



Life Skill Education: Need of Present Education System

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ABSTRACT

According to W.H.O., life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Objective of life skill education is to promote healthy life styles through health, moral, peace, spiritual education. There is a need of incorporation of life skill education in curriculum at all levels to away stress. In teaching life skills, self awareness, empathy, creative thinking, critical thinking, problem solving ability to cope with stress are taught to promote mental health. Present study is focused on finding of need and impact of life skill education on students of different age group.

KEYWORDS : Life Skill Education, Interactive Process, Knowledge

Introduction:

Life skills are the tactics that help to promote mental well being and competence in young people as they face the realities of life. It refers to an interactive process of teaching and learning which enable learner to acquire knowledge, developmental attitude and skills which support the adoption of healthy behaviors. It represents psychological skills that determine valued behavior and include reflective skills. Life skills are thus distinctly different from physical, perceptual motor skills, 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. In developed countries, WHO has played important role for betterment of mental health.

It helps to take positive actions to promote health and meaningful social relationships. Practicing life skills leads to qualities such as self esteem, sociability and tolerance to action competencies and capabilities to have freedom to decide what to do. Life skill education has framed to provide tactics to make healthy decisions, to make life meaningful. It is aimed to understand self and able, assess skill, abilities and area of development which make learner's able to analyze their capacity to enhance function in a fruitful way. Life skill education gives an opportunity the learners to do work with others and ability of adjustment.

Life skill based education has a long history of supporting child development and health promotion. Convention on the rights of the child linked life skills to education by stating that education should be directed towards development of child's maximum potential. Life skill education includes learning to know, to do, to live together and to be. Life skill education is known for methodology to address issues of child development. Outcomes are knowledge, values, attitudes and skills related to self management, communication and inter personal skills.

At present, everyone has become more stressful. Youth are under pressure for academic performance and social liabilities. Sometimes they divert towards crime, suicide and other antisocial activities. Life skill education promotes child mentally and physically healthy, provide power to face problems of daily life, provide capability to make healthy social environment, adjustment with that. It has been found that life skill education help to make balance between emotions and healthy life to choose right path in a right way, facilitate development of psychosocial skills. Mental health is the capability of intellectual and spiritual growth and emotional development, communication with others including peers and adults, participation in educational and social activities. Teaching of life skills prevent health disorders and pave the way for positive and useful behavior.

Teachers play an important role in development of self esteem of school going children so the schools are crucial in building sense of

competence. For better education and mental health requirements life skill education is important. The successful implementation of a life skill programme depends on group work, discussion, debate, storytelling, projects and methods to facilitate life skills learning. Modeling of life skills using video films, cartoons, documentaries are supportive. For teachers, training workshop may organize, short term courses of life skill education can be conducted. Life skill education should approachable for street children, sexually exploited, working children and orphan.

Methodology:

Descriptive survey method was applied for study. 300 students of age 13-21 were randomly selected for study. Students were classified into 3 age groups as 13-15, 16-18, 19-21 years old. All students were tested for need of life skill education using a self prepared questionnaire. Collected data was tabulated and converted into percentage. Life skill education training was provided all students for a month. After 2 months of completion of training they again tested to find impact of life skill education. Collected data was comparatively analysed.

Finding and Analysis:

Table-1: Need of Life Skill Education

Age Group	No. of Students (%)	
	Boys	Girls
13-15 year	26	31
16-18 year	33	34
19-21 year	39	37

Table-2: Impact of Life Skill Education

Age Group	No. of Students (%)	
	Boys	Girls
13-15 year	51	43
16-18 year	47	42
19-21 year	45	39

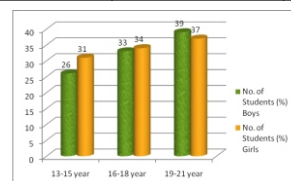


Chart-1: Need of Life Skill Education

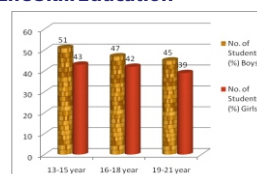


Chart-2: Impact of Life Skill Education

Data shows that need of life skill education increases with age for both boys and girls. For the age group 13-15 years, 31% girls and 26% boys are found as needed of life skill education. For the age group 16-18 and 19-21 years 34% and 37% girls are observed as needy of life skill education.

Impact of life skill education related data shows that in the age group 13-15 year old students 51% boys and 43% girls are found effected. 47% boys and 42% girls are marked as influenced in the age group 16-18 years while 45% boys and 39% girls in the age group 19-21 year old students.

Conclusion:

Life skill education helps to improve communication, increase power of decision making, managerial skill, and team work. It nurtures creative thinking, critical approach and inability of individuals to solve personal issues, competence to deal different situations. These skills increase mental and social skills. Self esteem, inter personal skills, goal setting, identification of negative minded individuals are applied to reduce mental disorders and promote mental health. This education is effective in prevention of violence, use of cognitive skills, improve academic performance and inter personal relationship.

References:

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