



Life Skills and Its Importance in Today's Scenario

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“LIFE SKILLS ARE ART OF LIVING, WHICH HELP US TO DRAW A PERSONAL AND PROFESSIONAL SKETCH OF LIFE” – RAJEEV RANJAN

INTRODUCTION

There is an extreme focal point on developing thorough life skills in children and young people in India so that they are qualified and become well organized citizens of society. Apart from academic, vocational, and technical skills, the emphasis is now on fabricating those skills or competencies that are required to fulfill the demands of our diverse societies that are continually in danger.

In India's complex and heterogenous framework, life skills have in-built features to evoke empowerment and sporty involvement on the part of children and adolescents, helping them acknowledge their power and take constructive action to encourage social inclusion, balance and make way for uniform opportunities for all.

Life skills are defined as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health.” according to World Health Organization (WHO). Keeping the WHO definition in mind, the Basic Life Skills curriculum extend the youth with the emotive, civil and cognitive tools mandatory to earn success in life – on an individualized level, mutual level, and within their locale and work places.

UNICEF's Middle East and Northern Africa (MENA) framework present an all-encompassing definition that spell out the evolution of life skills as an operation which is employed in various learning areas covering four dimensions: the cognitive, the individual, the social and the instrumental. Life skills are considered as a cross cutting, integrated and overlaying application of understanding, ethics, ideas and expertise which are fundamental to quality education and are globally applicable and dependent.

LIFE SKILL IN EDUCATION

Life skills has been associated as an indispensable aid for advancing psychosocial, emotional, cognitive, behavioral and resilience skills to settle day-to-day obstacles and constructive participation in the community (Desai, 2010; Galagali, 2011). These skills are known to be prime contributors in pulling off the challenges that young people encounter in becoming productive citizens (Prajapati, Sharma, & Sharma, 2017; Savoji & Ganji, 2013; WHO, 1993).

There have been innumerable researches carried out to emphasize the gravity & fruitfulness of life skills education in the development of students' social, emotional and cognitive development along with covering their psychosocial problems and issues. Integrating life skills as part of education has some logical basis. Life skills always lend a helping hand to the individuals to cope with prompt changes brought about by modernization (Wanjama et al., 2006). Through Life Skills education, learners procure and develop skills like critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self esteem, assertiveness and empathy (Veena and Vivek, 2010). Researches show noteworthy refinement in interpersonal relationship and reduction in aggression and behavioural problems (Smith & et al., (2004). Vranda and Rao (2011) proved that life skills training enhanced their psychosocial competencies. Maladjustment among young people can be nipped in the bud by imparting life skills. This intensifies human capacity in rooting out personal capacities (Castle, 1966).

The topic holds appreciable domain of interest to the researchers, theorists, and professionals, and there have been manifold researches accomplished to highlight the significance & effectiveness of life skills education in the development of students' social, emotional and cognitive development.

Smith et al (2004) pointed out that a pronounced improvement in interpersonal relationship and reduction in aggression and behavioral problems. Tuttle et al (2006) during their study, further out that the life skills possess extraordinary capability to lead teens towards a positive promotion and flexibility. Vranda and Rao (2011) proved that life skills training enhanced their psychosocial Competencies

Life Skills devise right set of circumstances to instill capabilities for operating aptly in the realistic situation as well as cater to the needs of a changing society.

- Life abilities help youths to progress dexterously from childhood to adulthood via health-giving upswing of social and emotional skills.
- It helps to upgrade social competence and investigative skills, which help youths to carve their very own selfhood.
- It helps to reflect upon the pros and cons of the situation, hence, act as a negotiator to trouble behavior.
- It boost fine social norms that has an impression on the adolescent health services, colleges and family..

LIFE SKILLS EDUCATION IN CLASSROOM

Life skills education vary in its objectives and contents from nation to nation and from region to another. However, across cultures. life skills education is related in three important ways. First, at the heart of life skills education is the learning of life skills. Secondly, to equip children to learn and make use of skills. Life skills education is based on a learner-centred and activity oriented methodology. And finally, life skills education is based on the philosophy that young people should be entitled to take more responsibility for their actions. In life skills education, children and adolescents are energetically absorbed in a zestful teaching and learning process that is often based on the principles of social learning theory (Bandura, 1977). Methods used to assist its acquisition therefore include carving of the use of skills. and practice of skills, primarily in classroom-based activities. The methods used include working in groups, brainstorming, role play, games and debates.

Imparting Life Skills Education in classroom has been explored thoroughly. Taking note of the above literature review, it's now have been a proven fact that it has favourable outcome when taught as a part of curriculum (Yadav & Iqbal, 2009). There are various former research manifestations, over life skills be enacted as a training program, as an intervention perspective and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings.

IMPORTANCE OF LIFE SKILL EDUCATION

“Teaching children wellbeing and life skills in schools is the best way to ensure that future generations flourish!” -Viivi Pentikäinen

In order to live life prosperously, then we need to realize the importance of life skills and it is also very important to execute it in our life. If this happens then our life can move in a simple and right direction. Life skills make us proficient to know how to make our life simple and straight-forward, how to create a positive life, and how life can be spent in the right way. Therefore, life skills are very vital in our life.

It refines the ability to acclimatize to all kinds of situations and thrive in every facet of society. Dearth of life skills in the lives of upcoming generations needs to be taken care of as it is important in life. Because of absence of life skills, not only personal lives but professional lives and careers get transformed.

By educating life skills, students can develop self-confidence in them. It makes them cooperative and communicative. It prepares them to take quick action in any unfavorable circumstances.

CONCLUSION

In today's world when things are changing at a very fast pace. It is very important for children to be prepared for ever-changing future. To be able to adapt to new situations, work collaboratively, think out of the box, use failures as learning milestones are important skills the learners should have to succeed in future. Schools should provide an environment where students can develop the ability to see relationships between subjects, content and skills as well as between school and life outside of the classroom. We should integrate life skill development with normal curriculum rather than consider it as a non-curricular activity. Gradually the acceptance of participatory learning will get momentum and our students can lead a healthy life.

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