



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Life Skills for Productive Citizenship Building

Mr. Md Waqar Shabbir¹, Dr. Ansarul Hasan², (Dr)Md. Faiz Ahmad³

¹Research Scholar, MANUU CTE Darbhanga

²Assistant Professor, MANUU CTE NUH

³Professor, Principal MANUU CTE Darbhanga

ABSTRACT

A citizen of any nation in the world is a most valuable asset. Every citizen is equally valued in democratic nations. For example, India is the world's largest democratic country. Almost any citizen makes a significant contribution to the nation's development and progress. Every citizen has some responsibility to his or her country. Every human on the planet is a citizen of his or her country but means to be a successful full citizen. One must do a good action and care about his or her country. To make any nation great, first and probably most important, the education system of that country must be enhanced. However, education is insufficient; each citizen of that country must be familiar with all aspects of skills necessary to live a successful and easy life. Life skills such as adjustment, coping skills, resolving conflict, and empathy can help them succeed and deal with difficult situations with ease. These life skills can help them become more self-aware, embrace diversity, and collaborate more effectively, all of which are necessary for a harmonious today and tomorrow. Life skills will provide them with valuable tools on which to rely throughout their lives.

Introduction

Life skills are a broad variety of psycho-social and interpersonal abilities that can support individual in making informed decisions, effectively communicate, and ability to coping and self-management abilities to help them lead a healthy and productive life. Aside from that, life skills can help a person become a responsible and ethical citizen. It assists us in resolving personal, social, and global issues. With the help of life skills, a person can face any challenge in life and successfully resolve conflicts. WHO has divided it into three sections, the first of which is titled cognitive skills and includes five life skills: problem-solving skills, self-awareness, decision-making skills, creative thinking skills, and critical thinking. Second, it included social interactions skill, empathy, and effective communication skills. The third and final component is emotional skills, which include emotional management and stress management. In P21, (Partnership for 21st Century Skill), a coalition of educationalists and industry leaders proposed a framework for 21st-century education to describe and illustrate the knowledge, skills, and sport system required for success in professional life and development into a responsible citizen. The P21 framework ensures that every child has the opportunity to learn in the twenty-first century, with an emphasis on the four Cs: collaboration, critical thinking, communication, and creativity. WHO defines the ten core life skills as effective communication skills, empathy, decision-making skills, self-awareness, interpersonal relationship skills, stress coping, critical thinking, creative thinking skills, and stress coping. These skills prepare anybody to make better decisions in any given situation. The application of these skills make life's journey easier. It is also necessary to learn which life skill should be used in which situation. So, in essence, these life skills are tools that can be used when the situation arises. Some life issues are very easy to overcome, as we discovered with the help of our consciousness and experience, but others are so difficult to overcome that one begins to consider suicide.

Life skills for a healthy Society

Everyone knows that human beings are social animals, they live in society and form interpersonal relations. Mutual cooperation provided energy to enhance any civilization. An important element of life skill is empathy which is extremely important in every individual for socialization for any society to be better and admirable. Every person should have this quality. It is essential to have good leadership for a functioning society, and as a social animal, training should be provided to complete the person with leadership from childhood so that society can get a successful leader who is always working to give to the healthy and future society. The four pillars of education recommended by the Delors Report, namely learning to know, learning to live together, learning to be, and learning to do, can be perceived as the philosophy of Life Skills Education. Goal 4 of the Sustainable Development Goals 2030 (SDG-2030) envisions ensuring equitable and inclusive quality education and promoting opportunities for lifelong learning for all. The requirement clearly states the importance of skills in making education more meaningful: By 2030, the number of youth and adults with relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship must be significantly increased. Beyond job-specific skills, the focus should be on producing advanced cognitive and non-cognitive/transferable skills such as solving problems, critical thinking, creativity, teamwork, communication skills, and resolving conflict that can be applied across a variety of occupational fields. In India, psychological and sexual

perversions are hidden behind juvenile delinquency, drug dependency, alcoholism, non-consensual, sexual, mental instability, and other behaviours. In comparison to the more open west, this is primarily due to a lack of family life, mutual support, and empathy. Childhood exposure to violence and aggression combined with a lack of basic amenities and other social needs breeds terrorism in today's youth so that they can have their way. All social ills can be avoided by learning life skills.

Life skills for promoting psycho-social ability

Thus, life skills are regarded as psychosocial competencies that promote mental, emotional, and physical well-being. Most participants for promoting psycho-social competence in schools to improve skills and knowledge through the best use of available resources through the process of life skills education and training (Nair, 2010). Life skills enhance psychosocial abilities and, as a result, mental and physical well-being. Education in life skills enables an individual to improve his knowledge, and develop principles, and views, suggesting that the individual understands when and how to execute a task. Powell (1985) defines life skills as "life coping skills that are consistent with development processes, namely those skills required to perform tasks for a given age and gender in the following areas of human development - psychological, physical, sexual, vocational, cognitive, moral, and emotional spheres. Unless a person is equipped with psychosocial ability, he is insignificant to society it is necessary that he should be psychosocially healthy. The World Health Organisation found Life Skills Education necessary to keep the mental health of a young adolescent populace."

Life skills and citizenship education

India needs to develop LSCE as UNICEF and MENA have done. "It has two main components: first, the development of a conceptual and programmatic framework (CPF) on life skills and citizenship education to serve as a guide for strategy development and programming at the country level; The first is the organization of technical support. The four dimensions of learning with the CPF are: The cognitive dimension deals with the fundamental basic skills: learners know their inner selves and know their world. Focuses on problem-solving, and critical thinking and enhances creativity.

Citizenship and life skills education is lacking in India but is already provided by a significant number of countries It is Something that is failing in today's Indian education system because the younger generation lacks the values of good citizenship. The skills gap is widening among young people. Life skills education continues in the school system in India, but there is a need to identify the right life skills for the right people according to their needs and circumstances. Today's youth need her LSCE because the country's democracy expects them to play a more active role. At the same time, they must be aware of the Indian social structure in order to avoid communalism and live socially harmoniously. You must assert your rights while fulfilling your obligations. Rising unemployment is also a cause for concern. Only a responsible citizen can take care of his family and teach others to live peacefully. Life Her skills are therefore necessary not only for forming a well-rounded personality but also for producing a good citizen. Learning that begins at an early age is more effective and continues throughout life. Only the LSCE can guarantee respect for national laws. LSCE needs to be implemented more effectively if Indian culture and values are to survive. It encourages young people to develop their willingness and ability to participate in public service at multiple levels. H. At the local, state or regional, national or international level..

Life Skills for Empowering Next Generation

Life skills are the particular skills that enable a person to navigate different life situations with personal confidence, social conscience, and efficient competence. They are developed using processes that are inclusive and sensitive to individual, regional and regional diversity.

The need to introduce life skills education is also recognized in the 2020 New Education Policy (NEP), which calls for 21st-century skills to be taught in schools to prepare young people for the future. increase. A focus on building life skills for the next generation is essential to ensure they are able to handle a variety of situations appropriately. In a country like India, where the majority of the population is young, life skills enable young people to actively direct and manage their lives. According to a 2021 World Economic Forum study, more than 50% of employers named problem-solving, collaboration, customer service, and communication as their most valuable skills highlighting the importance of life skills. They enable children and young people to unlock their true potential and grow into strong, resilient, confident, and independent individuals.

Life skills education is becoming increasingly important today as federal and state governments begin to prioritize developing ecosystems to improve the quality of education. Other programs such as Education for Peace and YUVA School Life Skills Program are also under consideration. Officially, 21 states have included life skills in their curricula, and there are now more than 10 national programs. With the establishment of the National Assessment Centre PAREKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), "higher level skills such as analysis, critical thinking and conceptual clarity" "will be made smaller and faster in the world. Efforts to evaluate will be strengthened. more than ever. Therefore, young people also need digital literacy and need skills such as information integration, cognitive flexibility, and open-mindedness. Other prerequisites include social awareness, respect for diversity, and relationship management skills encompassing social and cultural differences. Learning to learn is a key skill for surviving and adapting to an ever-changing and shrinking world. initiative in the Middle East and North Africa (MENA)." The LSCE Measures aimed together partners at the national, regional, and worldwide levels to support MENA education that is comprehensive, lifelong, and rights-based." They've identified 12 important life skills. They are all interconnected and require lifelong learning. These are also custom-made designs for various age groups.

Conclusion

A citizen is the smallest unit of a country organized as a family, society, or nation. Good citizens make good families. Many good families who want to work together create a good society and ultimately a good country. In our daily lives, we should all strive to be good people. If everyone strives to be a good person, a good nation will be born. Only good citizens can develop a country into a great nation. Every country wants to be a good citizen. Responsibility grows within the framework of the constitution. The strength of a constitution derives from its national heritage on the one hand and customs and traditions on the other. Teaching children all aspects of life skills is very important.

References

1. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
2. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
3. Dash, M., & Dash, N. (2003). *Education of children with special needs*. Atlantic Publishers.
4. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
5. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
6. Government of India. (2005). *National Curriculum Framework 2005*. NCERT.
7. Kaur, R. (2017). Life skills and academic achievement: A correlational study. *Journal of Education and Practice*, 8(10), 56–61.
8. Kumar, S. (2016). Parenting style and achievement motivation among adolescents. *Indian Journal of Psychology and Education*, 6(2), 34–40.
9. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
10. Mangal, S. K. (2012). *Psychology of learning and development*. PHI Learning.
11. Mishra, B. (2019). A study of life skills among school students in relation to gender and locale. *Educational Quest*, 10(3), 203–208.
12. Mohanty, J. (2009). *Educational psychology*. Neelkamal Publications.
13. Nair, M. K. C., & Paul, M. K. (2012). Life skills education for adolescents. *Indian Journal of Pediatrics*, 79(4), 493–498.
14. NCERT. (2014). *Life skills education: Training manual for teachers*. Department of Educational Psychology and Foundations of Education.
15. Papalia, D. E., & Feldman, R. D. (2011). *Human development* (12th ed.). McGraw-Hill.
16. Pasi, R. J. (2001). A framework for educating the whole child. *Educational Leadership*, 59(3), 22–26.
17. Prakash, R., & Jha, S. (2020). Achievement motivation and academic achievement among adolescents. *Indian Journal of Positive Psychology*, 11(1), 15–19.
18. Singh, A. K. (2018). Study habits and academic performance of senior secondary students. *International Journal of Research in Social Sciences*, 8(6), 456–462.
19. Subasree, R., & Nair, A. R. (2014). The life skills assessment scale: The construction and validation of a new comprehensive scale for measuring life skills. *IOSR Journal of Humanities and Social Science*, 19(1), 50–58.
20. UNICEF. (2012). *Life skills: Definition, principles, and assumptions*. UNICEF India.
21. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
22. WHO. (1997). *Life skills education for children and adolescents in schools*. World Health Organization.
23. Yadav, S. (2015). Role of parenting styles in the development of life skills among adolescents. *Journal of Indian Education*, 41(1), 42–51.
24. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.
25. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

Webliography

1. CBSE. (n.d.). *Life skills education*. Central Board of Secondary Education. Retrieved February 15, 2025, from http://cbse.nic.in/newsite/life_skills.html

2. Ministry of Education, India. (2021). *National Education Policy 2020*. Retrieved February 28, 2025, from <https://www.education.gov.in/en/nep-new>
3. NCERT. (2022). *Adolescent education programme*. Retrieved March 3, 2025, from <https://ncert.nic.in/adolescence-education.php>
4. World Health Organization. (1997). *Life skills education for children and adolescents in schools*. Retrieved March 10, 2025, from https://www.who.int/mental_health/media/en/30.pdf
5. UNICEF India. (n.d.). *Adolescents and life skills*. Retrieved April 2, 2025, from <https://www.unicef.org/india/what-we-do/adolescents>
6. Psychology Today. (n.d.). *Achievement motivation*. Retrieved February 20, 2025, from <https://www.psychologytoday.com/us/basics/motivation>
7. Verywell Mind. (2021). *Parenting styles and their impact on child development*. Retrieved March 14, 2025, from <https://www.verywellmind.com/types-of-parenting-styles-2795072>
8. Understood.org. (n.d.). *Study habits: Strategies that can help teens succeed in school*. Retrieved April 4, 2025, from <https://www.understood.org/en/articles/study-skills-for-teens>
9. Edutopia. (n.d.). *Life skills curriculum for teens*. Retrieved February 12, 2025, from <https://www.edutopia.org/topic/life-skills>
10. National Institute of Open Schooling (NIOS). (n.d.). *Life enrichment and self-development*. Retrieved March 5, 2025, from <https://www.nios.ac.in>
11. American Psychological Association. (n.d.). *Effective parenting during adolescence*. Retrieved April 1, 2025, from <https://www.apa.org/topics/parenting>
12. SkillsYouNeed. (n.d.). *What are life skills?* Retrieved March 8, 2025, from <https://www.skillsyouneed.com/general/life-skills.html>
13. Center on the Developing Child at Harvard University. (n.d.). *Supporting motivation and engagement in adolescents*. Retrieved April 3, 2025, from <https://developingchild.harvard.edu>
14. Save the Children India. (n.d.). *Life skills and education*. Retrieved February 22, 2025, from <https://www.savethechildren.in>
15. Childline India Foundation. (n.d.). *Adolescent issues and life skills*. Retrieved March 12, 2025, from <https://www.childlineindia.org.in>
16. UNESCO IBE. (n.d.). *Life skills education for youth development*. Retrieved March 28, 2025, from <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/life-skills>
17. Khan Academy. (n.d.). *Developing study skills for school success*. Retrieved March 20, 2025, from <https://www.khanacademy.org>
18. MindTools. (n.d.). *Self-motivation: How to keep moving forward*. Retrieved February 18, 2025, from https://www.mindtools.com/pages/article/newLDR_57.htm
19. NIMH. (n.d.). *Teen brain: 7 things to know*. Retrieved April 5, 2025, from <https://www.nimh.nih.gov/health/publications/the-teen-brain-7-things-to-know>
20. UNESCO MGIEP. (n.d.). *Transforming education for human flourishing*. Retrieved February 25, 2025, from <https://mgiep.unesco.org>