

ISSN : 2348-7674

# Research Innovator

International Multidisciplinary Research Journal



**Vol II Issue I : February 2015**

**Editor-In-Chief**

**Prof. K.N. Shelke**

[www.research-innovator.com](http://www.research-innovator.com)

# Research Innovator

A Peer-Reviewed Refereed and Indexed International Multidisciplinary Research Journal

**Volume II Issue I: February – 2015**

## CONTENTS

Sr. No.	Author	Title of the Paper	Download
1	Susan Lobo	Being 'It' in Mahesh Dattani's <i>Steps Around the Fire</i>	2101PDF
2	Vinay Kumar Dubey	Salman Rushdie's <i>the Satanic Verses: the Sense of Futility in Religion</i>	2102PDF
3	Dr. Mitima Sachdeva	<i>Dhamma and the Transformation of the Self</i>	2103PDF
4	Ms. Tusharkana Majumdar & Prof. (Dr.) Archana Shukla	Enhancing Education and Life: Life Skills	2104PDF
5	A. Anbuselvi	The Individuals Isolation and Struggle for Independence and Identity with Reference to the Novels of Anne Tyler and Sashi Deshpande	2105PDF
6	Dr. Ambreen Safder Kharbe	Indian Ethos in the Poetry of Sarojini Naidu	2106PDF
7	Swati Sachdev & Prof. Priyanka Jhavar	Modelling and Performance Analysis of Heat Exchangers for Heavy Vehicles	2107PDF
8	Dr. Pooja Singh, Dr. Archana Durgesh & Neha Sahu	Reflecting Impacts of Epic and Cultural Tales on Young Minds	2108PDF
9	Dr. K. Jaisingh & Prof. D.S. Kesava Rao	Faculty Development Strategies: Practical Problems of EFL Teachers in India	2109PDF

10	Dr. R. Bhuvaneswari	Virtual Learning: An e-Learning Experience	2110PDF
11	Dr. Vitthal V. Parab	Principles of Prose Style in Francis Bacon and Bertrand Russell's Essays	2111PDF
12	Tweisha Mishra	The Doctrine of Frustration of Contract: An Analysis and Comparison of Indian Law and English Law, with reference to Landmark Cases	2112PDF
13	K. Gomathi Lakshmi	The Factors in Organisation Climate	2113PDF
14	Dr. Purushottam P. Deshmukh	Idea of Love and Sex in Nissim Ezekiel's Poetry and in Osho Rajneesh's Philosophy	2114PDF
15	Priyal Bhupesh Panchal	Resistance in Partition Literature: Manto's 'Toba Tek Singh' and 'The Dog of Titwal'	2115PDF
16	Goldy M. George	A Sociological Perspective on the Challenges of Rebuilding Adivasi Lives in the Conflicts Region of Chhattisgarh	2116PDF
17	Dr. Amar Kumar	A Discriminant Analysis of Team Cohesiveness among High-Performance and Low-Performance Elite Football Players	2117PDF
18	Vimal Kumar Vishwakarma	Teaching of Speaking Skill: Principles and Approaches	2118PDF
19	Rahila Safdar	Patterns of language use and preferences in Watali community	2119PDF
20	Mr. Vijay Digambar Songire	Taboo Breaking Women in Toni Morrison's <i>Sula</i> , Alice Walker's <i>The Color Purple</i> and Arundhati Roy's <i>The God of Small Things</i>	2120PDF

**Enhancing Education and Life: Life Skills****Ms. Tusharkana Majumdar and Prof. (Dr.) Archana Shukla***BBD NITM, Lucknow, (U.P.) India***Abstract**

Life skill is a term used to the skills which an individual can use, practice and enhance for being effective in life. Various researches have defined it in different ways. Life skill is a compilation of various skills which is important for life. Life skills empower young people to take constructive action to safeguard oneself and promote health and positive social relationships. Life skills help us know how to fit in well with the populace. Castle (1966) argues that “teaching life skills education to young people leads to a prevention of maladjustment and enhances the development of human potential”. Life skills training also contributes to the enlargement of an individual’s capacity for adaptation and the expansion of new interactional patterns between the individual and his/her social framework. There are numerous skills that can be stated under Life Skills like- problem solving, decision making, communication, self awareness, empathy, etc. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance. It also helps to action competencies, to take action and make change, and competencies to have the freedom to choose what to do and who to be in life. Life skills education gives a new dimension to modern learning by enabling children and young adults lead a satisfying and successful life.

**Key Words:** Life skills, decision making, assertiveness, creative thinking, empathy.

Every country on Earth, at the moment is reforming public education. There are two basic reasons behind it. First is the economic reason- how to educate children to take their place in 21<sup>st</sup> century and second is culture-how to educate children that they have a sense of cultural identity of who we are, so as to pass the cultural genes further to the community with being a part of globalization. Now the problem is that we are trying to meet the future by doing what educators did in the past. Alienating or isolating millions of children who don’t see purpose or importance of going to school or college. In earlier times, the road to a successful life in future was by doing hard work, doing it well, getting a good college, passing with good marks and then finally

getting a good job. But now things have changed. This generation children don’t believe that getting a degree is a guarantee for job anymore. Time has changed and so should the pattern of imparting education. Thus, Life Skills Education becomes need of the hour.. Life skills are abilities that enable an individual to deal with the day-to-day challenges. It is a process that takes place through one’s lifetime.

Many experts, practitioners, organizations have been making efforts to define and enrich the evolving concept of life skill. Wanjama et al., (2006) presents life skills as psychological competencies or abilities that help learners deal effectively with the day-to-day individual demands of the society.

Life skills are the abilities for adaptive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Nelson-Jones (1972) states that life skills education facilitates effective living in the present, and subsequently, the development of understanding concepts and skills that will result in responsible living in the future. According to Edward de Bono Life Skills are “those skill needed by an individual to operate effectively in society in an active and constructive way”. Gould and Carson (2008) defined sport-based life skills as “those internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and are transferred for use in non-sport settings”. Danish, Forneris, Hodge and Heke (2004) defined life skills as “those skills that enable individuals to succeed in the different environments in which they live such as school, home and in their neighborhoods. Life skills can be behavioral (communicating effectively with peers and adults) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (setting goals)”. Based on the WHO/UNICEF working definitions, life skills are a set 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 manage their lives in a healthy and productive life. According to Rychen and Salganil (2003), “Life skills are important for everybody”.

Life skills include mental, physical, social, psychological, spiritual and environmental growth. In other words, the more we know about life--work, play, social, and so forth, the better we will adjust and the more we will learn. Gachuhi (1999) describes Life Skills programs aim to foster positive behaviors across a range of psycho-social skills, and to change behaviors learned early, which may translate into inappropriate behavior at a later stage of life. In contemporary society, studies indicate that there is a general lack of skills and values particularly among adolescents and young adults. They have tended to miss on principles, guidelines and models of conduct. Observably, the contemporary youth are exposed to many challenges as they grow which push them to engage in risky behavior making them vulnerable to many problems such as HIV/AIDs. It is therefore, paramount that youth are equipped with knowledge and skills to help them cope with these emerging challenges. Ndirangu (2000) points out that contemporary youth are undergoing stressful experiences stemming from the pace of modern life, in particular its ruthless competition and unrealistic notions of success. Ndirangu argues that home-related problems, financial worries due to poverty, conflicting signals from adult world, peer pressure, rapid physiological changes, quest for identity, traumatizing experiences from childhood, worries about career and school performances, the impact of televised violence, and pornographic magazines all have a negative effect on the adolescents. Orley (1997) found that “life skills education can be seen as empowering

children and thus enabling them to take more responsibility for their actions". Life skills help us know how to fit in well with the populace. Life skills education has been developed by different organizations with different objectives, for example, prevention of substance abuse (Perry & Kelder, 1992) prevention of bullying and prevention of AIDS (WHO, 1994). However, Orley (1997) argues that learning life skills is a desirable activity on its own as it helps individuals to deal effectively with everyday demands and does not have to be justified as preventing anything. Nor is it necessary to introduce a life skills education programme only when and where there are mental and behavioral disorders (WHO, 1999). Effective application of life skills can influence the way children feel about others and themselves, which in turn can contribute to the children's self-confidence and self-esteem.

WHO (1997) divides life skills into 9 dimensions: a) problem solving, b) decision making, c) Critical thinking, d) creative thinking, e) communication skill, f) empathy, g) interpersonal skill, h) coping with stress, and i) coping with emotion. Life skills can be innumerable, some specific to certain risk situation and others of a generic nature. Common elements of life skills which were found across all cultures and settings, in the developed and the developing countries, are self awareness, empathy, interpersonal relationship skill, effective communication, decision making, problem solving, critical thinking, creative thinking, coping with stress and coping with emotions. Overall the basic skills are as follows:

1. Decision making – It helps us to deal constructively with verdicts about our lives. This can have consequences on health if young people actively make decisions about their actions in relation to mental and physical health by assessing the different options, and what effects different decisions may have.
2. Problem solving - It enables us to deal constructively with hitches in our lives. Substantial problems that are left unresolved can be a source of mental stress and give rise to accompanying physical strain. Problem solving is a mental process and includes problem finding and problem shaping. The skills involved in decision making and problem solving are:
  - Information gathering skills.
  - Evaluating future consequences of present actions for self and others.
  - Determining alternative solutions to problems.
  - Analysis skills regarding the influences of values and attitudes of self and others on motivation.
3. Creative thinking – It contributes to both decision making and problem solving by enabling us to discover the available alternatives and various consequences of our actions or non-actions. It helps us to look beyond our direct experience. Creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
4. Critical thinking - It is an ability to evaluate information and experiences in an unbiased manner. Critical thinking

can contribute to health by facilitating us to recognize and assess the factors that have an impact on attitudes and behavior of an individual. It also comprises of determining the meaning and importance of what is observed or expressed. Also to determine whether there is adequate justification to accept the conclusion as true. Critical thinking gives due consideration to the evidence. The skills involved are:

- Analyzing peer and media influences.
  - Analyzing attitudes, values, social norms and beliefs and factors affecting these.
  - Identifying relevant information and information sources.
5. Effective communication – Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are apt to our cultures and circumstances. It may mean being able to ask for guidance and assistance in a time of need. It is the key to get us to where we want to be in our life. Communication has an impact each time it occurs- we can use communication to influence every interaction in a positive way. This can be done by enhancing the skills needed to communicate effectively. The ability to connect and build rapport with other people is a foundation life skill, and should ideally, be vigorously developed from an early age. It is a learned skill, and can be learned and used at any age.
6. Interpersonal relationship skills – It helps us to relate in optimistic ways with the people we interact with. This may

mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may also mean being able to end relationships constructively. Communication and interpersonal skills involved are:

- Verbal/ non-verbal communication.
  - Active listening.
  - Expressing feelings, giving feedback (without blaming) and receiving feedback.
7. Self-awareness – With our busy schedules it might be difficult to find time to think about: who we are, our strength and weaknesses, our habits and values. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.
8. Empathy – It is the ability to visualize what life is for another person, even in a situation that we may not be accustomed with. Empathy can help us to understand and accept others, who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage care and support, or tolerance, as in case with AIDs suffers, or people with mental disorders, who may be stigmatized by people they depend upon for support.

9. Coping with emotions – When we are aware and in control of our emotions, we can think clearly and creatively, manage stress and challenges, communicate well with others, display trust, empathy and confidence. But if we lose control of our emotions and we will spin into doubt, confusion and isolation. Coping with emotion involves recognizing emotions in ourselves and other being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotion like anger or sorrow can have negative effects on our health if we do not respond appropriately.
10. Coping with stress – It is about identifying the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to overcome stress. This may mean that we take actions to reduce the source of stress, for example, by learning how to relax, so that tensions created by inescapable stress do not give rise to health problems.
11. Assertiveness – Assertiveness is the ability to say yes or no when we want to, it's the freedom to be ourselves in all circumstances. Assertiveness is the courage to show the world who we are: our likes and dislikes, our thoughts, feelings, and shortcomings. It is about communicating honestly with family, friends and colleagues. As we become more assertive, we drop the mask and show our true selves. Assertiveness skills are not easy to learn. Many of us grow up deprived of learning how to use them effectively, and even when we do,

we are drawn to use seemingly easier ways of communicating. We generally, push others into behaving in ways that suits us, or we may be so afraid of conflict or disapproval that we feel isn't safe to speak honestly. Being assertive means learning new ways of communicating that may initially seem uncomfortable. By being assertive we create healthy, eloquent relationships.

#### **Importance of Life Skills Education:**

There have been various researches conducted that has proved that Life skills Training has proved to be beneficial for various situations in life. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies, to take action and make change, and competencies to have the freedom to choose what to do and who to be. Life skills education promotes mental well-being in young people and equips them to face the realities of life. By supporting mental well-being and behavioral preparedness, life skills education equips individuals to behave in a pro-social ways and it is additionally health giving (Birell Weisen & Orley, 1996). Life Skills education, according to WHO (1999), "is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life". At the United Nations Inter-Agency Meeting held at WHO, Geneva (WHO, 1999) life skills education was considered as crucial for:

1. The promotion of healthy child and adolescent development;



2. Primary prevention of some key causes of child and adolescent death, disease and disability;
3. Socialization;
4. Preparing young people for changing social circumstances.

The advancement of life skills education in schools and among young people has been proposed as an intervention strategy to serve several purposes (Castle, 1966; Nelson-Jones, 1972, 1995; Wango & Mungai, 2007): in enabling the discovery of personal capacities for social warmth; aptitude to enjoy and work with other people; and the competence to become effective members of the community. Castle (1966) argues that teaching of life skills education to young people leads to a prevention of maladjustment and enhances the development of human potential. Life Skills approach provides young people with skills such as self-esteem, high self-efficacy, assertiveness, communication and decision-making, and coping with emotions and peer pressure, as well as instilling compassion and anti discriminatory attitudes, using interactive teaching methodologies. Young people can then use these skills to translate information about HIV/AIDS into protective behaviors. Life skill programs have been shown to be effective in preventing adolescent misuse of legal and illegal substances, preventing youth violence (e.g., Skara & Sussman, 2003; Tobler et al., 2000), and raising levels of HIV awareness (e.g., Delva et al., 2010), but few evaluation studies have analyzed why these Skill programs are effective or identified what mediating processes may be involved

(Botvin & Griffin, 2004). Pamoja (2006) life skills when rightly taught in secondary schools help learners to succeed and experience fulfilled lives in their individual families and the society in general. These skills form pillars or foundations in one's life to equip students for societal changes. A life skills educational program needs to be incorporated into schools in the interest of the children's mental well-being.

Life skills learning is facilitated by the use of participatory learning methods and is based on a social learning process which includes: hearing an explanation of the skill in question; observation of the skill (modeling); practice of the skill in selected situations in a supportive learning environment (scaffolding); and feedback about individual performance of skills. 'Modeling' (Bandura, 1986) can have a powerful effect on learning. According to Bandura's (1977) Social Learning theory 'patterns of behaviour can be acquired through direct experience or by observing the behavior of others (modeling)'. Modeling can be exploited to broaden horizons- to teach new ways of thinking (Woolfolk, 2001), can be effectively used to teach new behavior (Bandura, 1986) and used to encourage already learnt behavior (Woolfolk, 2001). Moreover, modeling facilitates learning life skills in the safe environment of the school. Such skills are best learned through experiential activities which are learner centered and designed to help young people gain information, examine attitudes and practice skills. Therefore Life Skills education programs promote positive health choices, making informed decisions, practicing healthy

behaviors, and recognizing and avoiding risky situations and behaviors.

Life Skills programs are one way of helping children and youth and their teachers to respond to situations requiring decisions which may affect their lives. Life skills are essential for development of child & youth from vulnerable backgrounds and enable successful transition and integration into society. Unlike the past, when edification only catered to a single definite area, the life skills-based education comprehends and estimates the skills of an individual, and subsequently provides necessary support in the form of tools and materials to enhance the respective skills. A competent life skills program can not only prevent emotional and psychosocial problems but also change and enhance pro-social behavior. When we read we forget, when we discuss we remember and when we do we inculcate. As Mistral (1948) has rightly said that “we are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need, can wait. The children cannot. Right now is the time his bones are being made and his senses are being developed to him we cannot answer ‘Tomorrow’ the name is ‘Today’”. Children and young adults are the backbone of any country, so the importance of Life skill is growing day by day. Life skills are essential for development of child & youth from vulnerable backgrounds and enable successful transition and integration into society. Unlike the past, when edification only catered to a single definite area, the life skills-based education comprehends and estimates the skills of an individual, and subsequently provides

necessary support in the form of tools and materials to enhance the respective skills. So, this paper aims at focusing the importance of life skills in modern education.

### **Key points of Life skills**

- Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
- Life skills are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas—knowledge, attitude and skills.
- Life skills enable individuals to translate knowledge, attitude and values into actual abilities. What to do and how to do it, given the scope and opportunity to do so.
- Life skills help identify many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
- Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.
- We all use Life Skills in different situations such as:
  - a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills
  - b) When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to

think out of box to find a solution to seemingly difficult problems.

- Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is an art.

- Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

### References:

1. Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
2. Bandura, A. (1986). *Social foundations of thoughts and actions: A Social Cognitive Theory*. Englewoods Cliffs, N.J.: Prentice Hall.
3. Birell Weisen, R. & Orley, J. (1996). *Life Skills Education: Planning for research as an integral part of life skills education development, implementation and maintenance*. Geneva: WHO, Programme on Mental Health.
4. Botvin, G., & Griffin, K. (2004). Life skills training: Empirical findings and future directions. *Journal of Primary Prevention*, 25, 211-232.
5. Castle, E. B. (1966). *Growing up in East Africa*. London: Oxford University Press.
6. Danish, S. J., Forneris, T., Hodge, K., & Heke, I. (2004). Enhancing youth development through sport. *World Leisure*, 3, 38-49.
7. Delva, W., Michelson, K., Meulders, B., Groeninck, S., Wasonga, E., Ajwang, P., Temmerman, M., & Vanreusel, B. (2010). HIV prevention through sport: The case of the Mathare Youth Sport Association in Kenya. *AIDS Care*, 22, 1012-1020.
8. Gachuhi, D. (1999). "The impact of HIV/AIDS on education systems in the Eastern and Southern African region and the response of education systems to HIV/AIDS: Life skills programmes." Paper prepared for UNICEF and presented at All Sub-Saharan Africa Conference on Education for All, Johannesburg, 2000.
9. Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *Sport & Exercise Psychology Reviews*, 1, 58-78.
10. Life Skills education for children and adolescents in schools, Geneva, WHO 1993. WHO/MNH/PSF/93.7 A.
11. Mistral, G. (1948). WHO Global Database on Child Growth and Malnutrition. Department of Nutrition for Health and Development.
12. Ndirangu, J. M. (2000). *The youth in danger*. Nairobi: Uzima Press.
13. Skara, S., & Sussman, S. (2003). A review of 25 long-term adolescent tobacco and other drug use prevention program evaluations. *Preventive Medicine*, 37, 451-474.

14. Tobler, N. S., Roona, M. R., Ochshorn, P., Marshall, D. G., Streke, A. V., & Stackpole, K. M. (2000). School-based adolescent drug prevention programs: 1998 meta-analysis. *Journal of Primary Prevention*, 20, 275-336.
15. Wango, G. M., & Mungai, E. K. (2007). *Counseling in the school: A handbook for teachers*. Nairobi: Phoenix Publishers.
16. Wanjama, L, Muraya, P. & Gichaga, S. (2006). *Life skills: A handbook for parents and teachers*. Nairobi: The Jomo Kenyatta Foundation.
17. WHO Health Needs of Adolescents, Geneva 1977 ( WHO Technical Report Series No. 609)
18. Woolfolk, A. (2001). *Educational Psychology* (8<sup>th</sup> edition) Boston: Allyn & Bacon.
19. World Health Organization. (1997). *Life skills education in schools*. Geneva, Switzerland.

# Dhanashree Publications

Flat No. 01, Nirman Sagar CHS,  
Thana Naka, Panvel, Raigad - 410206



## Research Innovator

**International Multidisciplinary Research Journal**

[www.research-innovator.com](http://www.research-innovator.com)