



## A BRIEF STUDY ON THE LIFE SKILLS EDUCATION

ANJLI DANGI

DR. PRAMILA MALIK

(ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION,  
BABA MASTNATH UNIVERSITY (ASTHAL BOHAR, ROHTAK))

**ABSTRACT:-**Basic skills academic achievement is intended to facilitate the ability for ppl to train and reinforce experience in mind in a manner that seems to be culturally specific in addition to appropriate behavior in so as to encourage emotional and social progression, avoid physical and social matters, and protect human rights. This is done in order to prevent social and medical issues from occurring. If correctly acquired, life skills, along with other functional talents, have the potential to aid individuals in better comprehending how they feel about themselves and how they regard others. These capabilities educate nous on how to interact effectively with ourselves as well as others, which enables nous to sidestep a great deal of needless conflict or difficulty that nous impose on ourselves. They also assist us in living our lives in an organised manner. In a word, life skills are marketable abilities that are aimed to offer learners with new and enhanced competencies, capacities, and positive behavioural changes.

The term life skills refers to a person's capacity for adaptability and good behaviour, which enables them to effectively deal with the demands and challenges that are a part of everyday life. Life skills are defined as the abilities to behave in a way that is adaptable and productive. Having life skills means having the ability to take care of one's mental and bodily well-being while also interacting with the people and the traditions of one's surrounds and culture.

**KEYWORDS:-** Life skill education, abilities, India etc

According to UNICEF (2002), this term refers to a broad range of psycho-social abilities, along with interpersonal capabilities, that may encourage people to establish good communication, learning to cope, and identity approaches that may support those in having led a solid and fruitful life. Specifically, this term describes the capacities that may sustain people to learn efficient communication abilities, coping skills, and ego strategies. Beneficial lessons might well be applied not just to actions aimed towards oneself but also to actions directed towards others, and even to changes in one's external surroundings that improve one's health.

According to a definition of life skills provided by UNESCO and the Indian National Committee for Co-operation and UNESCO (2001), the objective of life skills training is to endow the learner with increased levels of competence and capacity in order to bring about positive alterations in their patterns of behaviour. Here are some instances that highlight the importance of having life skills:

- Life skills have the potential to make a person more motivated to behave in a healthy way if they already have the desire to do so and are given the opportunity and chance to do so.
- Life skills act as a connecting point between self-care and self-discipline on the one hand, and self-confidence on the other. The two ends of this spectrum are self-care and self-discipline.
- The acquisition of life skills is insufficient on its own. They need to be complemented by components of the social and cultural milieu of the neighbourhood that motivate more individuals to take positive action.
- Life skills not only assist to improve one's sense of self-image by fostering a sense of physical and psychological well-being, but they also contribute to the development of better interpersonal



connections.

- The development of life skills leads to the adoption of good mental, behavioural, and social attitudes, which in turn assists in the prevention of health problems as well as mental and behavioural disorders.
- Possessing life skills leads to improvements in one's connections with their family and their peers.
- Enhancing one's capacity for self-management and self-awareness makes it more probable that they will not act on impulse.
- The education of life skills sometimes includes the simulation of potentially stressful situations, such as the use of drugs and engaging in sexual activity. The capacity to withstand pressure that one acquires as a consequence of this may be used as a weapon against the influence of peers and other forms of social pressure.
- Out-of-school children who are able to think critically and solve problems have a better chance of avoiding being abused.
- Because of their life skills, they are able to think about the things they want to do in the future, help other people, and take care of the environment.

### Components of Life Skills

#### Life Skills Components Defined Internationally

A behaviour management or details about individual technique that is designed to strike a balance between knowledge, mentality, and skills is what is meant by the term life expertise education. This is a straightforward description of the term.

The World Health Organization (1996), a fundamental set of abilities needed in everyday life is made up of the following components:

**Thinking skills:** includes social awareness, focus on the primary aim, the ability to solve problems, and judgement. It is important that individuals have access to information in order for them to engage in critical thought and formulate well-informed opinions. A teen's capacity for critical thinking may be improved if they are given the opportunity to explore a variety of perspectives on a situation, the advantages and downsides of selecting one particular option more than another, and the disastrous effects of making quick and impulsive assessments.

**Social skills:** consist of mentioning or confirming others, working collaboratively alongside other people by recognising their responsibilities, building positive bonds with friends and loved ones, actively listening to one another and explaining, accepting individual responsibility for one's own actions, and effectually dealing with stress. Teenagers who have developed their social skills are more likely to integrate successfully into society and to accept social norms, both of which are important building blocks for adult social behaviour.

The skill of negotiating requires not only the ability to deal with other people but also with oneself. In order to successfully negotiate with other people, one needs have a firm grasp on their life objectives, unwavering conviction in their core beliefs and values, and the ability to politely decline risky behaviours and seductive temptations.

According to several international organisations such as UNICEF and UNESCO, the following are the key methodologies that are used for the instruction of social skills programmes:

- **Problem solving skills:** Decision-making, including defining objectives
- **Critical thinking skills:** Imaginative thinking, including explanation of values



- **Communication skills:** Assertiveness and interpersonal relationship abilities
- **Self-awareness building skills:** empathy
- **Coping with stress:** coping of emotions

A teenage person's positive talents need to comprise the following, as per the internal policy document from the Ministry of Youth, New Zealand: Having self-assurance, being able to handle challenges, asking for help, being productive at work, wanting to learn, participating in sports, having a helpful group of friends, living a healthy lifestyle, participating in cultural groups, having good social skills, having a solid identity, and having interests, skills, as well as hobbies.

The psychological and interpersonal abilities that UNICEF deems crucial are listed in Table 1.2. Depending on the subject, various abilities will be chosen and stressed differently (for instance, decision-making skills are heavily weighted in HIV/AIDS prevention).

**Table:-Summary of Important Psychosocial and Interpersonal Skills**

Communication and Interpersonal Skills	Decision-making and Critical Thinking Skills	Coping and Self-Management Skills
<u>Interpersonal communication skills</u> -Verbal/non verbal communication -Active listening -Expressing feelings; giving feedback (without blaming) and receiving feedback  <u>Negotiation/refusal skills</u> -Negotiation and conflict management -Assertiveness skills -Refusal skills  <u>Empathy</u> -Ability to listen and understand another's needs and circumstances and express that understanding  <u>Cooperation and teamwork</u> -Expressing respect for others' contributions and different styles -Assessing ones/s own abilities and contributing to the group  <u>Advocacy skills</u> -Influencing skills and persuasion -Networking and motivation skills	<u>Decision making/problem solving skills</u> -Information gathering skills -Evaluating future consequences of present actions for self and others -Determining alternative solutions to problems -Analysis skills regarding the influence of values and attitudes of self and others on motivation  <u>Critical thinking skills</u> -Analyzing peer and media influences -Analyzing attitudes, values, social norms and beliefs and factors affecting these -Identifying relevant information and information sources	<u>Skills for increasing internal locus of control</u> -Self-esteem/confidence building skills -Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses -Goal setting skills -Self evaluation/self assessment/self monitoring skills  <u>Skills for managing feelings</u> -Anger management -Dealing with grief and anxiety -Coping skills for dealing with loss, abuse, trauma  <u>Skills for managing stress</u> -Time management -Positive thinking -Relaxation



(Source. UNICEF, 2001)

### **Life Skills in the Indian Context**

In India, initiatives like Better Life Opportunities (CEDPA), Family Life E - learning, and Adolescents Sexual and Reproductive Wellness were early examples of the life skills idea.

In urban educational environments, the Lions-Quest Skills during Adolescence programme provides a holistic approach to good adolescent development and drug prevention. The programme brings together parents, academics, and concerned citizens to impart citizenship as well as life skills to early adolescents in a supportive and dependable setting. The curriculum includes the following nine skills:

- Fostering responsibility, self-control, and self-discipline
- Collaborating with others and successfully communicating
- Managing one's emotions and attitudes
- Enhancing harmonious connections with family and friends
- Acquiring knowledge of and improving abilities in problem-solving and wise decision-making
- Avoiding drug use and harmful peer pressure
- Using critical thinking
- Having objectives and achieving them
- Giving assistance to people

As per UNESCO and the Indian National Committee for Co-operation and UNESCO (2001), some life skills deemed crucial in the context of rural India include: The capacity for appropriate questioning.

- ❖ The power to choose who and what to listen to.
- ❖ Ability to listen critically.
- ❖ Abilities to comprehend information.
- ❖ Self-reliance.
- ❖ Obtaining the appropriate legal information (legal literacy).
- ❖ To have a social awareness of people and events.
- ❖ The capacity to refuse stimuli of any kind.
- ❖ The capacity to connect unhealthy lifestyles, behaviour, and health issues.
- ❖ The capacity to keep safe.

Self-awareness/Self-esteem, Empathy, Efficient Communication, Intercultural Relationship Skills, Innovative Thinking, Critical Reasoning, Decision Making, Solving Problems, Coping through Emotions, and Managing Stress are the areas of life skills that are conceived in the rural environment.

In order to improve the reproductive health and decision-making skills of teenage girls in Tigri, a depressed migrant neighbourhood in Delhi, a leading NGO called Swaasthya and the International Council for Research on Women (ICRW) launched the Adolescents Reproductive Health Insurance program in India from 1998 to 2001. The study, which used a life skills approach, was effective in a number of areas, including enhancing interpersonal common abilities, self-determination, menstrual hygiene behaviour, and awareness of reproductive health.

In rural Maharashtra, the Institute of Healthcare Management — Pachod (2007) created a one-year life skills programme with an emphasis on postponing the age of marriage for unmarried teenage females who are not in school or who are working. The curriculum focuses on five facets of life: health, life skills, local bodies, child health and nutrition, and social concerns and institutions. The programme is beneficial, according to ongoing analysis's early findings, and the Maharashtra government is contemplating adopting,



adapting, and extending it across the state.

Adolescents Education Programme (AEP) - India now targets roughly 33 000 secondary school students in grades IX to XII, as according UNICEF (2005). It follows the course material, which covers lessons on maturing, HIV/AIDS, practical skills, and outreach initiatives. The course is combined with extracurricular HIV prevention activities, language and science studies, and Socially productive and beneficial Work (SUPW). AEP will eventually be included in the primary education curriculum for grades I through VHI. For use across India, AEP was designed by the National Directorate of Higher Education and Secondary Education the Ministries of Human Resource Development, as well as the National Aids Organisation.

### **Life Skills Interventions and Programs in India: An Overview**

Life Skills Program for Girls by RUWSEC, Tamil Nadu; UNESCO and Department of HRD with UNESCO; Better Standard of living Options (CEDPA); Sandhaan, Rajasthan; Shiksha Karmi Endeavor, Rajasthan by UNFPA are just a few examples of the numerous individuals, agencies, and NGOs that have developed their own life skills techniques based on their observations or the needs of youngsters in particular regions. The programmes basically show the following:

In India, life skills programmes mostly target teenagers who are in or have dropped out of school in rural areas. The need for comprehending urban school-going teenagers has not been adequately addressed.

The most susceptible age group among adolescents—that between the ages of 13 and 15—has only been served by one or two programmes to far, mainly in metropolitan areas.

For urban school-going teenagers, the sector is deficient in indicators and evaluation methods for life skills. The life skills course should not have a political or gender bias (UNICEF, 2005).

Adolescent programmes must teach students general negotiating and life skills that they may use in a variety of contexts. Even if all of the skills are essential for leading a healthy life, the program's emphasis should be on context-specific skills that are defined according to the age and value of experienced reality.

Teenagers who possess these life skills are able to manage adult duties without stress and may operate as the community's strength rather than its weakness.

The programme approach must be process-oriented (as opposed to outcome-oriented), which means that the knowledge about oneself and the acquisition of skills itself aid in the growth of the person. Flexibility is an essential component in developing and implementing programmes for teenagers.

An important part of growing and maintaining a programme is ongoing staff training.

Because it has a major influence on teenagers' economic empowerment, self-esteem as well as confidence, autonomy in making decisions, child survival practises, and healthcare, the integrated approach may be used to create programmes.

Programs that use participatory and innovative monitoring and evaluation techniques are adaptable and of high quality.

The essential to the success of a programme for teenagers is creating a supportive framework by incorporating stakeholders; adults may play a significant role in adolescent programmes.

### **Life Skills for Urban Adolescents: Need of the Hour**

Any demographic group, regardless of region, religion, class, ethnicity, age, marital status, or gender, may benefit from life skills training. Adolescents are being affected by the effects of globalisation through changes in kinship structures, such as the loss of traditional shared family systems and the associated knowledge and skill transmitting, the interruption of kin networks, and an increase in nuclear and unmarried parent families as a result of migration as well as employment. Teenagers are being exposed to a variety of





lifestyles as a consequence of these causes. Another group of difficult circumstances includes a sophisticated and competitive school system, more media exposure, a propensity for high-risk behaviours, peer pressure, and growing teenage expectations. Even parents are having trouble coping with the difficulties of the fast changing global environment. As a result, urban teenagers are entangled in a web of rapidly escalating contextual alterations and are unable to keep up with the pressures and expectations placed on them. A situation like this might sometimes cause stress, high-risk behaviour, or even suicide. Stakeholders may believe that providing them with knowledge on important topics like drugs, HIV/AIDS, and coping with stress is sufficient at times. However, the question of how much a teenager really retains and applies the taught information and skills—and to what degree and at what time—remains a significant conundrum. In Indian culture, gender has a noticeable impact. Girls are occasionally even denied the most basic requirements since they were born a female, which is seen as inferior. Therefore, girls and women require intervention programmes to build their self-esteem and confidence.

Teenagers seek to their peers for input on a variety of everyday difficulties as well as for approbation. These decisions could be as simple as attending a late-night party or not, purchasing an expensive outfit or textbook, or as challenging as selecting a job or succumbing to social pressure to take drugs. Teenagers are presented with a wide range of options. Every time they may not have their parents or another guiding adult around to assist them in navigating challenging circumstances. They must thus acquire the life skills required to overcome obstacles and choose wise choices. According to studies, teenagers need to be empowered for daily life in order to grow mature and accountable conduct that will serve them well.

Thus, life skills become fundamental in the current metropolitan environment. The goal of treatments and programmes should be to help teenagers develop life skills including critical thinking, social interaction, and bargaining.

Additionally, teenagers are developing at this time in their lives, and some assistance with life skills training may help them maintain their intriguing roller coaster ride towards adulthood.

#### **REFERENCES:-**

- Singal N, Jeffery R (2011) psychological counseling education in India: the struggle for quality in consonance with equity. In: Artiles A, Kozleski E, Waitoller F, editors. Inclusive Education: Examining Equity on Five Continents. Massachusetts: Harvard Education Press.
- Trani J-F, Browne J, Kett M, Bah O, Morlai T, et al. (2011) Access to health care, reproductive health and disability: a large scale survey in Sierra Leone. Soc Sci Med 73: 1477-89.
- Gottlieb CA, Maenner MJ, Cappa C, Durkin MS (2009) adolescents screening, nutrition, and early learning in 18 countries with low and middle incomes: data from the third round of UNICEF's Multiple Indicator Cluster Survey (2005-06). Lancet 374: 1831-9.
- United Nations (1989) Convention on the Rights of the Child. New York: United Nations.
- United Nations (2006) Convention on the rights of persons with disabilities. New York: United Nations.
- Bornstein MH, Hendricks C (2013) Screening for developmental disabilities in developing countries. Soc Sci Med 97: 307-15.
- Filmer D, Pritchett LH (2001) Estimating wealth effects without expenditure data -or tears: an application to educational enrollment. Demography 38: 115-32. Rischewski D, Kuper H, Atijosan



0, Simms V, Jofret-Bonet M, et al. (2008) Poverty and musculoskeletal impairment in Rwanda. Trans R Soc Trop Med Hyg 102: 608-17.