



ORIGINAL RESEARCH PAPER

Education

LIFE SKILLS EDUCATION; CONCERN FOR EDUCATIONISTS FOR WHOLISTIC DEVELOPMENT OF ADOLESCENTS

KEY WORDS: Adolescent, Life Skills, Life skills Education.

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ABSTRACT

Adolescence is main stage of growth and development. There are rapid psychological and psychosocial changes done. It is a stage when subject is more influenced by his/her peers and the outside world. It is also called stage of stress and storm. A high risk taking behavior also observed in them. At this difficult time, they need proper guidance and orientation. This is the period, when we can inculcate life skills in them. Proper life skills help them to live their life easily and merrily. There are many types of life skills. WHO lead down ten basic life skills i.e. Self-awareness, Empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, problem solving, decision making, coping with emotion, and coping with stress. These skills helps adolescent in facing all the life related problems. Life skills can be inculcating through education by making it as an integrated part of education. Some more suitable activities such as increased use of media, including electronic media and interactions with interested target groups, can be very useful strategies to improve life skills in students.

INTRODUCTION:

Life skills:

A skill refers to mechanical competence, technical expertise or technical knowledge of the means and methods of performing a task, which is, like repairing a bicycle or Motorcycle, the manufacture of wooden furniture etc. This term has been used in education with a much broader meaning. In the context of educations, skills has been of many types like reading skills, writing skills, intellectual skills, emotional competencies, perceptual skills, creative skills, language skills, mathematical skills, laboratory skills, etc. The concept of life skills has made a new entry in the lexicon of Education has a specific contextual meaning. Dictionary of the new millennium **Webster English edition of the survey (2003)** defines life skills as "the ability to deal with stress and challenges of daily life, in particular, communication and adjustment, taking decisions, problem solving, planning etc." In a current time, the life skills term has been used so many different ways and it took so many different meanings.

Need of Life skills Education:

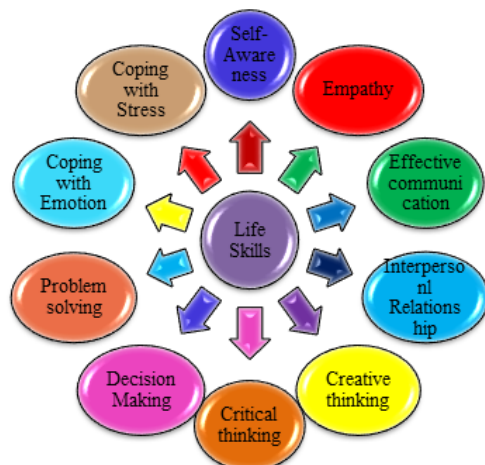
Adolescence is a critical stage of growth and development. This is a transition period between childhood and adulthood. During this period there are rapid physiological changes and psychological maturation. These are also years of risk-taking, solving their own problems, making decisions on crucial issues, peer pressure and stress. It is a turning point in life and a period of greater potential. It is necessary to pay attention to the physiological, emotional and socio-cultural dimensions of adolescence. On the other hand, the greatest need is to equip adolescents with life skills so that they can face the challenges and pressures. Life skills can be used in many areas of content, problems, or issues such as drug abuse prevention, sexual abuse, adolescent pregnancy, HIV / AIDS / STD, suicide prevention etc. UNICEF expanded that life skills also used in Child Consumer education, environmental education, education for peace and education for development, livelihoods and income generation, among others. Ultimately, young people are allowed to take positive steps to protect and promote Positive health and social relationships. We can inculcate life skills with education. Recent studies by **Shechtman (2005), Torbert (2005), Bathmaker (2007), Efthimiadis-Keith (2007), Kiran et al. (2007), Sharma et al. (2008)** clearly suggest that life skills training at any level can create a positive change in the trainees. Education helps in developing skills in relation to various problems that are addressed in different areas incorporated into the curriculum. However, it is generally believed that the process of curriculum transaction did not focus on the development of skills especially

life skills. Earlier teaching-learning methods were mainly focused on the transmission of information, only knowledge to students. But in current scenario, the priorities of the society changed. The more focus of education is not only information, but also skills. That's why life skills education should be a part of regular curriculum. Furthermore **Bushong (2009), Spaeth (2010), Baskaran (2012), Gomes & Marques (2012), Nanda (2013), Taheri et al. (2013) and Joseph et al. (2014)** emphases that Life skills works as key factor for making students competent to face life challenges. Moreover it is necessary because skills related to daily life are the basis of promoting physical well-being, interactions of mental and social behavior, healthy and positive behavior between individuals because they are expected to translate knowledge, attitudes and values into real capabilities, i.e. "what to do and how to do it."

It can influence how people feel about themselves and others. It also reflects how they think and perceived by others. It can help to develop the corresponding perceptions of one's identity, self-efficacy, self-confidence, and self-esteem. It is general perception of the society that a trained person is equipped with all the required skills, including life skills. But in reality, this does not happen. Knowing what to do or what is going to change does not automatically mean that persons know how to make behavioral changes. Life skills are the skills, if developed properly, provide the knowledge and tools needed to update behavior changes. As emerges from the analysis of emerging student learning issues, young people are not adequately equipped with life skills to cope with the increasing demands and stress they experience. In the context of the emerging problems, it is necessary to improve the capacity of adolescents and young people to take greater responsibility in their own lives by making appropriate decisions, developing skills to withstand negative pressures and avoiding risky behavior. Furthermore in the current era, there are rapid social changes due to modernization, urbanization, globalization and the media boom which made the lives of young people, their expectations, values and perspectives very different from those of the old generations. For fulfilling all these expectations and enhancing values, it is essential to make life skills education as a part of curriculum.

Types of life skills:

There are many types of life skills but broadly life skills are divided in three categories which are social skills, cognitive skills and emotion coping skills. Furthermore the World Health Organization in 1999 lead down the ten basic life skills which are given below in figure followed by details of them.



- **Self-awareness:** Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual who is very distinct from the environment and other. This is one of the first components of the concept of self to emerge.
- **Empathy:** Empathy is the ability to understand or feel what the other being (eg human or non-human animal) feel and understand, for example, the ability to place in another position.
- **Effective communication:** It is an ability to express verbal and non verbal adequate. Communication concerns only simple exchange of information but effective communication is to understand the emotion and the intention behind the information. Effective communication is a two-way street.
- **Interpersonal relationship:** It is a skill that helps us to understand our relationships with others and interact in a positive / reciprocal basis with them. It helps us to stay in touch with family and friends.
- **Creative thinking:** Specific thinking process which enhances the ability of be creative. It is an optimal state of mind to generate new ideas. Think deliberately in order to improve the likelihood of new thoughts and improve the brain's ability to think new ideas. It is the ability to think about original and diverse ideas.
- **Critical thinking:** Critical thinking, also called critical analysis, is a clear and rational thought that involves criticism. It is an ability to distinguish between facts and opinions, personal feelings means subjective and objectives points of view, inductive and deductive arguments, judgments and inferences.
- **Problem solving:** Problem solving has been defined as a higher order cognitive process that requires modulation and control on more routine or fundamental skills. During problem solving take all the options, choose the best suited, which can face with the loss of value, and going through the process again until a positive result of the problem is reach.
- **Decision making:** It is a thought process of selecting a logical choice among the available options. In trying to make a good decision, a person must weigh the positive and negative points of each option, and consider all alternatives.
- **Coping with emotion:** It is a skill that consists in recognizing the emotions in others and in ourselves. Be aware of how emotions affect behavior and be able to respond appropriately to emotions.
- **Coping with stress:** Dealing with stress means how a person can cope with stress in any situation. It is an ability to recognize the source of stress in our lives, its effect on us and act to help control stress levels.

Promotion of life skills Education

The first and foremost need is to create an environment conducive to acceptance of the urgent need to provide Life Skills education in schools. Awareness building requires organizing outreach activities to interact with decision-makers, opinion leaders, media people, curriculum developers, teacher trainers, teachers and

parents. Some more suitable activities such as increased use of media, including electronic media and interactions with interested target groups, can be very useful strategies. The Life Skills education cannot be effectively implemented till its components are integrated into school curricula to facilitate effective integration into the content and process of education. So it should be integrated with current curriculum. The teaching and learning process can begin immediately adopt the extracurricular approach. Extra-curricular activities, especially designed for adolescent education, can be organized in schools as soon as possible. Student activities such as question-box, focus group, value clarification, role-playing, painting / poster competition contest, and writing competition can be very effective not only providing accurate and appropriate information to The students, but also inculcate a positive attitude and, above all, to develop the skills necessary for life. High level of life skills can enrich the life of the students. As earlier discussed, students faced many problem in their teenage. Many basic life skills are required to cop these problems. Life skills education strengthens them and provides them a strong foundation for the whole life.

CONCLUSION:

Life skills are very useful for good adjustment in society. These are skills that motivate even more individuals to behave in a healthy way if they wish to do so and have the scope or opportunity to do so. It forms a link between self-help and self-discipline, on the one hand, and the other's trust. They should be complemented by community support and environmental cultural factors that push people to positive action. These skills not only enhance self-image, but also help to improve interpersonal relationships with a sense of physical and mental well-being. It promotes physical health, positive mental and social attitudes. It also prevents mental disorders and behavior problems, as well as avoids health problems. Life skills can improve the bonds between the family and the group of people. An adequate level of life skills in adolescent like greater self-awareness and better self-management is required which reduced the chances of impulsive action. Teaching life skills to them provides motivation and direction to decrease the negative pressures such as drug indulgence and sex. The resulting competition to decrease the pressures can be used to withstand peer pressure or social compulsions. The life skills like critical thinking and problem solving help school children to prevent abuse. So we can say that Life skills allow youth to think about future goals.

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