

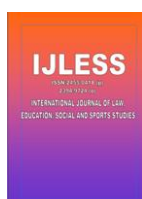


Life Skill Education for Creative Students

Dr. Adarsha B J

Assistant Professor, JSS Institute of Education, Suttur.

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Abstract

Our education system system, as is common today lays the most really useful core of attention on the acquisition of expertise even at value of skills, attitudes and values. Living as we do an ultra-modern way of life in present days society, what we require is nothing short of a present-day model of education. Knowledge in itself has little charge until it is put to use. We desire today, amongst specific things, life abilities in a massive way on the other hand than have been memorization of information. Life skills are skills, strengths and knowledge that aid people face troubles of their day-to-day existence with a remarkable way of thinking and go about with their daily obligations effectively. Life skills education would region us on the dual carriageway to growth and development, in the process, enabling us to lead our lives as efficaciously and efficiently as possible. The phrase Life Skills has come to be popularly used in the context of rising fitness troubles for younger human beings in precise aspects of the world. In a continuously altering environment, having existence competencies is an essential area of being in a role to meet the challenges of daily life. The dramatic changes in the international financial device over the preceding 10 years have been matched with the transformation in technological information and these are all impacting education, the location of work and our home life. To cope with the growing tempo and change of present-day life, college students prefer new existing knowledge such as the doable to deal with stress and frustration. In the state-of-the-art world, teamwork competencies are employability abilities chosen stipulations in a supportive learning environment and remarks about the individual average overall performance of skills. The workout of skills is facilitated by way of role-playing in typical scenarios, with a focal factor on the utility of advantage and they have an impact on that they have on the outcome of a hypothetical situation. This is conceptual paper mainly focus on life skill education needs, objectives of life skill education, Cores life skills in education according to WHO, Benefits of life skill education, Strategies to enhance life skill education and government programmes and policies which made to all round development of creative student.

Key Words: Life Skill, Education, Learning Environment, Creative,

Introduction

Life skills in education refer to a set of essential abilities that enable individual to deal effectively with the demands and challenges of everyday life. These skills help learner think critically, communicate effectively, make informed decisions, build healthy relationships, and cope with emotions and stress. Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1997).

Technological development in 21st century, human life has undergone substantial change in the world and these changes primarily have an impact on pupil development. Currently, India is on the edge of being the world youngest nation with the highest youth population (Verma et al., 2017). In this quick paced modern world, the youth of today encounter many more choices and demand than ever before (Chavan, 2012). Many studies found that life skills development of emerging adults is dependent on government programmes and policies for better social health, but sometimes it also causes more conflict and frustration, mental health issues, and behavioural disorders. As the time goes by, such kind of problems are bound to increase. There is an urgent need of promoting Life skills development and successful living, and in this regards life skills education acts as facilitator that focuses on teaching culturally and developmentally appropriate psychosocial skills through participatory learning that is needs- and outcome-based (UNICEF, 2003 & UNICEF, 2015). These are combination of several psychosocial competencies that assist in translating knowledge into action for positive functioning, healthy living and productive life (Emanuel, 2008 & Saravanakumar, 2020). World Health Organisation has enlisted ten core life skills which fall under three main categories: thinking skills, social skills, and emotional skills. Thinking skills include self-awareness, problem-solving, creative thinking, critical thinking, decision making; social skills include empathy, interpersonal relationship, effective communication; and emotional skills include stress management and coping with emotions.

AIMS OF LIFE SKILL IN EDUCATION:

- ❖ Promote holistic development (mental, emotional, and social growth)
- ❖ Prepare students for real-life situations
- ❖ Encourage responsible citizenship
- ❖ Support mental well-being and resilience
- ❖ Enhance academic learning through better focus and interaction

CORE LIFE SKILLS IN EDUCATION

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

Benefits of Life Skill Education

Life Skills Education has lengthy term benefits to society. These encompass educational, social, health, cultural and economic benefits.

1. **Educational benefits:** Strengthens teacher-pupil relationship, improves discipline in schools, Reduces learner issues such as truancy, absenteeism drug and substance abuse and teenage pregnancies, and helps beginners to enhance their performance.
2. **Social Benefits:** Improves the socialization system amongst beginners such as bearing on to others in a friendly way, Helps novices to use their amusement time good assists inexperienced persons to apprehend and keep away from risky situations, Bring about significant interaction amongst learner's teachers and the faculty community in character building.
3. **Heath Benefits:** Leads to prevention and control of diseases such as STLs, HIV and AIDS Contributes to a person's well being (physical, mental emotional and social, Leads to much less stress on fitness facilities
4. **Cultural Benefits:** Enables human being to undertake and preserve meaningful cultural practices and avoid practices that may also put themselves and others at risk, Promotes harmonious interaction between humans of distinctive cultures, Helps in the clarification of values in the society.
5. **Economic Benefits:** It leads to excessive productivity due to a motivated, sturdy and full of the life labor force, Resources such as time and money are saved as inexperienced persons collect skills to manipulate themselves and their environment. Rehabilitation of drug and substance abusers. Repair of damaged property, Buy teaching-learning resources.
6. **Individual Benefits:** Find new ways of wondering and problem-solving. Build self-assurance each in spoken abilities and for group collaboration and cooperation, analyze options, make choices and recognize why they make certain options outside the classroom, Develop an increased feeling of self-awareness and appreciation for others
7. **Employment Benefits:** According to lookup through the CBI (Confederation of British Industry) in 2011 employers have been looking not just for tutorial success however key employability skills including the capacity to self-manage remedy troubles and understand the business environment.
8. **Benefits for society:** Respecting variety approves creativity and creativeness to flourish growing an extra tolerant society. Developing negotiation skills, the potential to community and empathies can help to build resolutions alternatively than resentments.

GOVERNMENT PROGRAMS AND POLICIES ON LIFE SKILLS EDUCATION

Government programs and policies related to life skills education are designed to equip students with essential skills needed to handle everyday challenges effectively and contribute positively to society. These programs are part of both national education policy frameworks and specific initiatives, especially in countries like India where life skills are being integrated into the school curriculum.

1. NATIONAL EDUCATION POLICY (NEP) 2020 - INDIA

Emphasizes the holistic development of learners and focuses on 21st-century skills, including critical thinking, problem-solving, creativity, collaboration, and communication. Life skills such as emotional intelligence, resilience, empathy, self-awareness, and ethics are recognized as essential. This policy also encourages experiential learning, arts integration, and vocational education to develop life skills.

Implementation:

- Integration of life skills in school curriculum from early years.

- Teacher training on how to incorporate life skills in pedagogy.
- Assessment reforms to include skills like communication and teamwork.

2. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

The main objective of this programme is to enhance the quality of secondary education. Life Skills Component includes adolescent education programs (AEP) to promote life skills such as decision-making, coping with emotions, and resisting peer pressure. Promotes co-curricular activities like debates, sports, and drama to enhance interpersonal and social skills.

3. ADOLESCENCE EDUCATION PROGRAMME (AEP) - NCERT

This programme implemented Ministry of Education through NCERT. Its main focus is on imparting knowledge and developing life skills related to Health and hygiene, Gender equality, Sexual and reproductive health, Dealing with peer pressure and emotions. Delivered through trained teachers and peer educators. Methods: Activity-based, participatory learning sessions, use of case studies, group discussions, role plays.

4. SAMAGRA SHIKSHA ABHIYAN

It is an integrated scheme for school education from pre-primary to Class 12. Life Skills Element mainly emphasizes the holistic development of children, including physical, emotional, and cognitive growth and supports life skills education through teacher training, Health and wellness programs, guidance and counseling services, support for co-scholastic areas such as arts, physical education, and value education.

5. SCHOOL HEALTH AND WELLNESS PROGRAMME (SHWP)

This programme was launched by Ministry of Education and Ministry of Health and Family Welfare under Ayushman Bharat scheme. The major objectives of this programme include providing age-appropriate health education including mental health, nutrition, safety, and sanitation, promoting life skills such as decision-making, conflict resolution, and stress management. Here two trained Health and Wellness Ambassadors (teachers) in each school, use of interactive teaching methods to engage students.

6. SKILL INDIA MISSION & PMKVY (PRADHAN MANTRI KAUSHAL VIKAS YOJANA)

Primary aim of this project is to empower youth with vocational training and life skills to enhance employability.

Life Skills Training Includes:

- Workplace ethics
- Communication skills
- Teamwork
- Time management
- Adaptability

Although this is a post-school program, it complements life skills education received during school years.

7. NCERT CURRICULUM AND MANUALS

Life Skills Education Programme by NCERT provides structured modules for teaching 10 core life skills

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 emotions

Tools used: Teachers' training modules, student workbooks, and activity-based lessons.

8. DIGITAL AND MEDIA LITERACY INITIATIVES

Some government digital literacy campaigns (like Digital India, Cyber Surakshit Bharat) aim to develop Digital life skills – safe internet practices, information evaluation, responsible online behavior.

STRATEGIES FOR ENHANCE LIFE SKILL EDUCATION

For healthy development of adolescents it is essential to develop various life skills among them. Students should be facilitated through various methods of teaching to develop social competence and problem solving skills which ensures resilience and positive ways of coping with various stresses. Emotional intelligence also plays an important role in life skills development and the teacher should make conscious effort to help students acquire and develop emotional intelligence. For development of life skills in adolescents it is essential to use strategies in teaching learning process that ignite higher - order thinking skills such as analysis, synthesis, inference, predictions, critical and reflective thinking, etc. students should be encouraged to raise doubts and questions, observe and describe, compare and connect, reflect and draw conclusions on the basis of verifiable facts. These strategies could help students in developing their skills of reasoning, questioning, information processing and making informed decisions.

Group discussion and Debate

Group discussion is an interactive process which provides opportunity to group members to express themselves freely on the issue being discussed. It has great potential to develop critical thinking and reasoning and may be used for teaching moral and ethical values. The ability to make moral judgment depends on evaluating the consequences of various actions and then taking the most appropriate decision. Group discussions help in developing this capacity among adolescents. Many other issues of adolescents namely gender issues, discrimination, bullying, substance misuse, etc. may be taken as the themes for group discussion which facilitate them to learn more about these issues from different perspectives. Debates provide opportunity to address a particular issue in depth and reflect on both its positive and negative implications. A number of adolescent issues such as ban on smoking in public places, or use of substances among adolescents and its effect on health, etc. may be taken up for debate. Cooperative Learning: For developing life skills among adolescents Cooperative learning strategies are considered to be very effective. It ensures high motivation, active involvement and satisfaction on various tasks. In cooperative settings every student has a specific task and everyone is involved in learning and activities. The essential component of this strategy is positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills (Johnson, Johnson, and Holubec, 1993). Therefore, it is essential to judiciously structure these elements in cooperative group work to ensure development of life skills. To be effective, cooperative learning must

include group goals, individual accountability, and equal opportunity of all group members for success.

Role Play

The use of Role Play as an educational or training technique is part of the reflective teaching. The idea of role play in its simplest form is that of asking someone to imagine that they are either themselves or another person in a particular situation. They are then asked to behave exactly as they feel that persons would. As a result of doing this, they and the rest of the participants observe something about the person or situation. Situations for role play may be simple or elaborate, familiar or strange. They may be described in detail or left to the imagination of the role player. Participants in role play can be made to relive a particular work situation, so that they can get the real feel of the roles they are assigned to play. The experience enhances their knowledge and helps them understand the behaviour of others as well as their own emotions and feelings. Role play: • is helpful for students as it gives an opportunity to participants to be exposed to real life situations, • develops confidence among participants, • helps them work independently, • strengthens the communication and human interaction skills.

Analysis of Situation and Case Studies

This strategy may be used for situations involving moral dilemmas in studying a particular case. It gives opportunity to students to analyse, explore, challenge, work together, share ideas and views, and develop new insights on the issue under discussion. The Central Board of Secondary Education (CBSE) has also prepared a matrix to teach life skills which are in turn based on the matrix of WHO.

Other activities

These kind of activities also play an important role in the development of life skills and can be organised in the form of painting/poster competitions, debate, drama, and other art forms, organisation of community service, guest lectures by community elders, doctors and counsellors. These activities could be organised by conducting health camps, symposium, poetry reciting or essay competitions, etc. which provide opportunity to students to interact with others inside and outside the four walls of school and share their own experiences and learn from others' experiences. The knowledge, skills and attitudes which students thus, acquire facilitates their life skills and serves as the foundation of their success in personal, academic, professional and community life. Therefore, the scope of life skill education programme is very wide and extends beyond the boundaries of the classroom or the school. It cuts across the narrow subject boundaries and should be integrated in all the subject areas of secondary school curriculum, co-curricular activities and the entire ecosystem of the school as a whole.

Conclude

We have discussed life skills and life skills education, and the concept, need and importance of life skills. According to WHO 'life skills are the abilities for positive and adaptive behaviour that enable individuals to cope effectively with the posing challenges of life'. The ten life skills identified by WHO have also been described elaborately. These life skills have further been classified into three broad categories: i. critical thinking and decision making, ii. inter-personal and communication skills, and iii. coping and self-management skills. Essential life skills popularly known as the generic life-skills, have been included in the school curriculum and teaching learning process at the school level. The National Council of Educational Research and Training (NCERT), the Central Board of Secondary Education (CBSE) and States have included life skills in their school syllabus. The life skills programme recommends participatory experiential learning using four basic components namely practical activities, feedback and reflection, consolidation and reinforcement and practical application to day-to-day life challenges. A number of methods have been suggested by various organisations working in the area to enhance life skills of students including classroom discussion, brainstorming, demonstration and guided practice, role play, small group works, case studies, story-telling, debate, educational

games, music, arts, theatre, dance etc. which provide opportunity to students to express themselves, reflect on their and others' emotions and develop the understanding of their own and others' perspectives thereby ensuring the development of an emotionally balanced individual.

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