with emotion

**Self-awareness** includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

**Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

**Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

**Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

**Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

**Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good

relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need. Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

**Coping with stress:** 95% of all the diseases are created by stress. Wrong beliefs like “I’m not good enough” or “Something is wrong with me” cause up to 95% of all illness and disease. The membrane of the cell is the brain of the cell, not the nucleus. Our beliefs are stored in the membrane of our cells. Unless we are fully aware of what we are doing and why we are doing it at every moment, we are always acting on our unconscious programming stored as beliefs in our cells. Scientific research has established that stress is the core factor in physical, mental, and emotional disease. Discovering how unconscious physical, mental and emotional habits create stress, aging, addiction and disease, through awareness and simple lifestyle changes reclaiming youthful vitality, joy and well being.

### **Benefits of Life Skills Education**

Life Skills Education has long term benefits to the society. These include educational, social, health, cultural and economical benefits.

#### **(a) Educational benefits**

- Strengthens teacher pupil relationship.
- Leads to desirable behavior change.
- Improves discipline in schools.
- Reduces learner problems such as truancy, absenteeism, drug and substance abuse and teenage pregnancies.
- Helps learners to improve their performance.

#### **(b) Social Benefits**

- Improves the socialization process among learners such as relating to others in friendly way
- Enables learners to choose good and reliable friends.
- Helps learners to use their leisure time properly assists learners to recognize and avoid risky situations.
- Bring about meaningful interaction among learners, teachers and the school community.
- Helps in character building.

**(c) Health Benefits**

- Leads to prevention and control of diseases such as STIs, HIV and AIDS
- Contributes to a person's general well being (physical, mental, emotional and social)
- Helps people to be responsible for their own and other people's health

**(d) Cultural Benefits**

- Enables people to adopt and maintain meaningful cultural practices and avoid practices that may put self and others at risk
- Promotes harmonious interaction between people of different cultures
- Helps in the clarification of values in the society.

**(e) Economic Benefits**

- Its leads to high productivity due to be motivated strong and energetic labour force
- Saving is increased as money used eg on management and control of HIV and AIDS can be invested elsewhere.
- Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.

**Conclusion:**

To live to the challenge of globalization which is in line with the era of information economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skilful. The development of human capital is thus important and necessary since it drives the nation to the envision vision and mission. Without a quality human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives and perspectives. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus, institution of higher learning plays a very important role to produce a human capital that is highly knowledgeable and skilful to meet the demand and expectations of many people. The teaching and learning processes in institutions of higher learning should be capable to provide such knowledge and skills to future graduates.

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### 30. Education and Development of Life Skills

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*“Education breeds confidence. Confidence breeds hope. Hope breeds peace” -Confucius*

#### **Abstract**

*In India, education plays a vital role to build skill-based society of the 21st Century. It is the quality of education that decides the quality of human resources of the country. Skill development has to be made broader than the present system of basic accounting and computer lessons; every industry, be it from the manufacturing or services sector, can deliver optimum results when specifically skilled manpower for undertaking tasks is available without problems. Two pre-requisites when ability enhancement is talked about are 'continuous skill development' and 'centralized certification' of trainings. Skill development has become a buzz word these days in all educational, vocational, professional institutions and universities. Both public and private sector institutions are now making special efforts to engage their students in skill development activities and courses. Thus, three pillars to a better Indian economy are meaningful education system, robust skill development setup and active involvement of businesses in mentoring the workforce. In the present paper, integration of skill development with education has been discussed.*

#### **Introduction**

India is moving fast towards its goal of becoming economically developed country. The planner has set high targets of achieving a double digit growth rate in near future. Development of economy depends on some factors such as availability of resources, ability to arrange resources and availability of skilled persons to make efficient and productive use of available resources.

India is a country of great human potential that remains largely untapped because of being inadequately skilled. We have people who are literate yet unemployable due to lack of communication, soft skills and vocational skills. As per estimates, India will have the largest chunk of young working population by the year 2020. One of the key issues plaguing the Indian industry today is the huge demand-supply skill gap. 90% of the jobs in India are skill based requiring some sort of vocational training. Against this, it is estimated that only 5% of the youth in India are vocationally trained.

To realize the promises made to the general public with respect to employment and economy, and to make true the dream, 'Make in India' of the PM, it is high time that we consider basics ranging from streamlined vocational educational training to involving business units in the process of skill development of labor force.

'Make in India' dream of the Prime Minister not just demands inflow of funds and outflow of products/ services, it asks for quality work delivered in an efficient manner, which is possible

when right people owning right job skills are placed at the right places. Lessons alone can serve limited purpose; we all know that half of the degree holders in India remain unemployed.

As the young people constitute a significant part of the population in India, there is a growing need to integrate them with mainstream development of the nation. The picture of growing vulnerability of these young people to suicides, depression, drug abuse, violence, declined value system, stressful competitions, materialism and crimes is distressing. To remove these ugly blots from the picture, the young people of today require a special training and skills to solve the mysteries of life enthusiastically.

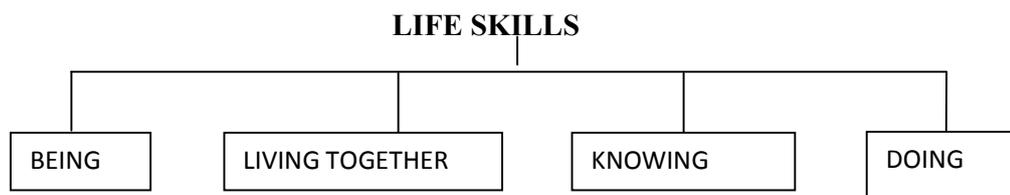
And, here comes the role of life skills. Life skills are defined as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Life skills include self development, interpersonal and family relationship development, communication skills, job and financial skills development, decision making, time management, stress and anger management and the list go on.

UNICEF has defined Life Skills as psychosocial and interpersonal skills that are generally considered important. It is the interrelations between the skills that produce powerful behavioural outcomes, especially where this approach is supported by other strategies such as media, policies and health services (UNICEF).

### **Pillars in a Life Skill Approach**

The four pillars in a life skill approach are Being, Living Together, Knowing and Doing.



- **Learning to know** refers to both the acquisition of knowledge and use of knowledge.
- **Learning to be** recognizes a person as someone who acts and brings about change and whose achievements can be judged in terms of her/ his own values and objectives, whether or not we assess them in terms of some external criteria as well.
- **Living to live** together implies feeling concerned by others welfare and feeling an affiliation link to a group, a category, a society and a culture.
- **Learning to do** is linked to what actions a person's takes and is closely related to practical skills.

### **Integration of skill development with Education**

To get rid of poverty there is a need to make use of abilities of people to make use of the economic opportunities available to them. The aim of education is not just to teach them but equipping them with meta-skills — of language, record keeping, data entry and analysis — that can be best utilized into many other skills. For, in a growing economy like India, such opportunities are definitely there: the issue is how to help people use these to increase their incomes.

In order to facilitate vertical and horizontal mobility in education, the Skill Development programme would need to coordinate with regular educational institutes rather than develop yet another set of stand-alone institutions like the ITIs or Polytechnics.

BRICCKS has been set up with a clear vision to address and fill the gap that exists in India with respect to the need for skilled manpower capable of driving the country's growth. Explains Tanuja Vashisht, CEO, BRICCKS, "Indian education system by and large is primarily based on theoretical concepts rather than practical application. This means that though we churn out educated youth, majority of them fail the standards of employability. Our approach is a little different. It is geared more towards comprehensive skill development tailored to the needs of specific sectors and knowledge domains".

Most Education is expected to contribute to the empowerment of learners so that they can make well-versed choices, manage issues that concern them, and ultimately the quality of their lives. It provides a solid establishment for poverty reduction and sustainable growth in pursuit of an independent and firm society. The power of literacy can enhance all aspects of life. Literacy is best derived from the experience of developing life skills rather than being developed first as a prerequisite of programmes.

- **Skill development courses:** Skill based courses should be provided along with the regular degree courses. To remove the problem of unemployment in India. In our country, multinational companies such as TATA, Mahindra, and Reliance etc. have large number of employments. So, institutes ought to be linked with such companies or other local human resources.
- **Seminars and workshops:** Weekly sessions, workshops, conferences on different skills development should be conducted in colleges for the development of integrated skills. That will improve not only skills but students would be introduced to these programs.
- **Skills to be taught at different levels: Schools:** It is our misfortune that schools in this country do very little in honing the crucial skills of the students and hence the skills deficit continues to haunt us in colleges and universities. To address the issue at the initial level Nayana Mallapurkar provided some core skills that should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.
  - ✓ **Primary school** (classes 1 to 5) (age 6 to 11): Communication skills, attitude, adaptability and IT skills
  - ✓ **Middle school** (classes 6 to 8) (age 11 to 14): Above skills plus self-management, teamwork, creativity
  - ✓ **Secondary education** (classes 9 to 10) (age 14 to 15): Above skills plus stress management, self-motivation
  - ✓ **Upper secondary** (classes 11 to 12) (age 16 to 17): Above skills plus initiative, interpersonal sensitivity
  - ✓ **Higher education** (graduation or professional programmes): Above skills plus commercial awareness, problem solving, lifelong learning.
- **Vocational education:** Theoretical knowledge alone will hardly serve any purpose. The University Grants Commission (UGC) has been promoting B. Voc. Programs, The B. Voc. programme gives an opportunity to the student to choose a vocation of his/her choice, rather

than be pushed into main stream education for which he/she has no interest and does not add any value for further progression . Also, the focus of the vocational courses is to gain hands-on experience, which makes the students industry ready. Thus, these students stand a better chance in terms of employability.

### **Objectives of Vocational Education**

1. To fulfill the national goals of development and the removal of unemployment and poverty,
2. To impart education relevant to increased production and productivity, economic development individual prosperity.
3. To meet the need for skilled and middle level manpower for the growing sectors of economy, both organized and unorganized.
4. To attract sizeable segment of population to varied vocational courses so as to reduce the rush to general education courses of universities and institutions for higher learning.
5. To prepare students for self-reliance and gainful self-employment.

Vocational and technical education contributes substantially to the socio economic development of the country as a whole. The development sustenance of the industrial sector is entirely dependent upon the availability of trained manpower to perform the multidimensional activities needed to keep the wheel of industry running. Thus, the vocational and technical education department aims toward making available these trained vocationally and technically qualified hands to serve the industry and society.

- **Short term courses:** Enhancement of skills of already employed workforce demands such short term courses that cater to the need of specific skill sets required for specific industry. In this scenario, people with nil or partial academic qualification should be targeted by way of giving them credit for the duration of their past employment.
- **Universities:** Universities are the platform from which the youth launch themselves into the world of business and industry, testing their worth and proving their mettle. Thus, it is the responsibilities of universities to develop their soft skills so that they are able to find employment true to their talents/ knowledge.
- **Engineering and Management Institutes:** The best opportunities for employment today lie in engineering and management fields. However, when it comes to interviews, many deserving students are rejected because they lack communication proficiency. The management domain operates on the finesse of communication, yet we have never cared to teach our students basic communication skills. Students should undergo training into various soft skills including communication skills and they should be thoroughly prepared for interviews. This will serve to enhance the employability of the youth, as well as enhance the efficacy of the engineering and management institutes.
- **Designing life skill education:** Life skill education gives room for children to develop knowledge, attitudes and skills together which they can use in daily life. It helps to be creative and to learn from each other. In life skills based education, encouraging learning from each other peer, teacher , family and community integrates the unique and valuable

knowledge and experience of learners which can make school programmes more relevant and effective (UNICEF, 2002).

- **Invite various Stakeholders:** Stakeholders of a life skill based education include youth, parents, teachers, administrations, health and social service practitioners. Early and active participation by stakeholders not only increase their connection to the project, but also ensures a higher level of support and involvement.

**Conclusion:** In a world today where all roads lead to systemic change – politics, economy and you name it – education holds the key, because it is the new generation that is going to guide in the change and more importantly sustain it. India is a special case; it is the youngest country in the world. It is a country with large young population, with so many millions in schools and colleges receiving education and so many millions about to enter the system. In such a scenario all in all, the existing curriculum at the school and university level has to be aligned with existing and upcoming needs i.e., skill based courses of the Indian industry. Another important development in this area has been that a lot of bodies connected with industries, corporate groups and other important forums have started organizing seminars, conference and workshops in which lot of sessions are being allotted for discussion on skill development. In the background of India being an emerging economy looking for a big breakthrough, naturally the country wants to make all necessary efforts and launch campaigns and programmes for creation of knowledge based economic activities.

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## 31. Significance of Life Skills Education

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### **Abstract**

*Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.*

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### **Introduction**

Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent.

This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive

Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap

between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical.

### **What are Skills?**

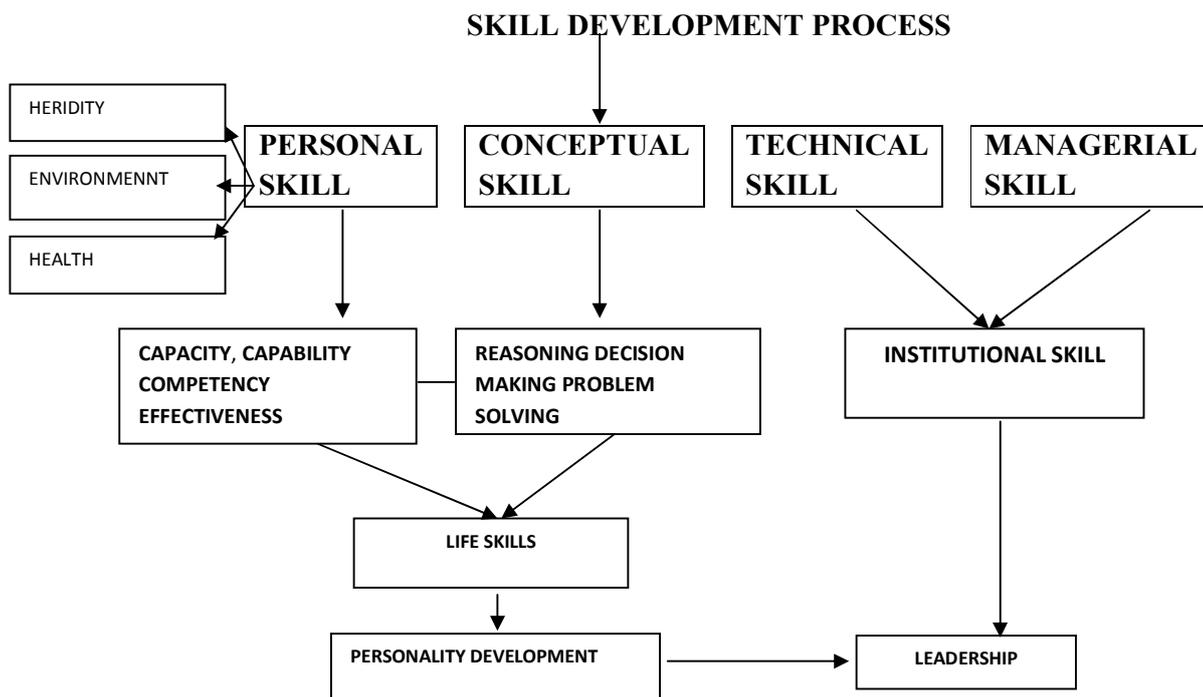
Skills are the learned capacity which helps us to do a task effectively. Skills are abilities to use know-how to complete tasks. Skills are acquired through practice and patience. A skilled person uses less time, energy and resources to do a job and produces quality results. Skills are gained through school/college, work experiences, hobbies, books, elders, peers etc. Skills can be improved if we could identify, analyze and practice them.

### **Life skills**

UNICEF defines Life Skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills”.

Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO)

Life Skills are essentially those abilities that help to promote physical, mental and emotional well being and competence to face the realities of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills.



### **Life skill education**

According to UNICEF, Life Skills are a behaviour change or behaviour development approach designed to address balance of three areas:

• **Knowledge • Attitude • Skills**

**Importance of Life Skills**

Enable us to adapt to situations and people.

Help us to have a positive approach and not get depressed with problems.

Reduce vulnerability and high risk behavior.

Life skills bring greater acceptance, better relationships and a healthy, positive life skills are not the only solution

**We need Life Skills:-**

To develop a dynamic self image and great self esteem.

To Improve the communication skills.

To make relationships better and handle interpersonal problems.

To boost our decision making ability and make informed decisions.

To help us to deal with the challenges of everyday life.

To become a well adjusted individual.

**10 . Core Life Skills (WHO)**

*Self Awareness, Effective Communication, Critical thinking, Decision Making, Coping with emotion, Empathy Interpersonal Relationship, Creative thinking, Problem Solving, Coping with stress.*

**Life skill has been classified into three broad categories:**

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self- management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

**Imparting ‘Life Skills Education’ In Classroom**

According to Errecart et al., (1991) and Caplan et al., (1992) life skills education proves to be an effective approach in primary prevention education, as its more interactive, uses problem solving approach and is activities based. Hence, teacher and the taught both involve in learn and fun too.

Imparting Life Skills Education in classroom has been researched meticulously. In the light of the above literature review, now has been a proven fact that it has positive outcome when taught as a part of curriculum Yadav P, Iqbal N (2009). There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model

contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Different activities that can be used to enhance Life Skills in Students are as follows:

**Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy.

**Brainstorming:** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

**Educational Games and Simulations:** It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.

**Analysis of Situation and Case Studies:** It gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for; providing opportunities for working together in groups, sharing idea, new learning's and gives insight and promotes sometimes to see things differently. Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with risks or any challenges and find ways to cope with it.

**Groups:** Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

**Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

**Story-Telling:** Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

**Debates:** Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It

offers a chance to practice higher thinking skills.

### **Conclusion**

Life Skills help in developing positive and flexible attitude in life. Life Skills help in building self-confidence and self-esteem and enable us to adapt to situations and people. We learn Life Skills from our own experiences, perceptions, insight, stories, books, parents, teachers, religion, media, culture etc. We all have inherent Life Skills. To get the best out of them we need to sharpen them regularly. Enhancing Life Skills enables us to adapt to situations and people and helps us to lead a healthy and positive life. On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/teacher/counselor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

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## 32. Life Skills Education- Significance and Strategies

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### Abstract

The education, today, needs to enable a child to deal effectively with the environment, make maximum use of resources, discern available opportunities and face the challenges of society. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. To enable these behavioural transformations in the child, the system needs to enrich the school curriculum with a highly researched and effective life skills training programme.

Our education system is mechanical and stereotype, leading the learner towards materialism. It is treating the students as products. The all-round development of the child is unobserved. Faith in human capacity defined in terms of ability to assess a problem situation and find solutions, capacity for convergent and divergent thinking, effective interpersonal skills, ability to communicate effectively, has been undervalued. There is a dire need to change in terms of philosophy of education of our system of education. It needs to be more humanistic. The emphasis should be given on creative thinking and reasoning and personal growth of the individual. Every individual is capable of thought and reason, a free will and is capable of making choices and taking decisions. Swami Vivekananda has said that education is the divine perfection already existing in man. Every child has maximum potential and innate powers to learn. The education, today, needs to enable a child to deal effectively with the environment, make maximum use of resources, discern available opportunities and face the challenges of society. To enable these behavioural transformations in the child, the system needs to enrich the school curriculum with a highly researched and effective life skills training programme. An empowered (empowered with life skills) child has the competence to cope with the challenges of life using the available resources even amidst such adversities. (Bharath and Kishor, 2010)

In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the

educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical.

The life skill education is a programme where life skills are imparted in a supportive and effective learning environment. Life skills education is essential for all children and especially for adolescents because young blood of us seem to be most vulnerable to behavior related health problems. Life skill education is an emerging area of scientific study. The genesis of the life skills education approach in the recent decades lies in a significant movement to review the basis of social science like Psychology, Sociology and Social Work (Nair, Subasree and Ranjan, 2010).

Life skills education is a value added programme for young generation to understand self and able to assess their abilities and areas of development. It aims to provide students with various strategies to make healthy choice that contribute to a meaningful life. As a matter of fact life skills are objectives of holistic education. A parallel can be drawn between objectives of educations mentioned in Delors Commission Report (1993) with life skills. The life skills may be grouped in to four objects of education proposed in the report of Delors Commission. (UNESCO 2005) Thus learning to know comprises knowledge and critical thinking, learning to do implies practical skills, learning to be is synonymous with personal skill while learning to live is all about social skills (Sengupta, Sinha & Mukhopadhyay, 2012). Among the adolescents, boredom, rebellion, disorientation, peer pressure and curiosity are the host of factors that promoting high risk behaviour such as alcoholism, drug abuse and casual relationships. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills education is an effective tool for empowering the youth to act responsibly, take initiative and control over stress and emotions. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours.

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. The Ten core Life Skills as laid down by (WHO, 1993) are:

- Self-awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem Solving

- Effective communication
- Interpersonal relationship
- Coping with emotion
- Coping with stress

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas:

- **Knowledge**
- **Attitude**
- **Skills.**

Life skills training/ education takes into account psychosocial competencies and interpersonal skills that help students to take right 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.

(WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skill has been classified into three broad categories:

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self- management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

**Life skill Education Strategies-** Imparting Life Skills Education in classroom has been researched meticulously. In the light of the literature review, now have been a proven fact that it has positive outcome when taught as a part of curriculum (Yadav and Iqbal ,2009). There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Life skills education can be designed to be spread across the curriculum, to be a separate subject or to be in integration. Following are some techniques to enhance life skills in students:

- **Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy.
- **Brainstorming:** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.
- **Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.
- **Groups:** Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

- Educational Games and Simulations: It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.
- Situation Analysis: During situation analysis, students are allowed to explore problems and safely test solutions. It provides opportunities to work hard, share feelings and develop critical thinking. Other important methods to facilitate life skills learning include peer supported learning, practical community development projects, audio-visual activities i.e. music, dance and theatre. Life skill education cannot be facilitated on the basis of information or discussion alone. It is not only an active learning process, but it must also include experimental learning i.e. practical experience, and reinforcement of the skills for each learner in a supportive learning environment.
- Story-Telling: Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. ‘Story-Telling’ lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.
- Debates: Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counsellor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

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### **33. Techniques for Enhancement of Life Skills in students**

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#### **Abstract**

*Life Skills Education is being used as a means to empower young children in challenging situations. It allows the children to get along with others, able to adjust with their environment and making responsible decisions. The main objective of Life Skills Education is to enable the learner to develop a concept of oneself as an individual of worth and dignity. This paper highlights the techniques which can be used in classroom to enhance Life Skills in students.*

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#### **Introduction**

Youth/students are considered as the most powerful members of the society due to their physical and mental abilities. But it is sad to see that most of them are unable to utilize their potential in a suitable and pertinent way due to lack of guidance and motivation. The rapid pace of transformation in the social, economic, political and cultural set up consequent upon modernization, urbanization, globalization and the media boon has shuddered our youth at large. The lives of youth, their expectations, values and outlook are very different from those of older generations. It is not only the expectations or pressure from parents or teachers to excel in life but also inability of the youth to measure up to their own expectations that is worsening their situation. Narayanan, S remarked that it is shocking to note that almost 80 percent of students feel that they cannot talk to their parents about personal problems. Nearly 40 percent also said that they feared examinations and suffered from fear of failures. The stress, anxiety and challenges that children and young people face are many and require more than even the best numeric and literacy skills. Doing away with the stressors might be a temporary relief but the larger problem of creating lifelong learners remains unsolved. The role and goal of education is not just to enable youth to acquire knowledge but also to equip them with the ability to handle the stress and strain, ups and downs of life. So, here comes the role of Life Skills Education. The development of life skills Education is an important part of personality development, which can be beneficial for all young adults. According to the Dakar Framework for Action successful education programmes require not only healthy and well nourished students but also motivated students in order to ensure basic education of quality for all. That is why the 164 nations committed to Education for All have included Life Skills as a basic learning need for all young people.

### **Meaning of Life Skills**

UNICEF has defined Life Skills as psychological and interpersonal skills that are generally considered important. The World health Organisation (WHO) in 1993 defined Life Skills as the ability for adaptive and positive behavior that enable individuals to deal effectively with demand and challenges of everyday life. WHO (1994) identified the core set of Life Skills that include problem solving, decision making, goal setting, critical thinking, communication skills, self awareness, assertiveness and skills for coping stress.

#### **Life Skills identified by WHO**

<b>Cognitive Domain</b>	<b>Affective Domain</b>	<b>Psychological Domain</b>
Creative Thinking	Self-awareness	Interpersonal relationship Communication
Critical Thinking	Empathy	Decision making Problem solving Coping with emotions Coping with stress

The Darkar framework for action states that all young people have “the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be”, based on the four pillars of education in the Report to UNESCO of the International Commission on Education for the twenty first century.

Life Skills constitute a continuum of knowledge and aptitudes that are necessary for a person to function independently and to avoid interruptions of the employment experience (Brolin). Wolman considers the drive for self actualization as opined by Maslow. Life skills, being focused on matters of problem solving and effective behavior change through choices of action and also being considered with matters of morality, invoke the exercise of spiritual intelligence when problems of right and wrong arise and when decisions about moral courses of action are to be made (Himsl). Life skills comprise a wide range of generic skills that help an individual to cope with various facets of life. It facilitates in strengthening the survival capacities of the individual by providing him an orientation to basic education, major health issues and concerns, social and basic management skills for community participation. Life skills are not a substitute but complementary to any type of education or training or organizational system.

### **Need for Life Skills Education**

Life Skills Education is a value based programme which aims to provide students with strategies to make rational decisions that contribute to a meaningful life. It helps children to understand their self and to understand their skills, abilities and areas of development. It also helps children to get along with other people and adjust with their environment and making responsible decisions. The main objective of Life Skills Education is to enable the learners to develop a concept of oneself as a person of worth and dignity. Various skills like empathy, responsibility, effective communication, intellectual abilities, self-esteem, self confidence, interpersonal skills etc. develop to their maximum level, if practiced effectively.

Life skills program is a crucial aspect of school education where children are provided with a supportive learning environment to learn life skills. They are applicable to all ages of children and especially adolescents in schools. As per CBSE the age group to be targeted is 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behavior and health related problems. The programme of Life skills education is for the promotion of health and well being of children. The first approach of the life skills education was embedded in 'Basic Education Programme' or the Wardha scheme of Education, which enables learners to face life through training in school habits, socially useful behavior for the citizenship, dignity of manual labour and all round development of body, mind and spirit- some of the life skills identified under the scheme. Aim of life skills in education is at the elimination and negotiation of the gap between the content of education and the living experience of students. The mobility of skilled manpower increased with globalization and Indian education system also evolved into knowledge based society. Demands of contemporary life, underprivileged parenting, changing family structure, dysfunctional relations, perceptions of young people's needs, speedy socio-cultural changes all make it crucial for Life Skills Education.

### **Techniques to enhance Life Skills in students**

In Life Skills Education children need to be actively involved in dynamic teaching and learning process. Teachers need to move beyond lecturing to create a stimulating learning environment as life skills learning cannot be facilitated on the basis of information or discussion alone. Moreover, rote learning style of Indian education cannot facilitate life skills enhancement as participants merely sit passively taking in information and subsequently merely memorize the lesson. Some of the following techniques can be used to enhance Life Skills in students:

- Class discussions: It is a participatory learning technique which gives opportunities to students to learn from one another and helps in developing skills like empathy, listening, assertiveness etc.
- Role plays: It is a technique that includes acting out of a scenario, either based on text or based on example situations described by the teacher or students for teaching life skills.
- Brainstorming: It is a technique for generating new ideas and suggestions on a particular subject. This can be a good technique for the teacher to learn from the children how much they understand about life skills and to see how they describe it in their own terms.
- Educational games and simulations: Educational games promote active and joyful learning situations in the classrooms.
- Audio and visual activities: Audio and visual activities like arts, music, theatre, dance can be used by the teachers for teaching life skills to children
- Formation of Small Groups: Small groups provide opportunities to the students to get to know one another better and they will consider how another person thinks. It also helps students to learn from their peers.
- Situation analysis and case studies: Situation analysis and case studies allow children to think, analyse, discuss, share ideas about a situation they encounter in a community, school or family etc.
- Debates: Debates can address a particular issue or problem in depth and creativity.
- Providing real life experiences: Teachers can teach life skills to children by relating curricular and co-curricular activities in the school with real life experiences.

- Incorporating age appropriate life skills into curriculum: The life skills based education should be cyclic in nature and should be sustained throughout the school activities. We should incorporate age- appropriate life skills into the curriculum of each grade and into the socio-emotional environment of the school. Life skills education should begin in the junior grades and continue through the higher ones, applying life skills, over time to more sensitive and complex issues.
- Peer Teaching: A group of student representatives are first trained in life skills through a series of training workshops, who will later be imparted to their peers at schools.

So every teacher has to keep life skills in his/her mind while creating suitable and challenging learning environment in the classroom situation. The teachers have to plan and provide learning experiences in their teaching learning process such that life skills are directly or indirectly developed among the students. The teachers and their behavior must be exemplary as 'Role Models' so as to make the students follow them.

### **Conclusion**

Life Skills Education is an integrated and development approach to help children and adolescents learn how to deal with difficulties of their lives, growing up and risky situations. Educating life skills needs the involvement of various forces in society i.e. school, family, society and the government.

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<http://www.lifeskillseducation.in/>

### 34. Education for Life Skill with Special Focus on Rajyoga

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#### Abstract

*Life skills include psychosocial abilities and interpersonal skills that help people take decisions, solve problems, think critically, communicate effectively, build healthy relationships, empathize with others, and cope with the stress and strain of life in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking called "thinking skills" and skills related to dealing with others called "social skills". While thinking skills relate to the personal level, social skills include interpersonal skills. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. So we can say that education for life skill is must for every person especially in this Era.*

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#### Introduction to Life Skill Education

##### Definition of Life skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live. Life skills have been defined by the World Health Organisation as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”.

##### Definition of Rajyoga

Yoga is a Sanskrit word, which literally means “Link” or “Union”, (just as its antonym-vi yoga means “Separation”). The word Raja (or Raj) means “King”, “Sovereign”, or “Supreme”. Thus Rajyoga is quite simply the communion of the soul (the king of its mind, intellect and all memories, records of habits, tastes, latent emotions, instincts etc known as Sanskaras) with the supreme soul (Divine). Rajyoga empowers the intellect to exercise the power of discrimination, to choose positive thoughts.

**The Mind:** - through the Mind, One Imagines, Think and Forms Ideas. Our thoughts are created in the mind. The thought process is the basis of all Emotions, Desires and Sensations. It is through this faculty that, in an instant, thought can reach anywhere, or relive a past experience and produce happiness or sadness. The mind is a subtle organ which should not be confused with the heart, which is merely a physical organ that maintains blood circulation. Through raja yoga one can control one’s mind.

**The intellect:** - The intellect is then used to assess thoughts. This is the faculty which Understands. Our capacity to understand is perhaps the single most crucial ability of all. With the deepening of the intellect, clear understanding of anything is possible. Through Rajyoga the intellect is developed and elevated.

#### **ILLUSTRATION 1**

**Showing relationship between thoughts, actions and sanskaras**



**The impressions:** - Any action that has been performed leaves an impression on the soul. We will refer to impressions as “Sanskaras”, which is the precise Hindi word used. Habits, Tendencies, Emotional Tendencies, Temperaments, and Personality Traits are all sanskaras imprinted on the soul through each action it has performed. All the thoughts that occur in one’s mind are the direct result of one’s sanskaras. So one’s most fundamental feature as a soul, one’s personality, is determined by these sanskaras. Each action one do either creates a sanskaras (this is how a habit begins), or re-inforces an old one if the action is a repetition. This enables one’s to understand that the sanskaras contain the complete record of all one’s mental and physical actions, i.e. all one’s experiences up to this moment. Any thought that arises in one’s head will be due to the influence of one or more sanskaras. This makes it clear that I and I alone, are responsible for one’s own thoughts, although one tend to deny this responsibility and blame external situation instead. If an action is repeated often, it becomes a deep sanskaras. Rather in the same way that the more one digs a hole the deeper it gets and the more difficult it will be to erase all trace of it. Old habits die hard for this reason alone.

#### **Need of Education for Life Skill**

The life skill of the people is the basis of prosperity and development of the every person as well as country. Inculcation the life skill among the teachers and students is the goal of the modern education and civilization. Most of the countries now are changing their job policies and conditions of service for teaching profession and other professions to enable the teachers and other professional to lead a satisfied and healthier life.

#### **OBJECTIVE**

To show a link between life skill and Rajyoga.  
To inculcate life skills with the help of Rajyoga.

#### **METHOD FOR EDUCATION FOR LIFE SKILL**

##### **1. Teach values**

One is originally a point of sentient light fully charged with spiritual (metaphysical) energy that naturally manifests as truth (knowledge), peace, love, joy, purity, power and bliss

(balance) when one first comes into this world. These innate qualities or attributes of the soul are so basic that they themselves are the basis of all virtues and powers and life skills.

## **2. Rajyoga meditation**

Different methods of meditation that student and teacher can use in order to excel in school, perform at a high level in sports and extracurricular activities, and have more emotional over oneself. Meditation increases the ability to focus for longer sustained periods of time. Meditation brings many benefits to our health and well being. These are very real mental skills that can benefit all areas of life improving relationships and work. Ten amazing benefits of meditation for student and teacher to put some life skills:-

- i.** The skill of being able to consciously relax: - using deep breathing and awareness of tension in the body can develop the ability to actually release tension and built up stress in muscles. Being able to relax at will is an incredibly useful tool in modern era.
- ii.** The ability to be present with others: - The greatest gift one can give others is one's own presence. Learning to be present and communicate effectively. This improves all one's relationships and even helps us to learn new things easily.
- iii.** Remaining undisturbed by thoughts: - the skill of allowing thoughts to pass without either fighting them or believing in gaining control over your own mind. Meditation is not controlling your thoughts it's the being able health issues stem from not being able to let go of negative thoughts.
- iv.** Concentration:- being able to focus on an object without being distracted develops attention and concentration and a strong and stable mind. This is the foundation of good mental health.
- v.** Being the witness: - The ability to be able to observe things without judging or reacting to them. This is the beginning of a peaceful and open mind. Being able to detach from thoughts and feeling gives you space to let them pass and not be overwhelmed. It is essential in overcoming mental health issues and is the beginning of using mindfulness as a therapy.
- vi.** Introspection: - the ability to observe your own inner states of awareness, thoughts and feelings. This is an important skill to be able to see connections between thoughts and feelings. Introspection also helps to discern the difference between a clear mind and a thinking mind and also to be aware of one's intention. With good introspection you can develop one's own wisdom and become one's own therapist.
- vii.** Mindfulness:- The skill to pay attention carefully to what one's doing. Within meditation this skill holds one's mind to one's object and is similar to concentration. In one's daily life mindfulness helps to pay attention to the present situation live more fully in the moment and able to enjoy the little things in life.
- viii.** Just being:- Meditation develops the skill of just being, total mental relaxation, or being in the present moment without trying to change it or escape it. This fosters the ability to accept things the way they are.
- ix.** Open mindedness: - Meditation develops the important skill of an open mind. The ability to say non judgmental and look at things without pre- conceived; learning to see things as if for the first time.

- x. Intuition: - The skill of knowing what's appropriate and finding a flow and balance in any situation. Intuition is the skill of non verbal knowing to be clear of a direction or choice without relying on any external authority. This is the beginning of trusting one's own wisdom.

### **EDUCATIONAL IMPLICATIONS**

The study reveals that high life skills lead to high well-being to the context of Rajyoga. So, if training in life skills in given school, college and professional course then the Teachers and students will show higher life skills. It will in turn give them better well-being which is an important aspect of one's life to give his full at his work place as well as living place.

### **Conclusion**

Life skills help in developing positive and flexible attitude in life. Thus, Rajyoga meditation helps to everyone enhancing life skill enable one's to adapt to situations and people and helps one's to lead a healthy and positive life. These life skills one can learn from own experience, perception, insights, stories books, patents, teachers, religion, media, culture and through special education for life skills and Rajyoga.

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### 35. Description and Components of Life Skills

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#### Abstract

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. Life skills are set of attributes needed to be embedded in a child's psychological sub-conscious frame to counter the challenges, adverse & uninvited issues. Life skills is the sum total of human skills needed, to add value & quality to our life. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. There are many components which should be kept in mind while developing life skills.

**Keywords:** Self Awareness, Empathy, Critical thinking, Rational Decision making

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#### Introduction

With the sway of materialism on all facets of life, with the march of technology overwhelming the world activities & with enhanced desire for physical comfort, the need for introduction of life skills was never felt as much as now. Stress is a phenomenon permanently indexed to individuals as a result of fast paced process driven race where human sensitivities have barely any scope for flourishing.

#### Core Life Skills:

- |                            |                                     |
|----------------------------|-------------------------------------|
| – Self Awareness           | – Quick Problem Solving             |
| – Empathy                  | – Effective Communication           |
| – Critical thinking        | – Strong Interpersonal relationship |
| – Rational Decision making | – Coping with stress.               |

#### Vital life Skills

**Decision Making** – The skill has singular impact on the personal & professional life.

**Interpersonal Deals**– The skill has tremendous to do with the relationship with others.

**Self worth skills**– The skills enable us to determine our potential from one end to another. Unless one knows himself clear, how is it feasible to offer his right contribution at right place with right kinds of people.

## **Components of Life Skills**

**Thought** A thought is the seed for all activities what we witness. A thought sets the stage for drama of actions & reactions & complex rigmarole in life thereafter. A gentle & rational thought evokes one set of soothing outcome; an evil thought brings cacophony effect. The ingredients like hope, despair, fear, stress, anger, pleasure, excitement, frustration, failure, confidence, are results of the quality of thought. It is imperative that the thought is designed by the impact of skills attributes.

**Cause & Effect** What we sow, so we reap is famous phrase. The entire life is based on a cause & effect theory, as per one of the schools related to social & ethical thoughts. Life skills can make it easier to understand the relationship between two phenomena. when figuring out the cause , the students asks themselves why the particular occurrence or incident happened and when establishing the effect , asks what happened because of it or what event it led to and accordingly that the life skills could be nurtured.

**SWOT** To comprehend & align with the issues in life, skills are needed & the same can be learnt easier & faster with the understanding of own attributes – strengths, weaknesses, & conditions – opportunities & threats/challenges. Life skills play a pivotal role in sharpening the personal attributes according to the conditions.

**Assertiveness** It is a ability to honestly express your opinions, feelings, attitudes and rights without undue anxiety, in a way that does not infringe on the rights of others. Assertive behavior lead to increased respect from others , their willingness to see you as a person who respect him/herself, a worthwhile person, and a more loveable person.

**Creative Thinking:** The ability to evaluate and analyze a situation by applying critical reasoning is a crucial skill in everyday life ,as well as in education. For students preparing for university, developing critical thinking skills is now highly regarded as a key ingredient for academic success. critical thinking skills form an important part of decision making problem solving and being able to quality your judgments.

**Interpersonal relationships:** It is an interpersonal relationship is a strong, deep,or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences.

**Problem Solving:** everybody can benefit from having good problem solving skills as we all encounter problem solving skill as we all encounter problems on a daily basis; some of these problems are obviously more severe or complex than others.

**Self Awareness:** Self awareness is the thinking skill that focuses on a child ability to accurately judge their own performance and behavior and to respond appropriately to different social situations. Self awareness helps an individual to tune into their feelings, as well as to the behaviors and feelings of others.

**Effective communication:** Effective communication skills are fundamental to success in many aspects of life. Many jobs require strong communication skills and people with good communication skill usually enjoy better interpersonal relationships with friends and family.

**Art to Evolve:** Life is complex circuitous evolution of happenings. The wheel moves consistently & fast; many things appear in control & governed however many things appear not in control & occurring on their own. Many things happen which satisfy us & leave us instantly happy; many things however happen leaving us disappointed & despondent. We must be equipped to deal with situations at ease with maintenance of calm posture & feeling of equanimity. The strategy to develop a better mental frame to deal with daily occurrences is to mature the mind addressing following features through life skills:

- Effective Communication skills
- Rationality based Problem solving
- Decision making abilities skills
- Effective Interpersonal relationship skills
- Self analysis
- Empathy
- Positive Attitude
- Ability to deal with Stress

### **Conclusion**

One major drawback of modern professional education is that the technical knowledge is not coupled with equanimity & effective rational human tools which soften the rigor & friction caused by the movement associated with wheel of life. The stress & over load of work with worries have caused turmoil in the lives of majority of the people. Young people have been seen dejected & attempting acts like suicide. It is the lack of art coping with adverse conditions which is the major cause of concern to all of us. Life skills can prove to be effective medicine for such ailments.

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[www.unicef.org](http://www.unicef.org)

## 36. Status of Life Skills Education in India

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### Abstract

*Education is preparing child to life effectively in the contemporary society. Societies change over time and are not same at any point of time. The traditional system of education can no more provide inputs to lead life for the kinds of complexities that have developed as a result of increasing complexities in contemporary societies. This paper aims to synthesize and contribute to the growing discussion around the development of life skills education in India. It is conclude by analyzing present opportunities for building the scope of life skills education in policy and practice in India.*

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### Introduction

*“The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.”*

**Jiddu Krishnamurti**

In 21<sup>st</sup> century, learning is the treasure within and also the product of open and diversified access to knowledge experience. It is the key to human foundation for enlightened existence and sustenance of all livelihoods. Education should offer equal opportunities to all persons to learn and achieving a learning society based on gathering, renewal and application of knowledge. Life Skills Education is suggested by many as a prevention and development approach to cope with this present complex scenario of life. According to the WHO [1997], internalizing the core essential life skills helps the adolescents to deal with the concerns in the modern world in a dignified and mature way bringing success to them. ‘Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively.’(Joseph, 2008). The World Health Organization also felt the need to introduce these skills through education programs in the children who are future citizens of the society.

### Meaning of life skills

Life skills are those psycho-social competencies and interpersonal skills that help the individual to make adequate logical; decisions, think critically and creatively, solve problems, communicate effectively, build cordial relations, empathies with others and cope with managing their lives in a healthy and productive way. Life skills enable the individual to (1.) to learn and use the knowledge, (2.) develop reasoning and analytical strengths, (3.) to manage emotions and (4.) to live with and relate to others.

**View of Wikipedia:** “life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle personal problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.”

### **Education and life skills**

Improving the Quality of Education and life Skills Development

- The first challenge is to improve the quality of primary and secondary education, including second chances for youth and adults with only basic skills.
- Increasing demand for skilled workers is not being met by the Indian education and skills system. Increased and better quality vocational training and on-the-job training might help address this.
- India needs to improve the quality of its higher education system and expand access, while better using and disseminating the knowledge gained through innovative education models being developed in India and elsewhere.
- New technologies could be exploited further, including massive open online courses and virtual classrooms.

### **Life Skills Education in India**

Life skills education means of empower young people in challenging situations. Life skill education refers to an interactive process of learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours. Life skill education programme for the youth to understand self and able to assess their skill, abilities and developments.

Life skill education (LSE) Programme took off in India, in the community mental health unit of the National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore. Central Board of Secondary Education had implemented and is continuing with LSE programme for high school children. The National Council of Education Research and Training (NCERT) in collaboration with the Human Resource Development (HRD) ministry and the National AIDS Control Organisation (NACO). Had adopted life skills based adolescent education programme as a preventive approach against HIV-AIDS. School of life skill education and social harmony, Rajiv Gandhi National Institute of youth development (RGNIYD) Tamil nadu had initiated an annual international conference and research activities to disseminated and share the perspectives of life skills approach to education.

### **Life Skills Education Policies in India**

*An effective life skills approach is driven by multiple aspects:*

- 1. Programme Content:** Developing relevant information, attitudes, and skills.
- 2. Mechanisms:** Implementing participatory teaching practices, modeling of skills and reinforcement.
- 3. Teacher Training:** Building teachers’ belief in the potential of and capacity in delivery of life skills education.
- 4. Commitment:** Advocating for the integration of life skills education in school curriculum.

**Table 1:** below applies UNICEF’s framework for national life skills delivery, allowing us to analyze the status of life skills education policy and practice in India.

<b>Question</b>	<b>How to know</b>	<b>What to do</b>
All life skills included in the curriculum (formal and informal)?	<ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Clearly articulate life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Design curriculum emphasis with life skills</li> </ul>
Is life skills education delivered as a whole school approach?	<ul style="list-style-type: none"> <li>• Training of head teachers</li> <li>• Combination of classroom and extracurricular activities</li> <li>• School based assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Integration with school environment and culture strategies (at a district level, if feasible)</li> <li>• Enhancing support and training for head teachers</li> <li>• Identifying and developing tools for school-based assessments</li> </ul>
Does the life skills programme/ curriculum include relevant assessment strategies?	<ul style="list-style-type: none"> <li>• Formative and summative</li> <li>• Classroom and school based</li> </ul>	<ul style="list-style-type: none"> <li>• Support to the integration of life skills education into supervision and inspection systems</li> <li>• Support relevant forms of assessment for knowledge</li> </ul>
Is there publically available data about the relevant behaviours (National and regional data)?	<ul style="list-style-type: none"> <li>• National data sets</li> <li>• Baseline data sets</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a baseline</li> </ul>
Are there criteria for selecting life skills teachers/facilitators?	<ul style="list-style-type: none"> <li>• Identifying qualities and professional needs and experience for life skills education</li> </ul>	<ul style="list-style-type: none"> <li>• Work with partners to identify characteristics required and develop job descriptions where appropriate</li> </ul>
Do teachers have adequate support?	<ul style="list-style-type: none"> <li>• System for mentoring, supervision, etc.</li> <li>• In-service training</li> <li>• School head teachers have a role in support</li> <li>• School head teachers have a role in support + system for mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Support the integration of life skills education into supervision and inspection systems</li> <li>• Integrate life skills education into career structures and support system</li> <li>• Review the effectiveness of existing in-service and pre-service training provision against the needs of life skills education teachers</li> </ul>
Are resources needed in place?	<ul style="list-style-type: none"> <li>• Schools have materials to teach life skill education</li> <li>• Factual references</li> <li>• Activity modules, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop capacity of national partners in life skills education material development</li> <li>• Support report budgets for life skills education</li> </ul>
Does it address pre-service teacher education for all teachers?	<ul style="list-style-type: none"> <li>• Any life skills education in pre-service teacher training</li> </ul>	<ul style="list-style-type: none"> <li>• Work with providers and pre-service curriculum</li> </ul>

### **Importance of Life Skills Education in Indian Schools**

The education of the child shall be directed to the development of childhood personality, talents and mental health and physical development to their potential of the school children for responsible life in a free society, in the spirit of understanding, peace and tolerance, equality of children. (UNO's convention on the rights of the child) article 29. We all face challenges in our lives. With the changing environment, it becomes important for an individual to adapt to the change and cope up with it. Keeping a positive attitude and moving forward is very essential to survive and achieve something. The capability of an individual to deal with these challenges with a positive attitude and conquer them efficiently is known as life skills.

Learning the traits of team work, mutual respect, communication and stress management are very important to achieve success in today's life. The life skills have been included in IPS Academy's curriculum so that students learn them and excel in these skills. The curriculum aims at improving the social skills, thinking skills and emotional skills of students.

Social skills train students in blending well with the society. This includes proper communication skills and building better and strong relations. Developing an understanding of people around us is very important. Students are expected to have moral values and be helpful. We want students to be aware of their status and importance to the society. They must be aware of their responsibilities as the future citizens of our nation.

Each individual has a unique way of dealing with situations. Thinking skills helps students to cope up with challenges of life. Problem solving and decision making are key concepts of thinking skills. Students must know how to deal with their difficulties and make right decisions to solve their problems. Thinking out of the box is very important to stand out amongst the crowd. Creative and practical way of thinking is encouraged.

Students' ability to control their emotions comes under emotional skills. The way they express their emotions, feel and deal with it is different for every individual. The school focuses on helping them with stress management and coping up with their emotions.

We need life skills to teach students how to act responsibly. They have the ability and knowledge, but to be able to convert it to appropriate actions at the need of time, students must be well aware of their contribution to the society and their responsibilities. It is to create a positive environment among students and solve their behavioral health issues. Life skills target students of age group 10-18, since they are most prone to emotional issues due to problems like peer pressure, career worries, relationship issues, etc.

Life skills educations also strengthen the bond between the teacher and students. Students develop a positive attitude towards themselves and their colleagues. Along with knowledge and learning, students are taught to implement it on real life problems, hence helping them develop to their full potential. This results in self-motivation and confidence building. Students learn to create a healthy environment and motivate those who are around them.

Life skills education helps in creating a strong positive powered force of citizens who in the coming future will contribute to the society. It facilitates character building and preserves the values of society.

IPS Academy understands the need for life skills in the scholars, so these aspects are integrated into the curriculum and executed along with subject studies. Thereby, students are introduced to these skills and implement them in their everyday life.

## **Conclusion**

On the whole life skills whole life skills are used to handle problems and questions commonly encountered in day to day human life. They are used appropriately and responsibly in the management of personal affairs in a healthy and productive way. They enable them to know (1.) what to do (2.) why to do (3.) when to do (4.) how to do. Hence for performing life skills it is essential to keep in mind the learning environment within the school, within the family and within the community.

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## 37. Importance of Life Skills

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### **Abstract**

*In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.*

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### **Introduction**

#### **J. Krishnamurti**

In the twenty-first century learning is the key to human foundation for enlightened existence and the sustenance of all livelihoods. It is the treasure within and is also the product of open and diversified access to knowledge experiences. The Life Skills program is central to the life and ethos of the High School. Indeed, it could be argued that the whole of the school day is involved in the delivery of Life Skills. Both inside and outside the classroom all members of the school community are working together to raise boys into young men who are prepared and keen to take their places in society. Life Skills are therefore crucial to everything that we seek to achieve at the school. 'Life Skills' is taught from the Reception to year 8 as part of the child's education and growth. Its main objective is to enable the children to become healthy, independent and responsible members of the wider community by learning the basic principles for distinguishing between right and wrong. In doing so, the children are actively contributing to the pastoral life of the school and their surrounding community which in turn to develop their sense of belonging, self-worth and responsibility.

We all face challenges in our lives. With the changing environment, it becomes important for an individual to adapt to the change and cope up with it. Keeping a positive attitude and moving forward is very essential to survive and achieve something. The capability of an individual to deal with these challenges with a positive attitude and conquer them efficiently is known as life skills.

### **Meaning of life skills**

Life skills training/ education takes into account psychosocial competencies and interpersonal skills that help students to take right 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. Life Skills are those abilities which may help on individual to lead a holistic and fruitful life. The main aspect of life skill

education is to promote mental well being and competence in young people as they face the realities of life. Life Skill based education through school curriculum to help the learners to take positive approach to protect themselves and to promote health and meaningful social relationship life skills facilitate a complete and integrated development of an individual to function effectively do social being.

(WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

According to Errecart et al., (1991) and Caplan et al., (1992) life skills education proves to be an effective approach in primary prevention education, as its more interactive, uses problem solving approach and is activities based.

### **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 skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour 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.

#### ***The Ten core Life Skills as laid down by WHO are:***

- |                      |                               |
|----------------------|-------------------------------|
| 1. Self-awareness    | 6. Problem Solving            |
| 2. Empathy           | 7. Effective communication    |
| 3. Critical thinking | 8. Interpersonal relationship |
| 4. Creative thinking | 9. Coping with stress         |
| 5. Decision making   | 10. Coping with emotion       |

- **Self-awareness-** includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- Empathy to have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires.

- Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.
- Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.
- Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

### **Current Status of Life Skills**

#### **(a) How are Life Skills important for growing minds?**

We find that behaviour does not always follow the mind. This is when incidents of “**I know but I can’t help it**” occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

#### **(b) Why is there a need for Life Skills Education?**

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours.

**(c) Who needs Life Skills?**

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children.

**(d) How are they imparted?**

The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour.

*It involves the process of Participatory learning using 4 basic components:*

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges

**(e) Peer Educators Approach?**

The peer training approach, involves one teacher and 3-4 student representatives from each school (forming the core life skills team) at the school. They learn these skills through active learning and participation in a 6 session inter school training workshop programme. They further train their peers at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

**(f) Different methods that can be used to enhance Life Skills in students?**

Each workshop is specially designed to impart a particular skill and involves all or some of the following techniques:

**Class discussions**

- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g., arts, music, theatre, dance
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates
- Decision mapping or problem trees.

**Life skills-Commandments to Remember**

*I read, I forget, I discuss, I remember, I do, I inculcate.*

1. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities. what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of “**how to do abilities**” as they are not the only factors that affect behaviour. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.

5. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
6. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
7. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.
8. We all use Life Skills in different situations such as:
  - a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills.
  - b) When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.
9. Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is an art.
10. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

### **Conclusion**

Life skills education is based on the need for providing a holistic approach to the educational content as it is based on the belief that every child is unique and possesses an inner potential that seeks to unfold in the process of growth. The educational system has facilitated to unreal this potential and help the younger generation as balanced individuals with competence to face the challenge of life.

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### **38. Nurturing Empathy in Classroom**

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#### **Abstract**

*Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. This paper discusses the conceptual background of an essential life skill- Empathy, its rationale and ways to nurture it in classroom. Empathy, at its simplest, awareness of the feelings and emotions of other people, it is essentially a desirable quality among students and can be developed during school education. A student's emotions coming into the class affect the way, and how much they learn. Empathy don't need to be taught in isolated lessons, they can be incorporated into existing subject areas and educators must be able to connect to, and understand their students in order to best serve those students' needs focused on nurturing learning rather than judging performance.*

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#### **Introduction**

Life Skills are the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills; certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc. Perhaps the most important life skill is the ability to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. One of the most important aspects of being a human being, is being able to be in a relationship. Being able to successfully form and maintain a relationship. And at the heart of that capability is the capacity to put yourself in somebody else's shoes, to see the world how they see it. That capacity is empathy.

Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Expressing care for another is not an innate ability present more naturally in some people than others, but rather a skill that can be taught and nurtured through a supportive educational environment.

Empathy defines as 'feeling with' someone – being able to put yourself in their place as if you were them, and feeling those feelings. Empathy, is not a singular skill, but a package of skills that pulls from multiple parts of the brain. Human beings have the capacity for three kinds of empathy:

***Reflexive empathy*** – Every human is born with the ability to respond to the pain of others. When shown images of others in pain, a child will have a neurological response in the area of the brain that controls pain. Researchers have even documented newborn babies crying in response to the distress of other babies. The phenomenon of reflexive empathy is thought to be caused by “mirror neurons.” These nerve cells fire whether a child is experiencing something or just witnessing someone else experience it.

***Emotional empathy*** – This is the vicarious experiencing of another’s emotional pain. Closely related to reflexive empathy, emotional empathy does not require images of pain or sounds of distress to illicit a response. Just knowing what another is going through, is enough to create that second-hand pain response, as it occurs in reflexive empathy. Emotional empathy is when you quite literally feel the other person’s emotions alongside them, as if you had ‘caught’ the emotions.

***Cognitive empathy*** – The ability to take the perspective of another and accurately imagine that person’s experience. This is the most sophisticated form of empathy and the only one that is definitely linked with helpfulness, kindness and other pro-social behaviors. It’s the type of empathy that translates second-hand suffering into feelings of understanding and caring.

### **Rationale for Empathy in the Classroom**

Empathy has long been an intrinsic part of the education system, if schools are involved in intellectual development; they are inherently involved in emotional development. A student’s emotions coming into the class affect the way, and how much they learn. Educators must be able to connect to, and understand their students in order to best serve those students’ needs “focused on nurturing learning rather than judging performance”. Teachers in the classroom face students from all different backgrounds, sometimes very different from their own. Not only must teachers have empathy for their students in order to best teach them, they must develop this skill in their students. Expressing care for another is not an innate ability present more naturally in some people than others, but rather a skill that can be taught and nurtured through a supportive educational environment. In well-run classrooms where interpersonal skills are valued, teachers set guidelines and rules about how students are to interact with their peers because they know that their students learn best when they have positive relationships with those around them. Developing positive relationships requires empathy skills like listening to others, understanding verbal and nonverbal cues, and learning to understand, and appreciate the differences in others.

Students bring their lives into the classroom; they do not leave their problems and feelings at the door, and when classmates do not have the skills to understand and work with their diverse classmates problems can arise. Students want and deserve more from their education, a deeper understanding and a richer enjoyment of life, and the ability to connect and build meaningful relationships with others. In class room a teacher can adopt following ways to nurture empathy among students

**Meet their needs** – Treat the students in your life with empathy. Studies suggest that children are more empathetic when their own emotional needs are being met, they're securely attached to caring adults, and if they themselves are getting empathetic help with their own problems.

**Fill Their Emotional Bucket:** When children get the sense that their parent, teacher or coach has more empathy for them, that's the best form of teaching. When a child is upset, angry or frustrated, try to understand why and how they feel the way they do instead being angry, upset or defensive. If a child feels understood by the adults around them, they feel more loved and more secure and ultimately they learn to share their feelings in a calm manner.

**Lead by example** – Modelling cognitive empathy and narrating your thought processes out loud will give them a template that will guide how they process events. Point out situations that call for empathy. When reading a book about a character who is going through a hard time, talk about how that character must be feeling. Ask the child how he would feel in the same position.

### **Help to discover some common with other people**

One of the best ways to encourage empathy is to make children conscious of what they have in common with others. Another is to get out and meet people from different backgrounds, and learn about what life is like in far away places. Conversations are helpful, but it's worth remembering that students are heavily influenced by what we actually do, and less by what we say. Decades of research indicates that one of the biggest predictors of racial prejudice - and a failure to empathize with members of other groups -- is having little or no contact with people who aren't like you.

**Practice changing roles and perspectives** – Ask children to pretend to be someone else in a hard situation. How do they feel in this situation? What would make them feel better? Students like to pretend, and this is something that can help them practice the executive function of perspective taking. Even the simple act of asking a child, "How would you feel if ...?" can diffuse a fight and help the child see things from a different point of view.

**Ask them to make faces** – One way to get children to take another's perspective is to ask them to make a face that shows what someone else is feeling. The small motor act required to make a facial expression is enough to cause changes in the brain and body that align with the emotion the child is trying to illustrate.

**Foster a happy environment** – The good feelings that come from positive social interactions make children more adept at accurately reading the feelings of others.

**Document pro-social behavior in the classroom** – Use photos and stories in periodic debriefings with educators and children. It can help focus teachers and tune them into the empathy-based actions happening around them, as well as give young children an opportunity to reflect on their behavior, thereby reinforcing the habit.

**Provide support to develop strong self-regulation skills** –Teacher can foster empathy by being "emotion coaches." That means acknowledging (rather than dismissing) our children's negative feelings, and engaging them in conversation about the causes and effects of emotions. It also means helping students find constructive ways to handle their bad moods. In addition, there is evidence that young children develop better perspective-taking skills when we talk to them about mental states -- like beliefs, desires, and goals.

#### **Educate students about failures of the imagination**

This is what researchers call the "hot-cold empathy gap," and it appears to be a universal problem. When people are comfortable, calm, and confident, they forget what it's like to be in the grip of a "hot" state. They forget how desperate certain physical conditions -- like hunger, thirst, sleeplessness, and pain - can make one feel. And they underestimate the power of emotional states, like fear. The hot-cold empathy gap leads to mistakes in judgment and failures of empathy. But once we understand how the hot-cold empathy gap works, we can use it to teach empathy.

#### **Conclusion**

Empathy is not an abstract concept that people are either born with or without, or something we need to wait for institutions to insert into the curriculum. We can do it today, we can lead by example. Our educators, along with the rest of our communities, have the responsibility to encourage the skills that will both empower our young people and make the next generations ones who can appropriately handle and embrace the globalized world.

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### 39. Life Skills and Life Skills Training

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#### Abstract

*This paper attempts to study life skills and life skills training. Life skills are essentially those abilities that help to promote mental, well-being and competence in young people as they face the realities of life. Life skills are innumerable and nature of life skill is likely to differ across cultures and settings. Life skills training help to promote the psychosocial health of individuals in different aspects of their lives and it is considered among the psychosocial abilities among individual.*

**Keywords:** Life skills, Life skills training, psychosocial health

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#### Introduction

Life skills are a set of psycho-social competencies and interpersonal skills that help individual to make correct decisions, solve problems, think creatively, and critically, communicate effectively, build healthy relationships, empathize with others and cope with stress and manage their lives in a healthy and productive manner. Life skills make up the ability that promotes mental health and social well-being and competence in adolescents to face the hard realities of life (Battle, 2006). In 1996, the World Health Organization (WHO) develops life skills training programme to prevent and to enhance of individual's mental health level. The term life skills refers to a large group of mental, social and interpersonal skills, and can help people to make their decisions with awareness, communicate effectively, develop coping skills and self-management and having healthy living and productivity (Spaeth Mansour, 2007).

Hendricks (1996) defined life skills as those skills that help an individual to be successful in living a productive and satisfying life.

UNICEF (2003) defines life skills as, a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills.

In the light of the above definitions, it can be said that life skills are essentially those abilities that help to promote mental well-being and competence in young people as they face the realities of life. Life skills are innumerable and nature of life skills is likely to differ across cultures and settings. WHO (1997) described the various life skills as listed below:

- 1. Decision Making:** Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decision may have.
- 2. Problem Solving:** It makes us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

- 3. Creative Thinking:** It contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
- 4. Critical Thinking:** It is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, and media.
- 5. Effective Communication:** It means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears, and it may mean being able to ask for advice and help in a time of need.
- 6. Inter-personal Relationship Skills:** It helps us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationship constructively.
- 7. Self-awareness:** It includes our recognition of self, of our character, of our strength and weakness, desire and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.
- 8. Empathy:** Empathy skill has an emotional and social component. To have empathy means to feel another's feeling like pain, sorrow, joy and other emotions. It is an ability to understand others and accept them in a better way though we were not familiar with them.
- 9. Coping with Emotions:** It makes recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.
- 10. Coping with Stress:** It is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle.

### **Life Skills Training**

Since the early 1980's and up to the present, a series of evaluation studies have demonstrated that the Life Skills Training (LST) approach produces positive behavioural effects on alcohol, tobacco and other drug use. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti-social or high risk behaviours. The life skills training is a classroom curriculum program that addresses substance abuse knowledge, perception of risk of harm from use of substances, refusal skills and communication skills. Life skills training plays an important role in enhancing the confidence and skill capacity of participants, resulting in optimal implementation of the life skills training

programme. Training increases the effectiveness of the program and assists the providers to develop implementation strategies for the programs comfort and fit in individual sites. The four stages of life skills training and the skills needed by the trainer or facilitator are briefly discussed below

- **Stage 1: Preparatory Stage Skills:** Preparatory considerations are the following: the number of trainers/facilitators; clientele; group size; duration of group and frequency and length of sessions; location, physical setting and facilities. An important skill for this stage is the ability to design a life skills programme.
- **Stage 2: Initial Stage Skills:** Skills for facilitating the initial stage include: structuring, encouraging participation, encouraging responsibility and empathic responding; and further facilitation skills such as questioning, confronting, disclosing and summarizing, “breaking the ice” exercises and also collecting baseline data and encouraging self-assessment through questionnaires, self-observation, ratings by others and by trainers.
- **Stage 3: Working-Stage Skills:** The aim is to impart both knowledge and “how to do it” information. The guidelines that should be followed are: have manageable goals; communicate goals clearly; break the task down and clearly identify each step; be mindful of opportunities to intersperse presentation with rehearsal and practice; use verbal, vocal and body language in public speaking skills; use modelling; use audiovisual aids; prepare a handout; use checking skills and build in homework to transfer skills to outside settings. Using and designing exercises and games are important for promoting learning by doing.
- **Stage 4: Ending-Stage Skills:** The most important task is to consolidate self-help skills. To this end, trainees must have access to a skills manual or handouts. Ways of consolidating self-help skills at the end of a programme include having the trainees do the following: make an accurate assessment of their resources and shortcomings in the skills area; develop plans of action for maintaining, using and developing their skills; review their understanding of the skills; and attend one or more follow-up sessions.

### **Life Skills Training Delivery Methods**

The methods used to deliver the content of an effective prevention program may be as important as the content itself. Thus, in developing effective interventions, attention must be given to both the content of the intervention and the delivery methods. A variety of intervention methods have been used in the life skills training program, including traditional didactic teaching methods, facilitation and group discussion, classroom demonstrations, and cognitive-behavioral skills training. Although lecturing and conventional didactic teaching methods are appropriate for some of the material taught in the life skills training program, the material can be most effectively taught by facilitating group discussion and focusing on skills training. Because a major emphasis of the life skills training program is on teaching personal self-management skills, social skills, and skills for resisting social influences to use Alcohol, Tobacco and other drugs (ATODs), the central role of intervention providers is that of skills trainer or coach. Skills are taught using a combination of the following techniques:

- *Instruction and demonstration:* The first step in the skills training process, instruction and demonstration, consists of explaining how and when to use the skill and then showing students how to perform the skill. The program provider, actors on videotape, or a member of the class can demonstrate the skill.

- *Behavioral rehearsal:* Once the skill has been explained and demonstrated, students practice it using role-playing exercises either at the front of the classroom or in small groups. Role-playing scenarios are clearly described by the provider and are brief (i.e., 1 minute or less each) to ensure that as many students as possible can participate.
- *Feedback:* After the students practice the skills being taught, the provider “critiques” the strengths and weaknesses of each student’s skills “performance.” This information is provided in a gentle and supportive manner so that students understand which aspects of the skill they performed well, which aspects need improvement, and how to improve.
- *Social reinforcement:* The teacher or program provider reinforces or praises each student for one or two positive elements of his or her skills performance. Because the goal of skills training is to improve psychological well-being, aggression and the self-efficacy of each student, each participant’s improvement is assessed individually.
- *Extended practice:* The final step in the skills training process is extended practice in which students receive behavioral “homework” assignments, such as saying “hello” to one new person each day, practicing a technique for coping with anxiety once per day, and responding assertively in three different situations. In addition to providing opportunities for practice in general, extended practice is intended to facilitate the use of learned skills in situations outside the classroom, promote application to different situations, and encourage students to use the skills as part of their everyday lives. Program providers can further facilitate the skills training process by continuing to provide feedback and reinforcement, as appropriate, outside the classroom.

**Conclusion:** To conclude we can say that Life skills education is a holistic approach to the development of values, skills and knowledge in the learner, which assists young people to protect themselves and others in a range of risk situations. The life skill training is a universal prevention measure in the individual domain and is also designed to increase protective factors. It is one of the most widely used universal substance abuse prevention strategy by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviours.

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## 40. Basic life skills for Children Adolescents and Adults

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### Abstract

*Today's life is not as simple as in the past. We are living in the fast moving society and changing society. In such a society only those individual can survive who possesses life skills. Because it is the life skills which help every individual whether he or she is a child, an adolescent or an adult to cope up with every difficult situation and make their life happy and joyous. Life skills are an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, everyone needs new life skills such as the ability to deal with day to day problems. 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. The present paper throws light on various life skills needed for children, adolescents and an adult that prove to be beneficial for them to lead a happy, healthy and joyful life*

**Keywords:** *Life-skill, child, adolescent and adult.*

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### Introduction

Life Skills refers to the skills we need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in our life can be considered a life skill. Tying our shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills. There is no definitive list of life skills. Certain skills may be more or less relevant to us depending on our life circumstances, our culture, beliefs, age, geographic location, etc. Different life skills will be more or less relevant at different times of our life.

Life skills are understood to be an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to antisocial or high-risk behaviours.

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in their approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

### **Basic life skills for children**

**Basic cooking skills:** Make sure your child can prepare a few simple, healthy, economical dishes and understands how the high cost of dining out can destroy a budget and a waistline.

**Budgeting and money management skills:** Make sure your child knows how to live within a budget, and understands the pitfalls of using credit irresponsibly.

**Personal healthcare knowledge:** Ensure that your child knows how to self-diagnose simple illnesses, knows how to check his or her own temperature, and knows which over-the-counter medications to take for which symptoms.

**Good social skills and manners:** Knowing how to carry on a conversation with adults will help your child with college instructors and potential employers. Basic manners, such as saying “please” and “thank you” will help your child make a good first impression with new acquaintances.

**Auto maintenance skills:** It’s important for your child to know how often her car should be serviced and how to change a tire in an emergency.

**Essential domestic skills:** Your child doesn’t have to be Martha Stewart but should know how to do her own laundry, clean her own dorm room or apartment, and handle small household emergencies like a clogged toilet.

**Being a good judge of character:** Friends influence us more than we care to admit. Help your child learn to assess whether someone is a good friend who will help him to be his best.

**Work skills and basic responsibility:** To have success in college or on the job, one has to know how to be punctual, stay on task until the job is done, and pay attention to the details.

**The ability to discern between love and infatuation:** Young adulthood is a season of lots of romantic stops and starts. Make sure your child understands the difference between the kind of mutual and passing infatuation based simply upon attraction.

**The ability to admit fault and start over:** We all make mistakes. Help your child learn how to say, “I’m sorry, I was wrong,” and take responsibility for those mistakes. A young person who can do that will be able to regroup and try again in work, in the classroom, and in relationships.

### **The ten core life skills lay down by the World Health Organization (WHO) for adolescents**

**Self-awareness:** Includes recognition of self, our character, our strengths and weaknesses, desires and dislikes. Creating self-awareness can help adolescents recognize when they are under stress or feel pressured. Self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

**Empathy:** To have a successful relationship with our loved ones and society at large, it is important that we, during our adolescent years, learn to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, the communication that adolescents have with others will not amount to a two-way process. When an adolescent is able to understand them, they will

be better prepared to communicate and at the same time, they will be able to elicit support from others, and win their understanding. Empathy can help adolescents accept others who may be very different from them. This can improve their social interactions; not just in peer group interactions in classroom settings but also later in life, in situations of ethnic or cultural diversity.

**Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute by helping the adolescent to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

**Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

**Decision making** is a skill that can help an adolescent deal constructively with decisions about their lives. Young adults can learn to assess the different options available to them, and consider what effects these different decisions are likely to have.

**Problem solving** helps in empowering the adolescent to look at a problem objectively vis-à-vis the different options for solutions and would help them come to a solution after weighing the pros and cons of the different options available.

**Interpersonal relationship skills** help the adolescents relate in positive ways with people they interact with in their everyday lives. This may entail being able to make and keep friendly relationships (which can be of great importance to our mental and social well-being); maintaining good relations with family members (which are an important source of social support) and also being able to end relationships constructively.

**Effective communication** means helping the adolescents express themselves, both verbally and non-verbally, in ways that are appropriate to cultures and situations. This means being able to express opinions, desires, needs and fears and also includes the ability of being able to ask for advice and help in a time of need.

**Coping with stress** as a life skill means recognizing the sources of stress in their lives, recognizing how this affects them, and acting in ways that help them control their levels of stress; learning positive coping styles and replacing passive with active coping mechanisms - this may include changing their environment or lifestyle, and learning how to relax.

**Coping with emotions** includes recognizing emotions within themselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. An important aspect of this skill is learning to manage intense emotions like anger or sadness that can have negative effects on our health if we do not respond appropriately.

#### **Life skills for adults**

- **Resilience:** All of us fall occasionally. Resilience involves how well we accept obstacles, learn from our mistakes and recover. Our mistakes often provide the best life lessons – so long as we don't allow them to defeat us.

- **Communication:** Resolving conflict with other people is essential at home and at work. Communication takes place increasingly by text, email and social media channels. It's important to master these types of written skills. But spoken communication is equally important. That means remembering to look people in the eye and being respectful of other opinions even while clearly expressing your own.
- **Mindfulness:** We're often so focused on our mental and written to-do lists that we focus too much on the next task instead of addressing the present. That causes us to spend too much time fretting about what we still need to do. Mindfulness means connecting with your surroundings and the people around you in a more meaningful way. Science shows mindfulness can help you focus more efficiently on the tasks at hand and also has benefits for physical and mental health.
- **Collaboration:** In grade school, we learned how to play well with others. As adults, we still need to utilize these collaboration skills in our careers. At work, being able to share opinions and team up with others on projects will increase your effectiveness and productivity. In your personal life, it'll lead to more positive relationships.
- **Inquisitiveness:** Children ask a lot of questions, and that enables them to learn. But some adults stop asking questions occasionally because it takes time, or they fear that someone else will consider them less smart. But inquiry is a sign of intelligence. It shows others that you're thinking about issues and events and that you're open to new ideas. Asking questions helps you develop your mind and discover new skills and interests.

**Conclusion:** by discussing above said life skills for children, adolescents and adults it can be concluded that the more we develop life skills individually, the more these affect and benefit the world in which we live. Life skills help a child in various areas like healthcare, domestic problems, adjustment in the society, managing him, work and responsibility. For an adolescent it prove to be panacea for dealing with stress and frustration, understanding themselves and others, communicate with others, understand their emotions, develops creative and reasoning skills among them. It develops resilience, collaboration, mindfulness, communication skills etc. among adults which helps them for better management and handling the toughest situation of their life.

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## 41. Education and Development of Life Skills

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### Abstract

*Adolescence is a vital stage of growth and development and is considered to be the productive members of society due to their physical and intellectual capacity. But unfortunately most of the adolescents are unable to utilize their potential due to inappropriate environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, education system should be reformed giving due importance to life skill education. Life skills are the skills to deal with real perceived threats that confront a persons' life. They enable the youth to face the challenges of their lives with courage in a manner which is adequate for their age and experience. It facilitates healthy, positive and productive personal development. In the present paper, the investigator goes through the life skill education and benefit imparting life skill education in our curriculum.*

**Keywords:** Life Skills, Life Skills Education, Adolescents

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### Introduction

Adolescence is a period of inevitable turmoil that takes place during the transition from childhood to adulthood. It is a period of great stress and strain, storm and strife. Now-a-days, the life of adolescents' are becoming miserable due to many reasons including inappropriate home and school environment. Imparting life skill training through inculcating life skill education will help our adolescents to overcome such difficulties in life.

The term 'Life-Skills' refers to a broad range of soft skills which often vary depending on our individual situations. For young learners, Life skills might include numeric literacy and understanding how to share with others, while for university students, knowing how to manage different workloads and meet deadlines is essential. Life skills are a set of human skills acquired via teaching or through direct experience that are used to handle problems and questions commonly encountered in daily life. It promotes mental well-being competence in adolescents as they face the realities of life. Life- skills are those abilities which may help an individual to lead a holistic and fruitful life. Life skill based education refers to the interactive process of teaching and learning which focuses on acquiring knowledge, attitudes, values and skills which support behavior of the learner that enable them to take up greater responsibility in their lives by making healthy life choices, gaining greater resistance pressures and minimizing harmful behaviors. It promotes health and meaningful relationship. It facilitates a complete and integrated development of adolescents to function effectively for social well- being. They are essential for various development and security.

**The World Health Organization** (1997) has defined life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. By emphasizing adaptation and positive orientation, this commonly used definition is considered with the skills- based, positive approach to youth development.

UNICEF (2002) defines life skills as psychosocial and interpersonal skills that help people to make informed decisions, communicate effectively and develop the coping and self-management skills needed for a healthy and productive life. Life skills are applicable to actions that are directed to self, others or the local environment. The objectives of life skills are to develop healthy and well-being at all levels.

**The Organization for Economic Cooperation and Development (OECD)** proposed the importance of life skills to achieve the outcomes desired by society and individual. Life skills are important for everybody. The OECD definition has emphasized “**Competence**” rather than “**Skills**”. It says that competence is more than just skills. It is also the ability to cope with complex demands by drawing and mobilizing all of one’s psychosocial resources. Therefore, life skills consist of behavior, attitude and knowledge.

Life skills can help people to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life. These skills are often taught to adolescents as they can help them successfully transition from childhood to adulthood by healthy development of social and emotional skills. These skills strengthen the ability of an adolescent to evolve, develop self-confidence and the power to act, without being restricted to a single hand on skill.

### **The Core Dimensions of Life-Skills**

*The core set of life skills which help in promoting health and well-being of adolescents are:*

**Coping with Emotions:** It helps a person in knowing his/her feelings. It enables a person to learn healthy and positive way to express his feelings and to deal with others.

**Self-awareness:** It includes our recognition of ourselves, our character, our strengths and weaknesses, desires and dislikes.

**Empathy:** It helps us to understand and accept others who may be very different from ourselves, which can improve social interactions.

**Effective Communication skills:** It means that we are able to express ourselves both verbally and non- verbally.

**Decision making:** It enables a person to choose the best amongst the various alternatives.

**Problem solving:** It helps in solving the problem constructively. It assists in resolving a conflict, reaching a solution and settles an issue. It develops the ability to get out of difficult situation and achieve the goal.

**Interpersonal relationship skills:** It helps us to relate in positive ways with the people we interact with.

**Critical thinking:** It is self- directed, self- disciplined thinking based on logical reasoning and objectivity. It may be referred to as logical thinking and reasoning.

**Creative thinking:** It is the act of generating new ideas, approaches or actions. It is the ability of performing novel tasks.

**Coping with Stress:** It makes the person to identify the sources of stress.

Education is derived from latin word “**Educere**” which means to bring out. Education is the modification of behavior of students and helps in the all round development. It is drawing out of best in child and man- body, mind and spirit.

### **The Four Pillars of Education**

#### **Learning to Know:** *Developing Reasoning*

It relates to cognitive life skills such as critical thinking, problem solving and decision making skills. It thus refers to both the acquisition of knowledge as well as the use of knowledge.

#### **Learning to Be:** *Enhancing Agency*

It relates to self- management life skills related to self-awareness, self- esteem and self-confidence and coping skills.

#### **Learning to Live Together:** *Building Potential through Social Capital*

It relates to communication skills, negotiation skills, refusal skills, assertiveness skills, interpersonal skills, co-operation skills and Empathy skills.

#### **Learning to Do:** *Functioning and Capabilities*

It refers to central human functional capabilities of “Life”, Bodily Health”, “Bodily Integrity” and control over one’s environment.

### **Importance of Life-Skills Education**

Scoring high marks in examinations alone will not help a student scale great heights in life. Students will have to lay emphasis on thinking inter-culturally, putting in collaborative efforts and solve issues critically to be able to succeed in life. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Life Skills enable them to provide meaningful contribution to society. They help them to strengthen their overall development and contribute to the motivation and skills to develop and maintain healthy behavior. By encouraging in household activities they are enabling to strengthen their life skills. Thus they should demonstrate moral and cognitive maturity by owing the responsibilities for their actions. Life Skills should develop their social and emotional skills. They assist them to face the challenges of everyday life. They enhance the capabilities of the students so as to behave healthy, responsible and productive citizens.

- Life Skills helps in the development of psychosocial abilities.
- It helps to find new ways of thinking and problem solving.
- It recognizes the impact of their actions and teaches them to take responsibility for what they do rather than blame others.
- It builds confidence both in spoken skills and for group collaboration and cooperation.
- It develops a greater sense of self- awareness and appreciation for others.
- It promotes the development of positive self-esteem and anger control.

### **Role of Teacher Educators in promoting Life Skills**

The function of the teacher is first to locate correctly the seeds of life-skills present in the students. After knowing such students, he should provide suitable opportunities to them for the development of these qualities. He should create situations in the classrooms, in the play-ground, in the boarding-house and in the public life where students are required to apply their resourcefulness, intelligence, imagination and cooperation to direct, coordinate, guide and motivate members of the group to achieve desired goals. Teacher should see that students are developing good habits like sociability, pleasant manners and pleasant talk. Students should be encouraged to develop strong will and determination, high morals and positive thinking. They

should be encouraged and helped to develop self-regarding sentiment and proper attitude towards society. They are encouraged to take part in debates, declamation, discussions, poetical recitation, seminars, symposium, brain test, scouting, girl guide, games, literary club, dramatic club. N.C.C. and other group activities should be provided for imparting training for life-skills. Inter-school debates, camps and matches are also helpful in this direction.

Imparting Life skills Education in classroom through classroom discussions, brainstorming, Role- play, Groups, Educational Games and Simulation, Analysis of Situation and Case- studies, Story Telling, Debates will prove beneficial to students. It offers a chance to practice higher thinking skills.

### **Conclusion**

Adolescence is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behavior are deteriorating all their capabilities and they are becoming a burden to the society. Imparting life skill training through inculcating life skill education will help our adolescents to overcome such difficulties in life. Life skill education can serve as a remedy for the problems as it helps the adolescents to lead a better life. Therefore, life skill education is a need of the society and every education system should impart life skill education as a part of its curriculum. This paper reviews the importance of life skills in our day to day life. It helps to modify our behavior and build our personality. Life skills are those abilities which may help an individual to lead a holistic and fruitful life. It helps to promote mental well-being and competence in adolescents as they face the realities of life. It helps them to take positive approach to protect themselves and to promote healthy and meaningful social relationship. Life skills facilitate a complete and integrated development of an individual to function effectively for social well- being.

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## 42. Values and Mental Health among Pupil Teachers In Relation To Gender and Socio-Economic Status

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### Abstract

*The present study was undertaken to study the Values and Mental Health among pupil teachers in relation to gender and socio-economic status. A sample of 200 pupil teachers from colleges of education within the jurisdiction of Chandigarh was undertaken, Product moment method of correlation and t-test were used to analyze the data. The results of the study showed a non-significant relationship between mental health and value patterns except theoretical and social values. Also there exists no significant difference in mental health and value patterns among pupil teachers with high and low socio-economic status.*

**Keywords:** *Values, Mental Health, socio-economic status, pupil-teachers.*

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### Introduction

Human race is dependent exclusively upon a radical transformations of human consciousness and that of the most important means of effecting this transformation is an integral and value oriented education; and the teacher is such a powerful indispensable and deciding factor in the teaching learning process, that it may either make the process fruitful or fertile. The teacher should have affection towards the children. He should immensely love his subjects; he should be devoted to his profession and fully committed to his mission. Infusion of these qualities in future teacher is very essential in the present context in which we are talking about quality of education. The education on which, the destiny of the society and nation depends.

The National Policy Education (1986) also highlights the importance of teacher who are handling the future generation by stating that "No nation can rise above the level of her teachers" For achieving NPE's aims there is a need of sincere, dedicated and qualified teachers. Such teacher seek to provide a good environment for self- realization and for the satisfaction of child's fundamental needs because teacher's understanding of human relations and motives are more important than factual and try type of knowledge about the subject matter. Teacher have to bear in mind that the thoughts and desires have to be subordinated to a chosen end and that end should be the target so that life may yield its full fruit. Spiritual regeneration on one hand and moral purgation on the other.

The quality and efficiency of education depends to a great extent on the quality of teachers. For this teacher must have a sound mind in a sound society. Therefore, the teacher must have positive values and attitudes. Mental health is considered as attainment of positive values and attitude. A mentally healthy person has enjoyable experiences, happy, zestful and creative

Personality. He has the potentialities for effective functioning in day to day life. He has his own philosophy and values of life. He is enthusiastic and reasonable. His future orientation is very realistic according to his own capacities and resources. He is capable to handle anxiety and frustration. A mentally healthy person generally possesses good character and morality.

### **Mental Health**

Mental health of the teacher is more important than mental health of students. If a teacher is not sound in his mental health he cannot do justice with his students. His maladjustment may have adverse effect on the children. Mental health is a discipline, self-determination, responsibility and will power.

WHO (1981) stated, the scope of mental health programmes has been enlarged to include not only psychiatry and neurology but also the psychological, biological and other aspects of health and development in general.

### **Values**

Every one of us has needs, urges and aspirations. Anything that fulfils the needs satisfies the urges and help us in realizing the aspiration has value. Our conduct and attitude towards objects, ideals, and persons depend upon the values that are considered to be organizing factor within personality and especially to moral character. Life with value is always meaningful where as life in the absence of values is of no use and is not good at all. We are all concerned not only with whether the human race will survive but also with the quality of life that will be possible. Although science can specify the conditions that will foster positivity, creativity or other personality traits. It is out values that determine the kind of children we want to rear, the kind of lives we want to live and type of "world we want to live in.

Value means literally something worthy, something precious, something for which one is ready to suffer, sacrifice for and if it is indeed valuable to die for.

"Values may be operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture.

Allport-Sood (1995) conducted study on values as related to adjustment of student at senior secondary stage and found that values and adjustment are non significantly related for girls, and found that values and adjustment are to some extent significantly for boys.

Jaswinder Kaur (1996) studied variation in values as a function of social prestige and found that significant differences exist in respect of values between boys and girls and found no significance difference between Urban and rural students on all six values i.e. theoretical, economic, aesthetic, social, political and religious and also found non-significance differences in values of students due to income of parents.

Anand (1986) conducted a study on mental health of school teachers using a mental health scale and observed that fifty nine percent of teachers were mentally health. The state of working bears no relation to mental health while social values were positively related to mental health of teachers. Grover (1989) found that there existed a positive relationship between religiosity and mental health of college going youth. A significant difference had been found in male and female teachers.

### **Objectives**

- i. To study mental health of pupil teachers.
- ii. To study value patterns of pupil teachers.
- iii. To find out relationship between mental health and value patterns of pupil teachers.
- iv. To find out difference in mental health and value pattern of pupil -teachers on the basis of gender.
- v. To find out difference in mental health and value pattern of pupil teachers on the basis of socio-economic status.

### **Hypotheses**

- 1 There will be no significant relationship between mental health and value patterns of pupil teachers
- 2 (a) There will be no significant difference in mental health of pupil teachers on the basis of gender.  
(b) There will be no significant difference in value patterns of pupil teachers on the basis of gender
- 3 (a) There will be no significant difference in mental health of pupil teachers on the basis of socio-economic status.  
(b) There will be no significant difference in value patterns of pupil teachers on the basis of socio-economic status

### **Sample**

In the present study keeping the limited sources of time and money, only 200 pupil teachers from educational colleges of CHANDIGARH were randomly selected. Out of the selected pupil teachers, 100 were males and 100 were females.

### **Tools**

- i. Mental health inventory by Dr. Jagdish Kaur and Dr. A.K. Srivastava (2002 revised).
- ii. Value test by Dr. R.K. Ojha (2000 revised).
- iii. Socio-economic status scale by Kulshresstha (2000 revised).

### **Statistical Techniques Used**

- I. Descriptive statistics and kurtosis that is mean, S.D. skewness and kurtosis were used to examine the nature of distribution of scores.
- II. Product moment method of correlation was used.
- III. T-test was used.

### **Results and Discussion**

#### **Hypothesis-I**

There exists no significant relationship between mental health and value patterns of pupil teachers. Values of correlation were worked out and entered in table No. 1.

**Table 1**  
**Showing the correlation between mental health and value patterns**

Values	Correlation	Level of significant
Theoretical Value	0.200	** Sig.
Economic Value	0.038	NS
Aesthetic Value	0.035	NS
Social Value	0.164	** Sig.
Political Value	-0.044	NS
Religious Value	0.121	NS

*NS = Not significant*

To see the relationship between mental health and values of pupil teachers of educational colleges, the coefficient of correlation was computed. It depicts that the coefficient of correlation of mental health with theoretical values and social values was found to be significant at .05 level and 0.01 level of significance respectively. It shows that the pupil teachers who have balanced personality preferred theoretical and social values more as compared to economic, aesthetic, political and religious values. Not significant relationship was found between mental health and economic values, aesthetic values, political and religious values. It is also seen that negative coefficient of correlation was found between mental health and political values. It is very clear from the table that pupil teachers are theoretical as well as social. It is obvious from the table that a person with sound mental health has significant social values. It is because, a mentally healthy person is social as he confirms to the laws and customs of the community in which he lives and through which he finds the fullest development and satisfaction of his personality and greatest measures of freedom.

Hence our hypothesis-I is accepted for economical, aesthetical, religious and political values.

**HYPOTHESIS-II (a)**

There will be no significant difference in mental health of pupil teachers on the basis of gender.

Values of t- ratio was worked out and entered in table No. 2

**Table No.2**  
**Showing significance difference in mental health among male and female pupil teachers**

Group	N	Mean	S.D.	t-ratio	Level of significance
Male	100	162.23	18.61	1.58	NS
Female	100	170.25	15.43		

**NS- not significant**

Table No. 2 shows that there is no significant difference in mental health of male and female pupil teachers at both levels of significance. The mean score of female which is 170.25 is higher than the mean score of male pupil teachers which is 162.23 and 't' ratio is also found insignificant. Hence the hypothesis No. II which states that there will be no significant difference in mental health of pupil teachers on the basis of gender is accepted. Female pupil teachers of educational colleges have sound mental health than male pupil teachers. We can say that female pupil teachers have sound mental health because they have no worries about their adjustment

after training, whereas male pupil teachers being protector of their families are worried about their placement and their future planning.

**HYPOTHESIS-II (b)**

There will be no significant difference in value patterns of pupil teachers on the basis of gender.

Value of t-ratio was worked out and entered in table no.3.

**Table 3**

**Showing value patterns of pupil teachers of educational colleges on the basis of gender.**

Values	Male		Female		t-ratio	Level of Significant
	Mean	S.D	Mean	S.D		
Threoretical Value	44.96	5.48	44.10	6.10	0.312	NS
Economic Value	41.30	6.25	39.20	6.60	11.56	NS
Aesthetic Value	30.45	7.40	31.80	7.52	0.28	NS
Social Value	42.10	6.95	42.70	6.32	0.70	**
Political Value	39.20	5.80	36.75	6.43	2.59	NS
Religious Value	37.10	7.20	36.20	7.85	0.80	NS

*NS stands - not significant*

*\*\* stands - significant at .01 level of significance*

The table 3 exhibits the insignificance difference between means of theoretical, economical, aesthetic, social and religious values. The table also indicates that significant difference exists between means of political values at both levels of significance. The male and female pupil teachers of educational colleges show their 1st preference towards theoretical values. Mean scores of both groups show very little difference and this difference is not significant at both levels of significance. It may be due to structure of our society which is static and traditional. Male and female pupil teachers show their rd preference to social values. Mean difference is not significant. Both groups are influenced by the norms of their society and family.

Male and female pupil teachers show third preference to economic values. Mean difference is not significant at both levels of significance. It means both thinks economically about their life. Fourth preference was given to political values where the mean of the both groups are found to be differ from each other. The mean score of male pupil teacher is higher than their counterparts. The difference between the mean scores is significant at both levels of significance. The reason may be that male pupil teachers of educational colleges are more interested in power, prestige and place in the society than female pupil teachers.

At 5th and 6th place, they preferred religious and aesthetic values. There is insignificant difference between the mean scores of both groups. We can conclude that value patterns is quite natural because both male and female pupil teachers of educational colleges belongs to same environment. They have same Characteristics as far as their value pattern is concerned. Hence the Hypothesis II (b) which states that there will be no significant difference in value patterns of pupil teachers on the basis of gender is accepted for all the five values excluded political values.

**HYPOTHESIS-III (a)**

**There will be no significant difference in mental health of pupil teachers on the basis of socio- economic status.**

In order to the division of high and low socio economic status of pupil teachers. 27% of upper cases i.e 52 pupil teachers' falls in the high socio economic status and 27 % of below cases i.e 58 pupil teachers' falls in the low socio economic status. The values were worked out and entered in the table no. 4

**Table No. 4**  
**Showing significance difference in mental health of pupil teachers with their high and low socio economic status.**

Group	Number	Mean	S.D.	t- ratio	Level of significance
High SEC	52	160.20	12.231	1.67	NS
Low SEC	58	158.12	17.212		

*NS stands not significant*

Table No. 4 shows the mental health of high and low socio economic status. It is evident from the table that there is a difference in the mental health of high and low socio economic status among pupil teachers of educational colleges, but this difference is not found to be significant. This shows that high socio economic status group has sound mental health as compared to low socio economic status group. Pupil teachers of educational colleges belonging to high socio economic status has good mental health because their standard of living is higher and their needs are fulfilled easily and there are free from mental tensions. On the other hand low socio economic status pupil teachers of educational colleges are not financially very sound. Since difference in the means scores of both groups are not significant. Hence our high hypothesis (III-a) which states that there will be no significant difference in mental health of pupil teachers on the basis of socio economic status is accepted.

**Hypothesis (III-b)**

There will be no significant difference in value pattern of pupil teachers on the basis of socio economic status. In this regard the values were worked out and entered in the table No.5

**Table No. 5**  
**Showing significance difference in value pattern of Pupil teachers or an lin° basis of high and low socio economic status.**

Values	High SEC		Low SEC		t-ratio	Level of significant
	Mean	SD	Mean	SD		
Theoretical value	45.12	5.18	44.30	6.40	0.920	NS
Economic value	41.20	5.18	40.12	6.20	1.162	NS
Aesthetic value	32.18	6.40	31.70	7.10	1.002	NS
Social value	43.12	7.02	42.12	6.50	1.84	NS
Political value	37.5	6.10	39.10	6.40	2.45	*
Religions value	34.2	6.11	36.80	7.10	1.623	NS

*NS stands-non significant*

*Stands - significant at .05 level*

Table No. 5 shows in the values patterns of pupil teachers of educational colleges with high and low SES group give first preference to theoretical value (M=45.12, 44.30) second to social values. Third to economic values (M =41.20 fourth to political values (M=37-50, 39.10 fifth to religious values (M= 34.20, 36.80) and sixth to aesthetic values (M=32.18, 31.70). The table also reveals that there significant difference between the means of theoretical, economical, aesthetic, social and religious values. There is a significant difference in the means of political values at 0.05 level of significance. Hence our Hypothesis-3 (b) which states that there will be no significant difference in value patterns of pupil teachers on the basis of socio- economic status is accepted for theoretical, social, economic, religious and aesthetic values.

#### **Findings of the study-**

1. There exists no significant relationship between mental health and value patterns except theoretical value and social value.
2. There is no significant difference in mental health among male and female pupil teachers.
3. There is no significant difference in value patterns among male and female pupil teachers.
4. There is no significant difference in mental health among pupil teachers with high and low socio-economic status.
5. There is no significant difference in value patterns among pupil teachers with high and low socio-economic status except political values.

#### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

The teachers are the nation builders. Those who are satisfied with their jobs as well as their life can play an effective role in the effective functioning of the education system, which leads to progress and prosperity of the nation. Those pupil teachers are mentally healthy can play an effective role. Findings of the study reveal that there is no significant difference in mental health on the basis of gender and socio-economic status. Also there are no significant differences in value patterns on the basis of genders and socio-economic status. In relationship, there exists no significant relationship between mental health and value patterns except theoretical and social values. Value based training must be provided to pupil teachers. The present study will help the prospective teachers to perform their roles effectively in their profession.

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### 43. Life-Skills Education

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#### **Abstract**

*W.H.O defines Life skills as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. Ten Core Life Skills identified through Delphi Method by W.H.O. are: Self Awareness/mindfulness, Effective Communication, Critical thinking/perspicacity, Decision Making, Coping with emotion, Empathy, Interpersonal relationship, Creative thinking/lateral thinking, Problem Solving, Coping with stress. UNICEF defines Life Skills as "a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills". Life Skills are essentially those abilities that help to promote physical, mental and emotional well being and competence to face the realities of life. Life Skills are present in every individual. To get the best out of them we need to sharpen them regularly. Every individual needs Life Skills for healthy and positive ways of living. Life skills enable individuals to translate knowledge (what one knows), attitudes and values (what one believes and feels) into actual abilities/action (what to do and how to do it).*

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#### **Types of life skills**

##### **Learning**

**Identity and self awareness**

**Fitness and health**

**Emotional development**

##### **Solving problems**

**Kindness**

**Interpersonal**

**Living in balance**

**Letting go and holding on**

**Social skills**

A life skill is generally a type of ability either taught or acquired through experience. This type of skill is important as it helps us to make wise decisions and deal with personal affairs on a daily basis. There are different variations of life skills that can be used for a variety of purposes. From problem-solving to social relationships, a good set of life skills will definitely make life easier for an individual.

**According to WHO:** "Life skills" are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person should have the flexibility to adjust according to the situation. For positive behavior, a

person needs to have positive thinking and look at opportunities even in difficult situations, in order to cope with the situation.

UNICEF defines Life Skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills”. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. Life Skills are essentially those abilities that help to promote physical, mental and emotional well being and competence to face the realities of life.

Some of the important life skills identified through Delphi Method by WHO are:

- Decision making
- Problem solving
- Creative thinking/lateral thinking
- Critical thinking/perspicacity
- Effective communication
- Interpersonal relationships
- Self awareness/mindfulness
- Assertiveness
- Empathy
- Equanimity
- Coping with stress, trauma and loss
- Resilience

### **Categories of Life Skills:-**

#### **Social Skills and negotiation Skills**

- Self Awareness and Empathy
- Effective communication
- Interpersonal relationship

#### **Thinking Skills**

- Critical and Creative thinking
- Problem Solving & Decision making skills

#### **Coping skills**

- Coping with stress and emotion self

Let us now understand meaning of each life skill **in detail:-**

#### **(A) Critical thinking skills/Decision-making skills:**

##### **(i) Decision making skills:**

Decision-making is a process to determine alternative and constructive solutions about problems.

##### **(ii) Critical thinking skill:**

Critical thinking skill is an ability which helps to analyse information and experiences in an objective manner. It also helps us to evaluate the influence of decisions taken on our own values and values of people who are near to us. Adolescents are most of the time influenced by media and peers. This skill can assist them to assess the pros and cons of the situation and help them to evaluate their actions.

##### **(iii) Problem solving skill:**

It is an ability to identify the problems correctly, understanding its sources and causes very constructively. These causes have to be reduced or eliminated. This skill also assists in choosing the best alternative from many to solve the problem.

#### **(B) Interpersonal/Communication skills:-**

##### **(i) Effective communication**

Communication is an important process which is used by an individual to transfer ideas, information or feelings to others. Unless the communication is effective, the purpose of communication fails. Effective communication skill helps to express oneself both verbally and non-verbally through gestures, in way that messages are not distorted and, moreover, it is appropriate to one's culture and situation. Therefore, effective communication includes active listening, ability to express feelings and giving appropriate feedback.

**(ii) Negotiation/refusal skill**

Sometimes, an individual is put in a situation, where he/she does not want to remain for a long time. This induces lot of dissatisfaction in an individual. For example, a child is bullied or abused by his/her classmates. This can put him/her in a state of depression or detachment. Then, negotiation skill will help that child to negotiate, without getting aggressive towards them and thus helping him/her to become more acceptable.

**(iii) Empathy**

It is an ability to imagine and understand what life is like for another person, even in a situation that you may not be familiar with. It is important for an adolescent to develop positive outlook towards others and feeling of cooperation, which is necessary for preparing the foundation for adulthood.

**(iv) Interpersonal skill**

Team work is required to the successful completion of a project. For example, if you want to organise an exhibition in your school, then, who all will provide you help? The Principal, your colleagues, or the fellow students? The skill, which is required to co-ordinate work with. The involvement of the people is called Interpersonal skill. This skill helps an individual to relate in a positive way with fellow beings. Development of this skill enables an individual/adolescent to be accepted in the society. He/she also develops the acceptance of social norms, which is essential to prevent an adolescent to follow delinquent behavior.

**(c) Coping and self-management skills:-**

**(i) Coping with stress/stress management**

Adolescence is a vulnerable period of development and rapid developmental changes causes stress. Erickson has propounded that in this period individual wants to have his/her own identity. If proper direction is not given then he/she feels stressed out. Therefore, this skill helps in recognizing the sources of life stress and directs an individual to choose a way that can control the heightened stress level.

**(ii) Coping with emotions**

Briggs concluded that emotional development is complete by the age of 2 years. The adolescent generally shows heightened emotions as compared to an adult and we end up in concluding that this group is immature. This skill is involved in recognising the emotions and also helps to respond to those emotions appropriately. Since, emotions also influence the overt behaviour, the skill becomes more important for the constructive personality development.

**(iii) Skill of self evaluation/self awareness**

This skill includes the recognition of one's self esteem, internal locus of control, likes and dislikes. If an adolescent is able to recognise them, then he/she starts believing that they can make a change in the world. Therefore, they start looking at themselves and world more positively.

To be more specific, the top five life skills that every person should need to know for a better life ahead. Whether for children or adults, these skills are applicable at any stage in life. Aside from education, life skills help you handle certain demands in life that are beyond the reaches of basic writing, reading and math skills.

1. **Self-discipline:**
2. **Communication skills**
3. **Decision-making**
4. **Problem-solving**
5. **Creativity**

**Now a day's so many challenges are being faced by youth like**

- ❖ Psychological e.g. preparing for examinations, peer pressure, etc
- ❖ Social e.g. peer pressure, inter-relationships, etc
- ❖ Economic e.g. lack of resources (such as finance, basic necessities), excessive resources.
- ❖ Emotional e.g. anger management, hormonal influences, etc.
- ❖ Spiritual e.g. exposure to conflicting religious beliefs.

So, the Life-skills needed by adolescents are:-

**CATEGORY 1: Skills of knowing and living with oneself:-**

- Self awareness
- Self esteem
- Coping with emotions
- Coping with stress

**CATEGORY 2: Skill of knowing and living with others:-**

- Empathy
- Effective communication
- Conflict resolution and negotiation
- Friendship formation
- Assertiveness
- Peer pressure resistance

**CATEGORY 3: Skill of effective decision making:-**

- Critical thinking
- Creative thinking
- Problem solving
- Decision making

Life skills needed by adults are listed below:-

- **Resilience:** Resilience involves how well we accept obstacles, learn from our mistakes and recover. Our mistakes often provide the best life lessons – so long as we don't allow them to defeat us.
- **Communication:** Resolving conflict with other people is essential at home and at work. Communication takes place increasingly by text, email and social media channels. It's important to master these types of written skills. But spoken communication is equally important. That means remembering to look people in the eye and being respectful of other opinions even while clearly expressing your own.
- **Mindfulness:** We're often so focused on our mental and written to-do lists that we focus too much on the next task instead of addressing the present. That causes us to spend too much time

fretting about what we still need to do. Mindfulness means connecting with your surroundings and the people around you in a more meaningful way.

- **Collaboration:** In grade school, we learned how to play well with others. As adults, we still need to utilize these collaboration skills in our careers. At work, being able to share opinions and team up with others on projects will increase your effectiveness and productivity. In your personal life, it'll lead to more positive relationships.
- **Inquisitiveness:** Children ask a lot of questions, and that enables them to learn. But some adults stop asking questions occasionally because it takes time, or they fear that someone else will consider them less smart. But inquiry is a sign of intelligence. Asking questions helps you develop your mind and discover new skills and interests.

### **Life Skills List**

**Below is a detailed list of life skills, including the ones described above.**

#### **A – D**

- Adaptability
- Analytical
- Apologizing
- Asking for help
- Assertiveness
- Body language
- Communication
- Confidence building
- Conflict management
- Cooperation
- Coping
- Creative thinking
- Critical thinking
- Decision making

#### **E – O**

- Emotional intelligence
- Empathy
- Etiquette
- Flexibility
- Focus
- Giving and receiving feedback
- Handling criticism
- Independence
- Influence
- Information technology
- Interpersonal
- Leadership
- Listening
- Literacy
- Mindfulness
- Negotiating
- Networking
- Numeracy
- Organization

#### **P – Z**

- Presentation skills
- Prioritization
- Problem solving
- Professionalism
- Public speaking
- Recognizing diversity
- Resilience
- Respect
- Self-awareness
- Teamwork
- Time management
- Timeliness
- Verbal communication
- Willingness to learn

Life Skills are present in every individual. To get the best out of them we need to sharpen them regularly. Every individual needs Life Skills for healthy and positive ways of living. Life Skills are nothing new. We use it in different situations, but have been categorized for better understanding. Life skills can be learned /enhanced throughout life. Many life skills are used in combination in

dealing with certain situations. We need Life Skills to develop a dynamic self image and great self esteem, to improve the communication skills, to make relationships better and handle interpersonal problems and it help us to deal with the challenges of everyday life. Life skills bring greater acceptance, better relationships and a healthy, positive life!!!!

However

Perhaps the most important life skill is the ability and willingness to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throws at us.

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## 44. Importance of Life Skills

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### **Abstract**

*India is moving fast towards its goal of becoming economically developed country. The planner has set high targets of achieving a double digit growth rate in near future. Various ambitious schemes like Make in India, Start-up India, etc. are also being launched to promote economic development and capital formation in the economy. Development of economy depends on three principal factors viz. availability of resources, ability to deploy resources and availability of skilled persons to make efficient and productive use of available resources. There is no doubt that India has no dearth of material and natural resources. The pragmatism and proactive approach of government policies also prevails. However; non-availability of skilled workforce happens to be a major concern. With the changing world scenario with regards to- industries rising, evolving and crashing; technology leading to more efficient, effective ways of doing everything; globalization inter connecting us all; and a whole new generation emerging and entering the workforce - how do we best ensure young people are prepared for the world of work from here forward? Keep in mind that along with the jobs being phased out, countless more jobs don't even exist yet. In order to create employment for those who are graduating, it's important for us to review a system that has become antiquated.*

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### **Introduction**

To live a life is an art and both emotion and skills are to give shape to human life. Siddhartha Gautama Correctly remarked "If you tighten the strings too much, they will snap, and if you leave them too slack they won't play, but if they are turned to the right point, then and only then does the music start." Life is essentially a relationship between a living organism and its surroundings but it is permanently threatened and disturbed. Stress is often referred to as the epidemic of the twenty first century. Most people will experience stress in their personal and work lives. On the other hand there are some persons who are quite calm and placid even in adverse conditions. It can be inferred that the quality of life is related to the ability to handle the situations, which are apparently controlled with heightened emotional expressions. It is to be noted that there can be several reasons for quality of life differing with persons, social groups countries etc. But we have to realize and accept that the ultimate truth and peace in life cannot be attained through materialistic development only. The values such as cooperation, tolerance, sacrifice and love are the source of real peace in life, but it is not easy for everyone to render cooperation and be ready to sacrifice personal interests. One easily gets irritated but it is difficult to remain calm. The turbulence in personality negatively influences the work efficiency. Hence it is essential to think about the ways to handle the situations. NATIONAL CURRICULUM

FRAMEWORK FOR SCHOOL EDUCATION, 2005 emphasizes, "Education ideally must prepare students to face the challenges of life." Education must prepare students with the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and social, emotional cognitive and interpersonal challenges of everyday life, so that they can fight the challenges of drug addiction, violence, teenage pregnancy, AIDS and many other health related problems. These skills make students aware of issues such as consumer rights, legal literacy and understanding of civic and administrative procedures to make their life simple, hassle free and safe. UNICEF," Life skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others." UNICEF defines life skills based education as basically being a behavior change Critical thinking skill - Skills of estimation of positive and negative dimensions of an experience or events Education of Life And Soft Skills For Better Living 31 without the influence of personal bias, is critical thinking. There is more objectivity in critical thinking. Skill to cope with stress - Coping with stress is the ability to relieve one's stress constructively without affecting one's morale. Self-awareness skill - Self –awareness is the ability to know one's strengths, weaknesses, objectively and one's likes, dislikes, attitudes correctly. That means knowing oneself as he or she is. Problem-solving skill - The ability to identify the problem correctly, understanding its sources and causes, is the first step in solving a problem. Later, the causes have to be reduced or eliminated at the first stage. Then the sources of the problem have to be handled carefully. Afterwards alternative solutions have to be thought of. The best possible solution can be adopted. Creative thinking skill - The ability to form new and original from the available information is creative thinking. This is also called as divergent thinking. Empathy skill - Empathy is the ability to imagine oneself in the position of another person and to feel and understand that person's happiness and sorrows. Developing of life skills have produced the following effects: lessened violent behaviour; increased pro -social behaviour and decreased negative, self-destructive behaviour; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity. 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 behaviour necessary for preventing the spread of HIV/AIDS. "Soft Skills" have become one of most used buzz words of the 21st century. However, if you ask people to define soft skills, they are likely to give you similar but vague definitions. Soft Skills are "associated with a person's 'EQ' (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people." Soft skills are as "your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes. For the first time in 1972 CONARC Soft Skills Conference Dr. Whitmore presented a report aimed at figuring out how the term "soft skills" (in the areas of command, supervision,

counseling and leadership) is understood in various CONARC schools. After designing and processing a questionnaire, the following tentative definition was formulated: Soft skills are important job-related skills that involve little or no interaction with machines and whose application on the job is quite generalized, with a remark “in other words, those job functions about which we know a good deal are hard skills and those about which we know very little are soft skills.” It is through a 1972 US Army training manual identified formal usage of the term “soft skills” began. CONCEPT Soft skills are our productive personality traits that characterize our relationships, including social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits. A definition based on review literature explains soft skills as an umbrella term for skills under key three functional elements people skills, social skills and personal career attributes. The Most Important Soft Skills- It’s hard to judge which soft skills are most important, but this list is broadly what employers mean when they talk about good soft skills and the skills which are most likely to enable you to build constructive working relationships with others, or to be a constructive and helpful employee.

- **Communication Skills** Communication skills are always top of the ‘essential skills’ list in any job advertisement. People with strong communication skills can build relationships (from the initial building rapport through to a longer-term relationship), listen well, and vary their communication to suit the circumstances. 32 Integrating Skill Development with Education If you spend time on nothing else, work on your communication skills.
- **Making Decisions** Valued by employers for many reasons, being able to make decisions is key to getting on in life. Sometimes the actual decision doesn’t even matter; what matters is that you have made one and moved on.
- **Self Motivation** People who are self-motivated get on by themselves. They don’t need close supervision and they are good to work with because they are generally positive about life and can be counted upon to keep going. It also helps to work on your personal resilience and adaptability to change.
- **Leadership Skills** These are the set of soft skills that we least expect someone to develop by themselves. There are many leadership training courses available and much has been written about how to develop your leadership skills. Our leadership skills pages describe many of the skills needed for effective leadership and how to develop your leadership style.
- **Team-Working Skills** Like leadership skills, there are many training courses to teach you how to work well in a team. However, there is also plenty of thinking to suggest that good communication skills, particularly good listening skills, together with an ability to build rapport will go a long way to support your ability to work well in a team.
- **Creativity and Problem Solving Skills** Creativity and problem-solving skills are highly valued because they are hard to develop. There are many people who believe that creative thinkers are born, not made, and there are certainly some people who find these skills much easier. But, like other skills, you can develop them if you work to do so and our pages on these topics will give you some ideas about how to do this.
- **Time Management and ability to work under pressure** Many would say that these two skills, which often go hand-in-hand, are more an attitude than a skill. However they can also be developed and honed, which is why we include them as skills. Highly valued by employers,

they are also very useful for organizing a family or a team, and for making sure that the job gets done.

### **Tackling barriers to Skills Development**

Government has shown its strong commitment towards skilling people by allocating sizable public expenditure for skills education, formulating a National Policy on Skill Development in 2009, and creating enabling institutions such as Prime Minister's National Council on Skill Development and National Skill Development Corporation. However, to achieve the goal of skilling 500 million people by 2022 it is important that the enabling institutions continue focusing on the principles laid down in the policy, especially those related to skilling the disadvantaged.

*Following is a list of soft skills compiled by Eastern Kentucky University-Communication – oral, speaking capability, written, presenting, listening.*

- Courtesy – manners, etiquette, business etiquette, gracious, says please and thank you, respectful.
- Flexibility – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable.
- Integrity – honest, ethical, high morals, has personal values, does what's right.
- Interpersonal skills – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills.
- Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.
- Professionalism – businesslike, well-dressed, appearance, poised.
- Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined wants to do well, conscientious, common sense.
- Teamwork – cooperative gets along with others, agreeable, supportive, helpful, and collaborative.
- Work ethic – hard working, willing to work, loyal, initiative, self-motivated,
- On time, good attendance.

### **BENEFITS OF SOFT SKILLS TRAINING**

1. Enhance and improve employable skills.
2. The ability to communicate effectively with coworkers, employers, clients and customers, friends and family members.
3. The opportunity to enhance organizational skills.
4. Improve Personal and professional effectiveness
5. Helps in promotions and upgrading Skills Education of Life and Soft Skills for Better Living.
6. Increased efficiency and leadership skills to improve team results.
7. Development of presentation skills to promote more successful projects.
8. Gaining the ability to recognize symptoms of stress and learning management strategies.

9. Soft skills represent a fundamental at tribute to today's knowledge based economy.

Life Skills and soft skills based education results in bridging up communication barriers with parents and other adults. It enables young people to handle stressful situations effectively without losing one's temper or becoming moody, learning to disagree politely with use of appropriate "I" messages, and assertive skills are important for development of self esteem, positive attitudes, making a firm stand on values, beliefs and cultural differences. When an individual learns all the basic skills to cope with challenges individuals will feel more confident, motivated, and develop a positive attitude towards life, thus, make more mature and adult like decision, starts taking responsibilities for their actions and in turn refrain from risk taking and risky behaviors and become more useful people for the next generation. "The greatest discovery of my generation is that a human being can alter his life by altering his attitudes" -William James

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## **45. Education and Development of Life Skills**

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### **Abstract**

*Life skills have become an important element in the discourse on learning and development. There has been certain dissatisfaction with regular education as being too theoretical, and wish to make education more relevant to the lives of learner so that education can help all young people and adults. Not only acquire knowledge, but also help them to develop the values, attitudes and skills that will enable them to improve their capacity to work, to participate fully in their society, to take control of their own lives and to continue learning. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.*

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### **Introduction**

Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive.

Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical. Ramesh and Farshad (2004) in his study proved the effectiveness of like skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems & self-destructive behaviors. Sahdipoor and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an

increase in compatibility of children and public health. Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and self-esteem among the adolescents.

### **LIFE SKILL EDUCATION**

*The world bodies such as UNICEF, UNESCO, and WHO list the ten cores Life Skills as:*

- |                      |                               |
|----------------------|-------------------------------|
| 1. Self-awareness    | 6. Effective communication    |
| 2. Critical thinking | 7. Interpersonal relationship |
| 3. Creative thinking | 8. Empathy                    |
| 4. Decision making   | 9. Coping with stress         |
| 5. Problem Solving   | 10. Coping with emotion       |

Life skills training/ education takes into account psychosocial competencies and interpersonal skills that help students to take right 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. (WHO) defines Life skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life?

**Life skill has been classified into three broad categories:**

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self- management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

### **Imparting 'Life Skills Education' In Classroom**

#### **Classroom Discussions:**

An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy.

#### **Brainstorming:**

It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

#### **Role Plays:**

Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

**Groups:**

Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

**Educational Games and Simulations:**

It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.

**Analysis of Situation and Case Studies:**

It gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for; providing opportunities for working together in groups, sharing idea, new learning's and gives insight and promotes sometimes to see things differently.

Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with risks or any challenges and find ways to cope with it.

Story-Telling: Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

Debates: Provides opportunity to address a particular issue in depth and creatively. Students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

**Discussion & Conclusion**

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counselor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

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#### 46. ਜੀਵਨ-ਹੁਨਰ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ: ਸਿੱਖਿਆ ਅਤੇ ਸਰੋਤ

ਕਿਰਨਪਾਲ ਸਿੰਘ

ਅਸਿਸਟੈਂਟ ਪ੍ਰੋਫੈਸਰ (ਪੰਜਾਬੀ), ਡੀ. ਐਮ. ਕਾਲਜ, ਮੋਗਾ।

ਸਾਡਾ ਜੀਵਨ-ਹੁਨਰ ਸਿੱਖਿਆ 'ਤੇ ਆਸ਼ਰਿਤ ਹੈ ਤੇ ਇਸਨੂੰ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਮੂਲ ਵਿਚੋਂ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਤਵੱਕੋ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਕਦਰਾਂ-ਕੀਮਤਾਂ ਵਿਅਕਤੀ ਦੇ ਸਮਾਜਿਕ ਸੰਬੰਧਾਂ ਨੂੰ ਨਿਰਧਾਰਿਤ ਅਤੇ ਪਰਿਭਾਸ਼ਿਤ ਕਰਦੀਆਂ ਹਨ। ਸੱਭਿਅਕ ਸਮਾਜ ਦੀ ਸਿਰਜਣਾ ਵਿਚ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦਾ ਮਹੱਤਵਪੂਰਨ ਰੋਲ ਹੈ ਤੇ ਇਹਨਾਂ ਦੀ ਗੈਰ-ਮੌਜੂਦਗੀ ਸਮਾਜ ਵਿਚ ਅਰਾਜਕਤਾ ਦਾ ਕਾਰਨ ਹੋ ਨਿਬੜਦੀ ਹੈ। ਕਦਰਾਂ-ਕੀਮਤਾਂ ਸਮੁੱਚੇ ਸਮਾਜ ਨੂੰ ਆਪਣੇ ਘੇਰੇ ਵਿਚ ਸੁਮਾਰ ਕਰਦੀਆਂ ਹਨ। ਜੀਵਨ-ਹੁਨਰ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਸੰਦਰਭ ਵਿਚ ਇਥੇ 'ਦੁਰਖੀਮ' ਦਾ ਕਥਨ ਵਿਚਾਰਨਯੋਗ ਹੈ: ਸਮਾਜਿਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਕਿਸੇ ਵਿਅਕਤੀ ਵਿਸ਼ੇਸ਼ ਦੀਆਂ ਹੁੰਦੀਆਂ ਹਨ। ਨਤੀਜੇ ਵਜੋਂ ਇਹ ਸਾਰੇ ਵਿਅਕਤੀਆਂ ਦੇ ਵਿਵਹਾਰ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕਰਦੀਆਂ ਹਨ ਅਤੇ ਏਨਾ ਹੀ ਨਹੀਂ ਸਗੋਂ ਇਕ ਵਿਸ਼ੇਸ਼ ਪ੍ਰਕਾਰ ਦੇ ਵਿਵਹਾਰ ਵਿਚ ਵੀ ਬੱਝਦੀਆਂ ਹਨ।

ਮੂਲ ਰੂਪ ਵਿਚ ਜੀਵਨ-ਹੁਨਰ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਬੱਝਵੇਂ ਨਿਯਮ, ਵਿਸ਼ਵਾਸ ਅਤੇ ਆਦਰਸ਼ ਹੁੰਦੇ ਹਨ, ਜਿਨ੍ਹਾਂ ਨੂੰ ਸਮਾਜ ਦੇ ਬਾਸ਼ਿੰਦੇ ਮੰਨਦੇ ਹਨ ਤੇ ਇਨ੍ਹਾਂ ਮੁਤਾਬਿਕ ਹੀ ਜੀਵਨ ਗਤੀ ਨਿਰਧਾਰਿਤ ਹੁੰਦੀ ਹੈ। ਇੰਜ ਜੀਵਨ-ਹੁਨਰ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਸਮਾਜ ਦੀ ਸੰਚਾਲਕ ਸ਼ਕਤੀ ਵਜੋਂ ਵਿਚਰਦੀਆਂ ਹਨ ਤੇ ਇਹ ਉਹ ਆਦਰਸ਼ ਹੋ ਨਿਬੜਦੇ ਹਨ ਜਿਨ੍ਹਾਂ ਦੀ ਨੇਮਾਂ ਦੇ ਰੂਪ ਵਿਚ ਪਾਲਣਾ ਕਰਨਾ ਹਰ ਜਿੰਮੇਵਾਰ ਨਾਗਰਿਕ ਦਾ ਪਰਮ ਕਰਤੱਵ ਬਣ ਜਾਂਦਾ ਹੈ।

#### ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਪ੍ਰਸਾਰ ਵਿਚ ਸਿੱਖਿਆ ਦੀ ਮਹੱਤਤਾ:

ਅਜੋਕੇ ਸਮਾਜਿਕ ਵਾਤਾਵਰਨ ਵਿਚ ਨੌਜਵਾਨ ਪੀੜੀ ਦੇ ਬਦਲ ਰਹੇ ਰੁਝਾਨਾਂ ਫਲਸਰੂਪ ਫਿੱਕੇ ਪੈ ਰਹੇ ਨੈਤਿਕ ਮੁੱਲਾਂ ਦੇ ਸਰੂਪ ਅਤੇ ਨਿੱਤ ਦਿਨ ਹੋ ਰਹੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਘਾਣ ਦੇ ਚੱਲਦਿਆਂ ਨੌਜਵਾਨਾਂ ਨੂੰ ਵਿਦਿਅਕ ਅਦਾਰਿਆਂ ਵਿਚ ਦਿੱਤੀ ਹਾ ਰਹੀ ਸਿੱਖਿਆ ਦੇ ਮਾਦੇ ਵਿਚ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦਾ ਪ੍ਰਸਾਰ ਤੇ ਪਾਸਾਰ ਸਮੇਤ ਜੀਵਨ-ਹੁਨਰ ਦੇ ਅਰਥਾਂ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨਾ ਬੇਹੱਦ ਮਹੱਤਵਪੂਰਨ ਵਰਤਾਰਾ ਬਣਦਾ ਜਾ ਰਿਹਾ ਹੈ। ਅਜਿਹੇ ਸਮਾਜਿਕ ਮਾਹੌਲ ਵਿਚ ਨੈਤਿਕ ਤੌਰ 'ਤੇ ਮਿਆਰ ਤੋਂ ਡਿੱਗ ਰਹੀ ਇਸ ਪੀੜੀ ਨੂੰ ਮੁੜ ਲੀਹ 'ਤੇ ਲਿਆਉਣ ਹਿੱਤ ਜੀਵਨ-ਹੁਨਰ ਦੀ ਸੂਝ ਦੇਣ ਅਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਸਥਾਪਤੀ ਕਰਵਾਉਣ ਦਾ ਦਾਰੋਮਦਾਰ ਸਿੱਖਿਆ 'ਤੇ ਆ ਟਿਕਦਾ ਹੈ। ਸਿੱਖਿਆ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਸਥਾਪਿਤ ਕਰਨ, ਨਾਗਰਿਕਾਂ ਵਿਚ ਇਸਨੂੰ ਪ੍ਰਚਾਰਨ ਤੇ ਵਿਸਥਾਰਨ ਦੇ ਪ੍ਰਮੁੱਖ ਸਾਧਨ ਵਜੋਂ ਆਪਣਾ ਸਰੂਪ ਨਿਰਧਾਰਿਤ ਕਰਦੀ ਹੈ। ਸਮਾਜ ਨੂੰ ਸੱਭਿਅਕ ਬਣਾਉਣ ਹਿੱਤ ਸਾਡੀ ਟੇਕ ਸਿੱਖਿਆ 'ਤੇ ਆ ਖੜ੍ਹਦੀ ਹੈ। ਜੀਵਨ ਹੁਨਰ ਦੀ ਸੋਝੀ ਕਰਵਾਉਣ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਵਾਉਣ ਦਾ ਭੂ-ਮੰਡਲ ਸਿੱਖਿਆ ਪ੍ਰਬੰਧ ਵਿਚ ਸਿਰਜਿਆ ਜਾਂਦਾ ਹੈ। ਇਹ ਵਰਤਾਰਾ ਰਸਮੀ ਤੇ ਗੈਰ ਰਸਮੀ ਦੋਹਾਂ ਰੂਪਾਂ ਵਿਚ ਆਪਣਾ ਵਾਯੂ-ਮੰਡਲ ਉਸਾਰਦਾ ਹੋਇਆ ਇਨ੍ਹਾਂ ਸਰੋਤਾਂ ਜ਼ਰੀਏ

ਗਤੀਸ਼ੀਲ ਹੁੰਦਾ ਹੈ, ਜਿਸ ਵਿਚ ਸਕੂਲ, ਕਾਲਜ, ਕਿੱਤਾ ਮੁਖੀ ਸਿਖਲਾਈ ਕੇਂਦਰ ਸਮੇਤ ਸਮਾਜਿਕ ਸੰਸਥਾਵਾਂ ਆਪਣਾ ਯਥਾ ਸੰਭਵ ਉਸਾਰੂ ਰੋਲ ਅਦਾ ਕਰਦੀਆਂ ਹਨ। ਵਿਅਕਤੀ ਵਿਚ ਆਪਣੇ ਹੁਨਰ ਨੂੰ ਟੋਹਣ, ਜੀਵਨ ਮੁੱਲਾਂ ਦੀ ਪਛਾਣ ਕਰਵਾਉਣ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਪ੍ਰਸਾਰਨ ਹਿੱਤ ਸਿੱਖਿਆ ਨੂੰ ਮਾਧਿਅਮ ਵਜੋਂ ਵਿਚਾਰਦੇ ਹੋਏ ਇਸਦੇ ਸਰੂਪ ਨੂੰ ਪਰਿਭਾਸ਼ਿਤ ਕਰਨ ਤੇ ਇਸ ਪ੍ਰਤੀ ਸੂਝ ਨੂੰ ਹੋਰ ਤੀਖਣ ਕਰਨ ਵਿਚ ਨਿਮਨ ਲਿਖਤ ਨੁਕਤੇ ਜ਼ਰੂਰ ਸਹਾਈ ਹੋਣਗੇ।

- -ਬੱਚਿਆਂ ਵਿਚ ਸੱਚਾਈ, ਸਹਿਣਸ਼ੀਲਤਾ, ਇਮਾਨਦਾਰੀ, ਪਿਆਰ ਤੇ ਭਾਈਚਾਰਕ ਭਾਵਨਾਵਾਂ ਦੇ ਵਧਣ ਫੁੱਲਣ ਵਿਚ ਸਿੱਖਿਆ ਮੂਲ ਰੂਪ ਵਿਚ ਜੜ੍ਹ ਦਾ ਕੰਮ ਕਰਦੀ ਹੈ। ਬੱਚੇ ਅਜਿਹੇ ਗੁਣਾਂ ਨਾਲ ਸਰਸਾਰ ਹੁੰਦੇ ਹਨ। ਇਹੀ ਸੱਭਿਅਕ ਸਮਾਜ ਦੇ ਚਰਿੱਤਰਵਾਨ ਵਿਅਕਤੀ ਅਤੇ ਉਸਦੇ ਵਿਅਕਤੀਤਵ ਦੇ ਉਸਾਰ ਤੇ ਨਿਖਾਰ ਲਈ ਆਵਸ਼ਕ ਤੌਰ ਤੇ ਲੋੜੀਂਦੇ ਹਨ। ਇਸ ਪ੍ਰਕਾਰ ਨੈਤਿਕਤਾ ਦਾ ਪਾਠ ਪੜ੍ਹ ਕੇ ਇਕ ਵਿਅਕਤੀ ਉੱਚ ਚਰਿਤਰ ਦਾ ਮਾਲਕ ਬਣਦਾ ਹੈ।
- -ਮੂਲ ਰੂਪ ਵਿਚ ਸੱਭਿਆਚਾਰ ਮਨੁੱਖ ਦੀ ਜੀਵਨ-ਜਾਂਚ ਹੈ। ਮਨੁੱਖੀ ਜੀਵਨ ਦਾ ਸਾਰਾ ਤਾਣਾ-ਪੇਟਾ ਉਸਦੇ ਸੱਭਿਆਚਾਰ ਤੇ ਲੋਕਧਾਰਾ ਵਿਚੋਂ ਝਲਕਾਂ ਮਾਰਦਾ ਹੈ। ਸੱਭਿਆਚਾਰ ਦੇ ਕਿਰਿਆਸ਼ੀਲ ਅੰਗ ਦੇ ਪੱਖ ਤੋਂ ਵਿਅਕਤੀ ਵਿਚ ਇਹ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਪੁੰਘਰਨ, ਸੰਚਾਰਨ, ਸੰਭਾਲਣ ਤੇ ਵਿਸਥਾਰਨ ਵਿਚ ਸਹਾਈ ਹੁੰਦਾ ਹੈ।
- -ਸਕੂਲੀ ਸਿੱਖਿਆ ਦੌਰਾਨ ਵਿਦਿਆਰਥੀਆਂ ਵਿਚ ਸ਼ਖਸੀਅਤ ਉਸਾਰੀ, ਪਰਿਵਾਰ ਸਮੇਤ ਸੰਪਰਕ ਵਿਚ ਆਉਂਦੇ ਹੋਰਨਾਂ ਵਿਅਕਤੀਆਂ ਦੀ ਇੱਜ਼ਤ ਤੇ ਸਤਿਕਾਰ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ, ਮਿਲ-ਜੁਲ ਕੇ ਜੀਵਨ ਬਸਰ ਕਰਨ ਤੇ ਭਾਈਚਾਰੇ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਸਿੱਖਿਆ ਦੇਣ ਨਾਲ ਹੁੰਦਾ ਹੈ। ਕਦਰਾਂ-ਕੀਮਤਾਂ ਤੇ ਨੈਤਿਕ-ਮੁੱਲਾਂ ਨੂੰ ਆਪਣੇ ਜੀਵਨ ਦਾ ਭਾਗ ਬਣਾਉਂਦਿਆਂ ਸਿੱਖਿਆ ਮਾਧਿਅਮ ਫਲਸਰੂਪ ਵਿਦਿਆਰਥੀਆਂ ਵਿਚ ਸੁਤੰਤਰਤਾ, ਸਮਾਨਤਾ, ਭਾਈਚਾਰਕ ਨੇੜਤਾ ਵਰਗੇ ਲੋਕਤੰਤਰਿਕ ਗੁਣ ਪਨਪਦੇ ਹਨ।
- -ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਸਿੱਖਿਆ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸੂਖਮ ਤੇ ਸਥੂਲ ਦੋਹਾਂ ਰੂਪਾਂ ਵਿਚ ਕਿਰਿਆਸ਼ੀਲ, ਚਿੰਤਨਸ਼ੀਲ ਤੇ ਸੁਚੇਤ ਬਣਾਉਂਦੀ ਹੋਈ ਵਿਅਕਤੀ ਪੱਧਰ 'ਤੇ ਜੀਵਨ ਪ੍ਰਤੀ ਵਿਸਤ੍ਰਿਤ ਰੁਝਾਨ ਤੇ ਪਹੁੰਚ ਵੀ ਉਸਾਰਦੀ ਹੈ। ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਸਿੱਖਿਆ ਨਾਲ ਭਰਪੂਰ ਵਿਅਕਤੀ ਆਪਣੇ ਨਿੱਜੀ ਮੁਢਾਦਾਂ ਤੋਂ ਉਪਰ ਉੱਠਕੇ ਸਮਾਜਿਕ ਵਿਕਾਸ ਦੀ ਗਤੀ ਦਾ ਭਾਗੀਦਾਰ ਹੁੰਦੇ ਹੋਏ ਸਮਾਜ ਵਿਚ ਉਸਦੇ ਲਾਭਦਾਇਕ ਮੈਂਬਰ ਵਜੋਂ ਵਿਚਰਦਾ ਹੈ।

#### **ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਸਰੋਤ:**

ਕਦਰਾਂ-ਕੀਮਤਾਂ ਉਹ ਮੰਤਵ ਹਨ ਜਿਨ੍ਹਾਂ ਨੂੰ ਮਨੁੱਖ ਸਮਾਜ ਵਿਚ ਰਹਿੰਦਿਆਂ ਆਪਣੇ ਆਚਾਰ ਵਿਹਾਰ ਦਾ ਗਤੀਸ਼ੀਲ ਹਿੱਸਾ ਬਣਾਉਣ ਸਬੰਧੀ ਵੱਖ-ਵੱਖ ਸਰੋਤਾਂ ਤੋਂ ਨਿਰੰਤਰ ਗ੍ਰਹਿਣ ਕਰਦਾ ਹੈ। ਉਕਤ ਵਿਚ ਸ਼ੁਮਾਰ ਹਨ:

**ਧਰਮ:-** ਧਰਮ ਤੇ ਧਾਰਮਿਕ ਸੰਸਥਾਵਾਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਸਿੱਖਿਆ ਨੂੰ ਪ੍ਰਦਾਨ ਕਰਨ ਵਿਚ ਮੋਢੀ ਰੋਲ ਅਦਾ ਕਰਦੇ ਹਨ। ਧਰਮ ਮੂਲ ਰੂਪ ਵਿਚ ਸਮਾਜਿਕ, ਨੈਤਿਕ ਤੇ ਅਧਿਆਤਮਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਸਮੁੱਚੇ ਵਜੋਂ ਪ੍ਰਵਾਹਿਤ ਹੁੰਦਾ ਸਮਾਜ ਨੂੰ ਪ੍ਰਗਤੀ ਦੇ ਪਾਂਧੀ ਬਣਾਉਂਦਾ ਹੈ। ਇਥੇ ਧਰਮ ਆਪਣੇ ਸ਼ਰਧਾਵਾਨਾਂ ਵਿਚ ਜੀਵਨ-ਮੁੱਲਾਂ ਦਾ ਪ੍ਰਚਾਰ ਕਰਦਿਆਂ ਵਿਅਕਤੀ ਨੂੰ ਸਚਾਈ, ਸਾਦਗੀ, ਤਿਆਗ, ਪਵਿੱਤਰਤਾ, ਨਿਮਰਤਾ, ਪ੍ਰੇਮ, ਸ਼ਾਂਤੀ, ਆਨੰਦ, ਉੱਚਾ ਚਰਿਤਰ ਆਦਿ ਬਾਰੇ ਸਿਧਾਂਤਕ ਤੇ ਵਿਵਹਾਰਿਕ ਤੌਰ 'ਤੇ ਭਰਪੂਰ ਕਰਦੇ ਹਨ। ਇਸਦੇ ਨਾਲ ਹੀ ਧਰਮ ਉਹਨਾਂ ਨੈਤਿਕ ਬੰਧਨਾਂ ਵੱਲ ਵੀ ਸੰਕੇਤ ਕਰਦਾ ਹੈ ਜੋ ਤਿਆਗ, ਸਮਾਜ ਸੇਵਾ ਤੇ ਇਨਸਾਨੀਅਤ ਜਿਹੇ ਸੂਖਮ ਤੇ ਮਹੱਤਵਪੂਰਨ ਤੱਤਾਂ ਵਜੋਂ ਸ਼ਖਸੀਅਤ ਵਿਚ ਪ੍ਰਵਾਹਿਤ ਹੁੰਦੇ ਹਨ। ਧਰਮ ਦੀਆਂ ਸਿੱਖਿਆਵਾਂ ਤੇ ਦਰਸ਼ਨ ਰਾਹੀਂ ਵਿਅਕਤੀ ਜੀਵਨ ਦੀ ਉੱਚਤਾ ਪ੍ਰਤੀ ਵੀ ਵਿਸ਼ੇਸ਼ ਪਹੁੰਚ ਅਪਣਾਈ ਜਾਂਦੀ ਹੈ।

**ਸਮਾਜ:-** ਸਮਾਜ ਦੇ ਬਾਸ਼ਿੰਦਿਆਂ ਦੀ ਦੈਨਿਕ ਕਿਰਿਆ ਦਾ ਵਿਸ਼ੇਸ਼ ਅੰਗ 'ਰੀਤੀ-ਰਿਵਾਜ' ਵੀ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਮਹੱਤਵਪੂਰਨ ਸਰੋਤ ਹਨ। ਸੰਯੁਕਤ ਪਰਿਵਾਰ ਪ੍ਰਣਾਲੀ, ਵਿਆਹ ਸੰਸਥਾ, ਅਨੁਸ਼ਾਸਨ, ਸਮਾਜਿਕ ਨਿਆਂ, ਸੰਵੇਦਨਾ, ਵਫ਼ਾਦਾਰੀ ਇਸਦੇ ਮੂਲ ਸਰੋਤਾਂ ਵਿਚ ਆਪਣੀ ਵਿਸ਼ੇਸ਼ ਪਹੁੰਚ ਰੱਖਦੇ ਹਨ। ਉਕਤ ਸਭ ਦਾ ਸਮਾਜਿਕ ਉੱਚਤਾ, ਜੀਵਨ-ਮੁੱਲਾਂ ਦੇ ਨਿਰਧਾਰਨ ਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੇ ਸੰਚਾਰ ਵਿਚ ਉਸਾਰੂ ਰੋਲ ਹੁੰਦਾ ਹੈ।

**ਸਾਹਿਤ:-**ਸਮਾਜ ਦੇ ਸ਼ੀਸ਼ੇ ਦੇ ਰੂਪ ਵਿਚ 'ਸਾਹਿਤ' ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦਾ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਸਰੋਤ ਬਣਦਾ ਹੈ। ਸਾਹਿਤ ਦੀਆਂ ਸ਼ਾਨਮੱਤੀਆਂ ਵਿਧਾਵਾਂ ਵਿਚਲੇ ਸੂਖਮ ਅਨੁਭਵਾਂ ਤੇ ਵਿਚਾਰਾਂ ਰਾਹੀਂ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਾਵਲ, ਨਾਟਕ, ਜੀਵਨੀ, ਰੇਖਾ-ਚਿਤਰ, ਨਿਬੰਧ ਆਦਿ ਸਮਾਜਿਕ ਜੀਵਨ ਤੇ ਇਸ ਵਿਚ ਵਿਚਰਦੇ ਪਾਤਰਾਂ ਦੀ ਕਹਾਣੀ, ਵਿਚਾਰ ਤੇ ਜੀਵਨ ਸ਼ੈਲੀ ਦੇ ਰੂਪ ਵਿਚ ਪਾਠਕ/ਸਰੋਤੇ ਵਿਚ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਉਜਾਗਰ ਤੇ ਜਾਗ੍ਰਿਤ ਕਰਨ ਦਾ ਮਾਣ ਲੈਂਦੇ ਹਨ। ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦਾ ਇਹ ਪ੍ਰਗਟਾਅ ਅਧਿਆਤਮਿਕ, ਸੱਭਿਆਚਾਰਕ, ਨੈਤਿਕ, ਰਾਸ਼ਟਰੀ ਸਰੋਕਾਰਾਂ ਵਜੋਂ ਵਿਚਰਦਾ ਹੈ।

**ਘਰ-ਪਰਿਵਾਰ:-** ਘਰ ਸਿੱਖਿਆ ਦੀ ਮੁੱਢਲੀ ਤੇ ਅਤਿ ਮਹੱਤਵਪੂਰਨ ਏਜੰਸੀ ਦੇ ਰੂਪ ਵਿਚ ਬੱਚਿਆਂ 'ਚ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਤੇ ਜੀਵਨ-ਗੁਨਰ ਪ੍ਰਤੀ ਮੁੱਲਵਾਨ ਪਹੁੰਚ ਅਪਣਾਉਣੇ ਹਿੱਤ ਕਾਰਜਸ਼ੀਲ ਰਹਿੰਦੀ ਹੈ। ਬੱਚਾ ਆਪਣੇ ਪਰਿਵਾਰ ਪਾਸੋਂ ਨੈਤਿਕ, ਸੱਭਿਆਚਾਰਕ ਤੇ ਸਮਾਜਿਕ ਆਚਾਰ ਵਿਹਾਰ ਪ੍ਰਤੀ ਗੁੜਤੀ ਲੈਂਦਾ ਹੈ। ਪਰਿਵਾਰ ਬੱਚੇ ਦੀ ਮੁੱਢਲੀ ਸਿੱਖਿਆ ਸੰਸਥਾ ਦੇ ਰੂਪ ਵਿਚ ਵਿਚਰਦੀ ਹੋਈ ਹੋਰਨਾਂ ਸੰਸਥਾਵਾਂ ਦੀ ਜਨਨੀ ਵੀ ਬਣਦੀ ਹੈ, ਜਿੱਥੋਂ ਬੱਚਾ ਨੈਤਿਕਤਾ ਦਾ ਪਾਠ ਸਿੱਖਦਾ ਹੈ। ਸਿੱਖਿਆ-ਸ਼ਾਸਤਰੀ ਵੀ ਪਰਿਵਾਰ ਨੂੰ ਬੱਚੇ ਦਾ ਪਹਿਲਾ ਸਕੂਲ ਤੇ ਮਾਂ ਨੂੰ ਪਹਿਲੀ ਅਧਿਆਪਕ ਦਾ ਸਨਮਾਨਪੂਰਵਕ ਦਰਜਾ ਦਿੰਦੇ ਹਨ। ਘਰ-ਪਰਿਵਾਰ ਵਿਚ ਬੱਚੇ ਨੂੰ ਦਿੱਤੀਆਂ ਜਾਂਦੀਆਂ ਸਾਕਾਰਾਤਮਕ ਨਸੀਹਤਾਂ ਦਾ ਪੱਲਾ ਫੜਕੇ ਉਹ ਸਮਾਜ ਵਿਚ ਵਿਚਰਦਾ ਹੈ ਤੇ ਇਨ੍ਹਾਂ ਜੀਵਨ-ਮੁੱਲਾਂ ਦਾ ਚਿਰ ਸਥਾਈ ਅਸਰ ਗ੍ਰਹਿਣ ਕਰਦਾ ਹੈ। ਬੱਚੇ ਦੇ ਮਨ ਵਿਚ ਉੱਕਰੀ ਇਹ ਵਿਰਾਸਤੀ ਤਸਵੀਰ ਨਿੱਤ ਦਿਨ ਹਰੇਕ ਵਿਹਾਰ ਨਾਲ ਆਪਣਾ ਰੰਗ ਹੋਰ ਪਕੇਰਾ ਕਰਦੀ ਰਹਿੰਦੀ ਹੈ। ਇਥੋਂ ਹੀ ਚੰਗੀਆਂ ਆਦਤਾਂ, ਆਦਰਸ਼ਾਂ, ਸੰਕਲਪਾਂ ਦੀ ਗੰਢ ਹੋਰ ਪੀਢੀ ਹੁੰਦੀ ਹੈ।

**ਵਿਦਿਅਕ ਸੰਸਥਾਵਾਂ:-** ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ ਅੰਤਰਗਤ ਪਰਿਵਾਰ ਦੀ ਵਲਗਣ ਤੋਂ ਬਾਹਰ ਬੱਚੇ ਦਾ ਵਾਹ ਵਿਦਿਅਕ ਸੰਸਥਾਵਾਂ ਨਾਲ ਹੁੰਦਾ ਹੈ। ਅਧਿਆਪਕਾਂ ਤੇ ਬੱਚਿਆਂ ਦੇ ਸਮਾਜ ਵਜੋਂ ਪਛਾਣ ਪ੍ਰਾਪਤ 'ਸਕੂਲਾਂ' ਵਿਚ ਬੱਚੇ ਦੇ ਵਿਅਕਤੀਤਵ ਦਾ ਸੰਤੁਲਿਤ ਵਿਕਾਸ ਹੁੰਦਾ ਹੈ। ਇਥੇ ਹੀ ਅਧਿਆਪਕ ਦੀ ਸ਼ਖਸੀਅਤ ਦਾ ਬੱਚੇ ਦੇ ਮਨ 'ਤੇ ਉੱਕਰਿਆ ਅਕਸ ਤੇ ਪ੍ਰਭਾਵ ਉਸਦਾ ਅਨਮੋਲ ਖਜ਼ਾਨਾ ਬਣਦੇ ਹਨ, ਜਿਸ ਤੋਂ ਸੇਧ ਪ੍ਰਾਪਤ ਬੱਚੇ ਆਪਣੇ ਜੀਵਨ ਵਿਚ ਮੱਲਾਂ ਮਾਰਦੇ ਮੰਜਿਲਾਂ ਸਰ ਕਰਦੇ ਹਨ। ਵਿੱਦਿਅਕ ਸੰਸਥਾਵਾਂ ਸਿੱਧੇ ਅਸਿੱਧੇ ਤੇ ਅਚਨਚੇਤ ਢੰਗਾਂ ਨਾਲ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਗੰਗਾ ਦਾ ਪ੍ਰਵਾਹ ਬੱਚੇ ਦੀ ਮਾਨਸਿਕਤਾ 'ਚ ਚਲਾਉਂਦੀਆਂ ਹਨ।

ਇੰਜ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਵਿਅਕਤੀ ਤੇ ਸਮਾਜ ਦੇ ਉਸਾਰ ਲਈ ਅਤਿ-ਮਹੱਤਵਰਨ ਥੰਮ ਹਨ। ਇਨ੍ਹਾਂ ਥੰਮ੍ਹਾਂ ਦੇ ਸਹਾਰੇ ਹੁੰਦਾ ਭਵਨ ਨਿਰਮਾਣ ਦਾ ਕਾਰਜ ਜੀਵਨ-ਗੁਨਰ ਦੀ ਪੱਧਤੀ ਰੂਪ ਵਿਚ ਸਿਖਰ 'ਤੇ ਪੁੱਜਦਾ ਹੈ।

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## 47. Life Skills Education in the Context of Sri Guru Granth Sahib Ji

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***Abstract:** The life skills based education is a means to empower young children in challenging situations. This kind of education refers to an interactive process of teaching and learning that enables learners to acquire knowledge and to develop positive attitude along with supportive and adaptive behaviour. It believes that interventions and support help on individual to cope with various facets of life. It also facilitates in strengthening the survival capabilities of individuals and empowers them to make rational choices. To cultivate life skills among students schools can play a proactive role by introducing the functional study of Indian scriptures as Srimad Bhagvat Geeta, Ramayana, Sri Guru Granth Sahib, Vedas, Purans etc.*

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### **Introduction**

In the present era of urbanization, globalization and privatization students are pushed to do much more than normal to get the desired acceptance and acknowledgments. Due to the breakdown of the joint family system, children are unable to find an anchor, with whom they can identify with and discuss their hurts and disappointments. More and more students tend to externalize their frustration through aggression violence and suicide.

According to Lancet report (2017) India has one of the world's highest suicide rates for youth aged 15 to 29 years. The popular perception is that failure in exams, inability to cope with academics; parental expectation, gender disparity etc. are the key reasons for such scenario. In order to overcome these challenges, educational institutions should shift the focus of education from cognitive skills to life skills education.

Life skills enable an individual to translate knowledge attitudes and values into actual abilities i.e. "what to do and how to do it". They constitute a continuum of knowledge and aptitude that are necessary to function independently for solving the challenges and problems that a person comes across. World Health Organization (WHO) defined these skills as "abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life". The major life skills identified are self awareness, empathy, critical thinking, creative thinking, decision making, problem solving, communication skills, inter personal relationship, equanimity, coping with stress, trauma, loss; resilience and assertiveness.

This paper lays special emphasis on life skills education through the functional study of Gurbani. This holiest scripture of humanity conveys the message of love, amity, peace,

friendship and compassion under the patronage of ;ops dk Gbk (welfare unto all) and covers every aspect of life through its teachings. An attempt has been made here to discuss a few life skills in the context of Guru Granth Sahib Ji .

**Self Awareness:**

Self awareness means focusing the awareness on yourself by being aware of or paying attention to once own intuitions. It is about focusing on the reality of our own behaviour. Guru Amardas ji in this very sermon conveys that one could develop self awareness by identifying one's inner self.

ਮਨ ਤੂੰ ਜੋਤਿ ਸਰੂਪ ਹੈ ਆਪਣਾ ਮੂਲੁ ਪਛਾਣੁ ||

Gurbani clearly reveals that knowing oneself means that the individual is the embodiment of the divine light and one should always acknowledge its supreme origin to get the desired peace and happiness within.

**Communication skill:**

It is the ability to communicate information accurately, clearly and as intended. Talking about this very vital life skill Gurbani clearly advises in this shloak by Sheikh Farid Ji

ਨਿਵਣੁ ਸੁ ਅਖਰੁ ਖਵਣੁ ਗੁਣੁ ਜਿਹਬਾ ਮਣੀਆ ਮੰਤੁ ||

Humility is the word, forgiveness is the virtue and sweet speech is the magic mantra. It clearly means that along with clear and accurate information one must make his/her communication effective by adding the elements of humility.

**Decision Making:**

It is a problem solving activity in which the decision makers identifies and choose alternatives based on his values, preferences and believes. Shri Guru Granth Sahib ji provides a practical strategy that by bearing impartial vision one can take better decisions.

ਤਤ ਸਮਦਰਸੀ ਸੰਤਹੁ ਕੋਈ ਕੋਟਿ ਮੰਧਾਰੀ ||

It tells us that proper decision making can be done by a person who has thoughts based on specific vision and he is conscious of his vision as well. Decision should be at par with the changing environment of the society.

**Coping with stress, trauma and loss:**

Gurbani clearly narrates that to deal with challenging situations one should live in the divine will as it is rightly said by Guru Arjun Dev Ji

ਮਾਰੈ ਰਾਖੈ ਏਕੋ ਆਪਿ || ਮਾਨੁਖ ਕੈ ਕਿਛੁ ਨਾਹਿ ਹਾਥਿ ||

(All is his destroying and preserving, in man's hand is nothing ) One should always try to reconcile with the divine will as it generates contentment that leads to stability of mind and a stable mind can handle all the sufferings, sorrows and miseries without any stress.

**Inter-Personal Relationships:**

In the basic preachings of Gurbani emphasis has been laid on co-existence and co-sharing to improve inter-personal relationships. This sentiment by Guru Arjun Dev Ji promotes multi dimensional love, care and healthy inter-personal relations.

ਖਾਵਹਿ ਖਰਚਹਿ ਰਲਿ ਮਿਲਿ ਭਾਈ॥ ਤੋਟਿ ਨਾ ਆਵੈ ਵਧਦੋ ਜਾਈ॥

Let us eat and spend together, these resources do not diminish, they continue to increase. The individual with such a liberal approach becomes humane and virtuous that automatically improves the interpersonal relationships.

**Character and conduct:**

A bit careful reflection will reveal that Gurbani aims to teach a decent conduct by developing the habit of truthful living. Saint Kabir Ji said that by all means one should strive to maintain a good character and conduct by shunning the greed, rage, attachment and ego.

ਪਰਹਰੁ ਲੋਭੁ ਅਰੁ ਲੋਕਾਚਾਰੁ॥ ਪਰਹਰੁ ਕਾਮੁ ਕ੍ਰੋਧੁ ਅਹੰਕਾਰੁ॥

One should keep aside the greed, worldly shows, lust, anger and pride. To raise respectable and glorious personality one should sublimate the five evil passions into love, peace, contentment, fortitude and humility with the sword of wisdom.

In nutshell it can be said that life skills education through Gurbani could be a practical approach to make our coming generations spiritually enlightened, ethically firm, mentally dynamic, socially helpful and altruistic in behavior and conduct. This kind of education is surely needed in India as well as in the world at large.

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## 8. Importance of Life skills

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### **Abstract**

Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

### **Introduction**

The new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very

important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities.

### **What are life skills?**

You might think of life skills as things like learning finances, doing laundry, and cooking. And they are, but life skills education goes much deeper than that.

WHO defines life skills as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.”

Life skills include things like social, emotional, and thinking skills—such as self-awareness, empathy, critical thinking, decision-making, and coping with stress.

### **Why is life skills-based education important?**

Life skills “can help people to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.”

These skills are often taught to adolescents, as they can help them successfully transition “from childhood to adulthood by healthy development of social and emotional skills.”

Life skills based education can:

1. Help in the development of **social competence** and problem solving skills, which in turn help adolescents to form their own identity.
2. Promote positive **social norms** that have an impact the adolescent’s health services, schools, and family.
3. Help adolescents to differentiate between **hearing and listening**, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
4. **Delay the onset** of the abuse of tobacco, alcohol, etc.
5. Promote the development of **positive self-esteem and anger control**.

In addition, according to WHO:

**Empathy** can help us to understand and accept others who may be very different from ourselves, which can improve social interactions.

**Self-awareness** helps us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal skills.

### **How do I approach life skills education?**

Teachers and schools may not be able to teach life skills as much as they’d like. But as a parent, there is a lot you can do to teach life skills on your own.

Here are some tips from Thriving Family on how to teach your kids **decision-making skills**:

—**Look to the future.** Ask each of your children to make a list of all the big decisions they will make over the next 10 to 15 years of their life, such as college, career, car, apartment, city, marriage and children. Discuss together the factors that constitute each big decision.

—**Brainstorm together.** Your child needs to choose a science project. He doesn't know where his interests lie. On a piece of paper write the word science in a cloud, and as you discuss science topics, draw branches of ideas stemming from the cloud. As you fill in the major subjects, encourage your child to think of subtopics within those areas. Maybe the study of animals strikes a chord with him, and he remembers a longtime love of guinea pigs. Voila! He now approaches the project with enthusiasm and a sense of ownership.

—**List pros and cons.** Let's say your child has to choose between playing soccer and taking ballet lessons. List the pros and cons of each option to help her reach a decision.

Rosenya Faith suggests some great group activities to help teens develop **critical thinking skills**:

**Ask for a difficult explanation.** Arrange for your group of teens to flex their critical thinking skills with a unique writing activity. You can divide a large group of teens into smaller groups of three or four and present each group with a scenario such as, "Explain an object (car, television or cellphone) to someone who has never seen one or even heard of it before." Give the groups a predetermined amount of time to write their explanations. When time is up, have each group read their descriptions aloud to see if the other group(s) can guess what object they are describing. You can also use this activity to have each team describe a place, such as a vacation destination, or a person, such as a famous inventor or film star.

### **The importance of life skills**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

#### ***Benefits for the individual***

*In everyday life, the development of life skills helps students to:*

- Find new ways of thinking and problem solving
- Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyse options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

#### ***Benefits for employment***

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence

**Benefits of society**

*The more we develop life skills individually, the more these affect and benefit the world in which we live:*

- Recognising cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments

**Conclusion**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

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## 49. Types of Life Skills

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### ABSTRACT

*During 21<sup>st</sup> century, life, globally, is undergoing important changes. There is significant rise in the problems faced by youth. They have to deal with problems and challenges in life. Life skills play an important role in handling problems of life. This paper discusses the types of life skills.*

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### LIFE SKILLS

Life skills are in being from the period when man started life on this earth. Our attempt to improve the skills of people began indirectly about 40 years ago. A life skill is usually an ability which is either taught or acquired through experience. Life skills are generally related with managing and living a better quality of life. Life skills are very useful in life. Life skills are needed for dealing effectively with the challenges of daily life. Students need new life skills for dealing with stress and frustration. One must possess these life skills in order to enjoy happy, prosperous and healthy life. Life skills are integral to the process of empowering individuals to cope successfully with challenges of life. Life skills help the students to discover new ways of thinking and problem-solving. These life skills greatly affect the society. A life skill enables an individual to develop adaptive and positive behavior.

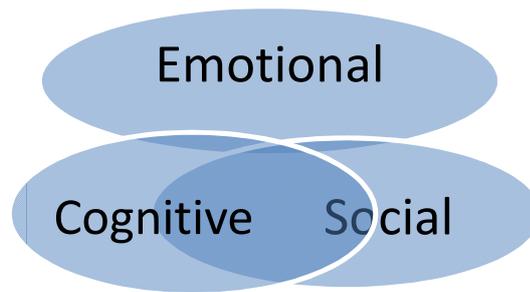
### DEFINITION OF LIFE SKILLS

**WHO** (1997) “life skills are the abilities for adaptive and positive behavior that enables individual to deal effectively with the demands and challenges of everyday life.”

### TYPES OF LIFE SKILLS

Various life skills can be categorized into three main types:-

1. Cognitive life skills – critical thinking, creative thinking, problem solving, decision making.
2. Social life skills – self awareness, effective communication, interpersonal relationships.
3. Emotional life skills – coping with stress and emotions.



***We briefly discuss these life skills***

1. Problem solving
2. Decision making
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationships
7. Self awareness
8. Coping with stress and emotions

**Problem Solving**

From birth onwards, everyone is beset with some problems in this world. There are needs and motives that are to be satisfied. For this purpose, definite goals or aims are set. In an attempt for their realization one experiences obstacles and interferences in one's attempt to achieve them. This creates problems and serious and deliberate efforts have to be made to overcome these impediments.

The productive work involved in the evaluation of the situation and the strategy worked out to reach one's set goals is collectively termed problem solving. This is important exercise for individual advancement.

Woodworth and Marquis (1948) "Problem-solving behavior occurs in novel or difficult situations in which a solution is not obtainable by the habitual methods of applying concepts and principles derived from past experiences in very similar situations."

Problem solving behavior involves quite deliberate, conscious and serious efforts on the part of the problem-solver. Problem-solving behavior helps an individual in removal of, or adjustment with, interferences and ultimately helps an individual to reach his goals and satisfy his motives. Problem-solving behavior helps an individual in the growth and development of his personality, making his life happier and wiser by appropriate adjustment.

**Decision Making**

Decision making is a process of deciding solution about problems. Sound decision making ability is an important life skill because it earns the praise for you.

**Creative Thinking**

It is related with one's ability to create or construct something new, novel or unusual. It looks for new relationships and associations to describe and interpret the nature of things events and situations.

Skinner defined creative thinking means that the predictions and inferences for the individual are new, original, ingenious, and unusual. The creative thinker is one who explores new areas and makes new observations, new predictions, and new inferences.

Every one of us is capable of creative thinking. Creative thinking results in the production of something new or novel.

### **Critical Thinking**

This type of thinking helps a person in stepping aside from his own personal beliefs, prejudices, and opinions to discover the truth. It is a structural approach of thinking to find ways and means for the improvement of thinking process. It involves the use of cognitive skills like conceptualization, interpretation, analysis, synthesis and evaluation for arriving at an unbiased, valid and reliable judgment of the gathered information or data as a guide to one's belief and action. Critical thinking proves to be a backbone and a reliable support for carrying out the process of problem solving.

### **Effective Communication**

These skills are necessary for success in life. Good communication skills help people to enjoy better interpersonal relationships. It reduces misunderstanding of overlooking important information. It reduces negative emotions.

### **Interpersonal relationships**

This type of skill helps us to relate in positive ways with people we interact with. It enables a person to be accepted in the society. A person develops the acceptance of social norms.

### **Self- Awareness**

It means having the capacity to realize your personality, strength, weakness. It enables a person to learn about him /her. It teaches us how to manage our self and to engage with other people.

### **Coping with stress and emotions**

It is strength to face positive or negative stressful situations. Coping strategies are actions that people can take to tolerate, minimize the effects of stressors.

### **Conclusion**

There are many types of life skills which a person needs in his life. Life skills are necessarily those abilities that help promote well-being. These skills are generally applied in many aspects of life. These life skills enable individuals to behave in healthy ways. These skills help in motivation, providing practical and social and self-management skills for adjustment in life.

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## **50. Impact of Life Skill Training on Self -Esteem of Adolescent**

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### **Abstract**

*The present study was an attempt to study impact of life skill training on self -esteem of school students of Ferozepur district. For this purpose initially five high schools were selected randomly. Then from each school 25 students were selected whom the authorities of schools felt had some problems. Thereafter, self-esteem questionnaires were administered to all these 120 female students. Finally, 50 students were selected 12 from each school that was having low self-esteem Therefore; total sample of the present study comprised fifty (50) female students. Then, they were assigned randomly to experimental and control groups. Each group had 25 subjects the experimental group was given Life skill training for 10 days, while the control group was not given such training. The Self-esteem of the experimental group were measured before and after Life skill training, while the Self-esteem, of the control group were measured twice but without Life Skill training. Self –esteem was measured by using Coppersmith’s self-esteem inventory (1981). It was found that there was a significant difference between pre and post condition on all the dimensions of self-esteem, i.e., General, Social, School academic and Home parent self-esteem. On all the dimensions, subjects of the experimental group scored higher in post condition than pre condition. In other words, life skill training was effective in increasing self-esteem.*

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### **Introduction**

Rapidly changing social, moral, ethical and religious values have ushered in certain 'life styles' in the present society especially among the youth. Certain inbuilt buffers of the society (both as support and control) are no longer available to the adolescents of today (for instance: extended family system, the smaller community that is personal and closed uniform culture - in the smaller circle of living, traditional ways of thinking. The stress faced by the adolescent in such a current situation is enormous. This is reflected by raising suicide rates and growing crime among young persons. There is an urgent need to provide today's youth with a new set of ways and systems to deal with the demands of life. Since the 'individual' rather than the 'system' is recognized as the basic unit of the society, it is essential that the youth be helped to develop skills inherently to handle a wide variety of choices, changes and stressors. Many countries are now considering the development of life skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. Problems such as violence in schools and student drop-out are crippling the ability of school systems to achieve their academic goals. Furthermore, in addition to its wide-

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ranging applications in primary prevention and the advantages that it can bring for education systems, life skills education lays the foundation for learning skills that are in great demand in today's job markets.

### **Self-Esteem**

Self-esteem is a widely used concept both in popular language and in psychology. It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). The most broad and frequently cited definition of self-esteem within psychology is Rosenberg's (1965), who described it as a favorable or unfavorable attitude toward the self. Self-esteem, the judgment we make about our own worth and the feelings associated with those judgments. According to Morris Rosenberg (1979) "A person with high self-esteem is fundamentally satisfied with the type of the person he is, yet he, may acknowledge his faults while hoping to overcome them". High self-esteem implies a realistic evaluation of the self's characteristics and competencies, coupled with an attitude of self-acceptance and self-respect. According to Coppersmith (1967) self-esteem is defined as "the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy". These personal evaluations will be based on the values of the social groups, and the society. When one of the personal characteristics that makes up our self-ideal, fails to match that corresponding quality, which we, through society's eyes have place? In our ideal-self, there is a fall in self-esteem. Self-esteem has been related both to socioeconomic status and to various aspects of health and health-related behavior, as has a related construct, self-efficacy. Self-efficacy, a term associated with the work of Bandura, refers to an individual's sense of competence or ability in general or in particular domains.

Nair (2005) found that adolescence is a period of experimenting, experiencing and expanding. Adolescents need help and guidance in decision-making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. The rebelliousness and dislike for parental intrusion usually keeps parents at bay because teenagers do not relish the idea of help and guidance from parents. However, this may not always be so. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, there may be a person crying out for professional help. All adolescents need support and guidance as life skill trainings. When parents find it difficult to handle signs of trouble, professional help should be sought at the earliest. Extra care is needed while offering help to adolescents problems because it is not easy for teenagers to accept the fact that they need help. Attempts should be made to understand the adolescent, and to safeguard, protect and guide him/her. The Family Life & Life Skills Education Programme is a good support system for adolescents at the community level. Losel and Beelmann (2004) tested the effects of child skills training in preventing antisocial behavior in adolescent. This article reported a meta-analysis on social skills training as a measure for preventing antisocial behavior in children and youth. From 851 documents, 84 reports containing 135 comparisons between treated and untreated youngsters (N = 16,723) fulfilled stepwise eligibility criteria (e.g., randomized control-group design, focus on prevention). Despite a wide range of positive and negative effect sizes, the majority confirmed the benefits of treatment. The best estimated mean

effects were  $d = 0.38$  (post intervention) and  $0.28$  (follow-up). Effects were smaller on antisocial behavior than on related social and cognitive measures. Studies with large samples produced lower effect sizes than those with smaller samples. Programs targeting at-risk groups had better effects than universal programs. Modes of treatment did not differ significantly; however, cognitive-behavioral programs had the strongest impact on antisocial behavior in adolescent. More well-controlled studies with large samples, hard outcome criteria, and long follow-up periods are needed, particularly outside the United States. Weitlauf, Smith and Cervone (2000) studied the effects of coping-skills training Concern for personal safety. Developing competencies in physical self-defense may empower females to engage more freely in daily activities with less fear. This study assessed the effects of physical self-defense training on multiple aspects of females, perceived self-efficacy and other self-reported personality characteristics. Training powerfully increased task-specific (self-defense) efficacy beliefs as well as physical and global efficacy beliefs. Training increased self-reported assertiveness and post-training decreases in hostility. Buss indicates that training did not have an aggression-disinheriting effect. In the experimental condition, most of the effects were maintained (and some delayed effects appeared at follow-up).

**Objectives of study:** To know the impact of life skills on self-Esteem of Adolescent.

**Hypotheses of study**

- There is a significant difference between before and after life skill training on various dimensions of self-esteem.
- There is a significant difference between experimental group and control group after training on various dimensions of self-esteem.

**Sample and Tool**

First, five high schools were selected randomly. Then, from each school, 30 students, who had some problems according to the authorities of schools, were selected. In the next stage, self-esteem, empathy and mental health questionnaires were administered to all these 120 female students. Finally, 50 students, 10 from each school having low self-esteem, were selected. Therefore, total sample of the present study comprised fifty female students. Finally, they were assigned randomly to experimental and control groups. Each group had 25 subjects. Self-esteem questionnaire: Self-esteem was measured by using Coppersmith's self-esteem inventory (1981). After assigning the participants into one experimental and control group. Each group had 25 subjects. The experimental group was given Life skill training for 10 days, while the control group was not given such training. Self-esteem of experimental group was measured before and after Life skill training while self-esteem of control groups were measured twice but without Life Skill training.

**Results and Discussion**

First the comparison shows between pre and post condition on different dimensions of Self-esteem of experimental group result shows that there was a significant difference at 0.01 levels between pre and post condition on all the dimensions of self-esteem, i.e., General, Social, School academic and Home parent. On all the dimensions, subjects scored higher in post condition than pre condition of experimental group. Second the comparison between Experimental and Control group on total Self-esteem (Post) the rate of ETA coefficient was .598. It means that life

skills training was 59% effective in increasing the self-esteem. Thus, Life skill training was effective in increasing the self-esteem of adolescents. This is because 24 hours of life skills training was given by the researcher in self-awareness, setting goals and decision making. The results of these studies clearly illustrate the positive effect of life skills training on adolescents and importance of self-esteem as an important personality variable that needs to be strengthened as it is directly related to negative behaviors. If adolescents develop some life skills, then positive feelings of self worth will follow or if such youth have positive feelings of self-worth, they will be more likely to develop and practice new life skills. It could be said that Group learning provides opportunity for social skills by encouraging social interaction and thus promotes self-esteem in the subjects. Third the comparison between Experimental and Control group on general Self-esteem (Post) result shows that the rate of ETA coefficient was .517, it means that life skills training was 51 % effective in increasing the general self. General self-esteem is one type of the self-esteem that refers to a general sense of pride in one-self. Self-awareness life skill training was given by the researcher for eight hours and this is responsible for the improvement of the experimental group. Other researchers have found similar success with life skills training's impact on general self-esteem (Botvin & Kantor, 2000). The Life Skills Training Elementary School Program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development. It is clear, the rate of ETA coefficient was 0.169, it means that life skills training was 16% effective in increasing the social self.

Fourth the comparison between Experimental and Control group on social Self-esteem (Post) result shows General social skills enhance students' social competence with a variety of general skills including effective communication, overcoming shyness, learning to meet new people and developing healthy friendships. In the current research, eight hours of training was devoted to imparting these specific skills to the high school students. The goal of the life skills training was to enable participants to become pro-active in developing, maintaining, and improving upon skills that are useful for positive social interaction. Furthermore, this training sought to reduce anxiety and improve self-control through mastery of problem-solving strategies. This was achieved by helping participants develop effective interpersonal skills, appropriate work habits, and the ability to resolve conflict. Participants also quickly learnt to improve self-confidence and develop a sense of self efficacy in daily interactions.

Fifth comparison between Experimental and Control group on school academic Self-esteem (Post) result the rate of ETA coefficient was 0.145; it means that life skills training was 14% effective in increasing the school academic. These results were obtained because Life Skills Training as given by the researcher addressed such issues as talking in front of groups. Homework was given to increase the confidence of students giving them the opportunity to practice and have positive experiences doing so. Students were taught not to ignore problems, how to set goals, how to make decisions, and how to overcome problems, all important life skills for academic self-esteem. This result has been supported by various studies. Sixth the Comparison between Experimental and Control group on home parent Self-esteem (Post) result shows that the rate of ETA coefficient was .256, it means that life skills training was 25% effective in increasing the home parent. The Life Skills Training given by the researchers was

very interactional in nature and family issues, conflicts, and strategies and advice for resolution and understanding were a common part of the forty hours of training. Additionally, a book on understanding adolescents was introduced to the parents. The results of the present study demonstrate that this training was indeed effective in improving home parent self-esteem.

### **Conclusion**

The present scenario of adolescents clearly shows that the condition of our youth has significantly deteriorated. Recent studies show that there is significant rise in the problems faced by the adolescents for example, serious emotional disturbances, sexual activity in schools, and greater use of alcohol consumption has increased. Apart from the above, use of heavy drugs and youth drop outs have also increased in the recent years. All these studies clearly illustrate the increase in aggressiveness, suicidal cases, drug use, and depressive cases among adolescents. This gives us the clear image of the struggles that adolescents go through, the problems they face. So providing an experience that would strengthen adolescent's coping abilities to counter environmental stress and disadvantages with which they sometimes have to cope with while experiencing is an essential need. One best practice model for contributing to the healthy development of adolescents is a life skills approach. The present study therefore has attempted to study Effect of Life Skill Training on Self – Esteem of High School Students in Iran. It was found that there was a significant difference between pre and post condition on all the dimensions of self-esteem, i.e., General, Social, School academic and Home parent self-esteem. It was found that there was a significant difference on various dimensions of self-esteem between the experimental and the control group after life skill training. This means that life skill training was effective in increasing self-esteem. The results of these studies clearly illustrate the positive effect of life skills training on adolescents and importance of self-esteem as an important personality variable that needs to be strengthened as it is directly related to negative behaviors.

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## 51. Life Skills- Need for hour

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### **Abstract**

*Life skills Education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information and may also be combined with other approaches such as programmes designed to effect changes in environmental and social factors which influence the health and development of students. In life- skills education, students are actively involved in dynamic teaching and learning process. The present paper focuses on how enhancing social, emotional and thinking skills through life skills education, helps students to achieve their goals and strengthens their abilities to meet the needs and demands of the society and be successful in life.*

**Keywords:** *Life Skills, Life Skills Education, UNICEF*

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### **Introduction**

The term “Life Skills” refers to the skills you need to make the most out of life. Life skills are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas – knowledge, attitude and skills. They are not a panacea of “**how to do abilities**” as they are not the only factors that affect behavior. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways. We all use Life skills in different situations such as to negotiate effectively at home, school or workplace, we need to have thinking skills as well as social skills, when faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems. Many life skills are required to manage a particular situation effectively. In a way, they work best in conjunction. In fact, the appropriate combination of Life skills in a given moment is an art.

The objectives of Life- skill education is to promote mental well- being and competence in students as they face the realities of life. Life skill based education through curriculum to help the learners to take positive approach to protect themselves and to promote healthy and meaningful social relationship skills. The promotion of primary preventions and protection for care to healthy child and student development, causes of various diseases, changing social circumstances and socialization by preparing students. The issue of disability, basic education system, the promotion of peace, life- long learning and emergence of life- skills education.

**WHO** defines Life Skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Life Skill has been classified into three broad categories:

**Thinking Skills:** Thinking Skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically and developing problem- solving skills and improving decision- making abilities.

**Social Skills:** These include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills etc.

**Emotional Skills:** These involves knowing and being comfortable with oneself. Thus, self-management including managing/ coping with feelings, emotions, stress and resisting peer and family pressure.

**According to UNICEF,** Life Skills are a behavior change or behavior development approach designed to address balance of three areas:

*Knowledge*

*Attitudes*

*Areas*

**The world bodies such as UNICEF, UNESCO and WHO list the ten core Life Skills as:**

- *Self-awareness*
- *Critical thinking*
- *Creative thinking*
- *Problem Solving*
- *Decision Making*
- *Effective Communication*
- *Interpersonal relationship*
- *Empathy*
- *Coping with stress*
- *Coping with emotions*

The term Life- skill Education is being widely used nowadays but it is often used interchangeably with livelihood skills. It encompasses all the dimensions of human life, be it economical, social or psychological. Life skills are a large group of psycho- social and interpersonal skills which can help people to make informed decisions, communicate effectively and develop coping and self- management skills that may help an individual to lead a healthy and productive life. It helps students in the development of social competence and problem solving skills which in turn help them to form their own identity. It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behavior. It promotes positive social norms that impact the students' health services, schools and family. It helps them to differentiate between hearing and listening and thus ensuring less development misconceptions regarding issues such as drugs, alcoholism etc. It delays the onset of the abuse of tobacco, alcohol etc. It promotes the development of positive self- esteem and teaches anger control.

Education is undergoing revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization etc. Today students are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security etc. are some of the major concerns for the educated and they are caught in the mad race. No one has time for his 'self', to develop empathy with surroundings and to have harmony in society.

### **Importance of Life Skills**

Life skills are important part of our life. The dramatic changes in global economies over the past five years have matched with the transformation in technology and these are all impacting on education, the workplace and our home. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. In

everyday life, the development of life- skills help students to find new ways of thinking and problem solving. It recognizes the impact of their actions and teaches them to take responsibility for what they do rather than blame others. It builds confidence both in spoken skills and for group collaboration and co-operation. It analyzes options, make decisions and understand why they make certain choices outside the classes. It develops a greater sense of self- awareness and appreciation for others. It helps in solving problems, self- management and understand the business environment. The more we develop life skills individually, the more these affect and benefit the world in which we live. It recognizes cultural awareness and citizenship makes international cooperation easier. It helps in respecting diversity which allows creativity and imagination to flourish developing a more tolerant society. It develops negotiating skills, the ability to network and empathise can help to build resolutions rather than resentments.

#### **Understanding Life Skills – A Teacher’s Prospective**

Life Skills have defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. ‘**Adaptive**’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘**Positive behaviour**’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. The Life skill programme is a school based programme where life skills arte imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18 adolescent years, since adolescents of this age group seem to be most vulnerable to behavior related health problems. The programme is for the promotion of health and well- being and targeted group is all children.

#### **Peer Educators Approach**

The peer training approach involves one teacher and three- four student representatives from each school (forming the core life skills team) at the school. They learn these skills through active learning and participation in a six session inter school training workshop programme. They further train their peers at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

#### **Need for Life Skills Education**

The host of factors that promote high risk behavior such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behavior. Life skills training is an efficacious tool for empowering the youth to be responsible, take initiative and take control. It is based on the assumption that when students are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti- social or high risk behaviors.

Life skill education promotes mental well-being in students and equips them to face the realities of life. By supporting mental well- being and behavioral preparedness, life skills education equips individual to behave in a pro- social ways and it is additionally healthy living (Nair, 2005). Consequently, life- skills education can be seen as empowering students to take more responsibility for their actions (Srikala and Kishore, 2005).

Students are exposed to an active global world which brings in ‘necessary’ and ‘unnecessary’ influences on them. Thus it has become imperative for students to understand and appreciate the

relevance of this exposure and more importantly understood how they could deal with these influences. While the world is getting exciting with access to digitization, global cultures, wider and greater options and opportunities, ease of travel, education and exposure sans borders, online payments etc. It also creates challenges of changing habits, competition, peer pressure, pitfalls of technology and social media, changing social dynamics, virtual reality versus real world etc. It is critically imperative for skilling our students to be equipped to understand and differentiate and be prepared with the relevant skills to deal with these changing dynamics responsibly.

#### **Fostering Skill Maintenance/Generalization**

- Providing opportunities
- Fostering self- evaluation and skill adjustment.

#### **Conclusion**

This paper reviews the importance of life skills in our day to day life. It helps to build our personality. Life skills are those abilities which may help an individual to lead a holistic and fruitful life. The main aspect of life skill education is to promote mental well- being and competence in students as they face the realities of life. The objectives of Life- skill education is to promote mental well- being and competence in students as they face the realities of life. Life skill based education through curriculum to help the students to take positive approach to protect them and to promote healthy and meaningful social relationship skills.

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## 52. Life Skill Education: Its Types and Importance

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### Abstract

*Education prepares a child to live successfully in the society. The society we are living in is complex and needs a new education system. Education is needed to support life but to live life better is more important. For this there is need of life skill education. Life skills help in dealing with the many sensitive issues and strengthen one's capabilities to get desired behaviour practical. In society, there is rapid change in moral, ethical, and social values. The new challenge faced by human beings requires urgent and valuable responses from a socially liable system of education. Imparting life skill training will assist to overcome problems in life. The present paper focuses on types of life skills; need to teach life skills and its importance.*

**Keywords:** *Life skills, types of life skills, importance of life skills*

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### Introduction

In this era of science and technology, our education system is undergoing a tremendous change. In these changing situations such as global warming, suicide, population explosion as well as psychological issues, students are facing many sensitive issues in their day to day life. They are caught in the mad race. Thus, the fundamental focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. Thus, a relevant life skill education helps in dealing with many issues. To cope in the present complex life, Life Skills Education is needed for prevention and development. According to the WHO [1997], internalising the core essential life skills helps the adolescents to deal with the concerns in the modern world in a dignified and mature way bringing success to them. 'Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively.' (Joseph, 2008) The World Health Organization also felt the need to introduce these skills through education programs in the children who are future citizens of the society. So schools have expressed a dare need to give life skill education to children and development of life skill education programme to be part of its curriculum at different level.

### Skill

A skill is a learned ability to do something well. Skills are the learned capacity which helps us to

do a task effectively. Skills are gained through school/college, work experiences, hobbies, books, elders, peers etc. Skills can be improved if we could identify, analyze and practice them.

### **Life Skills**

'Life Skills' refers to the skills you need to make the most out of life. Life skills are abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life, whether at school, at work or in our personal lives.

'UNICEF' defines Life Skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills".

According to Albertyn et al. (2004), life skills training enhance critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too.

Ramesh and Farshad C. (2004) in his study proved the effectiveness of like skills training in increasing mental and physical health, pro-social behaviour and decreasing in behavioural, social problems & self-destructive behaviours. Smith & et al., (2004) noted significant improvement in interpersonal relationship and reduction in aggression and behavioural problems.. Vranda and Rao (2011) study reflected that life skills training enhanced their psychosocial Competencies. Puspakumarag (2013) studied that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and self-esteem among the adolescents. The results of Roodbari, Sahdipoor, and Ghale's (2013) research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.

### **Types of Life Skills**

They are various types of life skills which have been identified by agencies such as 'WHO', 'UNICEF' etc. Any life skills education programme has two parts i.e. information and, skill development. There are ten core life skills, which have been identified. World Health Organisation (WHO) has categorized them into three components.

*Let us now understand meaning of each life skill in detail.*

#### **(a) Critical thinking skills/Decision-making skills:**

##### **(i) Decision making skills:**

Decision-making helps us to deal with constructive solutions about problems .It helps people to take active decisions.

##### **(ii) Critical thinking skill:**

Critical thinking skill helps to analyse information and experiences in an objective manner. It also helps us to assess the influence of decisions taken on our own values, attitude and behaviour. This skill can assist adolescents to assess the pros and cons of the situation due to media or peer pressure and help them to evaluate their actions.

##### **(iii) Problem solving skill:**

It is an ability to recognize the problems, considerate its sources and deal with it constructively.. This skill also helps in choosing the best choice from many to solve the problem.

#### **(b) Interpersonal/Communication skills**

##### **(i) Effective communication**

Communication should always be effective otherwise the purpose of communication fails. It means we are able to express oneself both verbally and non-verbally through gestures, in way that messages are not deformed and is appropriate to one's culture and situation. Also include asking for free advice, active listening, and expressing feeling and able to get proper advice.

**(ii) Negotiation/refusal skill**

There are situations in life in which a person do not want to stay for a long time. It brings a lot of dissatisfaction in a human being. This can put him/her in a state of depression or detachment. This skill helps to confer, without getting aggressive towards them and thus helping him/her to become more tolerable.

**(iii) Empathy**

Empathy means to have a successful bond with our loved ones and to all human beings in our circle .It is an ability to imagine and understand what life is like for another person. It helps in developing positive outlook towards others and feeling of cooperation.

**(iv) Interpersonal skill**

The skill, which is required to co-ordinate work with the involvement of the people, is called Interpersonal skill. This skill helps us to relate in a positive way with fellow beings. It helps to keep friendly relationship, which can be very importance for our well being of mental and social health. I t may mean keeping good relations with family members.

**(c) Coping and self-management skills**

**(i) Coping with stress/stress management**

This skill helps in recognising the sources of stress in our lives and directs an individual to recognise how this affects and finding out ways to control it by changing our life style and environment.

**(ii) Coping with emotions**

This skill is concerned in recognising the emotions within us and others. It makes able to respond to those emotions appropriately. Since, emotions also control the overt behaviour, the skill becomes more important for the positive personality development.

**(iii) Skill of self evaluation/self awareness**

This skill includes the recognition of one's own self, our strength, character, weaknesses, likes and dislikes. If we are able to identify them, then we can start believing that they can make a change in the world and start looking at the world more positively.

**The Importance of Life Skills**

In a constantly changing and demanding life there is daring need of life skills. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's human being will have many new jobs over the course of their lives, with allied pressures and the need for flexibility. The following points describe about importance of life skills.

- Help in finding new ways of thinking and problem solving.
- Taking responsibility
- Confidence building
- Effective communication
- Decision maker
- Understanding why of things
- Sense of self awareness
- Appreciating attitude
- Ability to self manage
- Team ship
- Time and work management

- Adaptability to different roles
- Good social animal
- Awaked citizen
- Potential to lead
- Negotiating skills

#### **Benefits**

- Development of self-confidence
- Facing significant life changes and challenges.
- Able to discriminate
- Become voice of community.
- Enabling positive contribution in society

#### **Conclusion**

India is a democratic country and also developing one and there is requirement of young citizens who are responsible and are willing to take responsibility of themselves, community and country. These citizens should be equipped with active roles required in today's complex and diverse society. They should be well aware of their rights. Need to be concern about welfare of others, able to give their opinion and arguments, influence the world involved in public affairs, and have systematic approach. To create such type of citizens we need to teach life skills.

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### **53. Life Skills: Skills for Life**

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#### ***Abstract***

*The term 'life skills' encompasses a broad range of abilities, competencies and approaches. It is used widely in the education, health, social and humanitarian sectors and usually describes a set of empowering cognitive, personal and interpersonal skills. Life skills can be grouped into three main categories: cognitive, personal and interpersonal. All three groups of skills can help individuals cope with life and its changes. Life Skills Education has long term benefits to the individual as well a society. These include educational, social, health, cultural and economic benefits. When an individual learns all the basic skills to cope with challenges individuals will feel more confident, motivated and develop a positive attitude towards life. Life skills education help one to make well informed decisions, solve problems, think critically, build healthy relationships and manage lives in a healthy and productive manner. Life skills are considered the fuel that powers life; without the ability to survive and thrive, it would be difficult to lead a productive life. Good life skills are the basis for getting along with others, fitting in to society, and having the confidence to believe "I can." With all of this in place one will have such a positive start to life with skills for life.*

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In our society, every employer sets out the prerequisites for potential employees as having a number of Degrees. There is no problem with these prerequisites; however, one may wonder why organizations, businesses or institutions are still crumbling and experiencing so many problems. Employers may have all the 'qualifications' from the finest universities around the world and employ individuals who have graduated from the most recognized, accredited universities, but according to research and observation, workplace violence, lack of interpersonal communication skills, stress and anger issues are abundantly high. Mere academic qualifications will not make an organization more efficient. With all the qualifications, can we say that we exercise emotional intelligence? Do we know how to control our anger? Are we aware of what we are doing to ourselves- the self-destruction we are causing? The reason organizations are experiencing many problems is that their employers and employees are 'Lacking Life Skills' – those basic things we need to take us through life every day.

The term 'life skills' encompasses a broad range of abilities, competencies and approaches. It is used widely in the education, health, social and humanitarian sectors and usually describes a set of empowering cognitive, personal and interpersonal skills. Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. Life

skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential.

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

UNICEF defines life skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude, and skills”.

Life skills may be viewed as a range of psycho-social, cognitive and interpersonal abilities that equip children to make informed decisions and choices, 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.

Life Skills are acquired by direct experience or by teaching and helping individuals to encounter challenges or meet daily tasks in their lives. Life skills are different from academic education. Leisure activities, problem solving, creative thinking, coping with stress, awareness of self and others, effective communication, critical/lateral thinking, interpersonal relationships, resilience are all part of life skills. Even smallest of skills such as driving a car, using a computer falls under ‘life skills’. Thus any skill that is useful in our life can be considered a life skill.

Life skills can be grouped into three main categories: cognitive, personal and interpersonal. All three groups of skills can help individuals cope with life and its changes.

### **Cognitive skills**

*Cognitive skills and knowledge enable individuals and groups to:*

- Use culturally appropriate coping mechanisms
- Analyze a situation, think critically and weigh pros and cons
- Plan how to solve problems and know how to make decisions in ways that are positive and appropriate to the situation
- Evaluate future consequences of the actions of themselves and others
- Create a sense of meaning in their everyday life, in the world, etc.
- Know how to find relevant information
- Use vocational skills
- Advocate for rights for themselves and others

### **Personal skills**

*Personal skills and knowledge enable individuals and groups to:*

- Be self-aware, i.e. know personal weaknesses, strengths and values
- Be confident and have self-worth
- Cope with feelings and needs
- Be able to empathize
- Manage stress
- Cope with changes and challenges
- Improve emotional well-being by knowing how to feel safe and develop trust in others
- Set realistic goals for the future

- Be able to create a sense of meaning

### **Interpersonal skills**

Interpersonal skills and knowledge enable individuals and groups to:

- Build trust in others
- Relate and build attachments to others, i.e. caregivers, family and friends, peers
- Care for the well-being of others
- communicate effectively and avoid misunderstandings that lead to conflicts
- Cooperate and negotiate
- Solve conflicts peacefully
- Listen and communicate assertively
- Feel a sense of belonging to a community
- Practice cultural activities and traditions
- Participate in appropriate household responsibilities and livelihood support

These categories are interrelated and influence one another. Feelings will influence how a person thinks, and how they think will also influence how they feel or act. A person can choose to manage feelings by altering the way they think about themselves, about others or the environment. Interpersonal skills are also influenced by how individuals think, and vice versa.

**The World Health Organization (WHO) categorizes life skills into the following three components:**

- a) Critical thinking skills/Decision-making skills** – include decision making/ problem solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.
- b) Interpersonal/Communication skills** – include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect ones' ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.
- c) Coping and self-management skills** -- refers to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma. Stress and time management are key, as are positive thinking and relaxation techniques.

Imagine if you were taught how to do it the right way - from when you were still young enough to really be able to incorporate the knowledge and skills into your life so that it became second nature to you (and all of us). I think the world would be a much more peaceful place because we would all be able to get along much better. Life Skills Education has long term benefits to the individual as well a society. These include educational, social, health, cultural and economic benefits.

**(a) Educational benefits**

- Strengthens teacher pupil relationship
- Leads to desirable behaviour change
- Improves discipline in schools
- Reduces learner problems such as truancy, absenteeism drug and substance abuse and teenage pregnancies
- Helps learners to improve their performance.

**(b) Social Benefits**

- Improves the socialization process among learners such as relating to others in a friendly way
- Enables learners to choose good and reliable friends
- Helps learners to use their leisure time properly
- Assists learners to recognize and avoid risky situations
- Bring about meaningful interaction among learners, teachers and the school community
- Helps in character building.

**(c) Health Benefits**

- Leads to prevention and control of diseases such as STIs, HIV and AIDS
- Contributes to a person's general well being (physical, mental, emotional and social)
- Leads to less strain on health facilities
- Helps people to be responsible for their own and other people's health.

**(d) Cultural Benefits**

- Enables people to adopt and maintain meaningful cultural practices and avoid practices that may put self and others at risk
- Promotes harmonious interaction between people of different cultures
- Helps in the clarification of values in the society.

**(e) Economic Benefits**

- It leads to high productivity due to a motivated, strong and energetic labour force
- Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.

### **Benefits for the individual**

In everyday life, the development of life skills helps to:

- Find new ways of thinking and problem solving
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices
- Develop a greater sense of self-awareness and appreciation for others.

Life Skills education plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it. Sometimes we are baffled with indecisive situations and to find answers become a herculean task. In such tricky situations, life skills help to bridge the gap. Life skills education help one to make well informed decisions, solve problems, think critically, build healthy relationships and manage lives in a healthy and productive manner.

### **Conclusion**

Life skills are considered the fuel that powers life; without the ability to survive and thrive, it would be difficult to lead a productive life. Good life skills are the basis for getting along with others, fitting in to society and having the confidence to believe “I can.” With all of this in place one will have such a positive start to life with skills for life.

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## 54. Role of Education in Development of Life Skills

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### Abstract

*Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. Life skills help an individual to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination. Life skills education bridges the gap between basic functioning and capabilities that strengthens the ability of an individual to meet the needs and demands of the present society.*

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### Introduction

Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Thus, life skill helps in dealing with the above issues in a manner to get desired behavior practical.

Life skills are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and interpersonal skills for communicating and interacting effectively with others.

**WHO** defines life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday" Life skills include things like social, emotional, and thinking skills—such as self-awareness, empathy, critical thinking, decision-making, and coping with stress.

- **Empathy** can help us to understand and accept others who may be very different from ourselves, which can improve social interactions.
- **Self-awareness** helps us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal skills.

- **Critical thinking** contributes to decision making and problem solving by enabling us to explore available alternatives and various consequences of our actions or non-action.

**UNICEF, UNESCO, and WHO** lists the ten core Life Skills as:

1. Self-awareness
2. Critical thinking
3. Creative thinking
4. Decision making
5. Problem Solving
6. Effective communication
7. Interpersonal relationship
8. Empathy
9. Coping with stress
10. Coping with emotion

**Types of life-skills:**

1. **Literary Skills:** Reading, writing & Numeric Skills
2. **Language Skills:** Using languages in writing/speech
3. **Functional Skills:** Filling of Bank forms, Able to read Maps, using ATM, mobile, computer etc.
4. **Livelihood Skills:**  
Vocational Skills: Carpentry, Tailoring, Handicrafts etc.  
Technical Skills: The knowledge and abilities needed to accomplish mathematical, engineering, scientific or computer-related duties, as well as other specific tasks.
5. **Employability Skills:** Specific Skills for the job, to be employed and to sustain in it such as Communicating, Teamwork, Problem solving, Initiative and enterprise, Planning and organizing, Self-management, Learning Technology etc.
6. **Cultural Skills:** Singing, Dancing, Dramatics, Artistic etc.
7. **Sports Skills:** Racing, Jumping, Boxing etc.
8. **Recreational Skills:** Games, Play Music, movies, Outdoor activities.

**Importance of Life Skills and Life Skill Education:** Life skills help an individual to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination. It enables him/her to make a positive contribution by developing the expertise and experience he/she need to assert his/her rights and understand his/her responsibilities, while preparing himself/herself for the challenges and opportunities of adult and working life. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent.

These new challenges require immediate and an effective response from a socially responsible system of education. It is necessary to develop life skill education as a compulsory element in its curriculum. It has been felt that life skills education bridges the gap between basic functioning and capabilities that strengthens the ability of an individual to meet the needs and demands of the present society. Life skills can help students to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life. These skills are often taught to young ones, as they can help them successfully transition from childhood to adulthood by healthy development of social and emotional skills.

***Life skills based education can:***

1. Help in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
3. Promote positive social norms that have an impact the adolescent's health services, schools, and family.
4. Help adolescents to differentiate between hearing and listening, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
5. Delay the onset of the abuse of tobacco, alcohol, etc.
6. Promote the development of positive self-esteem and anger control.

Students do not naturally know how to make good choices. Life skills help students to know what to do in everyday situations as well as how to make good decisions about more abstract, long-term choices. If Teacher and parents work with their child to teach his/her life skills, they prepare his/her to manage peer pressure and make good decisions as he/she grows into adulthood. Life skills are inculcated in students with the coordination of teachers and parents.

Different activities that can be used to enhance Life Skills in Students are as follows:

1. **Look to the future:** Ask each student to make a list of all the big decisions he/she will make over the next 10 to 15 years of his/her life, such as college, career, car, apartment, city, marriage and children. Discuss together the factors that constitute each big decision.
2. **Brainstorm together.** It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.
3. **Role Plays:** Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feeling.
4. **Ask for a difficult explanation:** Arrange a group of students to flex their critical thinking skills with a unique writing activity. Teacher can divide a large group into smaller groups of three or four and present each group with a scenario such as, "Explain an object (car, television, computer, a place, a famous person) to someone who has never seen one or even heard of it before." Give the groups a predetermined amount of time to write their explanations. When time is up, have each group read their descriptions aloud to see if the other group can guess what object they are describing.
5. **Story-Telling:** It helps students to think about local problems and develop critical thinking skills creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.
6. **Debates:** Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

7. **Classroom Discussions:** An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy.

Good life skills enable the child to manage money responsibly, make healthy food choices, stand up to unhealthy peer pressure and are a good parent in the long-term. These help the child to learn life skills by practicing the basics at home. For example, Children as young as 3 can be offered simple either/or choices to practice their decision-making skills such as use grocery shopping trips as an opportunity to educate the child about nutritional choices, open a bank account with child and teach him/her about saving. As a family, talk about what's happening in the community, and ask your child her opinion. Watch popular TV programs and movies with child, and talk openly about poor choices they see so that child can learn to watch with a critical eye. Younger children are guided very directly by their parents. However, as children get older, they become more independent and life skills become more critical.

### **Conclusion:**

Imparting life skills education to the students can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, and social and self-management skills for life adjustments. Life skills education is an effective approach as it is more interactive, useful in problem solving approach and is activities based. Hence, teacher and the taught both involve in learn and fun too. On the whole, life skills education is an effective psycho-social intervention strategy for promoting positive social, and mental health of young students which play an important role in all aspects such as strengthening, coping strategies and developing self-confidence and emotional intelligence as well as enhancing critical thinking, problem solving and decision making skills. Thus, the life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counselor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

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## 55. Life-Skills: The Best Coping Strategies of Stress

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“I can’t cope anymore!”

“This is too much – I’ve had it!”

### **Abstract**

*Negative stress, tension and anxiety are extremely common problems in modern life. Most of us are suffering from potentially dangerous or debilitating symptoms of stress and stress related issues at some point in our lives. Unhealthy life-practices or skills are the leading and prominent factors that are considered most responsible for increasing stress tendencies among the modern people. Effectively coping with stress, managing stress and finding ways to reduce unnecessary or unhealthy levels of stress are important life skills – skills that everybody needs. Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. By adopting the healthy life activities one can easily reduce the negative effects of stressful life.*

**Keywords:** Life-Skills, Stress, Coping Strategies, Mental Disorders.

### **Introduction**

Stress is a normal part of modern life. Many events that happen around us and many things that we do ourselves put pressure or stress on our body. We all can experience good or bad forms of stress from our environment, our body and our thoughts. Negative stress, tension and anxiety are extremely common problems in modern life. Most of us are suffering from potentially dangerous or debilitating symptoms of stress and stress related issues at some point in our lives. Unhealthy life-practices or skills are the leading and prominent factors that are considered most responsible for increasing stress tendencies among the modern people.

It is believed that stress is a problem of relatively recent origins, endemic to modern society and unrelentingly on the rise. There is a sense that, as a result of accelerating progress in science and society, life is inexorably moving forward at too rapid a pace, with a diminishing sense of personal security and control. The vocabulary of stress infuses everyday conversations, providing an idiom with rich subtexts to help explain away innumerable problems, ailments, and illnesses of unknown origins (Pohlman & Becker 2006).

Anyhow, it is important to know that stress is not a very recent development. People are very prone to mistakenly attribute problems of unknown origins to general and non-specific concepts akin to life stress. The cultural practice of invoking stress as an explanation for

disorders whose causes remain a mystery represents a serious challenge to progress in research on human life stress.

### **What Is Stress?**

Stress is taken as any change in the environment that requires your body to react and adjust in response. The body reacts to these changes with physical, mental, and emotional responses. Despite the numerous attempts there is no general agreement among the psychologists about the universally accepted one characterization of the term 'stress'. Even the variety of definitions are proposed but there is no general agreement among the scholars regarding any fixed set frame to define this specific term. Separate research traditions have emphasized different facets of the general topic of stress. For example, human field studies and clinical observations have viewed stress as originating in the external environment (Dohrenwend 2000, Monroe & Roberts 1990). This "stimulus" perspective for defining stress typically assumes that environmental conditions are more or less likely to be stressful for the average individual, that stress is a probabilistic feature of particular environmental conditions. In contrast, animal laboratory research has frequently viewed stress as a particular psychobiological response of the organism to differing environmental challenges (e.g., the general adaptations syndrome, the fight-or-flight response) (Selye, 1936,; Weiner 1992). Within this response-based tradition, the environmental conditions eliciting the stress have been termed stressors (Selye, 1976).

On the other hand there is a group of those scholars who advocated that stress is an intrinsically interactive and dynamic concept (Lazarus & Folkman 1984, Weiner 1992). The particulars of the organism, the environment, and time are all key elements of the concept. Consequently, it has been suggested that stress can be taken in terms of an ongoing relationship between organism and environment (Weiner, 1992) or as the successive transactions between the organism and environment over time (Lazarus & Folkman, 1984). From this expanded viewpoint, the stress process is thought of in terms of external challenges and perceptions of the challenges, coping resources and perceptions of coping resources, and the dynamic interplay of these over time (Cohen et al. 1995b, Gunnar & Quevedo, 2007).

There have been other attempts to capture the breadth, complexity, and spirit of "stress" over the years, and two conceptual developments have become influential in thinking about stress. These are (a) allostasis and allostatic load, and (b) psychological appraisal. They remind us that stress involves adaptation from the most basic biological functions through the highest cognitive processes.

Anyhow, Stress is a multi-faceted process that occurs as a result of an individual's reaction to events or situations in the environment termed as stressors. It constitutes a wide range of physical and psychological reactions. Canon (1939) first defined stress as the fight-or-flight syndrome. Different people react differently to the same event at different points of time. Some may perceive an event as stressful whereas others may interpret it as quite normal. The same person may react differently to the same stressor at different times. The human body is designed to experience stress and react to it. Stress can be positive or negative. Stress is positive when it forces one to adapt or reminds that one is not coping well. Selye (1956) who first introduced the concept of 'stress' termed this as '*eustress*'. It is negative when it exceeds one's ability to cope, fatigues body system and causes behavioural and physical problems which is called '*distress*'. *Eustress* enhances action whereas *distress* produces overreaction, confusion, poor concentration,

performance anxiety and usually results in subpar performance (Girdano et al., 2009). For example, stress can be positive ("eustress") -- such as a getting a job promotion or being given greater responsibilities -- keeping us alert and ready to avoid danger. Stress becomes negative ("distress") when a person faces continuous challenges without relief or relaxation between challenges. As a result, the person becomes overworked and stress-related tension builds.

### **How does stress affect human life?**

During a convocation address at NIMHANS, Indian President Ram Nath Kovind remarked, "India does not simply have a mental health challenge, it is facing a possible mental health epidemic." As being the citizens of a developing country, we Indians are experiencing technological, economic and demographic changes that are transforming the nature of our disease burden. Non-communicable diseases such as heart ailments and diabetes are emerging as a big risk. These are all resulted out of our unhealthy life style and stress.

National Mental Health Survey that was made by NIMHANS recorded the alarming challenges of mental disorders among Indians and reported that more than 10% of Indians have one or more mental health problems that is larger than the entire population of Japan. (Sources: National Mental Health Survey conducted by NIMHANS) Stress is one among the list of triple burden of mental disorders:

- i) Common mental health problems.
- ii) Severe Mental Illness ; and
- iii) Substance Use and Abuse

Research studies revealed that stressors have a major influence upon mood, our sense of well-being, behavior, and health. Acute stress responses in young, healthy individuals may be adaptive and typically do not impose a health burden. However, if the threat is unremitting, particularly in older or unhealthy individuals, the long-term effects of stressors can damage health. The relationship between psychosocial stressors and disease is affected by the nature, number, and persistence of the stressors as well as by the individual's biological vulnerability (i.e., genetics, constitutional factors), psychosocial resources, and learned patterns of coping.

### **Life Skills as Coping Strategies for Stress Management**

Life skills can be defined as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". (WHO) Here, 'adaptive' means that a person should have the flexibility to adjust according to the situation. For 'positive behavior', a person needs to have positive thinking and look at opportunities even in difficult situations, in order to cope with the situation.

UNICEF defines Life Skills as "a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills". Therefore, life skills are essentially those abilities that help to promote physical, mental and emotional well being and competence to face the realities of life. WHO recommended **10** Core Life Skills as

- |                           |                       |
|---------------------------|-----------------------|
| ➤ Self Awareness          | ➤ Decision Making     |
| ➤ Effective Communication | ➤ Coping with emotion |
| ➤ Critical thinking       | ➤ Empathy             |

- Interpersonal Relationship
- Creative thinking
- Problem Solving
- Coping with stress

These Life Skills can be easily categorized under three main heads as shown in Table1:

**Table1: Categories of Life Skills**

<b>Head 1: Social Skills and negotiation Skills</b>		
Self Awareness and Empathy	Effective Communication	Interpersonal Relationship
<b>Head 2: Thinking Skills</b>		
Critical & Creative thinking	Problem Solving & Decision making skills	
<b>Head 3: Coping skills</b>		
Coping with Emotion	Coping with Stress	

Analysis of the Table1 shows that there are various types of life skills that one can use in his daily life activities and every individual needs all these to handle different demands and challenges of his/her life. Even all these life skills play an important role in individual' life but the role of **coping skills** come first while talking about the issues of mental disorders.

The category of coping skills includes 'coping with emotions' and 'coping with stress'.

**Coping with emotions** further include the abilities of:

- Recognizing emotions in ourselves and others.
- Being aware of how emotions influence behaviour.
- Being able to respond to emotions appropriately. Because intense emotions (like anger or sorrow) can have negative effects on our health if we do not react appropriately.

**The Coping with Stress** includes the abilities of:

- Recognizing the sources of stress in our lives.
- Recognizing how this affects us, and
- Acting in ways that help to control our levels of stress by changing our environment or life style and learning how to relax so that tensions created by unavoidable stress do not give rise to health problems.

The skills of these both categories are linked closely to each other and serves the individuals and patients (who are suffering from stress and other mental disorders) to cope with their distress and mental health problems. Life skills enable individuals to translate knowledge (what one knows), attitudes and values (what one believes and feels) into actual abilities/action (what to do and how to do it). (Source: Programme on mental health, WHO-1993, Life skills education in schools)

### **Benefits of Life Skills**

Life skills are the inherited as well as the learned patterns of one's life; everybody can be mastered on these after rehearsing sessions. We can learn Life Skills from our own experiences, perceptions, insight, stories, books, parents, teachers, religion, media, culture etc. To get the best out of them we need to sharpen them regularly. As being the effective coping strategies, we can enumerate the following benefits of life skills:

- Life Skills help in developing positive and flexible attitude in life.
- Life Skills help in building self-confidence and self esteem and enable us to adapt to situations and people.

- Life skills help us to have a positive approach and not get depressed with problems.
- Life skills serve to reduce vulnerability and high risk behavior.
- Life skills bring greater acceptance, better relationships and a healthy, positive life.

### **Conclusion**

In light of this discussion, it is undoubtedly accepted phenomena that unhealthy life-practices are the leading and prominent factors that are considered most responsible for increasing stress tendencies among the modern people. Effectively coping with stress, managing stress and finding ways to reduce unnecessary or unhealthy levels of stress are important life skills – skills that everybody needs. Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. By adopting the healthy life activities one can easily reduce the negative effects of stressful life. Life skills in order of psychosocial interventions have proven useful for treating stress-related disorders and may influence the course of chronic diseases. These are best strategies to cope the unnecessary burden that we all face in our day to day lives. Therefore enhancing life skills enables us to adapt to situations and people and helps us to lead a healthy and positive life.

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## 56. Life Skills Education –The Need of the Hour

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### Abstract

*The focus of the early Indian system of education was to infuse a set of core life skills among the students so that they could face life with a sense of confidence and conviction. But with the onset of 21<sup>st</sup> century, the education system has drastically changed. The emerging competitive society which calls for real time performance and proven record of knowledge and skills is indirectly contributing to stress among the growing children. Failure is increasingly becoming unacceptable and the race for success puts tremendous pressure on compromising with the means to reach the ends. An unfair practice is justified as intelligent or clever way of manipulating the process to reach the goal, and thus oftentimes stands celebrated! The younger generation are tutored to find quick-fix ways of solving problems rather than the right ways! All these call for a review of our education system. Life skills education, in this context, finds an important place in the existing curriculum. Life skill education allows the youth get along with other people, able to adjust with their environment and making responsible decision which also incorporate to build up their values and to communicate effectively.*

**Key Words:** *Life skills, Education, Stress, Competitive society*

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In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. With the influence of materialism on all facets of life, with the wonders of technology overwhelming the world activities & with enhanced desire for physical comfort, the need for introduction of life skills was never felt as much as now. Life skills is the sum total of human skills needed, to add value & quality to our life. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. These are set of applications to be embedded in our habits, living & thinking. The idea of life skills is to develop all-encompassing qualities in a person. World Health Organisation (WHO) in 1993 defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday

life. UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills." Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in personal responsibility.

### **Core Life Skills**

- Self-Awareness
- Empathy
- Critical thinking
- Rational Decision making
- Quick Problem Solving
- Effective Communication
- Strong Interpersonal relationship
- Coping with stress.

### **Vital life Skills**

- **Decision Making** – The skill has singular impact on the personal & professional life.
- **Interpersonal Deals** – The skill has tremendous to do with the relationship with others.
- **Self-worth skills** – The skills enable us to determine our potential from one end to another. Unless one knows himself clear, how is it feasible to offer his right contribution at right place with right kinds of people.

### **Components of Life Skills**

**Thought:** A thought is the seed for all activities what we witness. A thought sets the stage for drama of actions & reactions & complex rigmarole in life thereafter. A gentle & rational thought evokes one set of soothing outcomes; an evil thought brings cacophony effect. The ingredients like hope, despair, fear, stress, anger, pleasure, excitement, frustration, failure, confidence, are results of the quality of thought. It is imperative that the thought is designed by the impact of skills attributes.

**Cause & Effect:** What we sow, so we reap is famous phrase. The entire life is based on a cause & effect theory, as per one of the schools related to social & ethical thoughts. Life skills can make it easier to understand the relationship between two phenomena.

**SWOT :** To comprehend & align with the issues in life, skills are needed & the same can be learnt easier & faster with the understanding of own attributes – strengths, weaknesses, & conditions – opportunities & threats/challenges. Life skills play a pivotal role in sharpening the personal attributes according to the conditions.

**Art to Evolve:** Life is complex circuitous evolution of happenings. The wheel moves consistently & fast; many things appear in control & governed however many things appear not in control & occurring on their own. Many things happen which satisfy us & leave us instantly happy; many things however happen leaving us disappointed & despondent. We must be equipped to deal with situations at ease with maintenance of calm posture & feeling of equanimity. The strategy to develop a better mental frame to deal with daily occurrences is to mature the mind addressing following features through life skills:

- Effective Communication skills
- Rationality based Problem solving
- Decision making abilities skills
- Effective Interpersonal relationship skills
- Self-analysis
- Empathy
- Positive Attitude
- Ability to deal with Stress

### **Need of Life Skill education**

Life skill education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self -esteem, Interpersonal skill etc., extend its maximum level, if it is practicing effectively among the youth. We need to create life skill education as the cornerstone of various youth programmes. An effective implementation strategy will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decisions, working with groups, socialization etc added the quality of youth.

Developing life skill helps the adolescents to translate knowledge, attitude and their health behaviour such as acquiring the ability to reduce specific risk behaviour and adopt healthy behaviour that improve their lives in general.

Life skills have produced the following effects: lessened violent behaviour; increased pro-social behaviour and decreased negative, self-destructive behaviour; increased the ability to plan ahead and choose effective solutions to problems; improved self- image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self- control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.

### **Importance of Life Skill Education:**

1. Life skills helps an individual grow from childhood into adulthood by understanding the physical and emotional changes and accepting themselves in the society.
2. It helps in the development of social competence and problem-solving skills, which in turn help adolescents to form their own identity.
3. It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.
4. It promotes positive social, norms that an impact the adolescent health services, schools and family.
5. It delays the onset of the abuse of tobacco, alcohol etc.
6. Life skills are personal and interpersonal skills that help teenagers from unsafe sex, early pregnancies, HIV/AIDS. Committing suicide and involve in activities of self-harm like drugs and physically harming themselves.
7. Teenagers often face the problem of short temperament in a less tolerant society. These skills can help the person in managing his anger and developing self-esteem. People may benefit from it by weighing the pros and cons of the situation at hand and act mature in a problem behaviour.

8. While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including: The ability to self-manage, solve problems and understand the business environment, working well as part of a team, Time and people management, Agility and adaptability to different roles and flexible working environments, the potential to lead by influence.
9. It is beneficial for the society too. The more we develop life skills individually, the more these affects and benefit the world in which we live by.
  - Recognising cultural awareness and citizenship makes international cooperation easier.
  - Respecting diversity allows creativity and imagination to flourish developing a more tolerant society.
  - Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments.

### **Conclusion**

One major drawback of modern professional education is that the technical knowledge is not coupled with equanimity & effective rational human tools which soften the rigor & friction caused by the movement associated with wheel of life. The stress & over load of work with worries have caused turmoil in the lives of majority of the people. Young people have been seen dejected & attempting acts like suicide. It is the lack of art coping with adverse conditions which is the major cause of concern to all of us. Life skills can prove to be effective medicine for such ailments. Life skills are one of the most important skills a young person should learn as a teenager. These skills promote a change in behaviour or development of behaviour to achieve a balance between these three areas namely skills, attitude and knowledge.

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## 57. Life-Skills Education in Adolescents

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### Abstract

*The term Life Skill Education, is being widely used nowadays but it is often used interchangeably with livelihood skills. But the two are different. Livelihoods skills as the name suggests, are skills, related to generate income to fulfil one's household/individual economic goals. These skills basically involve vocational skills, business management skills etc, where as life skills encompass all the dimensions of human life, are it economical, social or psychological. Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life. The public needs to be aware of the importance of Life Skills education which would actually benefit the individual in self-development.*

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### Introduction

In our society, every employer sets out the prerequisites for potential employees as having a number of certificates: be they Diploma, Degree, Masters or Doctorate. There is no problem with these prerequisites; however, one may wonder why organizations, businesses or institutions are still crumbling and experiencing so many problems.

The reason businesses and organizations are experiencing many problems is that their employers and employees are 'Lacking Life Skills' – those basic things we need to take us through life every day. What purpose would it serve if a man has a Degree or Masters, but insults everyone when he's angry or perhaps breaks things, or maybe utters a flood of epithets? Why do we refuse to accept those who have no Certificates into our organizations even though these individuals have all the necessary experience and common sense? Have we ever thought of how the Egyptians built the pyramids? Did they have certificates? These are pertinent questions which can only be answered through life skills.

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

Life skills touch upon issues that are:

- Real: they actually affect people's lives
- topical
- sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
- often controversial: people disagree and hold strong opinions about them
- Ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

### **Why do we need to teach life skills?**

Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world
- active in their communities
- Responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society.

If citizens are to become genuinely involved in public affairs, then a more systematic approach towards citizenship education is essential.

How does training in life skills benefit young people?

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- It gives them a voice at school, in their community and in society at large.

It enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life. The importance of life skills.

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

### ***Benefits for the individual***

In everyday life, the development of life skills helps students to:

Find new ways of thinking and problem solving

Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others

Build confidence both in spoken skills and for group collaboration and cooperation

Analyse options, make decisions and understand why they make certain choices outside the classroom

Develop a greater sense of self-awareness and appreciation for others

### ***Benefits for employment***

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- ✚ The ability to self-manage, solve problems and understand the business environment
- ✚ Working well as part of a team
- ✚ Time and people management
- ✚ Agility and adaptability to different roles and flexible working environments
- ✚ The potential to lead by influence

### ***Benefits for society***

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- ✚ Recognising cultural awareness and citizenship makes international cooperation easier
- ✚ Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- ✚ Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentment

Where life skills education is well developed and practiced, it enhances the well being of a society and promote positive outlook and healthy behavior. In particular, it enables the individual to:

- Translate knowledge, attitude, skills and values into action;
- Behave responsibly and this leads to healthy living;
- Develop positive attitude towards themselves and others;
- Develop full potential;
- Promote the state of mental well being as this motivates them and others;
- Promote risk free behavior;
- Communicate effectively;
- Develop negotiation skills;
- Improve self perception by:
  - Building self confidence.
  - Building self esteem.
  - Building self worth.

Thus we see that life skills help in building capacity in the individuals. Life skills are important because they give children and young people more control to improve their lives. We all want life skills learning to work and have an impact on the behaviour and choices made by children and young people.

### **Research evidence for life skill education training**

There is an emerging consensus among mental health professionals worldwide that Life Skill Education trainings to adolescents are effective for building capacity. The life skills program focus on the development of the skills needed for life such as self-awareness, communication, decision-making thinking, managing emotions, assertiveness, and relationship skills. Also, the training programme aims at bringing comprehensive behaviour change in the adolescents.[Rahmati et al. 2010] Through life skills based training programmes mental health professionals attempt to address varied issues of the adolescents such as alcohol and other substance use, reproductive and sexual health, criminal acts, HIV/AIDS prevention and suicide prevention. Maryam and her colleagues [2011] in their investigation to find the effectiveness of training life skills on adolescent students found that life skills training lead to significant increase of self-esteem in the study group. The authors concluded that mental health programs such as life skills training can decline school and educational problems.

In another study,[Ramesht and Farshad 2010] in a sample consisting of 500 students, life skills training was proved to be effective in increasing mental and physical health and also in decreasing the behavioural and social problems. An increase in pro-social behaviour level and decrease in negative self-destructive behaviour was also reported in a longitudinal study [Elias et al. 1991] among elementary school children subsequent to life skills training.

In yet another study, following life skills training programme, the treatment group reported significant improvement in the total behaviour problem scores.[Misener 1995] A research also showed that life skills training significantly reduced the alcohol and drug use among the studied adolescents.[Smith et al. 2004] Improvement in interpersonal relationship and reduction in aggression and behavioural problems was found among the participants who had attended a coping skills training by Sukhodolsky and his team.[2004]

Life skills training can promote social adjustment.[Rahmati et al. 2010] Anger control,[Feindler et al. 1986] enhanced self-esteem[Young et al. 1997] and improvement in academic performance[Elias et al. 1991] were reported in various researches that evaluated the effectiveness of life skills training.

### **Conclusion**

Adolescence is the most critical phase of an individual. It denotes the transitional stage from childhood to adulthood marked by conspicuous physical, cognitive, emotional and social changes. The inbuilt buffers existing in the society in the form of control and support from the near and dear ones guide the adolescents to grow into a mature adult.

However, in the recent years, big changes have taken place in our traditional society owing to industrialisation and globalisation. The impact is evident in the entire society, with no exception to adolescents. The family ties have weakened; moral, social, religious and cultural controls rarely exist and a new life style emerged among the adolescents. The highly competitive world of today and the absence of traditional norms and support have heightened the stress among adolescents resulting in multiple mental health issues such as depression, anxiety, loneliness, rejection, diffidence, anger, confliction in interpersonal relationship and failure.[Smith et al. 2004] Alcohol abuse and criminal behaviour among the adolescents too are not uncommon.

Life Skills Education is suggested as a prevention and development approach to this serious scenario.

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## **58. Life skill education for adolescents: its relevance and importance**

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### **Abstract**

*Adolescents are considered to be the productive members of a society due to their physical and intellectual capacity. But unfortunately most of the adolescents are unable to utilize their potential to maximum due to inappropriate environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education. Life skills are those abilities which will help in the promotion of general well being and psychosocial competence of the individual. Life skills empower young people to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others. In the present paper the investigator goes through the importance of life skills, various life skills, life skill education and the benefits imparting life skill education in our curriculum.*

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### **Introduction**

Adolescence is a transition period of development and adolescents are considered as the productive members of a society. Now a days the life of adolescents are becoming miserable due to many reasons including inappropriate home and school environment. They are becoming individuals who are less motivated, less confident and are engaging in antisocial activities and spoiling their valuable life. Adolescence is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behavior are deteriorating all their capabilities and they are becoming a burden to the society. Imparting life skill training through inculcating life skill education will help our adolescents to overcome such difficulties in life.

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings. Life skills can be applied in the contexts of social and health events. It also entails being able to establish productive interpersonal relationships with others. Developing life skills helps adolescents in translating knowledge, attitude and values into healthy behavior that makes their life fruitful. Life skills also help in empowering girls by imparting healthy behavior and helping them to avoid risks and to make appropriate decisions at

the right time. In the present paper the investigators are going through the different life skills that can be imparted through life skill education and the benefits of life skill education.

### **MAJOR LIFE SKILLS**

*The core set of life skills which help in promoting health and well being of children and adolescents are*

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

**Decision making** - The process of assessing an issue by considering all possible/available options and the effects those different decisions might have on them.

**Problem solving**: - Having made the decisions about each of the options, choosing the one which suits the best, following it through even in the face impediments and going through the process again till a positive outcome of the problem is achieved.

**Creative thinking**: - It is the ability to look beyond our direct experience and address issues. It contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

**Critical thinking**: - It is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, and the media.

**Effective communication**: - Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions, desires, needs and fears. And it also means being able to ask for advice and help in a time of need.

**Interpersonal relationships**: - Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This means being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It also includes keeping good relations with family members, which are an important source of social support.

**Self-awareness**:- Self awareness includes our recognition of ourselves, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to

recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

**Empathy:-** Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behavior towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

**Coping with emotions:-** Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

**Coping with stress:-** Coping with stress is recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle.

Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective communication, but not for girls in some societies, so gender issues will arise in identifying the nature of life skills for psychosocial competence. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures.

### **Imparting 'Life Skills Education' In Classroom**

Life skill education is a value added program which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps adolescents to understand their self and to assess their skills, abilities and areas of development. It also helps adolescents to get along with other people and adjust with their environment and making responsible decision.

The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. Life skill education is a basic learning need for all individuals. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively. We need to create life skill education as the cornerstone of various youth programmers and an integral part of our formal education process.

In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more

detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations as actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.

Skill based approach in life skill education follows well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable pattern of life style's particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skill and abilities as a part of development.

In order to have an effective implementation of life skill education there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programmed of study prepared by experts which has the approval of a competent authority and a group of experts to train the trainers of life skill education. Imparting Life Skills Education in classroom has been researched meticulously. There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life

skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Different activities that can be used to enhance Life Skills in Students are as follows:

- Classroom Discussions
- Brainstorming
- Role Plays
- Groups
- Educational Games and Simulations
- Analysis of Situation and Case Studies
- Story-Telling
- Debates

### **Benefits of Teaching Life Skills**

Imparting life skill education in children and adolescents will bring valuable benefits which include

- a) Promotion of self esteem, peace education, self confidence etc [ TACADE,19902]
- b) Prevention of antisocial activities and behavior [Botvin et.al. 19843, Pentz, 19834]
- c) Helps in the promotion of general well being and primary prevention[Errecart et al., 19915; Perry and Kelder, 19926; Caplan et al., 19927]
- d) Life skills enable individuals to translate knowledge, attitudes and values into actual abilities and enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so.

- e) Results of research studies also prove that life skill education improves the academic performance of individuals [Weissberg et.al. 19898]

## **CONCLUSION**

Adolescence is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behavior are deteriorating all their capabilities and they are becoming a burden to the society. Imparting life skill training through inculcating life skill education will help our adolescents to overcome such difficulties in life. Life skill education can serve as a remedy for the problems as it helps the adolescents to lead a better life. There for life skill education is a need of the society and every education system should impart life skill education as a part of its curriculum as it is capable of producing positive health behavior, positive interpersonal relationships and well being of individuals.

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## 59. Significance of Life Skills Education

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### Abstract

*'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.*

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### Introduction

The Life Skills program is central to the life and ethos of the High School. Indeed, it could be argued that the whole of the school day is involved in the delivery of Life Skills. Both inside and outside the classroom all members of the school community are working together to raise boys into young men who are prepared and keen to take their places in society. Life Skills are therefore crucial to everything that we seek to achieve at the school. 'Life Skills' is taught from the Reception to year 8 as part of the boy's education and growth. Its main objective is to enable the boys to become healthy, independent and responsible members of the wider community by learning the basic principles for distinguishing between right and wrong. In doing so, the boys are actively contributing to the pastoral life of the school and their surrounding community which in turn to develop their sense of belonging, self-worth and responsibility.

### Life Skill

Life Skills are those abilities which may help on individual to lead a holistic and fruitful life. According to the world Health Organization (WHO) life skill are the abilities for adoptive and positive behavior the enables an individual to deal effectively with demands and challenges of regular life. Life Skills based education refers to the interactive process of teaching and learning which focuses on acquiring knowledge, attitude, values and skills which support behavior of the learner that enable them to take up greater responsibility in their lives by making healthy life choices gaining greater resistance pressures and minimizing harmful behaviors. According to UNICEF by Wikipedia life skills are behaviors used appropriately and responsibly in the

management of personal affairs. They are a set of human skills acquired via teaching or through direct experience that are used to handle problem and questions commonly encountered in daily human life.

**Life skill has been classified into three broad categories:**

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

**Objective Of Life Skill**

Objective of like skill education to promote mental well being and competence in young people as they face the realities of life. Life Skill based education through school curriculum to help the learners to take positive approach to protect themselves and to promote health and meaningful social relationship life skills facilitate a complete and integrated development of an individual to function effectively do social being. Life Skill education system is a basic learning need for all individual. They are essential for various development and security. The Promotion of primary preventions and protection for care to healthy child and adolescent development, Causes of various disease ,Changing social circumstances and socialization by preparing young generation people ,The issue of disability,Basic education system ,Gender Equality, democracy and good citizenship ,Quality and efficiency of the education system ,The promotion of peace, life long learning and emergence of life skills education.

**Why is life skills-based education important?**

Life skills “can help people to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.”

These skills are often taught to adolescents, as they can help them successfully transition “from childhood to adulthood by healthy development of social and emotional skills.”

**Life skills based education can:**

1. Help in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
2. Promote positive social norms that have an impact the adolescent’s health services, schools, and family.
3. Help adolescents to differentiate between hearing and listening, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
4. Delay the onset of the abuse of tobacco, alcohol, etc.
5. Promote the development of positive self-esteem and anger control.

**In addition, according to WHO:**

**Empathy** can help us to understand and accept others who may be very different from ourselves, which can improve social interactions.

**Self-awareness** helps us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal skills.

**Critical thinking** contributes to decision making and problem solving by enabling us to explore available alternatives and various consequences of our actions or non-action.

### **The importance of life skills**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

### **Benefits for the individual**

In everyday life, the development of life skills helps students to:

- Find new ways of thinking and problem solving
- Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyse options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

### **Benefits for employment**

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence

### **Benefits for society**

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- Recognising cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society

### **Benefits for Health**

- Leads to prevention and control of diseases such as STIs, HIV and AIDS
- Contributes to a person's general well being (physical, mental, emotional and social)

- Leads to less strain on health facilities
- Helps people to be responsible for their own and other people's health

### **Benefits for Culture**

- Enables people to adopt and maintain meaningful cultural practices and avoid practices that may put self and others at risk
- Promotes harmonious interaction between people of different cultures
- Helps in the clarification of values in the society

### **Benefits for Economy**

- It leads to high productivity due to a motivated, strong and energetic labour force
- Savings are increased as money used eg on management and control of HIV and AIDS can be invested elsewhere. Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.
- rehabilitation of drug and substance abuses
- repair of damaged property
- buy teaching learning resources
- resolutions rather than resentments

### **Assumptions in Life Skills Education**

- The learners are able to make rational decisions if they are equipped with adequate information, skills and desirable attitudes
- Life Skills Education is an effective intervention measure in responding to socio-cultural problems like: HIV and AIDS, drugs and substance abuse, school unrest among others.
- Life Skills Education responds to critical needs of the youth
- Life skills are well developed when based on the learners real life experiences
- Development of life skills is a life long process that starts in early childhood and continues throughout one's life.

### **Life Skills Education Emerged As A New Vision:**

- Child right (CRC 1989)
- Jomtein Declaration on education for all (1990)
- UN conference on HIV/AIDS (2003)
- World programmed for Human Right Education (2004)
- UN Decade on education for sustainable Development (2005)
- UN secretary Generates Study on violence against children (2006)
- 51st commission on the status of women (2007)

Coping with stress Problem Solving Interpersonal Relationship Effective Communication Empathy Critical thinking creative thinking coping with emotion decision making self awareness core elements core Life Skills through (WHO). Life Skills Education (Approaches)

- A. Special Study Approach
- B. Extension Approach
- C. Plug Point (Indirect)
- D. As a Part of Curriculum (Direct)

## **Curriculum - Life Skills**

The Life Skills program seeks to promote and develop the Every Child Matters outcomes, namely:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic wellbeing.

## **Core Components Outcomes**

- ❖ Integration
- ❖ Socialization, role modeling benefit both students in life skill program and the ICS mainstream program
- ❖ Trips
- ❖ Residential daily living skills, confidence, socialization, knowledge of environmentalism.

## **Conclusion**

This paper reviews the importance of life skills in our day to day life. Also ,it helps to build our personality. Life Skills are those abilities which may help on individual to lead a holistic and fruitful life. The main aspect of like skill education is to promote mental well being and competence in young people as they face the realities of life. Life Skill based education through school curriculum to help the learners to take positive approach to protect themselves and to promote health and meaningful social relationship life skills facilitate a complete and integrated development of an individual to function effectively do social being.

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## 60. Thinking Skill – The Crux of Life Skills

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**“If there was one skill everyone on the planet needed, it was the ability to think with critical objectivity”**  
*- Josh Lanyon*

This paper offers a radical change which is required to make India a super nation amongst the fast emerging economies across the globe . To envision the Millennium Development Goal, we need to work for the improvement in the life skills of children who are touted to be the future torch bearers of the country and essence of the country's Human Resource Development. The Life Skills will by and large increase the socio economic conditions of the country. In India and in many parts of the world there is an imbalance in the supply and demand of the Skills which are needed for the children / Individual. Though much importance is being given in the field of education all over the world, however there is a strong mismatch between the teachings and skill that has to be imparted to make them Think. So by enlightening the way of thinking, we in India shall have the highest degree productiveness of Human Capital which in turn will increase the overall socio economic status of the state.

The responsibility of Shaping the future of children’s education starts with the life skill education which lies with all the stakeholders especially the policy makers and government agencies to collaborate and devise solutions which will create a talent pool of individuals who can be economically and socially independent and can be a simulators of India’s growth trajectory towards the economic prosperity and societal well being.

Life Skills is an extraordinary subject which is the need of an hour to impact the lives of millions of children and individuals around the world especially in India. With the globalization and urbanization, educating children for the future readiness in the fast growing competitive world is essential. Talent is one of the essential factors required for the growth of more dynamic and competitive world. Losing out the skills which are required to address the global challenge will be a blunder on our part as responsible citizens. Apprehending that the Life skill is an important parameter for the growth of the nation and the state which imparts them will make the individual future ready to those shall be poised for socio- economic gain .

As the states are moving towards competitiveness, there comes a life skill, which actually improves the talentism of the individuals. Talentism imparted human capital shall be the one basic influential factors in the ever dynamic fast moving and fast growing competitive world. Despite there being no empirical study, we can certainly perceive that increasing the talent of the individual can yield enormous economic dividend for the nation. In this fast paced world where everything is digital and internet meets and connects everyone virtually, the idea of real life skill

is a lost phenomena. Debate on the Usage of Internet with restrictions has grown louder that can enable or make ill of all the situations to increase the potential or harm the society we live in. Whether we like or not digital technology shall be the future and this shall be undebated. However imparting thinking skill as a life skill can retract the people from moving towards the dark side of the digital world.

The dramatic evolution of the state economies has had a say on our pattern of education. To deal with this highly dynamic environment one ability which remains unchanged that can both tackle and be very adaptive to this constantly changing environment is the Thinking Skill. The life skill what we talk is not academically oriented but rather more a society oriented as it tends to bring the world more closer and knitted than ever before. There is a huge void in the life skill hence a framework of thinking skill and its virtues aftermath can make a human being a good social being. Here we can profoundly say that of all the life skills, lack of thinking skill can make or break a person's future. It is the basis of making rational decisions irrespective of the situations and opinions that already exist, without an influence of external factors.

We all are aware that we use only a portion of the brain that is we make the brain think only at certain times and only at certain factors and that too not effectively, if we make this feature conspicuous of its power to the individuals, we can make them a good social human being and this transcends the human capital beyond its requirement.

#### **Thinking Skill and Talentism:**

A man is never born great, his actions and the deeds make him great of which actions are the outcome of the cognitive ability in simpler terms it is Thinking which is the most comprehensive matter of the cognitive ability.

President Mr. Kennedy heard that people were questioning his qualification over the decisions being taken at the senate, there he replied them saying "There is no school for Presidents" He was a man of discernment, this discernment is talent and this talent is wisdom and this wisdom is the core output of pure skill (Thinking Skill).

All men think, and have the same cognition which many animals also have but human cognition is distinct. Men are unique with a high degree of cognition - that is the ability to understand the environment; self reflect, use the information and altogether perceive a novel approach for a better understanding of life. So with the propound self reflection and wisdom, the robot like humans can become wise with distinctive thinking.

Thinking is a process which needs to be imparted to make them by questioning - everything, oneself, the very nature of being and purpose of life. Wisdom is as important to people as an essential need to live. Thinking makes a person wise and reason out what to do and what not to do, when to do and when not to do, what to speak and what not to speak and so on.

**Thinking skills are confined to Self Reflection and Discernment (SD).**

**"Children must be taught how to think and not what to think"**

**- Margaret Mead.**

#### **Self Reflection**

The process of a thinking skill can be narrowed down to two fundamental theories SD. Wisdom indeed can be learnt or taught. By teaching the concept of SD we can make a wise person, full of

discernment to acquire the necessary talent which is the basis of future Human Capital requirement. Educating individuals on these theories shall make them successful.

Self Reflection - Educating a person to think about oneself, to know about his inner self, knowing the latent potential in himself shall harness enormous energy from within . First and foremost knowing about one's own thoughts, the feelings , the perceptions shall enable to draw a good picture of the life outside . Knowing the divinity within oneself will make the individual to clearly distinguish the right and evil thoughts and this thought process shall set forth his path in field of righteousness. Making people aware that Self Reflection is a unique chance to rediscover oneself, creates a new individual to do or be what he desires and also direct the energy towards the future course of actions. Shifting the materialistic knowledge to know the power of thinking and Self Reflection, the person can realize his utmost inner energy and this shall be light shown on the dark path, There is always a tug of war between the mind and body and every time the craving for the desire to achieve something is won by the body for those without Self Reflection. Self Reflection can make a person to differentiate between the desire of body and the conflict with the mind. It teaches oneself that the mind is the supreme and this acts as the guide in the milestones of life. Analyzing the thought process can reflect on the varied degree of freedom of the body, soul and mind and can help aligning towards a common line .

It is more of reading one's own conscience and its internal conflicts. The momentum of each applied forces on the mind cannot be seen, but can be read through thorough self reflection. Every person is master of his thoughts, analyzing and understanding the thoughts can make everyone beautiful in his own time. It is one who can understand the conscience and attain the joy of knowing its power shall attain self realization.

### **Discernment**

Power of Discernment ought to be and can be taught to the individuals. Discernment is a mere judgment that arises out of strong thinking ability. A man of discernment inevitably can be radiant everywhere, his presence shall be felt. Teaching to being discerning is a root of all the thoughts and actions of the present and future situations and conditions. A man of discernment can be a fragrant in all the dimensions - his words, actions, reasoning, power of mind and power of silence. Discernment teaches individuals to disagree to the agreement and with strong conviction can put forth the reasons for the same and justify its true nature honestly with integrity. Discernment is a step ahead than the common sense that questions even the very nature of common sense approach. It ought to be taught as a habit, it must be inculcated in all the walk of the things in life, and is a process of judgment after due diligence of searching of the rational thinking process. Discernment provides wisdom after thorough understanding of the life and the world. The power of discernment makes a person talented which is the need of the hour. One's thought process can never lie to oneself; it is the truth and not only reveals one's own mind, but also silences and questions it for the rational decision. The judgment derived after the discerning thought ought to be spoken to surroundings with wisdom. It is the power to think and analyze why the things happen, how will it impact us and the society. It is the deeper thinking process which distinguishes right, correct, accurate, and precise and provides wisdom to attribute to the situation and provide a sound judgment.

The two theories of Self Reflection and Discernment is the need of an hour to make a proper usage of Human Capital in the coming years. This is not only academic oriented rather it is

societal oriented through the moral values. The teachings of valuing oneself through the mirror can see the same value in others through the mirror of his mind.

The self reflection and discernment is the body and soul of the thought process. The world is a tricky place, foolish man shall perish and a wise and discerning man shall prosper.

**"The one real goal of education is to leave a person asking questions."**

*- Max Beerhohm, British Critic, Essayist, and Caricaturist*

**Education is not the learning of facts but training the mind to think. – Albert Einstein.**

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## 61. Importance of Life Skills Education for Adolescents

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### Abstract

*Adolescents are considered to be the creative members of a society due to their physical and intellectual capacity. But unfortunately most of the adolescents are unable to utilize their potential to maximum due to unsuitable environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, educational system should be converted giving due importance to life skill education. Life skills are those abilities which will help in the promotion of general well being and psychosocial competence of the individual. Life skills allow young people to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others. In the present paper the investigator goes through the importance of life skills, various life skills and the benefits of teaching life skill education in our curriculum.*

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### Introduction

#### Life Skills Meaning:

*“Life Skills are abilities that help us to adapt and behave positively so that we can deal effectively with the challenges of every day life.”*

Over the last decade there has been an increased interest among mental health professionals in the area of life skills. Hamburg (1990) defined life skills training as the teaching of essential skills for surviving, living with others, and succeeding in a complex Society. The generic skills are communication, interpersonal negotiation, self-regulation and decision making skills. Nelson-Jones (1993) states life skills are personally responsible sequences of self-helping choices in precise psychological skills areas conducive to mental wellness. People require a repertoire of life skills according to their developmental tasks and specific problems of living.

Powell (1995) defines life skills as the life coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to perform tasks for a given age and gender in the following areas of human development – psychological, physical, sexual, vocational, cognitive, and moral, sense of self and emotional.

#### The ten core life skills laid down by the WHO are:

**Self-awareness:** Includes recognition of self, our character, our strengths and weaknesses, desires and dislikes. Creating self-awareness can help adolescents recognize when they are under anxiety or feel pressured. Self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

**Empathy:** To have a successful relationship with our loved ones and society at large, it is important that we, during our adolescent years, learn to understand and care about other peoples' needs, requirements and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, the communication that adolescents have with others will not amount to a two-way process. When an adolescent is able to understand them, they will be better prepared to communicate and at the same time, they will be able to draw out support from others, and win their understanding. Empathy can help adolescents accept others who may be very different from them. This can improve their social interactions; not just in peer group interactions in classroom settings but also later in life, in situations of ethnic or cultural diversity.

**Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute by helping the adolescent to know and assess the factors that influence attitudes and behavior, such as values, peer pressure and the media.

**Creative thinking** is a original way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

**Decision making** is a skill that can help an adolescent deal fruitfully with decisions about their lives. Young adults can learn to assess the different options available to them, and consider what effects these different decisions are likely to have.

**Problem solving** helps in empowering the adolescent to look at a problem objectively vis-à-vis the different options for solutions and would help them come to a solution after weighing the pros and cons of the diverse options available.

**Interpersonal relationship skills** help the adolescents relate in positive ways with people they work together with in their everyday lives. This may entail being able to make and keep friendly relationships (which can be of great importance to our mental and social well-being); maintaining good relations with family members (which are an important source of social support) and also being able to end relationships constructively.

**Effective communication** means helping the adolescents express themselves, both verbally and non-verbally, in ways that are suitable to cultures and situations. This means being able to express opinions, desires, needs and fears and also includes the ability of being able to ask for advice and help in a time of need.

**Coping with stress** as a life skill means recognizing the sources of stress in their lives, recognizing how this affects them, and acting in ways that help them control their levels of stress; learning positive coping styles and replacing inactive with active coping mechanisms this may include changing their environment or lifestyle, and learning how to relax.

**Coping with emotions** includes recognizing emotions within themselves and others, being aware of how emotions influence behavior, and being able to respond to emotions suitably. A important aspect of this skill is learning to manage intense emotions like anger or sadness that can have negative effects on our health if we do not respond appropriately.

### **Benefits of Teaching Life Skills:**

Imparting life skill education in children and adolescents will bring valuable benefits which include

- a) Promotion of self respect, peace education, self confidence etc.
- b) Prevention of antisocial activities and behavior.
- c) Helps in the promotion of general well being and primary prevention.
- d) Life skills enable individuals to translate knowledge, attitudes and morals into actual abilities and enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so.
- e) Results of research studies also prove that life skill education improves the academic performance of individuals.

### **Conclusion**

Life skills are skills to deal with real and apparent threats that confront a person's life. Life skills help youth strengthen their overall development and contribute to the motivation and skills to develop and maintain healthy behavior. By cheering the school children and adolescents in house hold activities they are enable to build up their life skills.

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## 62. Life-Skills: Need for Hour

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### **Abstract**

*With the advancement of knowledge and technology life is becoming fast and complex. Individuals have to play multiple roles and face challenges in all stages of their lives either it is childhood, adolescence, adulthood or old age. Different studies shows people are unable to cope up with different challenges and face emotional disturbances. Due to which the personal and social life is being disturbed. Life skills are abilities for adaptive and positive behaviour that enable individual to manage their life and build up a strong society. So, need of hour is to develop life skills in children and youth to deal effectively with the demands and challenges of everyday life.*

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### **Introduction**

The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience. Life poses a number of challenges for everyone at all ages on every day. There is so much pressure on everyone because of different aspects like academic, peer, family, self image, work, society etc. Many of us are not able to give the productive outcomes as desired in different areas of life .Individuals are struggling at different in different stages. Life skills could help everyone not only to adjust in all the areas of life but to achieve personal excellence and becoming the best possible expression of which one is capable on a core level by providing the path to our success at home, work and life in general.

**According to the World Health Organisation's** definition, *“Life skills are abilities are that help us to adapt and behave positively so that we can deal with the challenges of everyday life.”* As delor's report says there are four pillars of life: learning to know, Learning to do, Learning to be, learning to live together and life skills are based on these pillars i.e. life skills work on every aspect of life. Life skills are designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way. Life skills cover training in decision-making, goal setting, problem-solving, coping with stress, coping with emotions, negotiating, friendship, interpersonal relationships, empathy, critical thinking, creative thinking, resisting peer pressure, assertiveness ,mental well –being etc. Life skills prepare people and equip them to face the realities of life skilfully. By supporting behavioural preparedness, life skills enable individuals to behave in a pro-social ways .Considering the major following areas of concern, the need of life skill could be judged.

**For protection of mental health** : According to the WHO papers on mental health (Hendren, Birell Weisen and Orley, 1994), ‘nearly one in five children will have an emotional/behavioural disorder at some time during their youth regardless of where they live or how well to do they are’ (p. 1). Emotionally disturbed children exhibit their impairment in a variety of ways such as failing academically, having poor self-images, having poor peer relationships and additionally, they may have little respect for the law of their society and adults (Hendren et al, 1994). Academic failure and social rejection have a lasting consequence, as a failure to learn in school limits a person’s chance to succeed in the future. Not only children but individuals at all ages are suffering from mental health problems ,which are increasing day by day. Life skills training is the holistic approach to the development of values, skills and knowledge in the learner, which assists people to protect themselves and others in a range of risk situations in mental health and work on well-being of individuals. To stay mentally healthy, the most valuable skills one needs to learn are ones that help us learn about ourselves i.e.to know oneself, one's potential, make excellent life choices that are in one's best interest, to learn how to stay focused on what is important ,to make decisions wisely ,to understand each life stage and the respective challenges, opportunities, and obstacles each stage brings , problem solving, to think deeply and critically about problems. Specifically, to recognize the symptoms, trace them to the root of the problem, name it, identify and evaluate possible solutions, select the appropriate solution and implement and to effectively solve problems and learn from your mistakes. All this can be done by teaching the essentials of mental health through giving training in life skills.

To enable individual for multitasking: In the present era, where everyone has to play different roles. From the childhood to old age, everyone is doing multitasking and playing multiple roles. But most of the individuals are not able to play different roles efficiently and are pressurized because different skills are required for different tasks e.g. Being at school or university, one will need **study skills** on one hand and adjustment with friends and family identifying talent on other, while buying a house, **negotiation skills** may be needed, one will need to work on your **employability skills**, like **leadership** and **presentation skills** to get a job along with a whole host of other skills. And for starting a family, **time management** and **organising skills** are likely to become important. There are number of skills like these, one need to perform well in their routine life. By learning new skills one can increase understanding of the world around and equip oneself with the tools needed to live a more productive and fulfilling life.

To develop healthy relationship: In the present society, one of the major problems is breaking of /or unhealthy relationships. Because of busy life style, relationships are getting a back seat. So, one of the most challenging skills to learn are how to get along with others. People need to learn to be with others, respect their individuality and strengths, as well as understand their weaknesses and needs, to be able to form friendships, alliances, temporary teams, study groups, and to be a kind, loving and supportive family member, to find and connect with another person and commit their heart, head and resources to nurture and champion their dreams -- and have them do the same to others, to create great friendships, nurture them and maintain lifelong friendships with kindred spirits and true friends, to build a strong, supportive family of their own that respects each member, honour the differences and embraces them ,to treat others as equals, encourage them and champion their dreams, to help others when all they need is a helping hand.

People also need to learn how to communicate with other people, as well as convey their thoughts, ideas and feelings to the ones we love and work with. Life skills could train individuals to develop healthy relationships with others.

**For a better society:** Crime is increasing day by day in every society. Individuals are lacking the different values to adjust properly in the society and unable to cope up with changes in the society. For better socialisation of the individuals life skills are of utmost requirement. These contributes to the promotion of social development, the projection of human rights, and the prevention of social problems, preparing young people for changing social circumstances and empowering individuals and thus enabling them to take more responsibility for their actions negotiate the world of cliques and social hierarchies, to be able to listen to, understand, respect, and follow authorities as well as undertake leadership roles and use power wisely, to be a thoughtful and informed citizen who votes, pays taxes, obeys the laws, participates in helping the community thrive and serves to protect and defend the rights and life of others, to be a considerate, compassionate and responsible home owner, neighbour and community member. So, for better socialization of people and to have a better society life skills can play an imminent role.

So, Life skills are important vehicle to equip the people to negotiate and mediate on challenges and risk in their life, to stay mentally strong ,get connected with others to enable their productive participation in the society. Life skills are important because they give children and young people more control to improve their lives and others lives. To win at the game of life skills are the need for the hour.

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### 63. Imparting Life Skills among Adolescents

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#### Abstract

*Adolescence is a period of growth and development and transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation as adolescents mature cognitively, their mental process becomes more analytical. Adolescents are capable of abstract thinking, better articulation and of developing an independent ideology. Adolescent is a period of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. In adolescents period's peoples are in aggressive nature and they want to develop their own individuality. This paper presents how to impart the life skills among adolescents.*

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#### Introduction

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”(WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust indifferent circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. 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. Life skills are those abilities which may help on individual to lead a holistic and fruitful life.

#### Types of life skills

- **Self-awareness:-** It includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Self-awareness can help us to recognize when we are stressed or feel under pressure.
- **Empathy** - Empathy can help us to accept others, who may be very different from ourselves. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will not in proper way. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires.
- **Critical thinking:-** It is an ability to analyze information and experiences in an objective manner.
- **Creative thinking:** - It is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

- **Decision making:-** It helps us to deal constructively with decisions about our lives. The people can take decision in their life effectively.
- **Problem solving:-** It is the ability when a person can solve problem easily in their life.
- **Interpersonal relationship:-** This skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being.
- **Effective communication:-** It means that we are able to express ourselves, both verbally and non-verbally in any situation. This means being able to express opinions and desires, and also needs and fears.
- **Coping with stress:-** It means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- **Coping with emotion:-**It means involving recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately.

#### **Benefits of life skills**

1. Improves discipline and enables students to perform better.
2. Helps in building one's character through introduction of positive values and role models.
3. Helps to solve problems with a positive attitude.
4. Enables them to make better decisions.
5. Increases self-confidence and self-esteem.
6. Promotes a sense of well-being and Enables them to be empathetic.
7. Promotes a sense of responsibility towards one's work and the society.
8. Improves the confidence and motivation levels of the individual.
9. Improves the ability to work efficiently.
10. Improve the ability to adapt situation easily.
11. Help in developing leadership qualities.
12. Develop tolerance power, critical thinking and creative powers.
13. Enables the individuals to interact in a positive manner in society and resolve conflicts in a peaceful manner.

#### **Imparting life skills**

There are various methods which help to impart life skills among adolescents.

- **Class discussion:** - Provides opportunities for students to learn from each other and help to do practice with one another in solving problems. This enables students to understanding of the topic easily. Class discussion helps the students in listening and empathy.
- **Brain storming:** - It allows students to generate their ideas quickly and suddenly. It helps the students to use of imagination power in an effective manner. It develops the creative power and critical thinking.
- **Role plays:-** Provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.

- **Small group:-** Small group help the students to hear and learn easily from their peers. Students know better from others and increases the likelihood that they will consider how another person thinks
- **Games and simulation:-** Games and simulations promote fun, active learning, and rich discussion in the classroom which help them to think in a better way. They use knowledge, attitudes and skills in a different manner. It develops cooperative and competition skills.
- **Situation analysis and case studies:-** Situation analysis allows students to explore problems and dilemmas and safely test solutions. It provides opportunities to work together, share ideas, and learn that people sometimes see things differently. Case studies are powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve their own decision making skills. Case studies can be tied to specific activities to help students practice healthy responses before they find themselves confronted with a health risk.
- **Debates:-** It provides opportunity to address a particular issue in depth and creatively. Students can debate easily in community on the health issues. Debate help students to practice higher thinking skills and motivation skills. They motivate other community members and help easily to remove their issues. It develops the decision making skill.
- **Story telling:-** Story telling can help students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories. Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions
- **Practical activities:-** Students engage in practical activities which help them to share their views and ideas with their personal and social problems. It develops their communication and empathy skills.

**Conclusion:** - life skills are those skills that a person either learns or, acquires as a result of some experience; which he/she uses to overcome the daily trials and tribulations that he/she faces. These skills help a person to manage his/her life better and improve competence. However, there is no consensus on what exactly comprises life skills. Many experts also include learning skills, leadership skills, and money and time management skills as life skills. when life skills are taught from a young age, these lessons are internalized and they are carried out without thinking. For instance, when children learn the skills of critical thinking, creative thinking, decision-making, problem-solving and conflict resolution, it helps them to tackle any tricky situation in a constructive manner and gives them the confidence that they can solve it. As the students internalise the life skills, when they grow up, these skills are applied by them every day, thus improving the quality of lives of those who interact with them.

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## 64. Significance of Life Skills Education

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### **Abstract**

*Adolescence is a period when all the capabilities like intellectual, physical, social, emotional are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. This paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.*

**Keywords:** Life Skills Education; Adolescent; Challenges.

### **Introduction**

In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has

recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical.

### **Life Skill Education**

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas: • **Knowledge** • **Attitude** • **Skills**. The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as: 1. Self-awareness. 2. Critical thinking. 3. Creative thinking 4. Decision making. 5. Problem Solving. 6. Effective communication. 7. Interpersonal relationship. 8. Empathy. 9. Coping with stress. 10. Coping with emotion

Life skills training/ education takes into account psychosocial competencies and interpersonal skills that help students to take right 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. WHO defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. *Life skill has been classified into three broad categories:*

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self- management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Imparting 'Life Skills Education' In Classroom Imparting Life Skills Education in classroom has been researched meticulously.

In the light of the above literature review, now have been a proven fact that it has positive outcome when taught as a part of curriculum Yadav P, Iqbal N (2009). There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Different activities that can be used to enhance Life Skills in Students are as follows: Classroom Discussions: An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Develops skills, in listening, assertiveness, and empathy. Brainstorming: It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria. Role Plays: Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing

how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings. Groups: Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work. Educational Games and Simulations: It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment. Analysis of Situation and Case Studies: It gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for; providing opportunities for working together in groups, sharing idea, new learnings and gives insight and promotes sometimes to see things differently. Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with risks or any challenges and find ways to cope with it.

**Areas where Life Skills can be applied:-**

- Education
- Sexual and Reproductive Health
- HIV/AIDS
- Violence Prevention / Conflict Resolution
- Media Literacy
- Substance abuse
- Environmental issues
- Career development
- Marriage
- Workplace

**Conclusion**

A relevant and proper implementation of life skill education is a need of an hour, for today's society. Imparting life skills education to the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Yadav P, Iqbal N(2009) showed positive results of imparting life skills education to students and bringing the change in adolescent's attitude, thought and behavior by providing supportive environment to them. On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counsellor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general. In the light of above discussion, it could be concluded, that, Life skill education has its importance and significance in overall development of students.

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## 65. Life Skill Education for Adolescents

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### Abstract

*Adolescents are considered to be the productive members of a society due to their physical and intellectual capacity. But unfortunately most of the adolescents are unable to utilize their potential to maximum due to inappropriate environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education. Life skills are those abilities which will help in the promotion of general well-being and psychosocial competence of the individual. Life skills empower young people to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others. In the present paper the investigator goes through the importance of life skills, various life skills, life skill education and the benefits imparting life skill education in our curriculum.*

**Key words:** *Life skill, life skill education, adolescents, transition, relevance*

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### Introduction

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family; they are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent thought process. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially those relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential and at the same time, one of greater vulnerability.

Some key issues and concerns observed among adolescents include those relating to forming a self image, managing emotions, building relationships, strengthening social skills, and dealing with or resisting peer pressure. Adolescents at this stage are more prone and vulnerable to high risk situations and may easily succumb to it.

It has been seen that many adolescents are able to deal effectively with these challenges, while some struggle more than the others. How well an adolescent deals with these issues is decided by a host of factors that include their personality, psychosocial support from the environment (that includes parents, teachers and peers), and the life skills that they possess.

Life skills are understood to be an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to antisocial or high-risk behaviours.

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in their approach and are able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

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.

### **Thinking skills and social skills**

Essentially, there are two kinds of skills - those related to thinking are termed thinking skills; and skills related to dealing with others are known as social skills. Thinking skills relate to certain strengths with regard to cognitive abilities at an individual level. Social skills are those interpersonal skills that come to fore when a person interacts and communicates with those around them. A combination of these two types of skills is necessary for achieving assertive behaviour and negotiating effectively.

### **Three kinds of skills –**



“Emotional skills” 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, it is important to teach adolescents to be able to identify and manage their own internal conflicts and feelings, emotions, stress and enable them to resist peer and family pressure. Young people need both thinking and social skills for a healthy development process.

### **The ten core life skills laid down by the WHO are:-**

Self awareness	Empathy
Effective communication	Problem solving
Critical thinking	Coping with stress
Decision making	Creative thinking
Coping with emotion	Intrapersonal relationship

1. **Self-awareness:** Includes recognition of self, our character, our strengths and weaknesses, desires and dislikes. Creating self-awareness can help adolescents recognize when they are under stress or feel pressured. Self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
2. **Effective communication** means helping the adolescents express themselves, both verbally and non-verbally, in ways that are appropriate to cultures and situations. This means being able to express opinions, desires, needs and fears and also includes the ability of being able to ask for advice and help in a time of need.
3. **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute by helping the adolescent to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
4. **Decision making** is a skill that can help an adolescent deal constructively with decisions about their lives. Young adults can learn to assess the different options available to them, and consider what effects these different decisions are likely to have.
5. **Coping with emotions** includes recognizing emotions within themselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. An important aspect of this skill is learning to manage intense emotions like anger or sadness that can have negative effects on our health if we do not respond appropriately.
6. **Empathy:** To have a successful relationship with our loved ones and society at large, it is important that we, during our adolescent years, learn to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, the communication that adolescents have with others will not amount to a two-way process. When an adolescent is able to understand themselves, they will be better prepared to communicate and at the same time, they will be able to elicit support from others, and win their understanding. Empathy can help adolescents accept others who may be very different from them. This can improve their social interactions; not just in peer group interactions in classroom settings but also later in life, in situations of ethnic or cultural diversity.
7. **Problem solving** helps in empowering the adolescent to look at a problem objectively vis-à-vis the different options for solutions and would help them come to a solution after weighing the pros and cons of the different options available.
8. **Coping with stress** as a life skill means recognizing the sources of stress in their lives, recognizing how this affects them, and acting in ways that help them control their levels of stress; learning positive coping styles and replacing passive with active coping

mechanisms - this may include changing their environment or lifestyle, and learning how to relax.

9. **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
  
10. **Interpersonal relationship skills** help the adolescents relate in positive ways with people they interact with in their everyday lives. This may entail being able to make and keep friendly relationships (which can be of great importance to our mental and social well-being); maintaining good relations with family members (which are an important source of social support) and also being able to end relationships constructively.

### **Conclusion**

Adolescence is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behavior are deteriorating all their capabilities and they are becoming a burden to the society. Imparting life skill training through inculcating life skill education will help our adolescents to overcome such difficulties in life. Life skill education can serve as a remedy for the problems as it helps the adolescents to lead a better life. There for life skill education is a need of the society and every education system should impart life skill education as a part of its curriculum as it is capable of producing positive health behavior, positive interpersonal relationships and well-being of individuals.

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## 66. Life Skills Education in India

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### **Abstract**

*Education is preparing child to life effectively in the contemporary society. Societies change over time and are not same at any point of time. The traditional system of education can no more provide inputs to lead life for the kinds of complexities that have developed as a result of increasing complexities in contemporary societies. Life Skills Education is suggested by many as a prevention and development approach to cope with this present complex scenario of life. According to the WHO [1997], internalizing the core essential life skills helps the adolescents to deal with the concerns in the modern world in a dignified and mature way bringing success to them. 'Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively.' (Joseph, 2008). The World Health Organization also felt the need to introduce these skills through education programs in the children who are future citizens of the society. Understanding the need to equip children with these life skills schools has expressed a need to develop life skills education programs as part of curriculum at different levels of schooling process.*

### **Introduction**

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups & pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teaching exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used.

The goals of education, and of a school, indisputably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-

### **Defining Life Skills:**

The term life skills refers to the usually skills associated with managing and living, the helps us to accomplish our ambitions and live to our full potential. Life skills are “living skills” or abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life (WHO 1997).

“Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively.”(Joseph, 2008).

Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices manage their emotional well-being and communicate effectively.

Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below.

- |                            |                                       |
|----------------------------|---------------------------------------|
| 1. Decision making         | 6. Inter personal relationship skills |
| 2. Problem solving         | 7. Self-awareness                     |
| 3. Creative thinking       | 8. Empathy                            |
| 4. Critical thinking       | 9. Copying with emotions              |
| 5. Effective communication | 10. Copying with stress               |

#### **Categorizing Life Skills:**

Life skills encompass a wide-ranging and often unstructured set of skills and attitudes that is difficult to rigidly define and that has not been officially codified or categorised.

A number of related terms are used in this context; some of these include:

- Life skills
- 21st century skills
- Non-cognitive skills
- Non-academic skills
- Character skills
- Soft skills
- Social and Emotional Learning (SEL)

#### **Importance of life skills education in schools**

The education of the child shall be directed to the development of childhood personality, talents and mental health and physical development to their potential of the school children for responsible life in a free society, in the spirit of understanding, peace and tolerance, equality of children. (UNO’S convention on the rights of the child)

#### **Need of life skills for Adolescents**

Adolescence is the most critical phase of an individual. It denotes the transitional stage from childhood to adulthood marked by conspicuous physical, cognitive, emotional and social changes. The inbuilt taboos existing in the society in the form of control and support from the near and dear ones guide the adolescents to grow into a mature adult. Lifestyles have changed due to globalization and technology invasion in day to day affairs in a big way.

The highly competitive world of today and the absence of traditional norms and support have heightened the stress among adolescents resulting in multiple mental health issues such as depression, anxiety, loneliness, rejection, diffidence, anger, confliction in interpersonal relationship and failure. (Smith et al. 2004).

According to CBSE Manual for teachers' on Life Skills Education, adolescence is a critical period for the development of self-identity. The process of acquiring a sense of self is linked to physiological changes and also learning to negotiate the social and psychological demands of being young adults. Responsible handling of issues like independence, intimacy and peer group dependence are concerns that need to be recognized and appropriately support needs to be given to cope with them. According to Program on Mental Health, Life Skills Education in Schools, Division of Mental Health and Prevention of Substance Abuse, World Health Organization, 1994, Life skills education programs in schools are important because of the following reasons:

Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior while interacting with others, his/her culture and environment. Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being. In particular, where health problems are related to behavior, and where the behavior is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution.

Schools are the places where an individual gets opportunities to interact with people from different social strata, values, traditions and beliefs. This is the place where a person learns about rules and regulations of the society. If awareness about concepts of life skills is provided in integrated manner to students in schools, it will help them to deal with complex social situations in later life with required maturity and composure. Therefore the need to take up these concepts in schools was thought of and implemented in the form life skills education in schools.

CBSE after eight years research introduced "Continuous and Comprehensive Evaluation" at IX & X class during 2010 with grading system. The CCE is school based evaluation of students that covers all aspects of student's development. The evaluation and assessment is based on various areas as described in CBSE Teacher's Manual in three parts (CBSE Teacher's Manual page No. 20 & 21), where part-2 consists of Co-scholastic Area in two parts:

- Life Skills (Thinking Skills, Social Skills and Emotional Skills)
- Attitudes and values (towards Teacher, School mates, School Activities, Environment & Value system).

#### **Designing of life skills education programme**

Designing of life skill lesson activities is usually only one part of life skills programme design. For a board-based life skill programme, designed to promote psychosocial competence, and to achieve health promotion and prevention objectives, the life skills lessons would need to design as part of a sequential and unified programme. For example, the following model describes three basic levels of life skills of lessons, which can be taught in sequence, in order to create a life skills education programme.

**Level 1** The teaching of basic components core life skills, practiced in relation to common everyday situations.

**Level 2** The application of life skills to relevant themes that are connected to various health and social problems.

**Level 3** The application of skills in relation to specific risk situation that can give rise to health and social programmes.

### **Role of teacher educators in life skills**

1. Teachers are the only one who sees the students with their peer groups, so they best how a child is when he is with his peers.
2. Teachers can incorporate skills and materials from other subjects, creating support and involvement from other teachers.
3. Teachers see student's periodic intervals and thus are able to guide them well with follow ups.
4. When students see that their teachers are talking about issues of life.

### **Life skill Programmes**

Tata companies are training thousands of youth across India in skill sets that make them employable and productive.

In India, the Tata skilling initiative is powered by the efforts of individual companies working to support thousands of youngsters and the community at large. While the scale and size of the skill-building projects differ, each company is making quality training and industry-relevant vocational skills available to those who need it most.

In 2009, Indian Hotels Company (IHCL) set up its first hospitality skills training centre in Khulthabad, Maharashtra, in association with the nonprofit Pratham. The centre offers basic training in hotel industry processes, including food production, housekeeping, and food and beverage services.

IHCL currently runs 36 such centers in less developed regions of India, such as Kalimpong in the northeast and Chhattisgarh in central India. About 9,000 youth have passed through these programmes, and about 97 percent of them have found jobs in the hospitality industry. The company has also joined hands with Tata Steel to set up similar centres at Kolabera near Jamshedpur and at Behrampur, Odisha, and with Tata Chemicals for a centre at Mithapur in Gujarat.

It has also roped in Jiva Spa to offer a three-month course in spa services in partnership with the Don Bosco Centres in Nagaland and Assam. Apart from skill training, the company engages in the revival of indigenous art and culture forms and supports over 1,000 artisans and cultural troupes in India.

### **Aerospace skills**

Tata Advanced Systems (TASL) requires fairly specialized skill sets, for which the company has set up its own internal training centre, which is benchmarked against the global best. The training is meant for graduates of industrial training institutes. By the end of the nine-month course, they are skilled mechanics, capable of handling aero structures assembly and aerospace programming. The centre has trained 600 people so far.

### **Rural livelihood**

Tata Chemicals has set up a number of skill building initiatives in all its locations. At Babrala in Uttar Pradesh, it has a full-fledged training centre offering courses that range from mobile repairing and accounting to sewing and hospitality services. More than 5,400 youth have been trained at this centre.

### **Automobile trades**

Tata Motors (TML) has partnered with 137 ITIs across the country. Of these, 33 ITIs are part of the Institute Management Committee model, under which a TML representative is the chairman of the ITI. These ITIs have the potential to train 10,000 students annually in required automobile

trades. The company trains another 3,000 students every year through its in-house industrial training facility.

TML has started 14 driving schools in order to meet the projected need for nearly 5 million commercial vehicle drivers by 2022. The company trains about 1,000 novice drivers annually and provides refresher training to over 4,000 drivers. TML has also developed non-automotive training programmes in areas such as retail, construction, ITES trades, dairy, culture and poultry.

#### **Vocational training**

Tata Power's tie-ups with ITIs in Maharashtra, Gujarat, Odisha and Jharkhand promote skill-building in nursing and call centre management. Women self-help groups are trained in making jute bags, traditional handicrafts and incense sticks. The training, which includes soft skills in communication and teamwork, has benefited over 4,000 people over the last five years.

#### **Technical skills**

Tata Projects has initiated tie-ups with ITIs, nonprofits, training partners and other Tata companies to offer short term residential / non-residential courses in trades such as welding, bar bending, form carpentry, tower erection and reverse osmosis plant training. At least 25 percent of the candidates hail from SC / ST groups. The programme offers on-the-job training with a stipend, and minimum employment of six months after the training.

#### **Precious knowledge**

Titan Company's first skilling initiative dates back to 2005, when it organized a three-year course at its watch division in Hosur, Tamil Nadu. Here, local students, a quarter of who belonged to SC / ST groups, are taught fitting. About 200 students have completed the course so far. Titan also offers underprivileged school dropouts a one-year course in jewellery making and precious metal work, conducted at the Hosur unit. Over 170 candidates have been trained so far. The company sponsors a Chennai-based vocational training centre to train underprivileged youth in skills such as retailing, data entry and watch repair. Recently, the company entered into a similar engagement with another organisation for skilling youth affected by the Uttarakhand floods in 2013.

#### **Conclusion**

Life skills are skills to deal with real and perceived threats that confront a person's life. Life skills help youth strengthen their overall development and contribute to the motivation and skills to develop and maintain healthy behavior. By encouraging the school children and adolescents in house hold activities they are able to strengthen their life skills.

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## 67. Life Skills Education

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*Everywhere, education is seen as the main way of enabling individuals and nations alike to meet the ever increasing economic, technological, social and personal challenges. We expect education to prepare young people for the world of work and for economic independence; to enable them to live constructively in responsible communities; and to enable them to live in a tolerant, culturally diverse and rapidly changing society. Perhaps above all, we expect education to help young people to build lives that have meaning and purpose in a future we can scarcely predict.*

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### **Life skills Education:-**

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa. These skills basically involve vocational skills, business management skills etc, where as life skills encompasses all the dimensions of human life, be it economical, social or psychological.

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experience and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences.

### **Education and Life Skills:-**

**Educating children for life:-**Life without education is a life without opportunity. We help children, especially the most vulnerable, access quality education and attain functional level of literacy, numeracy and essential life skills. When children can read, they can better advocate for their rights and help provide for their families.

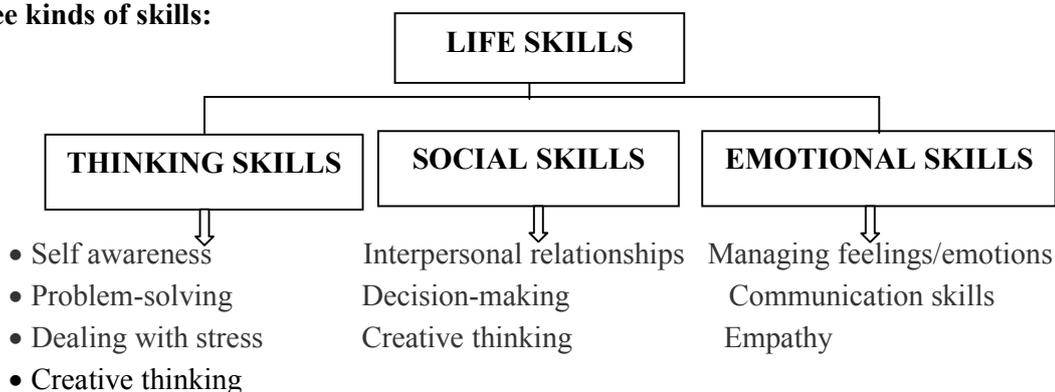
In order to reach these goals, we work with children, families and communities so that:

- Children read, write and use numeracy skills.
- Children make good judgments, can protect themselves, manage their emotions and communicate ideas.
- Adolescents are ready for economic opportunity.
- Children can access and complete education.
- World Vision uses a lifecycle approach in our programmes that focuses on the needs of children at all stages of development: early childhood, basic education, and adolescence and youth. World Vision works with parents, teachers, community members and local partners to ensure that:
  - Teachers know how to make learning effective and fun.
  - Parents are equipped to help their children learn in the home.
  - Community volunteers are trained to host after-school activities.
  - Whole communities get the opportunity to create learning materials for children that reflect their traditions, values and language.

### 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 skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour 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.

### Three kinds of skills:



- **Self-awareness:-**Self-awareness includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- **Problem Solving:-** Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- **Dealing with stress:-** Dealing with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- **Creative thinking:-**Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- **Interpersonal relationships:-**Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.
- **Decision making:-** Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.
- **Creative thinking:-** Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- **Managing feelings/emotions:-**Managing with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.
- **Communication skills:-**communication skills means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- **Empathy:-** To have a successful relationship with our loved ones and society at large, we need to understand and care about other people’s needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.

### **Why is there a need for Life Skills Education?**

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviors.

### **Who needs Life Skills?**

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted groups all children.

### **Why Life-Skills Education?**

- ✚ Early identification of problems, early intervention and support at key moments in lives of young people is vital.
- ✚ Development needs and aspirations of the individuals.
- ✚ Development of psychosocial abilities.
- ✚ To enhance capabilities and enlarge choices.
- ✚ To build different dimensions of well-being, by building self-image and self-worth, which in turn help individuals to be less vulnerable to the variations within a given context.

### **How are they imparted?**

The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour. It involves the process of Participatory learning using 4 basic components:

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges

### **Peer Educators Approach?**

The peer training approach, involves one teacher and 3-4 student representatives from each school (forming the core life skills team) at the school. They learn these skills through active learning and participation in a 6 session inter school training workshop programme. They further train their peers at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

### **Different methods that can be used to enhance Life Skills in students?**

*Each workshop is specially designed to impart a particular skill and involves all or some of the following techniques:*

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays Audio and visual activities, e.g.,
- arts, music, theatre, dance
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates
- Decision mapping or problem trees

### **Implementing a life skills programme**

Life skills programmes are best implemented by teachers or life skills educators that have taken part in life skills education training sessions, and it may be appropriate to limit distribution of the life skills teaching resource to teachers that have taken part in training sessions. To this end, it may be best to deliver the life skills programme materials to training centres, rather than directly to schools.

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## 68. Life Skills: An Instrument of Managing Stress

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### **Abstract**

*We all use Life Skills in different situations such as to negotiate effectively at home, school or work place. When faced with difficult situations, we tend to analyze all the pros and cons of the situation to think out of the box to find a solution to problems. In fact, the appropriate combination of Life Skills provides us good mental health. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situations to cope with challenges of life. Life skills are essentially those abilities that help promote overall wellbeing in young minds as they face the realities of life. Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills*

**Keywords:** Life skills, adaption, situations

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### **Understanding life skills**

The term 'Life Skills' refers to the skills we need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in your life can be considered a life skill. Life skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). 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.

### **Core life skills**

The Ten core Life Skills as given by WHO are:

- 1) **Self-awareness** includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Mounting self-awareness can help us to discern when we are hassled or feel under pressure. It is often a precondition to

effective communication and interpersonal relations, as well as for developing empathy with others.

- 2) **Empathy** - To have a successful relationship with our loved ones and society in general, we need to understand and care about other people's needs, desires and feelings. Empathy is the ability to envisage what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Most horrible, we will be acting and behaving according to our self-interest and are bound to collide with problems.
- 3) **Critical thinking** is a capacity to analyze information and experiences in an objective way. Critical thinking can contribute to health by helping us to recognize and levy the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- 4) **Creative thinking** is a novel way of seeing or doing stuff that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- 5) **Decision making** helps us to tackle constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to proper assessment of various options and, what impacts these different decisions are likely to have.
- 6) **Problem solving** guide us to deal gainfully with problems in our lives. Major problems that are left unresolved can cause mental stress and give rise to additional physical strain.
- 7) **Interpersonal relationship skills** help us to relate in constructive way with the people we interact with. This may mean being able to make and keep cordial relationships, which can be of great significance to our mental and social well-being. It may help in keeping, good relations with family members, which are an important source of social support. It may also enable us to end relationships positively.

### **Other skills**

**Personal Skills** are the vital life skills, we need to facilitate maintain a healthy body and mind.

How skillfully we recognise, manage and cope with emotions. Anger and Stress can both be injurious to our personal relationships and our health. Learning about anger and stress, recognizing what may trigger them (in ourselves and others), what the symptoms are and how to direct or manage such emotions can greatly augment the value of our lives.

**Managing Stress** is a key recent life skill. It helps in avoiding pressure in the Workplace and Tips for Dealing with Stress. Many people fight with low self-esteem and confidence which can cause stress and hinder them from reaching their full potential.

**Interpersonal Communication Skills** are significant life skills. Interpersonal Skills are the skills we use when interacting straight with other people. We also use listening skills. Well-developed listening skills are key to considerate and empathizing with others. Do we listen efficiently? Do we fully understand the messages being conveyed? Or do we focus on what we will utter next? Effective listening skills, combined with other techniques such as clarification and reflection, can help stop misunderstanding. There are basically many barriers to effective communication in any situation. Alas, these barriers can hinder the communication process and lead to misunderstanding or even conflict. It is therefore important for a strong communicator to be aware of such hindrances and to find ways to communicate and work around us.

**Negotiation**, as a life skill is about being assertive, avoiding conflict or argument, and, where possible, working towards a product that suits all people involved (a Win-Win situation). We have sections on Negotiation and Assertiveness that provide further help and guidance. Much emphasis is given to problem-solving and decision-making in the modern workplace, and these skills are also very advantageous and useful in our day-to-day lives.

#### **Literacy: Reading and Writing Skills**

Most people communicate, at least some of the time, using the written word - through letters, emails, reports, text messages, social network feeds and a host of other methods. Being able to write clearly and concisely is a very powerful way to communicate, either one-to-one or to a much larger audience. We provide articles that will help you to improve your written communication and learn or refresh your knowledge on some of the fundamental rules of writing.

#### **Numeracy Skills**

Developing or refreshing our numeracy skills can give us a real boost in life. Better numeracy skills can: Make us more employable, Help us to develop a better understanding of the world around us. Saves our time, energy and money. This also improves our mental health. We don't all need to be great mathematicians, and we're not all great scientists, but an understanding of the basic principles of usual numeracy, arithmetic and maths will help to open many vistas.

#### **Importance of life skills for growing minds**

We find that behaviour does not always follow the mind. This is when incidents of “**I know but I can't help it**” occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

### **Why is there a need for life skills education?**

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and informal relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving power for high risk behaviour. Life skills Training is an effectual tool for empowering the young minds to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, intertwined relationships and peer demands, they are less likely to resort to anti-social or high risk behaviours.

### **Ways to impart life skills**

The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences come out from behaviour.

*It involves the process of Participatory learning using following basic components:*

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges

### **Peer educators approach**

The peer training approach, involves one teacher and some student representatives from each school, forming the core life skills team. They learn these skills through active learning and participation in a session through inter school training workshop programmes. They further train their companions at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

### **Methods that can be used to enhance life skills in students**

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g., painting, music, theatre, dance etc
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates
- Decision mapping or problem trees

### **Key steps in life skills application**

#### **Defining and Enhancing Life Skills**

- Defining the skills: What skills are most relevant to influence a targeted behaviour or condition

- Providing positive and negative examples of how the skills might be applied
- Encouraging oral rehearsal and action
- Correcting misperceptions about what the skill is and how to do with it.

#### **Developing Skills Acquisition and Performance**

- Providing opportunities to observe Life skills being implemented effectively
- Providing opportunities for practice with instruction and feedback.
- Evaluating presentation.
- Providing feedback and recommendations for remedial action.

#### **Fostering Skill Maintenance**

- Providing opportunities
- Nurturing self – evaluation and skill adjustment.

#### **The importance of life skills**

The striking changes in global economies over the past few years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, one needs new life skills such as the ability to deal with stress and frustration. Benefits of Life Skills are discussed under.

#### **Benefits for the Individual**

In routine life, the development of life skills helps an individual to:

- Find new ways of thinking and problem solving
- Understand the impact of one' actions and making them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options and make decisions
- encourage a greater sense of self-awareness and gratitude for others

#### **Benefits for Employment**

While students work really hard to attain good grades, many still put great efforts to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a group
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The prospective to lead by control

#### **Benefits for Society**

When we develop life skills individually, these affect and benefit the world in which we live in a better manner:

- Understanding cultural awareness and citizenship makes international cooperation easier

- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments.

### **Conclusion**

Life skills however are not only “**how to do abilities**” as they are not the only factors that affect our behaviour. There are lots of many other factors such as social support, culture and environment that affect our adaptation and mental health to behave in a positive way. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to enhancement of self-confidence and self-esteem. Life skills for psychosocial competence need to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.

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## 69. Status of Life-Skill Education

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### **Abstract**

*This article deals with the aim and objectives of education, and of a school, it indisputably includes building cognitive abilities such as reading and Maths. Increasingly, however, it also implies that children should be equipped with other abilities that prepare them for success and meaningful contribution to the society they live in. These are broadly called by following traits—such as communication, critical thinking, creativity, self-awareness, decision-making, problem solving, empathy, interpersonal relationship, coping with stress and coping with emotion- life skills. This note aims to synthesize and contribute to the growing discussion around the development of life skills education in India. It is proposed that life skills should be explicitly woven into school education/training by exploring evidence on why such skills matter and which skills are important for learning and future outcomes.*

**Keywords:** *Life-skills, Self-awareness, Decision-making, Empathy, Critical thinking.*

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### **Introduction**

**Life skills** are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life.<sup>[1]</sup> The subject varies greatly depending on social norms and community expectations but skills that functions for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills.

The goals of education, and of a school, indisputably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision-making, perseverance - life skills.

This note aims to synthesize and contribute to the growing discussion around the development of life skills education in India. We propose that life skills should be explicitly woven into school education by exploring evidence on why such skills matter and which skills are important for learning and future outcomes. The following sections then review how these skills are typically nurtured in or out of schools and how feasible these interventions may be. We conclude by analyzing present opportunities for building the scope of life skills education in policy.

- **Defining Life Skills :**

Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively. Efforts to address the achievement gap have typically focused on core subjects such as Maths and English. A common belief is that life skills are optional and secondary to achieving basic literacy and numeracy only if resources are available. Research, however, unequivocally shows that students who develop social-emotional skills and academic mindsets are better equipped to succeed in school and are able to transfer theoretical concepts to real-life situations early on. We will explore evidence on this need for life skills education in more detail in section 2.

Life skills encompass a wide-ranging and often unstructured set of skills and attitudes that is difficult to rigidly define and that has not been officially codified or categorised.<sup>2</sup> A number of related terms are used in this context; some of these include:

#### **Life skills**

- 21st century skills
- Non-cognitive skills
- Non-academic skills
- Character skills
- Soft skills
- Social and Emotional Learning (SEL)

#### • **Teacher Development**

The efficacy of a life skills intervention is heavily driven by the capabilities and attitudes of the teacher implementing it. Ensuring adequate training for teachers and other educators is, therefore, a key factor contributing to the effectiveness of life skills education. Certain factors must be considered in the design of training programmes that help teachers incorporate soft skills into practice. Such capacity-building should explicitly provide opportunities for teachers to self-assess their own attitudes, values, and life skills proficiency, which strongly influence how they teach such skills to children. Teacher development has to allow for the practice and internalization of these skills, without which there will be a natural tendency to fall back upon familiar information-delivery teaching methods. In addition to content knowledge, training must help build confidence and allow teachers to become more comfortable with life skills and build better relationships with their students. Given several challenges in our education system, it is still worth noting that teachers may be trained faster than systems can be reformed. A trained teacher can still play a positive role and embed soft skills into their daily teaching practice, particularly when education systems are weak. Addressing teacher capacity can involve the development of life skills courses or modules in pre-service teacher training, on-going and sustained block- or district-level in-service support systems, and teacher self-assessment tools

#### • **Measuring Life skills**

While programmes targeting life skills have evolved significantly in India, such skills remain abstract and difficult to measure. The measurement of outcomes from life skills programmes may be seen as three-fold:

**Measurement of immediate-term outcomes:** Understanding the immediate benefit of an intervention, perhaps occurring while the intervention is taking place, on students' behavior, mindsets and abilities, typically through a self-report questionnaire or sometimes through observational tools used by facilitators.

**Measurement of short –term outcomes:** Understanding the short-term outcomes of an intervention, which may occur post the intervention but while children are still in school. Examples of these include behavioral measures as well as academic performance, school dropouts.

**Measurement of long-term adulthood outcome:** Understanding the impact of a life skills intervention on students' longer-term life outcomes. These may include educational attainment through school and college, earnings, juvenile crime rate, other risk behaviors such as smoking, etc. Given that momentum among life skills practitioners is still building, the measurement of immediate-term outcomes from such programmes should be a key area of focus. Knowledge of measuring these skills, however, is still under-developed, and approaches are characterized by a lack of consistency and comparability. Life skills measurement tools typically include three broad categories:

**Self rating Scale:** These are the most commonly used means of tracking progress, with students self-reporting on a range of their behavioral characteristics and attitudes. For instance, in the well-established Rosenberg Self-Esteem Scale, the statements refer to one's beliefs about being able to influence outcomes, cope with stress, and attain goals as well as aspired in oneself, one's achievements and background; the responses indicate the degree of agreement with the statements. Other scales employed for the assessment of specific mindsets and abilities include Rotter's Locus of Control Questionnaire, Cantril's Self-Anchoring Scale. Labour market research relies heavily on the Rosenberg and Rotter scales.<sup>20</sup> A clear limitation, however, is that these are subject to social desirability bias (i.e.the potential for students to fake or exaggerate answers) and even memory recall limitations.<sup>21</sup> This issue could become more significant if measures of students' non-academic ability are incorporated into teacher and school accountability and evaluation systems.

**Teacher –Rating Scale:** Here, the teacher or facilitators rate students on target skills, competencies and attitudes based on observations during the programme. For instance, Dream a Dream has developed a simple observational tool with the support of clinical psychologists to allow facilitators to measure development of five critical life skills (interaction, problem solving, taking initiative, managing conflict, understanding and

Following instructions) on a Likert scale.

- **Life Skills Education Policies in India :**

*An effective life skills approach is driven by multiple aspects:*

**Programme Content:**

1. Developing relevant information, attitudes, and skills.

**Mechanisms:**

2. Implementing participatory teaching practices, modeling of skills and reinforcement.

**Teacher Training:**

3. Building teachers' belief in the potential of and capacity in delivery of life skills education.

**Commitment:**

4. Advocating for the integration of life skills education in school curriculum.

**Conclusion:**

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 skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. 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.

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## 70. Status of Life Skill in Educaiton in India

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### Abstract

*The concept of Life skills have been incorporated to the curriculum of many developed and developing countries of present world at different levels of their educational systems and the authority concerned are trying to implement those in large scale., a consortium of some South Asian nations based on regional economic, socio-cultural cooperation is trying to minimize the gap, formed between the intended curricula with that of the implemented one. A secondary teacher, trained in Life Skill Education not only can use it for self-help and for the solution of health and sexual problems of adolescent students , rather can implement the same to improve quality of life of young population by helping in overcoming various obstacles faced by them in their daily life. This article is an attempt to overview a comparative estimate of secondary teacher education curricula of countries with special reference to the status of Life Skills-Based Education. The method employed for the present study is interpretative, analytical and comparative in nature.*

**Keywords:** *Life Skill Education, status of life skill, policies, education framework*

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### Introduction

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They actually signify the psycho-social skills that resolve around valued behaviour and include reflective skills like problem-solving, critical thinking. These also include personal skills like self-awareness and interpersonal skills like keeping effective communication, maintaining healthy relationship with others. Practice of life skills can bring qualities like self-esteem, sociability and tolerance, action competencies to the contemporary secondary school students and can generate enough capabilities among them to have the freedom to decide what to do in a special situation. Health and livelihood education can balance life skills education and vice versa.

### Definition of life skill

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

UNICEF defines life skills as “a behavior change or behaviour development approach designed to address a balance of three areas: knowledge , attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behavior are unlikely if knowledge, attitudinal and skills based competency are not addressed.

NICEF, UNESCO and WHO list the ten core life skills strategies and techniques as: problem solving , critical thinking , effective communication skills , decision-making , creative thinking , interpersonal relationship skills, self- awareness building skills , empathy , and coping with stress and emotions.

### **Life skill Status in India**

In India there is one year B. Ed. programme for preparing teachers at secondary level of school education where the knowledge domain appropriate for a particular age group are only included. The National Curriculum Framework-2005 was framed for the secondary level of Indian school education and accordingly National Curriculum Framework for Teacher Education-2009 was formulated, keeping close liaison with national secondary school education and global need of the time. NCFTE considered subject knowledge, pedagogical knowledge, and competence to implement the knowledge in specific contexts of teaching in structuring the secondary teacher education programme in India. But in operationalisation of the same, the NCFTE viewed that certain courses in the curriculum may be kept as optional in the secondary level which may be effectively implemented through co-curricular and curricular activities. Adolescence Education and Life Skills linked to health, consumer rights and legal literacy have been acknowledged by the NCF, 2005 as important areas in school education and included accordingly in secondary school curriculum. After 2005, over country-wide debate, sex education was restructured as the Adolescence Education Program (AEP) which focused on enhancing life skills among the adolescents, so that they can be responsive to the real life situations. The NCF, 2005 clearly outlined that the AEP should not be practiced separately rather be included in school education. It was also decided that responsibility of implementing life skill based education to the secondary school students should be assigned to nodal teachers. Nodal teachers trained in cascade manner will provide guidelines and materials to facilitate the transaction process through interactive methodologies. The method used in teaching of Life Skills is based upon the social learning theories.

### **Current Status of Life Skills Education in India**

The National Curriculum Framework (NCF) 2005 has emphasised on constructive learning experiences, and on the development of an inquiry-based approach, work-related knowledge and broader life skills. Central Board of Secondary Education (CBSE), in 2005, introduced life skills education as an integral part of the curriculum through Continuous and Comprehensive Evaluation (CCE) for classes 6 to 10 and developed life skills manuals for teachers teaching classes 6, 7 and 8. These manuals provide teachers broad guidelines for each of the ten core life skills identified by WHO. Sarva Shiksha Abhiyan (SSA) also has, under its agenda, life skills training for girls in on upper primary classes. While there have been dispersed efforts around life skills, focus on curriculum integration and teacher development remains poor.<sup>8</sup> Many of these efforts take a general approach to 'life skills information delivery' (sometimes more as moral/values education) without a particular context. There are certain difficulties in successfully integrating life skills

in Indian school education without systemic reform: • Moving life skills from the margins (i.e. extracurricular or as passive 'values education') to the centre of schooling and creating multiple learning opportunities or reinforcement within schools. • Introducing a learner-centric pedagogy,

not solely reliant on rote learning or exam-based assessment. • Building a school culture toward life-skills based education. • Improving the capacity and motivation of teachers to develop and integrate such life skills into their classroom practice. Life skills education in schools clearly needs to take place in the context of broader education system reforms. To be effective, life skills ultimately need to be age-aligned and inculcated in schools that are inclusive, with trained and motivated teachers who can employ participatory and experiential teaching practices.

### **Life Skills Education Policies in India**

*An effective life skills approach is driven by multiple aspects:*

1. Programme Content: Developing relevant information, attitudes, and skills.
2. Mechanisms: Implementing participatory teaching practices, modeling of skills and reinforcement.
3. Teacher Training: Building teachers' belief in the potential of and capacity in delivery of life skills education.
4. Commitment: Advocating for the integration of life skills education in school curriculum.

### **Life skills in education**

The Dakar Framework for Action on EFA includes life skills in two of the six goals: with regard to the learning needs of young people and the essential learning outcomes of quality education. The rationale for including life skills is that: Young people, especially adolescent girls, face risks and threats that limit learning opportunities and challenge education systems. These include exploitative labour, the lack of employment, conflict and violence, drug abuse, school-age pregnancy and HIV and AIDS. Youth-friendly programmes must be made available to provide the information, skills, counselling and services needed to protect them from these risk. It is asserted that “all young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills that will enable them to develop their capacities to work, to participate fully in their society, to take control of their own lives and to continue learning.” For some children these opportunities will be more limited because of their circumstances of marginalization and need. With no real consensus on what specific skills are incorporated under the term ‘life skills’, it is not surprising that there is no accepted definition of LSE, which has created difficulties in tracking progress on the relevant EFA goals, a theme that is regularly raised in the annual EFA Global Monitoring Report. It may be argued that the generic psychosocial skills identified by UNICEF are a universal and fundamental aim of quality education, and thus the responsibility of all teachers and schools. Elements of a quality education system such as the interactions between individuals, participatory and active teaching and learning methodologies and school environments all support the development of such skills. CASEL research suggests that a focus on such elements have indirect and direct impact on student learning and school success, classroom and school interventions that make the learning environment safer, more caring, better managed and more participatory, and that enhance students' social competences, have been shown to increase student attachment to school. In turn, students who are more engaged and attached to school have better attendance and higher graduation rates, as well as higher grades and standardized tests scores. The research indicates that attachment to school and to pro-social teachers and peers increases the likelihood of students behaving in pro-social ways themselves and decreases the prevalence of high-risk behaviours. Creating more caring and psychologically safe classroom environments also improves a variety

of students' social and emotional skills. In supportive atmospheres, for example, students feel more comfortable approaching and interacting with teachers and peers, strengthening their relationship skills. Unfortunately such elements of a quality education system are often missing or severely constrained, and in LSE the psychosocial skills elements have become primarily linked to thematic content to address priorities such as HIV and AIDS, human rights and disaster preparedness. The development of life skills is presented in the Dakar Framework for Action on EFA as a critical element in quality education, both as an educational objective in its own right and for content-related skills to support programmes on HIV and AIDS and enhance learners' health and personal safety. While this duality of focus on both generic and content-related life skills is present in the broad framework and rationale for LSE, existing evidence of implementation indicates that LSE has been largely driven by specific content areas with related content-specific life skills. The introduction, emphasis and combination of content areas within national and sub-national education systems vary according to the identified social, economic and environmental priorities, but the most prominent are discussed below.

### **Conclusion**

Along with providing the basic academic skills of literacy and numeracy, a quality education endowed with Life Skills has been offering to secondary school students of the region to help them tackle the challenges in their societies. These skills include preventing of HIV/AIDs and environmental depletion and skills to promote peace, human rights and democracy. The increased demand of expectations are being advocated internationally which was extended also in member countries. Some has considered life skills based education as co-curricular activities, some kept those in core curriculum as stand-alone and others have considered these as integral part of curriculum. Life skill education should be framed as a well structured programme to satisfy needs and outcome based participatory learning which aims at increasing positive and adaptive behaviours among individuals on different psycho-social skills. Social structure, sense of equality, school realities and teacher capacity of a country can only determine ways to integrate Life Skills into formal education systems of that country. Training of life skills is an effective means to empower the youth to act sensibly, to take initiative and take control over the adverse situations.

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## 71. Education and the Importance of Life Skills

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### **Abstract**

*This paper highlights a personal insight to importance of life skills in education. Education is definitely a window to the world. But let's think for a minute what kind of education are we talking about. In the Indian prospects, Indian education has become redundant and repetitive. In the rat-race of getting the highest possible education, we in the Indian society are producing for generations, robots which have been fed with information that has become obsolete. In the age of artificial intelligence, we are still learning oriental languages like Sanskrit that have no vernacular use.*

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### **Introduction**

Education has become restricted to bookish knowledge with almost no correlation to the outside world. When a person has successfully completed his formal education and enters the real world of struggle for a fulfilling career, he little realizes that the knowledge acquired has got not much to do with it. Students are often warned of the fact that the real life is completely different from their academic one, but are seldom made to understand where the difference lies. It is a DIY (Do it yourself) activity for life. I am not contesting the fact that education has lesser importance as compared to life skills. I am only emphasizing on the fact that the meaning of education has changed over the years. Education was referred to being literate, gaining knowledge and the same time the maturity in behavior that comes along with it, not to forget the respect that is earned. The proverb "Empty pots make the most noise" was most probably framed keeping education in mind. Presently, education has become only a means of ranking a person's capability which in my opinion is a non-scalable entity. Teachers who used to impart knowledge are losing their respect in the society. Teaching as a profession is one of the lowest paid occupations adding to the misery. On top of that, the faculties, though not everyone, recruited in several colleges are students who have passed out the previous year and freshers proving the fact that they have no prior experience – be it teaching or otherwise. The ever growing pressure upon students to score more has suppressed their cognitive abilities namely; creative thinking,

decision-making ability, innovative thought process, empathy for fellow beings or in other words, life skills

A person's ability is definitely not restricted to academics and that has been proven time and again by eminent personalities across the globe, and that's where life skills come into play. Life skills the way I have understood helps one to become a more responsible citizen as it teaches one to adapt to society and face the challenges that crop up positively. It is understood that an educated man must have the empathy and sense of belongingness towards his fellow beings in the society, although, the exact opposite is happening. The bitter truth is that, presently, the more "educated" a person is, the more shrewd, selfish, indifferent and self-centered he becomes, which he tends to pass on to his children.

The pre globalization era had our ancestors' dependent on varied skills to survive, way before education gained prominence. In transitioning from a nomadic lifestyle to a civilized one, it is evident that had they not thought of the well-being of their fellow humans with empathy towards them, they would not have flourished. In all our endeavors, sadly, the first objective we often set is how much one benefits monetarily. Only once that is taken care of and if our patience and interest persists, do we think of the people surrounding us.

Parents often plan to direct the career of their children as an engineer or a doctor and if everything fails become a teacher. The idea behind this thought process is that a job of 9 to 5 is more appealing. Taking risks is something that parents prevent their children from. A career in arts and crafts or social studies is not considered a paying job. May or may not be. But it is the use of the very same life skills that is promoted through these jobs and is thus under used.

The last quarter century has witnessed sea changes like never before- be it at the societal or family front. Earlier neighbors used to be closely knit. No matter how far the houses were, everyone knew everyone else. Now this trend is limited to only rural areas. In cities people don't even know the next-door neighbor. It is considered to be a nuisance to have visitors at home or mingle with other families as it disturbs their mechanical lives. Be it work at home, in office, teaching kids at home or sending them to coaching centers, everything follows a schedule. There was a time when people knew their second and third cousins. Now it is considered fortunate if they know any of their cousins. There is a lack of the family time when the family members could relax, chat with the family members, ask how their day went, celebrating their achievements, know what disappoints them, understand what they lack in, thanks to information technology explosion in the form of mobile phones. Kids may have doubts that they hesitate to ask their parents. Creating such a parent-child bond is often neglected leading to misinformation

and preconceived notions by the kids. This is dangerous if not taken care of in time. Earlier living in joint families was both a pleasure and a tradition. Even if parents did not have time, there were grandparents, aunts, uncles, cousins whom we could speak to in the least. There was a security that the kids were in safe hands. Grandparent-grandchild bonds used to supersede parent-child relations. Grandparents were ever-ready with interesting bed time stories entailing moral values and kids were equally enthusiastic with a keen listening ear. Now, the scene no longer exists. Parents have no time to talk to children, most of whom are single child at their homes. They are often sent to day-care centers where there is no guarantee for their safety. Numerous cases of violent physical, sexual and drug abuse have seen limelight. Parents, in order to compensate their inefficiency to spend quality time with the kids, shower them with latest technology gadgets like tablets, smart phones, X-box, laptops etc. Grandchildren, a majority living in urban areas don't really relate to grandparents whether they are in cities or in villages as they are too busy on their smart phones. Their virtual world on these gadgets has become dearer to them than the real world, making them slaves, either through addiction or provoking them indulge in activities earlier considered a taboo. Blue Whale, the game is one such example. Kids forget to use common sense when a tense situation arises. They take decisions which are often drastic even without consulting their elders. Crimes are on a rise, a lot being juvenile mostly since the concept of sharing has lost its value in time. Kids have become very demanding, selfish and short tempered. All of this since elders don't find time or have patience to guide them. The skills they need to live as a civilized social animal are not imparted to them. And these negative traits almost bring out a barbarian culture in them which in later life may become even detrimental.

In conclusion, the importance of life skills has not been fully understood or put to use to its full potential. A joint and purposive effort should be taken by the parents, family members, teachers, administrators of education to impart life skills at the grass root level, continuing throughout the academic journey of a child. The efforts taken by Universities in including value education as part of its curriculum are a welcome gesture in this direction.

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## 72. Life Skills: Need for Hour

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### Abstract

*In order to make a successful return to family, community, and workplace, individuals who leave correctional facilities need an array of life skills. Most important, of course, are the basic skills-reading, writing and arithmetic-which are usually offered in adult education programs in correctional facilities. However, being literate alone does not ensure a successful transition to independent living and a job. Life skills help a person in making rational decisions by weighing the pros and cons of a situation, by determining the alternatives, and tackling the issue at its root. It also helps in keeping productive interpersonal relationships with others in the society. Life skills help us in having effective communication with people around us and help them in their time of need. These skills make us an individual who is qualified to live in a society and help others out in times of emergencies.*

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### Introduction

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

### The ten core life skills laid down by the WHO are:

- **Self-awareness:** Includes recognition of self, our character, our strengths and weaknesses, desires and dislikes. Creating self-awareness can help adolescents recognize when they are under stress or feel pressured. Self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- **Empathy:** To have a successful relationship with our loved ones and society at large, it is important that we, during our adolescent years, learn to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, the communication that adolescents have with others will not amount to a two-way process. When adolescents are able to understand them, they will be better prepared to communicate and at the same time, they will be able to elicit support from others, and win their understanding. Empathy can help adolescents accept others who may be very different from them. This can improve their social interactions; not just in peer group interactions in classroom settings but also later in life, in situations of ethnic or cultural diversity.

- **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute by helping the adolescent to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure and the media.
- **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- **Decision making** is a skill that can help an adolescent deal constructively with decisions about their lives. Young adults can learn to assess the different options available to them, and consider what effects these different decisions are likely to have.
- **Problem solving** helps in empowering the adolescent to look at a problem objectively vis-à-vis the different options for solutions and would help them come to a solution after weighing the pros and cons of the different options available.
- **Interpersonal relationship skills** help the adolescents relate in positive ways with people they interact with in their everyday lives. This may entail being able to make and keep friendly relationships (which can be of great importance to our mental and social well-being); maintaining good relations with family members (which are an important source of social support) and also being able to end relationships constructively.
- **Effective communication** means helping the adolescents express themselves, both verbally and non-verbally, in ways that are appropriate to cultures and situations. This means being able to express opinions, desires, needs and fears and also includes the ability of being able to ask for advice and help in a time of need.
- **Coping with stress** as a life skill means recognizing the sources of stress in their lives, recognizing how this affects them, and acting in ways that help them control their levels of stress; learning positive coping styles and replacing passive with active coping mechanisms - this may include changing their environment or lifestyle, and learning how to relax.
- **Coping with emotions** includes recognizing emotions within themselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. A important aspect of this skill is learning to manage intense emotions like anger or sadness that can have negative effects on our health if we do not respond appropriately.

#### **Criteria for Using Life Skills:**

Life skills should not only aim for knowledge change and change in attitude but also a change in behavior. Mere lecturing on a particular skill is not enough. It has to be coupled with situations and exercises wherein the participants can experience a real-life situation and practice safe behavior.

People learn quickly when they associate with a certain thing. Life skills have to be reminded time and again for their reinforcement in the minds of individuals. The messages need to be repeated many times. It also works effectively when it is coupled with community and policy development.

#### **Examples of Life Skills:**

One of the kinds of life skills is decision-making skills. These skills include critically thinking and problem solving skills. These skills help in making an informed decision which is free from

influence and is reached at after carefully studying the issue at hand. Another kind of life skill is communication skill or inter-personal skill. These skills include verbal and non-verbal communication, ability to express oneself and also provide feedback. These skills help individuals to manage conflicts and tensions.

The skill of empathy, which is listening and understanding the needs of others, is an important life skill. Working in teams is a skill that helps individuals to be accepted in the society. They bring out the adult behavior in an individual. Self-management skills help an individual to increase his ability to control himself. This skill helps a person in controlling his anxiety, anger or guilt in a more controlled manner.

**The importance of life skills:**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

**Benefits for the individual:**

**In everyday life, the development of life skills helps students to:**

- Find new ways of thinking and problem solving
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others.

**Benefits for employment:**

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence.

**Benefits for society:**

- The more we develop life skills individually, the more these affect and benefit the world in which we live:
- Recognizing cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments.

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### 73. Life Skills: Core Life Skills and Their Significance

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#### **Abstract**

*Life skills have been defined as, “the abilities for adaptive and positive behaviour that enable the individuals to deal effectively with the demands and challenges of everyday life.” Life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotion. 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. The Significance of Life Skills in life is translate knowledge, attitude, skills and values into action, behave responsibly and this leads to healthy living, develop positive attitude towards themselves and others, develop full potential, promote the state of mental well being as this motivates them and others, promote risk free behavior, Communicate effectively, develop negotiation skills, improve self perception by: building self confidence, building self esteem and building self worth.*

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#### **Introduction**

Over the last 3 decades the approaches to literacy and education seem to be swinging away from literacy and education for its own sake to their potential and actual use in real life contexts. The need to help people develop better life skills and livelihoods (Oxenham et al 2002) has determined by local people themselves proceeds other more decontextualised educational purposes. It is argued that literacy is best derived from the experience of developing life skills rather than being developed first as a prerequisite of programmes. The subject matter or themes of such learning are about development, either personal development or community, social or economic development. In literacy programmes these themes are integrated with the educational skills of reading and writing. Literacy is thus a part of life skills, and life skills and literacy are a part of basic education. These shifts need to be seen in close relationship to the dramatic changes and challenges facing us today, relating to growing unemployment poverty, inequality, violence, and environmental destruction. The pressing, difficult situation caused by these changes demands that we mobilize the skills, abilities and creative problem-solving potential of the entire population. The importance of skills with broader development of personal potential becomes significant when the future is uncertain. According to the Delors Commission (1996) human being’s further progress depends less upon continued economic growth than upon an increase in a broader ‘personal development’ and empowerment that people need to steer overall developments in a sensible way.

The term 'Life Skills' refers to the skills you need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills. Life skills are not always taught directly but often learned indirectly through experience and practice. The term Life Skill, is being widely used nowadays but it is often used interchangeably with livelihood skills. But the two are different. Livelihoods skills as the name suggests, are skills, related to generate income to fulfill one's household/individual economic goals. These skills basically involve vocational skills, business management skills etc, where as life skills encompasses all the dimensions of human life, be it economical, social or psychological. Life skills are defined as skills which can provide you with a better perspective on life, skills which can allow you to maintain a higher awareness of both yourself and the world around you.

World Health Organisation (WHO) in 1993 defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life.

UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."

The International Bureau of Education (IBE) derives its understanding from the Delores four pillars of learning - learning to know, learning to do, learning to be and learning to live together - and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis.

The Mental Health Promotion and Policy (MHP) team in World Health Organisation's (WHO) Department of Mental Health has produced this definition of life skills: "Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights". (WHO 1999)

The OECD has adopted a more generic definition of life skills in the context of the DeSeCo project (Rychaen and Salganik 2001). It defines life skills on three general criteria, namely that a) key competencies contribute to an overall successful life and a well-functioning society, b) they are instrumental to meeting important challenges in a wide spectrum of relevant contexts, and finally, c) they are relevant to all individuals. These key competencies are: a) functioning in socially heterogeneous groups, b) acting autonomously and c) using tools interactively.

According to Wikipedia, life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experiences that are used to handle problems and questions commonly encountered in daily life.

Life skills defined in a general way mean a mix of knowledge, behaviour, attitudes and values and designate the possession of some skill and know-how to do something, or reach an aim. They include competencies such as critical thinking, creativity, ability to organise, social and communication skills, adaptability, problem solving, ability to co-operate on a democratic basis that are needed for actively shaping a peaceful future. A number of such lists exist which show a high degree of correspondence, though few lists are in complete agreement. The constituents of

generally defined life skills can be described in the following way: a) they include the abilities necessary to *apply* the conceptual thinking and reflection in concrete situations; b) they imply capacities to be involved in effective interaction with the environment and provide an appropriate motivational attitude; c) they involve psychological prerequisites for successful performance, such as problem solving capacities, self-confidence and skills for critical thinking (Dohmen 1996).

### **Essential Life Skills**

There is no definitive list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc. Different life skills will be more or less relevant at different times your life, for example: When at school or university, you'll need study skills, When buying a house, negotiation skills may be needed and You'll need to work on your employability skills to get a job. When you have a job, leadership and presentation skills may be useful, along with a whole host of other skills. When you start a family, time management and organizing skills are likely to become important. There will be times throughout your life when you'll need conflict resolution, stress-management and problem solving skills too. However, perhaps the most important life skill is the ability and willingness to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throws at us.

#### ***Ten Core Life Skills as laid down by WHO are:***

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

**Self-Awareness** includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

**Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

**Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media. Critical thinking is the active, persistent, and careful consideration of a belief or form of knowledge, the grounds that support it, and the conclusions that follow. It involves analyzing and evaluating one's own thinking and that of others. In the context of college teaching and learning, critical thinking deliberately and actively engages students in: Raising vital questions and problems and formulating these clearly and precisely; Gathering and assessing relevant information, and using abstract ideas to interpret it effectively; Reaching well-reasoned conclusions and solutions and testing them against relevant criteria and standards; Openly considering alternative systems of thought; and Effectively communicating to others the analysis of and proposed solutions to complex challenges. Critical thinking the process we use to reflect on assess and judge the assumption underlying our own and others ideas and efforts.

**Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). Creative thinking is the generation of new ideas within or across domains of knowledge, drawing upon or intentionally breaking with established symbolic rules and procedures. It usually involves the behaviors of preparation, incubation, insight, evaluation, elaboration, and communication. In the context of college teaching and learning, creative thinking deliberately and actively engages students in: Bringing together existing ideas into new configurations; Developing new properties or possibilities for something that already exists; and Discovering or imagining something entirely new. Creative thinking the process we use to develop ideas that are unique, useful and worthy of further elaboration. Creative thinking embodies a relaxed, open, playful approach and is less ordered, structured and predictable than critical thinking. Therefore it also requires some risk-taking as there is a chance that you will make 'mistakes' or not come up with an answer at all. You need to be prepared to cope with the resultant risk, confusion and disorder. If you are generally ordered and organised this may take some getting used to. Creative thinking skills are as much about attitude and self-confidence as about talent.

**Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

**Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to

express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

**Coping with emotions** means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

### **Significance of Life Skills in life**

**Balance between Three Areas:** Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.

**Actual Abilities:** Life skills enable individuals to translate knowledge, attitude and values into actual abilities i.e. what to do and how to do it, given the scope and opportunity to do so. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.

**Use Life Skills in Different Situations:** We all use Life Skills in different situations such as: a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills b) When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.

**Maintain Healthy Body and Mind:** Life Skills are very important in our life to maintain a healthy body and mind. Personal skills are very effective to maintain a healthy body and mind.

**Educational Significance:** Life Skills Strengthens teacher pupil relationship, Leads to desirable behavior change, Improves discipline in schools, Reduces learner problems such as truancy, absenteeism drug and substance abuse and teenage pregnancies and helps learners to improve their performance.

**Social Significance:** It improves the socialization process among learners such as relating to others in a friendly way, enables learners to choose good and reliable friends, helps learners to use their leisure time properly, assists learners to recognize and avoid risky situations, bring about meaningful interaction among learners, teachers and the school community and helps in character building.

**Health Significance:** Leads to prevention and control of diseases such as STIs, HIV and AIDS, contributes to a person's general well being (physical, mental, emotional and social), Leads to less strain on health facilities and helps people to be responsible for their own and other people's health

**Cultural Significance:** Enables people to adopt and maintain meaningful cultural practices and avoid practices that may put self and others at risk, promotes harmonious interaction between people of different cultures and helps in the clarification of values in the society

**Economic Significance:** It leads to high productivity due to a motivated, strong and energetic labour force, savings are increased as money used e.g. on management and control of HIV and AIDS can be invested elsewhere. Rehabilitation of drug and substance, abuses, repair of damaged property and buy teaching learning resources.

***Life Skills enables the individual to:***

- translate knowledge, attitude, skills and values into action;
- behave responsibly and this leads to healthy living;
- develop positive attitude towards themselves and others;
- develop full potential;
- promote the state of mental well being as this motivates them and others;
- promote risk free behavior;
- Communicate effectively;
- develop negotiation skills;
- improve self perception by:
- building self confidence
- building self esteem
- building self worth

**Conclusion**

Life skills enable individuals to translate knowledge, attitudes and values into actual abilities – i.e. "what to do and how to do it". Life skills are abilities that enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so. They are not a panacea; "how to do" abilities are not the only factors that affect behaviour. If the model above was placed within a larger, more comprehensive framework, there would be many factors that relate to the motivation and ability to behave in positive ways to prevent health problems. These factors include such things as social support, cultural and environment factors. Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to our motivation to look after ourselves and others, the prevention of mental disorders, and the prevention of health and behaviour problems.

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## 74. Types and Benefits of Life Skills Education

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### **Introduction:**

Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. In this paper we will discuss about life skills and its type.

Life skills are skills that equip people to deal effectively with the demands and challenges of everyday life. Life skills are viewed as crucial for everyone to cope with a rapidly changing world. They are skills that can lead us to success and accomplishments both in our professional as well as rate life. Drastic changes taking place around us have made learning life skills essential. Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in their approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

**According to the United Nations Children's Fund (UNICEF)** Life-Skills education refers to “a behaviour change or behaviour development approach designed to address balance of three areas: knowledge, attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skill based competencies are no adressed.

**Central Board of Secondary Education (CBSE) India has recognized** this fact that it is necessary to develop behaviour change or behaviour development approach designed to address balance of three areas: knowledge, attitude and skills”

### **Why Life-Skills Education?**

- Early identification of problems, early intervention and support at key moments in lives of young people is vital
- Development needs and desires of the individual
- to enhance capabilities and enlarge choices
- To build different dimensions of well-being, by building self-image and self worth which in turn help individuals to be less vulnerable to the variations within a given context

### **Types of life skills Education:**

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively,

Using this definition, we can separate the life skills from the other types of skills, like this:

**Life skills:** Decision-making, goal setting, problem-solving, coping with stress, coping with emotions, negotiating, friendship, interpersonal relationships, empathy (concern for others), critical thinking, creative thinking, resisting peer pressure, assertiveness.

**Livelihood skills:** Time management, getting a job, interview, computer, cooking, driving etc .

**Learning skills:** Reading, reporting, numeracy etc.

**Technical/health skills:** Cleaning teeth, condom, road safety, giving oral rehydration etc.

**Outcomes of life skills:** Teamwork, self-esteem, learning from each other, confidence etc. The most important life skills are grouped into these five related areas. They are called the core skills.

Life skills are understood to be an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to antisocial or high-risk. The ten core life skills laid down by the WHO are:

- **Self-awareness:** Includes recognition of self, our character, our strengths and weaknesses, desires and dislikes. Creating self-awareness can help adolescents recognize when they are under stress or feel pressured. Self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- **Empathy:** To have a successful relationship with our loved ones and society at large, it is important that we, during our adolescent years, learn to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, the communication that adolescents have with others will not amount to a two-way process. When an adolescent is able to understand themselves, they will be better prepared to communicate and at the same time, they will be able to elicit support from others, and win their understanding. Empathy can help adolescents accept others who may be very different from them. This can improve their social interactions; not just in peer group interactions in classroom settings but also later in life, in situations of ethnic or cultural diversity.
- **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute by helping the adolescent to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- **Decision making** is a skill that can help an adolescent deal constructively with decisions about their lives. Young adults can learn to assess the different options available to them, and consider what effects these different decisions are likely to have.

- **Problem solving** helps in empowering the adolescent to look at a problem objectively vis-à-vis the different options for solutions and would help them come to a solution after weighing the pros and cons of the different options available.
- **Interpersonal relationship skills** help the adolescents relate in positive ways with people they interact with in their everyday lives. This may entail being able to make and keep friendly relationships (which can be of great importance to our mental and social well-being); maintaining good relations with family members (which are an important source of social support) and also being able to end relationships constructively.
- **Effective communication** means helping the adolescents express themselves, both verbally and non-verbally, in ways that are appropriate to cultures and situations. This means being able to express opinions, desires, needs and fears and also includes the ability of being able to ask for advice and help in a time of need.
- **Coping with stress as a life skill** means recognizing the sources of stress in their lives, recognizing how this affects them, and acting in ways that help them control their levels of stress; learning positive coping styles and replacing passive with active coping mechanisms - this may include changing their environment or lifestyle, and learning how to relax.
- **Coping with emotions** includes recognizing emotions within themselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. An important aspect of this skill is learning to manage intense emotions like anger or sadness that can have negative effects on our health if we do not respond appropriately.

**Benefits of Life Skill Education:**

The WHO suggests the following benefits of life skill education.

**Health Benefits:**

- It addresses the combination of psychological and social factors that contribute to healthy behaviour.
- In schools it addresses the needs of all children.
- The promotion of individual and social skills is an important aspect of health promotion.

**Educational Benefits:**

- It introduces learner-centered and interactive teaching methods that has a positive impact on the teacher and taught relationship, teacher's job satisfaction, rates of drop out and absenteeism from school.
- It has also the impact on the teaching of academic subjects.
- there are indications that life skills education can have a positive impact on academic performance.

**Social Benefits:**

- This type of education can promote more pro-social behaviour and so result in less delinquency among adolescents.

**Cultural Benefits:**

- It helps to clarify the needs of young people .
- Life skills education is of particular value to young people growing up in multicultural societies.

**Economics Benefits:**

- Early prevention can be expected to reap maximum rewards in regard to a healthy society.
- this type of education and the skills promoted appear to be amongst the ones most highly valued by the future employers of young people.

**Political Benefits:**

- It addresses the needs of the child as specified in the United Nations Convention on the Rights of the Child and the Child Statute of Uganda 1995.  
Research into the effectiveness of life skills education have shown similar results.
- Several studies have reported positive changes in self-reports of health-related behaviour following educational programmes based on life skills, for example research on self reports of drug use and smoking.
- Several reviews of programmes have found that those based on skills learning are more effective than traditional approaches based on information.
- Numerous studies have reported improvements in mental health status. In particular, improvements in self-esteem and self-confidence are frequently reported.
- Numerous small studies have indicated teacher satisfaction after training and implementation of a life skills programme. In addition, improved teacher-pupil relationships and classroom behaviour have obvious benefits for school staff.
- The pretest for this manual shows potentially the same results as the ones mentioned above.

**Conclusion**

In conclusion, life skills are a topic that students should learn about so they can boost their confidence and ability to do the certain things. It is important to learn life skills in an early stage of life so that the student can learn good things and manage difficult situations in a calm way. It is a form of education that focuses on cultivating life skills such as self reflection, critical thinking, problem solving and inter personal skills. It helps the children to reach their potentialities and to prepare themselves for the challenges of everyday life.

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## 75. Life skill Education for Children in School

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### **Abstract**

*Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment. Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being. In particular, where health problems are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution. This is especially important for health promotion at a time when behaviour is more and more implicated as the source of health problems. The most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In school-based programs for children and adolescents, this can be done by the teaching of life skills in a supportive learning environment.*

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### **Introduction**

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children. These are listed below:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

- **Promoting the teaching of life skills**

In promoting the teaching of life skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many young people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the

effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many countries, makes the lives of young people, their expectations, values, and opportunities very different from that of their parents. Life skills for psychosocial competence need to be distinguished from other important skills that we hope young people will acquire as they grow up, such as reading, numeracy, technical and practical "livelihood" skills. These and other skills are usually recognized as abilities that young people should learn, either in schools, at home or in their communities. Life skills are being promoted so that they can gain recognition as essential skills that should be included in the education of young people.

- **Life Skills Education**

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.

- **Identifying an optimal strategy for life skills education**

The wide range of motives for teaching life skills to children and adolescents include the prevention of drug abuse and teenage pregnancy, the promotion of mental well-being and cooperative learning. For adults, life skills appear in programmes such as communication and Empathy skills for medical students and counsellors, problem solving & critical thinking for business managers and coping with emotions and stressors for people with mental health problems. Given the wide ranging relevance of life skills, an optimal strategy for the introduction of life skills teaching would be to make it available to all children and adolescents in schools. Life skills teaching promote the learning of abilities that contribute to positive health behaviour, positive interpersonal relationships, and mental well-being. Ideally, this learning should occur at a young age, before negative patterns of behaviour and interaction have become established.

*The school is an appropriate place for the introduction of life skills education because of:*

- The role of schools in the socialization of young people;

- Access to children and adolescents on a large scale
- Economic efficiencies (uses existing infrastructure);
- experienced teachers already in place;
- High credibility with parents and community members;
- Possibilities for short and long term evaluation.

Even in countries where a significant proportion of children do not complete schooling, the introduction of life skills education in schools should be a priority. Life skills education is highly relevant to the daily needs of young people. When it is part of the school curriculum, the indications are that it helps to prevent school drop-out. Furthermore, once experience has been gained in the development and implementation of a life skills programme for schools, this may help with the creation and implementation of programmes for other settings.

#### • **Developing life skills Programmes**

Designing and implementing a life skills programme is only a part of the life skills programme development process. It is equally important to secure long term support and resources for life skills education, and to engage, from the very beginning, all of the potential agencies that would have a role to play in the process of life skills programme development. Implementing a life skills programme will require the introduction of teaching methods that may be new to teachers, and the success of the programme will depend very much on the availability of in-service training, as well as efforts to include training in participatory learning methods in teacher training colleges. The introduction of life skills education will require input from the school and education authorities, for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programmes once they are in place. This investment is worthwhile considering that the potential gains of life skills education are so far reaching. Apart from the impact on child health, there may be other benefits for the school as an institution. For example, evaluative studies of life skills programmes suggest that the methods used can help to improve teacher and pupil relationships (Parsons et al., 1988), and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems. There are also research indications of improved academic performance as a result of teaching life skills (Weissberg et al., 1989). Other positive effects include improved school attendance (Zabin et al., 1986), less bullying, fewer referrals to specialist support services and better relationships between children and their parents.

#### **Conclusion**

Imparting life skill training through inculcating life skill education will help our children to overcome such difficulties in life. Life skill education can serve as a remedy for the problems as it helps the children to lead a better life. There for life skill education is a need of the society and every education system should impart life skill education as a part of its curriculum as it is capable of producing positive health behavior, positive interpersonal relationships and well-being of individuals.

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## 76. Impact of Life Skill on Education

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### Abstract

*Life Skill are psychological abilities education and prepare the child to live effectively in the contemporary society. Societies change over time. The traditional system of education can no more provide inputs to real life for all kinds of complexities. In the recent time, life skills education plays a vital role in enabling individuals to translate knowledge, attitudes and values into actual practice. It is form of education, which focusses on cultivating personal life skills like self-reflection, critical thinking, problem solving and interpersonal skills. The present paper aims at supporting the implementation of life skill education program in the schools to enable the pupils to recover from mental health problems and stress.*

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### Introduction

Life skills are ability for adaptive positive behavior that enables individual to deal effectively with demand and challenges of everyday life analysis of life skills field suggests that there is a core of skills that are at the heart of skills based initiatives for the promotion of health and well-being of children and adolescents. The core skills are listed below:

- Decision making  
It helps us to deal effectively with decision about our lives. It can have results for health if young people actively participate in decision making about their past actions related to health.
- Problem making  
It is another way through which we can make able to deal effectively with problem in our lives.
- Creative thinking  
It contributes to both decision- making and problem solving by enabling us to look beyond our direct experience to respond adaptively to the situations of daily lives.
- Critical thinking  
It is an ability to analyze information and experience out feeling, opinions and desires. It also makes us able to ask for advice and help if necessary.
- Effective communication  
It also makes us to ask for advice and help if necessary.
- Interpersonal relationship skills  
These skills help us to relate in a positive way to the other people and to keep good relations with family members and other persons.

- Self-awareness  
It includes our recognition of ourselves of our character and of our strengths and weakness.
- Empathy  
It is an ability to imagine what life is like for another person even we not familiar with him or her. It helps us to understand others, accepts them, and improve our social interactions.
- Coping with emotions  
It values our emotions in others and ourselves like anger and sorrow.
- Coping with stress  
It is recognition about the sources of stress in our lives and helps to control ourselves of stress. It helps us to how to release in situation we have.

### **Related Work**

B. wojnarowska (2000) presents two groups of skills differentiated by WHO Basic skills, these are the skills used for everyday life enabling good mood, interpersonal relations and behavior type conductance to health specific skills. These are skills, which are enable us to deal with threats like refusal to take drugs, participate in acts of violence etc. They are developed in combination with basic skills.

Ramesh and Farshad c (2004) in their study proved the effectiveness of life skills to enhance critical thinking which further impacts living life activity being responsible for the job and in future planning too.

Turtle et al. (2004) during their investigation add the life skills of students curriculum. The result of the study suggested the extraordinary capability of teens to positive promotion and flexibility.

Vranda and Rao (2011) proved that life skills training enhanced their psychological competencies.

Roodbari and Ghale (2013) in their research showed that life skills training has a positive effect and improve social development, social adjustment and emotional too which further suggests an increase in compatibility of children and public health.

### **Objective of life skills in Education**

- To promote physical health and well-being
- To manage stress positively
- To have control over personal goals and future
- To recognize our strengths
- To identify values of ourselves
- To attain self-confidence and independence
- To develop highly motivated and competent teachers to education and learning
- To attain teachers knowledge, attitudes and practice on life skills education
- To continuously improve the quality of education to ensure holistic development of the child.
- To take advantage of new educational technologies and innovations to improve the quality of education.

### **Promotions of life skills in teaching**

WHO has taken a step in promoting the teaching of life skills, which is teaching of abilities. These are often for granted the change in money, culture and lifestyles of young people. Many young people are not equipped with life skill, which helps them to deal the increased demands and stress. The factors, which help young in their development, are family, culture, media influence and effects of growing up in a situation of culture and ethnic diversity. Even the rapid, rate of social change makes the lives of young people; their lives and expectations too difficult the life of theirs. Keeping in mind, Life skills are recognized as the essential skills, which should become a part of school curriculum.

### **Life skill education**

For health promotional, Life skill education is based on teaching of generic life skills. Life skill lesson should become an integral part that is combined with health information and development in young people. It may be engaged in short plays and drama, which allow them to practice the skills in difficult situations. Assigning homework to children encouraging them in further discussing and practice the skills with their families.

### **Identifying strategies for life skill education**

School is an important piece for introducing life skill education as

- It accesses to children and adolescents on a large scale.
- It makes economic efficiencies.
- High credibility is with parents and community.
- It has possibilities for short and long-term evaluation.
- In schools, a wide range of life skills relevance is an important strategy to make it available to all children and adolescents as it helps them in promoting the learning abilities and personal interpersonal relationships and finally their mental well-being.

### **Developing life skills programme**

Developing and implementing a life skill programme is only a part of the life skills development programme. All the agencies would have to play the role in the process of their development.

- Introduction to teaching methods  
Introduction of life skills education will require from the school itself and then further from educational authorities for teacher training and development of teaching manuals. Even ongoing teaching programs in school plays a vital role in promoting life skills education.
- Input from school and educational authorities  
Introduction of life skill education require from school itself and then further from educational authorities for teacher training and development of teaching manuals. Even ongoing teaching programs in schools play a vital role in promoting life skills education.
- Children mental and well-being programs  
The methods used in these programs also help to improve children mental health and their well-being
- Improving student-teacher interactions and classroom behavior of students

In the classrooms, the teacher can help the children in developing programs like a group discussion, Project and assignment, which further improve student-teacher interactions.

- Training workshop for development and implementation of life skills program development. WHO provides material that has been assigned to assist the process of life skills program development?
- Group-work methods  
Active experimental and group-work methods on the basis of activities in the training workshop in schools are an integral part of the system.
- Brainstorming  
It is a creative technique for generating ideas and suggestions on a particular subject. It is a good technique for the life skills taught to learn from the children how much they understand about the life-skill education how they discover it.
- Role-Play  
It is acting out of a situation-based activity described by the teacher or student. In role-play, various aspects of the same situation can be try out, students involved can be given a change to try out, and students involved can be given a chance to try out on the life skills they are being taught. For adolescents and pre-adolescent, it is a better technique to ascertain life skill education.
- Educational Games and Simulations  
It promotes fun, active learning and rich experience in discussion to improve their quality. They require the combined used of knowledge, attitude and skills, which allows students to test out assumptions and abilities in relatively safe environment.
- Analysis of situation and case studies  
It gives a change to analyze, explore, challenge and safety test solutions for providing opportunities for working together in groups to share ideas and give new learning. Case studies are also used for thought and discussion. Engaging in this study, students get chance to find ways to cope with critical situation.
- Follow up training for teachers  
Follow up training should be provided. For this, teachers require these kinds of follow up sessions to guide them for further opportunities to students. Here the students raise questions about life-skills and its education.
- Ongoing funding and support of life –skills education  
Local authorities and parent-teacher groups are encouraged to provide support and funding for life skills education promotion. Even life-skill coordinator would have an overview of the life-skill network in their location and encourage relevant people to support life skill education.

### **Recommendations**

- Life skill education needs to be made compulsory to all the schools.
- Life skill education needs a designation period like other subjects.
- Sufficient Life skill education methods need to be distributed to all the schools.
- School need to facilities workshop and seminars including monitoring and evaluation.
- Life skills education needs to promote the quality of education.

### **Conclusion**

A relevant and proper implementation of life skill education is a need of the hour. Imparting life skills education can be helpful as it addresses the needs of children. It helps in motivating and providing cognitive, emotional, social and self-management skills for life adjustments. On the whole, life skills education proves to be an effective psychological intervention strategy for providing positive social and mental health of adolescents which plays an important role in strengthening and developing self-confidence and emotional intelligence. So in the light of above discussion, life skills education needs to be promoted that could establish a national university board on the idea of centre of excellence that could provide national and international needs.

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## 77. Skill India-Make an Excellence Future of Youth

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### **Abstract**

*The main aim of Skill India is a concept introduced by Hon'ble Prime Minister of India Narendra Modi in March 2015 is to create opportunities, space and scope for self-development of the talents of Indian Youth. This program is initiated in to provide training and skill development covering youth of each and every village. In India, this concept was not very well developed and recognized but this paper discusses in detail various programs, policies, about the concept of skill India which has been made to identify how far the skill development programmes have achieved success to give innovative shape for our youth's future through the skill development programmes which are launched by government.*

**Keywords:** Skill Development Corporation, Skilled workforce, Sustainable livelihoods, Digital India, National Solar Mission etc.

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### **Introduction**

India today spoke to experts on why skill development is necessary from a young age and how it should evolve according to the students's age to create ideal employees in the 21st century. They also explained the differences in skill training in India and international countries and options a student can vouch for if they haven't been skill trained. In the changing world scenario with regard to industry and the job market, there is now over powering need for skilled workers. However, the definition of 'skill' in India, and the world in general, has also changed over recent years.

India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and

More than 65 per cent are aged below 35. In 2020 the average age of an Indian will be expectedly 29 years, while it will be 37 for China and 48 for Japan.

As President Pranab Mukherjee said in a recently organised CII event in Kolkata, "We often boast about India's demographic dividend. But the question that arises is what we do with this if we cannot skill them, if we cannot educate them and cannot enhance their employability."

### **Meaning of Skill**

A skill is the ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. Skills can often be divided into domain general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be

useful only for a certain job. Skill usually requires certain environment stimuli and situation to assess the level of skill being shown and used.

People need a broad range of skills in order to contribute to a modern economy. A joint A STD and U.S. Department of labour study showed that through technology, the workplace is changing, and identified 16 basic skills that employees must have to be able to change with it.

### **Skill India's Mission Statement**

"To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods?"

### **Objectives of Skill India**

1. The main object of this campaign is to coordinate, converge, implement and monitor skill development activities across India.
2. The aims to provide training on skill development 102 million youths in the country within a span of next five years.'
3. To train and develop the skills of the youths along with speed, scale and standards spread all over the country.
4. To propose a structured and pragmatic solution to address the Lakhk of relevant skills amongst the Current and potential workforce of India.
5. To deliver a structured, sustainable and scalable framework to impart skills to the unemployed, uncertified and un-benchmarked workers.
6. To create a larger national framework of human resource development to meet the dynamic need of industry and the economy.
7. To provide training, support and guidance for all occupations like Carpenters, Cobblers, Welders, Blacksmiths, Masons, Nurses, Tailors, and Weavers.

### **Features of Skill India**

Skill India mainly emphasis is to skill the youth for getting employment ancia so improves entrepreneurship.

1. It also emphasis on real Estate, Construction, Transportation,, Textile, Gem Industry, Jewellery Designing.
2. Skill India provides training not only at national level but also at international level.
3. Skill India creates a hallmark called Rural India Skill so as to standardize and certify the training process.
4. Skill India is innovative which includes Games, Group Discussions, Brainstorming Sessions, Management skills, and Behavioral skills.

### **Programs for the Skill India**

1. National Skill Development Mission,
2. National Policy for Skill Development and Entrepreneurship 2015,
3. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme
4. Skill Loan scheme
5. Rural India Skill

## 6. Skill Online

**National Skill Development Mission:** The National Skill Development Corporation, (NSDC) is a one of its kind, Public Private Partnership in India, under the Ministry of Skill Development & Entrepreneurship. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. NSDC was set up as part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.

NSDC provides funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It will also develop appropriate models to enhance support and coordinate private sector initiatives. The differentiated focus on the 21 sectors under NSDC's purview and its understanding of their viability will make every sector attractive to private investment.

### **Mission**

- Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance
- Enhance, support and coordinate private sector initiatives for skill development through appropriate Public- Private Partnership (PPP) models; strive for significant operational and financial involvement from the private sector
- Play the role of a "market-maker" by bringing financing, particularly in sectors where market mechanisms are ineffective or missing
- Prioritize initiatives that can have a multiplier or catalytic effect as opposed to one-off impact.

### **Pradhan Mantri Kaushal Vikas Yojana (Pmkvy)**

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship outcome-based skill training scheme of the new Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youth to take up outcome based skill training and become employable and earn their livelihood. Under the scheme, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers.

### **Key Features of the Pmkvy**

- Training is provided according to National Occupational Standards formulated by industry-driven bodies, namely the Sector Skills Councils (SSCs). A third party assessment for skill training is also provided on national and often global standards.
- Transparent funding of skill training without any intermediaries with monetary rewards directly transferred to the trainee's bank account.
- Based on assessment of skill demand and the Skill Gap Studies, target for skill training would be allocated
- Target aligned to national flagship programmes such as - Swachh Bharat, Make in India, Digital India, and National Solar Mission and so on.

- Supply side perspective in target fixation : essentially target drop out students after class 10 and class 12.
- Recognition of prior learning (RPL): Under PMKVY, trainees with prior experience or skills and competencies will be assessed and they will also be given monetary rewards for undergoing assessments.
- Variable amount of monetary reward: Monetary reward for various job roles within a sector would also vary.
- Robust regime for registration of training providers: NSDC training partners undergo due diligence before being registered with NSDC. Government affiliated training centers and other training partners will be approved by the SSCs on the basis of guidelines issued by NSDC.
- Focused awareness building and mobilization activities.
- Improved curricula, better pedagogy and trained instructors.
- Enhanced monitoring: To monitor the training process, SSCs will be tasked with verifying and recording details of all training centers on the Skill Development Management System (SDMS), and ascertain quality of training locations and courses through certified assessors during the time of assessments.
- A mentorship programme will be created in order to support trainees who have successfully completed the training programme and are in the process of looking for employment opportunities.
- Evaluation
- Proper Grievance Redressal Mechanism would be put in place.

### **Skill Loan Scheme**

Skill Loan scheme launched on July 2015 for providing a loan facility to individuals who intend to take development courses under Skill India Campaign. This scheme is applicable in all member banks of IBA other financial institutions as may be advised by RBI.

- 1. Training Institutes:** Training Institutes can be an Industrial Training Institutes (ITIs), Polytechnics or in a school recognized by central or State education Boards or in a college affiliated to recognized university training partners affiliated to National Skill Development Corporation (NSDC)/Sector Skill Councils, State Skill Mission, State Skill Corporation, preferably leading to a certificate / diploma /degree issued by such organization as per National Skill Qualification Framework (NSQF) is eligible for a Skilling Loan.
- 2. Training Courses:** Courses run by above mentioned Training Institutes aligned to National skill Qualification Framework (NSQF) shall be covered by the Skill Loan. There is no minimum course duration.
- 3. Nationality :** The applicant should be an Indian National
- 4. Minimum Age:** There is no specific restriction with regard to the age of the student to be eligible for skilling loan. However, if the student is a minor, while the parent executes documents for the loan, the bank will obtain a letter of acceptance/ ratification from him / her upon attaining majority.
- 5. Minim Qualification:** As required by the enrolling institutions/organizations as per NSQF.

**6. Amount of Finance:** Loans will be in the range of Rs. 5,000/- to Rs. 150,000/-.

### **India Skill Online**

India Skill Online is an initiative of the National Skill Development Corporation (NSDC) under the Ministry of 11 Development and Entrepreneurship. The major objective of this scheme is to provide skill opportunities to skill aspirants and to expand the reach and effectiveness of the skilling initiative.

NSDC was built are the Sector Skill Councils which play a vital role in bridging the gap between what the industry wants and what the skilling curriculum ought to be.

The National Occupational Standard is one of the most significant contribution of NSDC to India's skilling ecosystem - something that was made possible by the SSCs, which are national partnership organization that bring together all the stakeholders - industry, labour and the academia. The SSCs operate as autonomous body. It could be registered as a Sec 25 Co, or Public Limited Co. Funding is initially done by the government. As they grow, the SSCs become self-funded, for-profit organizations.

### **Conclusion**

India has emerged as a fastest growing economy in the world. The second positive strength of India is Youth potential. But India is facing a jobless growth. Unemployment Rate in 2015-16 is 5.78% and also facing the crisis of skilled labour. Government of India has taken various initiatives under the SKILL INDIA campaign to build bright future of our youth by providing various skills to 40 Crore people. The major aim of the Government is to create an environment where youngsters emerge out of skilled individuals.

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## 78. Life Skills- Need of the Hour

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### **Abstract**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The drastic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. Life skills are abilities for adaptive and positive behaviour that enables individuals to keep effectively with the demands and challenges of everyday life. Life skills are psychosocial competencies and contribute greatly to achieving psychological, social and mental wellbeing.

A skill is a learned ability or capability which helps us to do a task in an effective manner. It is an ability which needs regular practice and more often usage. It needs to be acquired with a lot of patience and positive attitude. A skilled person uses less time, energy and resources to do a job and produces quality results. There are different kinds of skills like literary, language, functional, vocational, sports, cultural, recreation and life skills. Life skills are needed to every human being to realize their full potential and to handle problems and questions commonly encountered in day to day life.

Concept of life skills becoming more popular these days. Life skills can be conceptualized as psycho-social competence. Psycho-social competence is an individual's ability to maintain a state of mental well being and to demonstrate this through adaptive and positive behavior while interacting with others and with his/her culture and environment. Adaptive means the person is flexible in approach and is able to adjust to different circumstances. Positive behavior means that a person is forward looking and that even in different situations he/she can find a ray of hope and find solutions to problems.

In everyday life the development of life skills help students to : find new ways of thinking and problem solving, recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others, build confidence in spoken skills and for group collaboration and cooperation. They are abilities that facilitate and promote the physical mental and emotional well being and competence of an individual to face the realities of life.

Perhaps the most important life skill is the ability and willingness to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throws at us. Life skills are not taught directly but often learned indirectly through experience and practice.

UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: Knowledge, attitude and skills"

**The world bodies such as UNICEF, UNESCO, and WHO enlist the following ten life skills:-**

- ❖ Self-Awareness
- ❖ Critical Thinking
- ❖ Creative Thinking
- ❖ Decision Making
- ❖ Problem Solving
- ❖ Effective Communication
- ❖ Interpersonal Relationship
- ❖ Empathy
- ❖ Coping with Stress
- ❖ Coping with Emotion

**Life Skills has been Classified into Three Broad Categories,**

- ❖ **Thinking Skills** – Thinking skills are the skills that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- ❖ **Social Skills** – Social skills includes interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building etc.
- ❖ **Emotional Skills** – Emotional skills involves knowing and being comfortable with oneself. This self management, including managing coping with feelings, emotions stress and resisting peer and family pressure.

**The Purposes of Life Skills:-**

Life skills are important because they give children and young people more control to improve their life. The purposes of life skills are following:-

- ❖ To develop position social skills and etiquettes.
- ❖ Develop work ethics.
- ❖ Learn job interview skills.
- ❖ Listen, speak and understand English language
- ❖ Become self-confident.
- ❖ Remove stage fear.
- ❖ Managing life's ups and downs and learning to keep a balance.
- ❖ Understanding the links between curiosity, confidence, praise, motivation and learning.
- ❖ Helping children to understand feelings, develop emotional awareness and coping skills.
- ❖ Helping children to develop positive friendship skills, social values and empathy.
- ❖ Understanding how children develop social and emotional skills through play.
- ❖ Helping children understating anger and learn to regulate their behaviour.
- ❖ To sorting out conflict together and learning to value other.
- ❖ To improve communication skills and develops a dynamic self-image and great self-esteem.
- ❖ To become a well-adjusted and well-developed individual.

### **Advantages of Life Skills**

Life skills are more important for individual to become successful in life in modern and competitive era. To become more powerful an individual must know and used the important life skills. Without the knowledge of life skills an individual cannot rise in life and profession.

- Life skills improve the communication skills.
- They boost our decision making ability and make informed decisions.
- They make relationships better and handle interpersonal problems.
- They also help us to deal with the challenges of everyday life.
- They help us to become a well-adjusted individual.
- They help us to develop a dynamic self-image and great self-esteem,
- They are helpful in developing life skills help individual to translate knowledge, attitude and values into healthy behaviour.
- They help in building self-confidence and to make them more independent and to take decisions effectively.
- They help the individual in self-management and to take proper career decisions.
- Life skills are helpful in improving their interpersonal skills to establish healthy relationship in life.
- They help the individual to become a well-adjusted and well-developed individual.
- They are helpful in finding new ways of thinking and problem solving.
- There also helpful in developing a greater sense of self awareness and appreciation of others.
- They are helpful to build confidence in spoken skills and for group collaboration and co-operation.
- They are helpful in developing the potential to lead by influence.
- Life skills are helpful recognizing cultural awareness and citizenship.
- They bring greater acceptance, better relationship and a healthy, positive life.

### **Conclusion**

So life skills are important because they give individual to improve their lives. Life skills are an essential of being able to meet the challenges of everyday life. To enhance life skill education a teacher can use various methods in classroom life Role plays, Brain storming, Classroom discussions, Problem tires, Demonstration and guided practices, Educational games and simulations, Small groups, Case studies, Storytelling, Debates etc.

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## **79. Life Skills: A significant approach in present era**

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### **Abstract**

*During century life is undergoing significant transition and change. There is an urgent need youth be helped to develop life skills inherently to handle a wide variety of choices, changes and stressors. Life skills are essential to lead a happy life in the present democratic society that encounters a number of challenges in economic, social, political and technological fields. The teacher has to plan and provide learning experiences in their subjects such that the life skills are directly or indirectly developed among the student. This paper throws light on various life skills, need importance of life skills education and the various life skills teaching techniques*

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### **Introduction**

Life Skills Education is a need of the society and every education system should impart it as a part of its curriculum, as it is capable of producing positive interpersonal relationships and well being of individuals. When an individual learns all the basic skills to cope with challenges of everyday life, he becomes more confident; motivated, and develops a positive attitude towards life, and starts taking responsibilities for his actions and in turn refrains from risk-taking and risky behaviours.

“As today's child is the citizen of tomorrow” Kothari Commission has also pointed out that the construction of the nation begins from the classroom. Hence, those who are pursuing teacher training must have awareness of life skills and be able to cultivate life skills among the students. All this would possible only when Life Skills Education would become an integral part of teacher training courses.

### **Life Skills**

A skill is a learned ability to do something well. Life skills are abilities, individual can learn that will help them to live a fruitful life. Life Skills are the skills that help an individual be successful in living a productive and satisfying life. The abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges of everyday life (WHO). Life Skills are the abilities that help to promote mental well-being and competence in young people as they face the realities of life.

### **Types of Specific Life Skills:**

Some of the life skills which are essential to be a part of an individual's personality are as follows:-

#### **Conversation**

Conversation is the first essential skill needed to be acquired on behalf of an individual. Conversing with co-workers, bosses, loved ones, friends, spouses, neighbours, acquaintances etc. all require certain social norms and boundaries to be observed. Knowing how to connect with others, being empathetic, when to speak and when to listen is of great value in the workplace and in interpersonal social relationships. To learn the art of conversation is to actually do it, with poor and other varied and diverse people.

#### **Time Management**

Time management is of utmost importance in today's fast paced life. It is not only helpful in school, it is increasingly valuable the older we get until we retire. It becomes especially important as we try to navigate our career and family and raising of children simultaneously. Schedules will become increasingly important in these regards. The advent of calendars and alerts on our smart phones which many of us always have on us has made keeping schedules much earlier.

#### **The Law**

It is essential for a democratic citizen to become aware with basic laws essential for the well being of an individual as well as for the well being of society at large. Students should be taught, at bare minimum, the laws that might have an effect on their lives as they are in schools and as they become Graduate and enter society as fully culpable adults.

#### **Manners**

Manners are indispensable in civilized society and using them properly will make good impressions with family, friends, teachers, bosses, acquaintances etc. But it has been observed that manners have steadily been on the decline. Both, the parents and school need to think regarding this. Because, the more genteel the society one keeps the more important manners will become.

#### **Thinking**

Thinking in right direction at right time is another important life skill. The decisions we make have real world consequences, some immediate and some delayed affections ourselves and others. Making the right choices would literally mean the difference between happiness and remorse, success and failure and so on. We need to be equipped with the ability to think through scenarios and situations which inevitably arise in our lives, not only for the sake of successful endeavours, but also for the sake of being wise for its own sake.

#### **Finding a Job**

Finding a job, these days, is crucial one, as it is essential for supporting oneself and family. Students would benefit from being taught how to successfully go about finding a job,

applying for a job, building a resume and cover letter, the interview process and understanding and negotiating employment contracts.

### **Money Management**

It is essential especially for the students belonging to underdeveloped and developing countries. Every student must know the art of 'To cut cloth according to cloth': A traditional human being is only one who is able to fulfil maximum of his needs within minimum of his resources.

### **Learning from Failure**

This is another important life skill which is essential to grasp on the part of an individual i.e. to learn from one's failures. Failure should be taken as lesson. We should learn from our failures than to give-up. Learning from failure teaches tenacity, gumption, character and makes one tougher and more capable of navigating life's inevitable ups and downs.

### **Decision Making and Problem Solution**

It refers to the process of assessing an issue by considering all available options and the effects those different decisions might have on them.

### **Interpersonal Relationships**

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. It can be of great importance to our mental and social well being as it is an important source of social support.

### **Self Awareness**

Self awareness includes our recognition of ourselves, our character, our strengths and weaknesses desires and dislikes. It is often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

### **Empathy**

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example in situations of ethnic or cultural diversity

### **Critical Thinking**

Critical thinking is an ability to analyze information and experiences in an objective manner. It can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour such as values, peer pressure and the media.

### **Importance of Life Skills Education**

- Life skills are essentially those abilities that help promote overall well-being and competence in young people as they face the realities of life.
- Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas-knowledge, attitude and skills.

- Life skills enable individuals to translate knowledge, attitude and values into actual abilities i.e. what to do and how to do it, given the scope and opportunity to do so.
- Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
- Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood 'skills.

***We all use Life Skills in different situations such as:***

- a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills.
- b) When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.

Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

## **Conclusion**

Life skills are generic skills, relevant to many diverse experiences throughout life. They should be taught as such, to gain maximum impact from life skills lesson .The development of life skills education is a dynamic and evolving process, which should involve children, parents and the local community in making decisions about the content of the programme. Once a programme has been developed, there needs to be scope for local adaptation over time and in different contexts.

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## 80. Importance of Life-Skills

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### **Abstract**

*Today, life is full of very complexities. Some persons face the life with courage, patience and honesty. But some fail in this context and remain disappointed. The point of difference is the development of life skills. In the old time, nobody knows these skills. This concept got attention in the modern time. Now, it is included in school and college syllabus after considering its valuable and important. Actually these skills are very important in every person's life. Life skills mean those skills which are very necessary for living a worth-life. These skills are logical thinking, self awareness, empathy, decision making, critical thinking, coping with stress etc. These skills are more valuable in student life. With these skills, students develop alternative ways of thinking and problem solving. Life skills develop confidence in speaking manner and also develop a great sense of self awareness.*

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### **Introduction**

In changing time, life skills become essential part in facing the challenges of life. Failure is an increasing number of turning into unacceptable and the race for success places positive stress on compromising with the ability to reach the ends. An unfair practice is justified as intelligent or clever way of manipulating the process to attain the goal, and accordingly frequently stands celebrated! The younger generation are tutored to discover quick-fix ways of solving problem rather than the right ways!

All these name for a overview of our gadget in the K-12 area – why we are doing what we are doing! Life capabilities education, in this context, finds a necessary place in the mastering domains of school systems, now not in addition to the existing curriculum, but as a essential and central phase of the curriculum. The focal point of the early Indian gadget of training used to be to infuse a set of core life competencies so that the learner could face existence with a feel of confidence and conviction.

One imperative thing of any such mastering should be self-organization and self-discipline. In the absence of fine function models in a United States of America that is torn with “free for all” conceptualization of the method of democracy, the means of a social organization wishes to be clarified. The college curriculum has a region for all this in the K-12 ladder.

The assignment lies no longer in content development as a lot of such content material is available, however in the pedagogy. The experiential getting to know surroundings for the understanding, grasp and imbibing of these values has to be designed in the pedagogical practices. This calls for an intensive education of the teacher on satisfactory tuning the life skills with each of the handy standards in all the disciplines of learning.

Any investment by way of the Government and the college agencies and Boards on such coaching is solely an investment for the nurturing of the future citizens of the country two. The synergy between private values, social values and global values wants to be addressed in a phased manner so that there is no scope for polarization of values so that there is a persistent blossoming of the learners' disposition in a faculty system. This helps to decorate the employability skills and the entrepreneurial skills. This helps the beginners to face the challenges of the management of trade with ease and comfort. Avoiding priestly method to supply these modules, the colleges need to strengthen a personality lab the place there is scope for experiential mastering of the lifestyles skills.

### **The Importance of Life Skills-Based Education**

#### **What are life skills?**

You would possibly think of life skill as things like mastering finances, doing laundry, and cooking. And they are, but life skill education goes lots deeper than that.

WHO defines life skill as “the ability for adaptive and positive behavior that allows people to deal efficiently with needs and challenges of everyday life.”

Life skills include things like social, emotional, and thinking skills such as self-awareness, empathy, crucial thinking, decision-making, and coping with stress.

#### **Why is life skills-based education important?**

Life skills “can help humans to make informed decisions, talk efficiently and enhance coping and self-management capabilities that can also help a man or woman to lead a healthful and productive life.”

These skills are often taught to adolescents, as they can help them effectively transition “from childhood to adulthood by healthy development of social and emotional skills.”

#### **Life skills primarily based education can:**

- Help in the improvement of social competence and problem solving skills, which in turn help adolescents to shape their personal identity.
- Promote positive social norms that have a effect on the adolescent's fitness services, schools, and family.
- Help adolescents to differentiate between hearing and listening, consequently making sure much less improvement misconceptions or miscommunications involving issues such as drugs, alcoholism, etc.
- Delay the onset of the abuse of tobacco, alcohol, etc.
- Promote the improvement of positive self-esteem and anger control.

#### **According to WHO**

- **Empathy**  
Empathy can help us to understand and accepts others who may very difficult form ourselves, which can improve social interactions.
- **Self-awareness**

Self-awareness helps us to recognize when we are stress or feel under pressure. It is also often a prerequisite for effective communication and interpersonal skills.

- **Critical thinking**

Critical thinking contributes to decision making and problem solving by way of enabling us to discover reachable selections and quite a number penalties of our actions or non-action.

### **How do I approach lifestyles competencies education?**

Teachers and schools can also now not be able to teach lifestyles skills as much as they'd like. But as a parent, there is a lot you can do to teach life skill on your own.

### **Here are some guidelines from Thriving Family on how to educate your youngster's decision-making skills:**

#### **Look to the future**

Ask each of your children to make a listing of all the big decisions they will make over the next 10 to 15 years of their life, such as college, career, car, apartment, city, marriage and children. Discuss collectively the elements that constitute each massive decision.

#### **Brainstorm together**

Your child needs to choose a science project. He doesn't comprehend the place his pastimes lie. On a piece of paper write the phrase science in a cloud, and as you talk about science topics, draw branches of ideas stemming from the cloud. As you fill in the major subjects, encourage your child to think of subtopics inside those areas. May be the team about of animals strikes a chord with him, and he remembers a longtime love of guinea pigs. Voila! He now processes the project with enthusiasm and a feel of ownership.

#### **Pros and cons**

Let's say your child has to select between playing soccer and taking ballet lessons. List the pros and cons of every option to help her attain a decision.

### **Rosenya Faith suggests some remarkable team things to do to help young adults increase crucial thinking skills:**

**Ask for a difficult explanation.** Arrange for your team of teens to flex their critical thinking skills with a special writing activity. You can divide a large group of teenagers into smaller groups of three or four and present each team with a situation such as, "Explain an object (car, television or cellphone) to anybody who has by no means seen one or even heard of it before." Give the groups a predetermined amount of time to write their explanations. When time is up, have every group read their descriptions aloud to see if the different group(s) can guess what object they are describing. You can also use this activity to have every team describe a place, such as a holiday destination, or a person, such as a well-known inventor or movie star.

### **Life Skills and their Importance in Curriculum**

We all face challenges in our lives. With the changing environment, it will become important for a person to adapt to the change and cope up with it. Keeping a positive mind-set and shifting forward is very essential to survive and achieve something. The capacity of a person to deal with these challenges with a positive mindset and triumph over them efficaciously is known as life skills.

Learning the traits of group work, mutual respect, communication and stress management are very vital to attain success in today's life. The life skills have been included in IPS Academy's curriculum so that students analyze them and excel in these skills. The curriculum aims at enhancing the social skills, thinking skills and emotional skills of students. Social skills educate students in blending well with the society. This consists of proper communication skills and building better and strong relations. Developing an understanding of human beings round us is very important. Students are predicted to have moral values and be helpful. We prefer students to be aware of their status and significance to the society. They ought to be conscious of their responsibilities as the future residents of our nation.

Each individual has a unique way of dealing with situations. Thinking skills helps college students to cope up with challenges of life. Problem solving and decision making are key concept of thinking skills. Students must know how to deal with their difficulties and make right decisions to solve their problems. Thinking out of the field is very important to stand out amongst the crowd. Creative and practical way of thinking is encouraged. Students' ability to manage their emotions comes underneath emotional skills. The way they express their emotions, feel and deal with it is distinct for each individual. The faculty focuses on helping them with stress management and coping up with their emotions.

We need life skill to teach students how to act responsibly. They have the ability and knowledge, however to be in a position to convert it to suitable actions at the need of time, students should be well aware of their contribution to the society and their responsibilities. It is to create a positive environment among college students and solve their behavioral health issues. Life skills target students of age group 10-18, when you consider that they are most prone to emotional problems due to troubles like peer pressure, profession worries, relationship issues, etc.

Life skills educations also give a boost to the bond between the teacher and students. Students enhance a positive mind-set towards themselves and their colleagues. Along with information and learning, students are taught to put in force it on real life problems, subsequently helping them develop to their full potential. This results in self-motivation and confidence building Students study to create a healthy environment and encourage these who are round them. Life skills education helps in developing a strong effective powered force of residents who in the coming future will contribute to the society. It helps persona constructing and preserves the values of society. IPS Academy understands the want for lifestyles capabilities in the scholars, so these components are built-in into the curriculum and done alongside with challenge studies. Thereby, college students are introduced to these competencies and put into effect them in their daily life.

### **Conclusion**

After studying this, it is clear that life skills are very important in daily life. These develop confidence and self-awareness among the students. Now it is also included in syllabus so that students learn these different types of life skills that will be helpful in facing life difficulties in future. By the absence of these skills, students fail in life quickly. They have no confidence how to tackle the problems.

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## **81. Understanding Life Skills – A Teacher’s Prospective**

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**Abstract:** *In a constantly changing scenario, imparting life skills education i.e. the strategies to strive and thrive need to be an essential part of our education system so as to cope up with the challenges of modern world because only our higher-order thinking skills can keep us aware, engaged, and growing. The dramatic changes in global economies and transformation in technology are impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need life skills for dealing with stress, frustration, managing Interpersonal relationships and effective communication. The paper deals with inculcation of the core life skills given by WHO among students which will help them to confront with the challenges of 21<sup>st</sup> century.*

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### **Introduction**

#### **I read, I forget, I discuss, I remember, I do, I inculcate.**

Life skills are essentially those abilities that aids in promoting overall wellbeing and competence among youth as they face the challenges of life. Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in the worst circumstances. ‘Positive behaviour’ implies that a person is forward looking and is optimistic enough to find a ray of hope even in difficult situations and can make effective use of opportunities available.

#### **Key Life Skills**

Life skills include psychosocial competencies and interpersonal skills that help people in taking decisions, solve problems, think critically as well as creatively, communicate effectively, build healthy relationships, empathize with others, and cope up with their lives in 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 the former relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. To achieve that, coming to

terms initially with oneself is important. Therefore, self management is an important skill including managing with feelings, emotions, stress and resisting peer and family pressure. Self management in today's stressful life is aspired but hard to achieve. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

***The Ten core Life Skills as laid down by WHO are:***

1. **Self-awareness:** includes recognition of 'self', our character, our strengths and shortcomings, desires and dislikes. Developing self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
2. **Empathy:** Inculcating skill of empathy helps us to understand and care about other peoples' needs, desires and feelings which in turn help in successful relationships with friends, family and society. Empathy can help us to accept that individual differences exist and people may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.
3. **Critical thinking:** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
4. **Creative thinking:** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
5. **Decision making:** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.
6. **Problem solving:** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
7. **Interpersonal relationship:** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.
8. **Effective communication:** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means

being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**9. Coping with stress:** means recognizing the sources of stress in our lives, recognizing how they affects us and acting in ways that help us control our levels of stress by changing our lifestyle through Yoga and relaxing therapies.

**10. Coping with emotions:** To be emotionally mature person, understanding that all emotions are healthy if they are projected at appropriate time, in appropriate quantity, on an appropriate person and in appropriate way.

### **Role of Teacher in enhancing Life Skills among students**

Lao-Tzu, a Chinese poet and philosopher, remarked, “**A journey of a thousand miles starts with a single step.**” The efficacy of a life skills intervention is heavily driven by the capabilities and attitudes of the teacher implementing it. Hence, a teacher should try to instill among students life skills rather than concentrating on the curricula which is useful only from examination point of view. Life skills are essentially those abilities that help to promote overall wellbeing and competence in young people as they face the realities of life. To make them better problem-solvers, teacher must help students overcome both emotional and cognitive barriers and helps them in inculcating effective problem-solving skills. By first creating a comfortable classroom environment and helping students overcome their fears and anxieties related to problem solving, teachers lay the necessary foundation for successful learning. Followed by this, using an array of pedagogical and methodological strategies, teacher can promote student reflection on the problem-solving process itself and provide them critical tools for productive problem-solving. As a result, students will become increasingly effective problem-solvers, able to solve more and more complex problems with greater and greater independence. Problem solving skills will help students learn in ways that enable them to use what they have learned to solve problems in new situations

Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role-plays, games and debates, demonstration and guided practice, audio and visual activities, e.g. arts, music, theatre, dance, educational games and simulations, case studies ,story telling, debates, decision mapping or problem trees.

- **Use Technology Whenever Possible**

The Millennial Generation loves to use technology when learning and exploring their world. Hence the teacher can make use of technology to teach life skills whether it's how to manage money or time. The repetitive nature of these programs allows learners to practice their skills until they are comfortable. Some programs challenge and engage participants with increasingly difficult tasks and reward systems. Teacher can monitor child's progress and assess their ability to apply their skills using real-world scenarios.

- **Discuss and Model the Skill**

Teacher should be a role model to the child as children learn by observation and imitation. For teaching Life skills too teacher can discuss the process used and then students can model the behaviour.

- **Be prepared to Seize teachable Moments**

It is difficult to schedule the life skills lessons between the demands of activities and work of school .But the teacher must be prepared to seize the teaching of lessons and taking up the life skills which is a need of hour. Give your child such assignments which develop his insight and innate abilities

- **Allow your students to apply the Skill**

After giving lessons on life skills, teacher should give opportunities to the child to practice skills in a relaxing environment. Teacher can teach child multifaceted tasks by separating each skill that they must perform by dividing it into smaller steps. If you consistently provide opportunities to your child he/she will be more likely to learn and use adult life skills.

- **Mentoring**

It is a natural role taken on by teachers, whether it is intentional or not. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful

- **Signs of Trouble**

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

### **Conclusion**

The more we develop life skills individually, the more these affect and benefit the world in which we live. Life Skills Education has long term benefits to the society which includes educational, social, health, cultural and economic benefits. We find that behaviour does not always follow the mind. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

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## 82. Value Education: Significance and Resources

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### **Abstract**

*Value-oriented education is the process by which people transmit values to others. It can be an activity that can take place in any organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognize as being more effective for long term well-being of self and others. It is the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so.*

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### **Introduction**

A German philosopher Friedrich Nietzsche (1844-1900) is said to have used the word 'Values' first in 1880. The dictionary meaning of the term value is something that has worth, utility and importance. From a historical view point, a value may be defined as a thing which is good. Operationally, the concept of values may be defined as "factors which affect human behaviour".

### **Value Education**

Value education is the process by which people transmit values to others. It can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own. Value education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. There are two main approaches to value education, some see it as transmitting a set of values which often come from religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community.

### **Need for Value-Oriented Education**

The need of value-oriented education is deeply felt in the present context of commercialization of education which has led to creation of gap between schooling and education. Education is a value and school is an instrument to realize it. We are living in the globalized, liberalized,

privatized, modernized world. Freedom in India dawned with great hopes, promises and aspirations. But the true picture is very distressing. India, reputed in ancient time as the custodian of the 'Soul' is now becoming a nation without soul. Values are disintegrating in all walks both, public and personal. This is necessary for the realization of our national objective of building a democratic society based on equality, social change, justice, fraternity and freedom. All these problems cannot be effectively tackled through narrow piece meal efforts. What we need under the present circumstances is a drastic change in our outlook in life, which could be brought by value-oriented education while keeping in view the following **objectives:-**

1. Physical, intellectual and aesthetic development of personality.
2. Inculcation of a scientific temper with democratic, moral and spiritual values.
3. Development of self-confidence to innovate and face unfamiliar situations.
4. Creation of awareness of physical, social, technological, economic and cultural environment.
5. Fostering a healthy attitude to dignity of labour and hard work.
6. A commitment to principles of secularism and social justice.
7. A dedication to uphold the integrity and honour and foster the development of country
8. Promotion of international understanding.

Inculcation of basic human values of love, truth, non-violence, co-existence, co-operation, critical thinking and scientific temper must be emphasized as pointed in the new National Policy of Education (1986).

To achieve these objectives of value-oriented education school, teachers, parents and students have to play a specific role. Their correct co-ordination makes the personality of a child equipped with true values. It is essential that right from the earliest school stage, deliberate, planned and sustained efforts be made to inculcate basic human values among the students. School education is the period in life of an individual when seeds of right values need to be imparted in their impressionable mind so that they evolve emotionally, ethically and spiritually in to responsible human beings. Inculcation of desirable values among teachers is also highly essential to make them committed teachers. In the pursuit of and promotion of values, the teachers have vital role to play. So, for value-oriented education curriculum should be properly framed that must be based on values.

### **Ways and Means**

There are various agencies which play an important role in transmission of values at various stages of life viz. parents, family, teachers, peer groups and persons which come in direct or indirect contact with the individual. All these agencies follow different types of approaches for value inculcation. They may follow *direct approach* (fixed periods are assigned for systematic and deliberate instruction to value education) and *indirect approach* (creating situations inside or outside the classrooms), or *formal approach* (teaching specific values through curricular content), and *informal approach* (teaching specific values without any formal motive), or *curricular approach* (to teach directly or indirectly by framing separate curriculum

or text books) and *co-curricular approach* (inculcating values through activities like drama, games, debates, etc.)

***Whatever approach is being followed for imbibing the values, following steps need to be adopted for successful inculcation of values:***

- The child should be provided with knowledge about the values both inherent and ethical.
- They should try to imbibe those values on the basis of self judgement and find out its implications in their life.
- Stress should be laid in developing their faith in those values.
- They should then try to practice the imbibed values in their day to day life situations to get a relevant meaning.
- Ultimately, repeated use of values in daily life will lead to a stage where values will become an integral and natural part of life.

***In an educational system, following points should be followed for inculcating values of morality in the pupils: -***

- **Instructional materials** should be selected in accordance with the purpose of inculcating sense of high moral values.
- **Group discussions and debates** should be organized on relevant topics to develop right code of ethics.
- **Audio-visual aids** should be provided to develop better understanding of national and international cultures for developing environment of peace and harmony.
- **Daily prayer** that portrays about values and their integration in lives is essential in this regard.
- **Field experiences** in some selected areas should be provided to pupils for better understanding of values of life.
- **Seminars and workshops** on values should be arranged.
- **Innovative researches** on value systems may also be encouraged in the high level students.

### **Role of teacher**

In an educational system the role of teacher becomes pertinent in inculcating values in the students. Whenever one thinks of the education one thinks of the teacher also because he occupies the top most position in an educational system. The place of teacher is rightly reflected in these lines as, "*Guru Brahma, Guru Vishnu, Gurudevo Shri Maheswara/ Guru Sakshat Param Brahma Tasmai Sri Guruwai Namah*". Teacher places the seeds of discipline, devotion and commitment in the student and they are further fostered with his deliberate efforts. He is

assigned with the responsibility to inculcate in his students the sense of value judgement, value commitment and value transmission. The teacher is the role model for his students. His personality has remarkable impact on the life style of the students. As has also rightly remarked by National Policy of Education 1986, “No system of education can rise above the level of its teachers”. Therefore, for the proper development of the nation the role of teacher in value inculcation will have to be delineated somewhat independent of the context of subject matter and methods. The responsibilities of teachers in this regard increases manifold. The role of teacher in bringing an attitude change amongst the students is many fold, **which include following main objectives: -**

- The teacher should develop in student’s appreciation of importance of co-operative living, atmosphere of social confidence, hope and securities.
- The teacher should help students to develop an understanding and skills for corporate feeling and feeling of social purpose, to guard against separatist tendencies of language, religion and province.
- The teacher should help pupils to develop insight into the functioning of group activities and social services for the welfare of the community wherein they live.

Thus, in value education, the child is only a collaborator while the teacher is more of a guide and facilitator. He stimulates and sensitizes the students with reference to real life situations. In the whole process of value inculcation the role of teacher is the major one but he is not the only one responsible the parents and members of the communities around the school are also equally responsible for developing values. Value nurturing among the individuals will not be a success until community puts its efforts in it. A revolution is called for this purpose of social change. The community also depends upon others to take initiative and more particularly to talk about is- “the teacher”. The teacher who is tagged up, as a nation builder has to do something concrete to bring about awareness among the people for values and its role in day to day life.

### **Conclusion**

Education for values provokes the idea for the welfare and promotion of humanity. Policies and strategies to transcend value crisis need complementary educational processes at levels of society to cultivate values, attitudes, worldviews that are internalized by individuals, institutions, and nations. The challenge is growing up with every passing moment. The decision must be made to save further crisis through VALUE EDUCATION. Not only leaders of thought and statesmen of action are needed but educationists, scientists, industrialists, social thinkers, intellectuals are needed to address to themselves and reform or change the total system particularly the educational system to achieve cherished goal of nation building and establishing peace on this planet for sustainable development through value inculcation. If education has been the instrument of science and technology, there is all the more reason to use it to achieve this primary right of the human being. This is the last hope for mankind.

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