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## **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, roleplay, 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 every day 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.



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## Defining life skills

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

Described in these 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 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.

## **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 be designed as part of a sequential and unified programme. For example, the following model describes three basic levels of life skills lessons, which can be taught in sequence, in order to create a life skills education programme.

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|---------|---|
| Level 1 | The teaching of basic components core life skills, practised in relation to common every day 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 instil 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 once 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 students 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 persons 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

### **REFERENCE**

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