

Life Skill Education and Adolescent Learners

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Certain skills help an individual to lead the life in a better way. These skills useful for better living have been identified by WHO, UNICEF and many other related organizations as life skills. It has been categorized by various bodies differently, but certain skills are placed in almost all the categories. Communication, empathy, critical thinking, stress management, decision-making, problem-solving, and interpersonal skills are some of the important life skills. Different organizations and many curriculum frameworks suggest learning of these skills by individuals and especially by adolescents useful for their all-around personality development.

India with its huge young population needs life skill education for its youth and especially for its adolescents. The need for life skill education has been suggested by educationists, sociologists, and economists. Adolescence, the transit period of human life, requires life skill education more than any other stage the reason is that psychologically it is the age of greater potentials and if these potentials are not channelized properly it may go either through way-destruction or construction. For a country like India life skill education needs to be part of our school curriculum in theory and practice both, and especially for our adolescents.

Keywords: Life Skill, Adolescent, Life Skill Education, India

Life Skill Education- As a Concept

Life skill education educates for living life meaningfully and purposefully. Life skills education aims to make the person aware of the environment around him/her and educate him/her about certain skills which he/she may be able to use while confronting challenging situations. WHO finds life skills the abilities of adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

Life skills are defined as a set of psychological competence and personal skills that help people make careful big decisions, communicate effectively with others, develop coping skills with surrounding circumstances, and manage themselves leading to progress and success. Life skills are abilities for adaptive and positive behaviour. Life skills refer to the ability to maintain a state of mental and physical well-being while interacting with others within the local culture and environment. The purpose of life skill education is to make the person aware of the environment around him/her and educate him/her about certain skills which he/she may be able to use while confronting challenging situations.

In 1999, the Department of Mental Health, WHO defined life skills education as a design to facilitate the practice and re-information of psycho-socio skills in a culturally and developmentally appropriate way. WHO finds that life skill contributes to the promotion of personal and social development, the prevention of health and social problems and the protection of Human Rights. Quoting WHO Pathak, Satish (2008) writes, " World Health Organization (WHO) while initiating life skills education conceptualized life skills as a psychological competence. These skills are different from other significant skills that individuals may have such as literacy, numeric, technical and livelihood skills." Referring to WHO, 1997 he narrates further, "Life skills are 'Living Skills' or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life"

Life skills encompass all the dimensions of human life, be it economic, social or psychological. UNICEF defines life skill as a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills. Life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.

Since skills are abilities, it is possible to practice them. It is important to give life skills education to students, teachers and community members as they help in improving quality of life. Let us question or think what does life skills education include? The skills required to deal positively with any condition to get the desired outcome are called life skills. Life skills can be developed through the environment to be adopted by society and promote positive personal behaviours and by adopting a positive perspective towards work.

We can talk about life skills as inherent life skills and acquired life skills. The inherent life skills, as the name suggests, are those life skills that a person inherits by birth. They are respect for elders, obedience to patterns, concern for siblings and immediate relatives, etc. The inherent life skills mould the individual and enable one to face the challenges which life has to offer as well as to adjust oneself to situations. The acquired life skills are those that are taught to a person or which have been imbibed from others over some time, for example, non-judgmental attitude, controlled emotional involvement, etc. The acquired life skills are further broken down to formal and informal life skills. The formal acquired life skills are the ones that a person has learnt from training and grouping in school, etc. For example, communication skills, being a team member, etc. The informal acquired life skills are those that a person has acquired through the various stages of life and from constant contact with different people. For example, the ability to organize a party or seminar or get together, handle administrative aspects at the place of work, etc.

Life skill is a comprehensive concept so it can be defined in many ways. There is also no definite list of life skills. It means life skills will vary according to the conditions and situations of a person. For example, negotiation/refusal skills may be emphasized more in an area where HIV and AIDS are more prevalent, and stress management skills may be emphasized in a conflict-oriented area. Life skills education helps in understanding one's role in the changing societal structure and functions. Life skill education aims at a comprehensive behaviour change approach, which will enable the individual to develop the skills which are needed to face the complex world. These skills include communication, decision-making, critical thinking, controlling emotions, resisting peer pressures, establishing relationships, etc.

Multiple Types of Life Skills

Life skills cannot be categorized absolutely, though there is the concept of core life skills. Below it has been categorized differently; some types are common across the category.

1. Psychosocial and Interpersonal Skills

The following life skills include psycho-social and interpersonal skills which are generally considered important:

- **Interpersonal Communication Skill:** These skills enable a person to express feelings give feedback and receive feedback.
- **Negotiation/Refusal Skill:** It enables a person to refuse peer pressures for activities that are morally wrong.
- **Empathy:** Through this skill an individual develops the ability to listen and to understand other's needs and behaviour in a particular situation.
- **Advocacy Skill:** This enables to individual to leave an influence on others and present the cause that one perceives as right.

- **Decision-making/Problem-Solving Skill:** These skills enable a person to gather vital information on important issues and evaluate the further consequences of the present actions for self and others.
- **Critical Thinking Skill:** These skills enable an individual to make a conscious decision based on his/her understanding rather than the one presented to him/her.
- **Coping and Self-Management Skill:** This skill enables the individual to manage his/her anger and other emotions and cope with loss, anxiety, etc. These skills also help the individual to manage one's own time and reflect positive thinking.

2. Skills Adopted by Utah State Board of Education

The Utah School Board of Education in 1996 gave the list, and in 2001 made minor formatting-related aspects. These life skills are as follows:

a. Life Long Learning skill

The attributes of this skill are:

- Initiate own learning,
- Achieve high standards of literacy,
- Manage information, and
- Demonstrate aesthetic awareness.

b. Complete Thinking Skill

The attributes of this skill are :

- Demonstrate a variety of thinking processes,
- Integrate new information with existing knowledge and experience, and
- Apply Thinking skills strategically.

c. Effective Communication Skill

The attributes of this skill are:

- Use appropriate methods to communicate with others, and
- Respond appropriately when receiving communication.

d. Collaboration Skill

The attributes of this skill are:

- Understand and serve in a variety of roles,
- Facilitate group effectively,
- Use resources effectively,
- Work with a variety of populations, and
- Respond appropriately to complex interrelationships.

e. Responsible Citizen Skill

The attributes of this skill are:

- Demonstrate individual responsibility,

- Practice a healthy lifestyle,
- Understand and promote the democratic principles of freedom, justice and equality, and
- Participate in activities that promote public good.

f. Employability Skills

The attributes of this skill are:

- Plan for career,
- Assume responsibility for professional growth, and
- Function effectively within the system.

To understand life skills education, we can divide it into two parts (1) **Life Skill Information**, particularly on issues such as health, drug use, alcoholism, etc. which has to be imparted to the adolescent group. The (2) **Life Skills Development** i.e., helping adolescents to equip them with the necessary skills to utilize the information received about life skills.

Who will give this life skills education? No need to say all the members of the community as parents, peers, self, etc. It is also clear that no one can play a bigger role than teachers in the process of life skills education.

3. Core Life Skills

There are various types of skills which have been identified by agencies like WHO, UNICEF, etc. Life skills education programme has two parts (1) Information, and (2) Skill Development.

WHO has identified ten core life skills and has categorised them into three. It means WHO talks of three categories and ten types of skills as core skills. The table given below represents the Skills and their category as :

Category	Skills
A. Critical Thinking/Decision-Making Skills	1. Decision Making 2. Critical Thinking 3. Problem solving
B. Interpersonal/Communication skills	4. Effective Communication 5. Negotiation/Refusal 6. Empathy 7. Interpersonal skills
C. Coping with Self-Management skills	8. Stress Management 9. Coping with Emotions 10. Self-evaluation

A. Critical/Decision-Making Skills

1. Decision-Making Skill: Decision-making skill is to learn and internalize skills related to decision-making. Teachers and learners have to make many types of decisions regarding content, methodology, social and human issues, etc. Learning to make correct decisions is crucial and during a crisis period, it is especially important. Correct, effective and in-time decision-making and its learning are vital in life and so this skill is important as a life skill.

2. Critical Thinking Skill: Critical thinking skill is an ability which helps to analyze information, experiences,

situations, and human and social relations objectively. This helps to understand the cause-and-effect relationship scientifically.

3. **Problem-Solving Skill:** Life and educational situations, both have different types of problems and choosing the best alternative against a given problem is to be learned by an individual. Without problem-solving skill learning and its internalization, no one can succeed in the academic field and life.

B. Interpersonal/Communication Skills

4. **Effective Communication:** Communication helps to share information, emotions, values, ideas, etc. and so learning to communicate is essential in life. Communication skill is associated with verbal and non-verbal modes of communication. It is related to active listening, capability of expression and necessary information as feedback to complete the process.

5. **Negotiation/Refusal Skill:** In crisis-like situations, negotiation helps the individual to save himself/herself from depression and detachment. Crisis management is not possible without negotiation skills. Whether it is life situations or an individual, negotiation helps to change or manage a state of crisis. Bullied or abused have to survive with this skill which is quite common in the life of children and deprived adults.

6. **Empathy:** It is the ability to imagine and understand what life is like for another person, even in a situation which one is not familiar with. It is about developing a positive outlook towards others and a feeling of cooperation.

7. **Interpersonal Skill:** It is about the relationship of a person with more persons. Interpersonal behaviour is all about a healthy relationship pattern with other members of society. It is related to fellow feelings, and acceptance of social norms that in turn helps a child or adolescent to understand the human relationship in a better manner.

C. Coping with Self-Management Skills

8. **Coping with Stress/Stress Management:** Stress is an integral part of human life and stress management is an essential act to move positively in life. This is more intense in adolescents, but its learning is essential for the entire human life. Stress management not only helps the learner to manage the present, but it also contributes to work and planning for the future.

9. **Coping with Emotions:** Emotions make the man a human, but their proper care is essential. It is associated with emotional intelligence and personality development. To cope with emotions means to be in a stable state during happy, sad, tough moments of life. Expression and control of emotions lead to a stable and integrated personality and learning is essential for human beings, and it is even more important during adolescence.

10. **Skill of Self-evaluation/Self-awareness:** This skill includes self-esteem, locus of control, likes and dislikes and most importantly believing in self. What you are? Where do you have to go? How far you are capable? etc. are associated with self-evaluation skills and this skill is useful for human life, especially for the adolescent.

Life skills are all about life and its functioning. These ten life skills as discussed above are important for human beings, and especially for adolescents. These are not essential for a happy human life, but they also help to plan for life in a more meaningful manner. Teachers and gradually the learners must learn and internalize these for better living and good quality education.

4. Life Skills in Sexual Health Education (HIV, AIDS, etc.)

1. Decision making
2. Negotiation
3. Empathy
4. Critical Thinking
5. Advocacy
6. Interpersonal Communication

7. Coping
8. Self Management Skill
9. Cooperation and Teamwork
10. Responsible citizenship

5. Useful Life Skills for Helping Professionals

1. Skill of Confidentiality
2. Skill of Acceptance
3. Skill of Individualization
4. Skill of Self-awareness
5. Skill of Purposeful Expression of Feelings
6. Skill of Purposeful Participation
7. Skill of Motivation
8. Controlled Emotional Involvement Skill of Avoiding Transference and Counter Transference.
9. Skill of Avoiding Transference and Counter Transference.

Sikdar, M., Balbaria, R. and Bhojwani, L. (2008) have listed life skills in three categories, "The skills, most appropriately titled Life Skills, that would be most needed in today's world can be categorized as follows –

- Personal Self-management
- General Social Skills
- Social Resistance Skills”

Why Life Skill Education?

Education in life skills is essential for promoting healthy interaction and positive behaviour among individuals. How an individual perceives the world and self-esteem is important in forming the personality of the individual. Young people need skill and competency to deal with increasing demands and stress they experience in their day-to-day functioning. Our adolescents need psycho-social competency and the ability to adopt healthy lifestyle and responsible behaviour. Most of the infections take place among young people in their reproductive age group. There are many myths and misconceptions regarding HIV and AIDS, Sex and Sexuality among individuals which need to be managed. Most parents feel uncomfortable in discussing matters about HIV and AIDS with their children though these are important concerns for the proper development of their wards. NCFSE (2000) explains the need for life skill education with these words, “Education, by and large, suffers basically from the gap between its content and the living experience of the students. Education ideally must prepare students to face the challenges of life. For this, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs. It is through these skills that students can fight the challenges of drug addiction, violence, teenage pregnancy, AIDS and many other health-related problems.”

Life skill education helps an individual explore various alternatives to attain the state of complete physical, mental, emotional and social well-being. It is just not information sharing but is about skill development. Skill development helps the person to live successfully and function efficiently in the different roles as an individual, as a family member, as a community member and as a unit of workforce. It is important to know and understand how life skills promote healthy and socially accepted adolescents to justify the importance of life skills education. Knowledge of Life Skill of Life Skill Education helps the adolescent particularly as:

1. Life skills help adolescents to transition successfully from the stage of childhood to adulthood with healthy development of social moral and emotional skills.
2. It helps in the development of social competence and problem-solving skills which in turn help adolescents to develop their personality and form their own identity.

3. It helps to weigh the pros and cons of the situation and subsequently act as a mediator to manage problem-related behaviour.
4. It helps to learn positive social norms that impact adolescent health services, schools and families.
5. It helps adolescents to differentiate between hearing and listening and thus ensures management of misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.
6. It delays the beginning of the abuse of tobacco, alcohol, etc.
7. It promotes the development of positive self-esteem and teaches anger control as and when needed.

Therefore, if the life skills education programme is conducted and completed successfully, it will surely help the adolescents to face the most difficult period of their lives.

Life skill helps adolescents in many ways -It enables the students to deal effectively with the demand and challenges of everyday life, it develops the ability for behavioural responses adaptive to the situations, develops the ability of positive thinking useful during critical situations and it develops problem-solving skills and critical thinking. Life skill education prepares adolescents for life and teaches them to deal with the complexity of life with care and calm.

Cycle of Life Skills Development

Life skills cannot be developed in isolation as they need a collaborative effort. The socialisation of the child starts at home, but it is being developed formally in school where the role of the teacher is vital. It means, that besides family, community and society schools and teachers have a major role in life skills development. In light of the nature of development and the nature of learning and education the skill development programme can have three parts:

(i) Information about Life Skills – Knowledge of life skills and their different types must be known by the learners. It is also about the specific meaning, nature and use of a particular life skill in a given situation.

(ii) Life Skills Rehearsal – As life skill is collaborative and so the learners or practitioners are provided with specific situations to rehearse a life skill. Learning life skills by rehearsing provides life experience and it needs to be practised till the learners learn it completely and internalize it properly.

(iii) Life Skill Maintenance - Learners are to be encouraged to become self-directed and be capable of using different life skills in needed life situations. It is all about the application of life skills in life to maintain a happier life.

There are implications of different developmental theories in the development of life skills – Moral development (Kohlberg, etc.), Social Learning Theory (Bandura), Cognitive Development Theory (Piaget, Vygotsky, etc.)

Framework of Life Skills Development

The framework of life skills development has the following four major strands:

1. **Context-** educational programmes have to be designed keeping in view the content.
2. **Content-** while designing the programme content area has to be seen.
3. **Activity:** There is a need for the identification of meaningful activities for developing specific life skills.
4. **Process:** The organisation of a life skill-related programme to attain different objectives has to be done through a planned process.

Teachers as Life Skills Developers

Life skill development is collaborative. Parents, psychologists, counsellors, health workers, etc. contribute significantly to life skill development, but the role of teacher is more potent due to the multifaceted roles to be

played by teachers in school and outside the school. Teacher qualities have a bearing on life skill learning, practising and internalizing. The following qualities of teachers help to develop life skills among learners in a positive manner:

- (i) Teacher's ability to guide and facilitate in the right directions.
- (ii) His/her good knowledge about the content i.e., concept of life skills education.
- (iii) Her/his nature of being supportive and empathetic.
- (iv) Her/his leadership qualities to guide a group.
- (v) Her/his willingness to learn and accept new concepts.
- (vi) Her/his trustworthiness.

Useful Methods for Imparting Life Skills Education

Following are a few effective methods for imparting life skills education :

- (i) **Role Play:** It provides an opportunity for the learners to have an experience of applying a life skill. Through role-play, they can expedite practising skills of assertiveness, interpersonal skills, communication skill, etc.
- (ii) **Group Discussion:** It provides an opportunity for interaction and life skills can best be learnt through interactive process. HIV, AIDS, Drug Abuse, etc. be better discussed under the leadership of the teacher with the help of interactive sessions.
- (iii) **Debate:** for and against regarding a theme or concept be learned and discussed through debate and in the process life skills be learned, practised and internalized. Communication Skills, Critical Thinking Skills, Skill of Assertiveness, etc. may be practised in a better manner through debate.
- (iv) **Case Study:** It helps to understand all the aspects of the problem related to an individual or a practice or an institution as a case. It may be social evils, health issues and other similar issues. This helps develop interpersonal skills, empathy, self-awareness, critical thinking, etc.
- (v) **Quiz Contest:** It enables students and other participants to gather varied information on the selected theme. This motivates the audience to act and learn. Participants find opportunities to get exposed to various dimensions of different issues. It develops life skills like communication skills, critical thinking skills, etc.

For life skills development Group Centred methods and approaches of teaching like seminars, symposiums, panel discussions, etc. are more useful, but in the process, individual-centred, teacher-centred and learner-centered methods and approaches may also be employed to develop life skills among the learners.

Programmes and Strategies for Life Skill Education

Effective school health programme needs to be organized to develop attitudes, values, life skills, adjusted life, and health risks (HIV, Infection) as programmes around relevant life skills. The following Programmes may be undertaken:

- Formal and non-formal community programmes that increase access to information, resources and services regarding life skill education.
- Interaction on the issue with media persons, teacher educators, curriculum developers, policy framers, parents, etc.
- Integration of life skills in school curriculum, school syllabi and textbooks.
- Organization of co-curricular activities based on life skills.
- Application of interactive and innovative methods in life skill presentation.

- Development of communication skills -listening, expression, and feedback among learners through sessions.
- Negotiation and conflict management skills discussion sessions.
- And many more as per the demand of the situation and availability of resources.

During the World Education Forum (Dakar Senegal, April 2000) the joint programmes of UNESCO, UNICEF, WHO and the World Bank, Focusing Resources on Effective School Health (FRESH) was launched. The four pillars of the FRESH approach are:

- (i) Clear School Health Policies on HIV and AIDS Prevention
- (ii) A healthy environment
- (iii) Skill-based education for the prevention of HIV and AIDS
- (iv) School-based counselling and student clubs for HIV and AIDS prevention.

Life Skill Education and Adolescents

Life skill education is about the skills that help to lead life effectively. If we look into the life span of a human being the most important period is adolescence. During this stage of human life adolescents lead two life simultaneously. At times they behave and think like an adult and again in the next moment they start to think and behave like a child. He/She leads two lives at a time and that is why it is being said the transit phase of human life. Chauhan, S.S. (1978) narrates in his book *Advanced Educational Psychology* that, "Adolescence is the most important period of human life. Poets have described it as the spring of life of human beings and an important era in the total life span."

The adolescence period runs roughly from 12 years to 19 years. What is the major characteristic of the period is that during the period great changes take place in almost all the spheres of human development, whether it is Physical, Intellectual, Emotional or Moral. No doubt, this is the most crucial phase of life where the personality of the individual child is being shaped. At the same time, it is the period where there is a risk of misdirection among adolescents. They may deviate and choose the wrong paths of life. This is the age they are being misguided and directed to the world of crimes. In fact, during this period their immense physical strength and unstable emotional state of mind are being used by the boss of the crime world for their vested interest. This is the reason, that adolescents do not need education during the period they need life skill education as well. Chatterjee, S. (2000) writes, "Boys and girls in adolescence are very much suggestible. At this period the personality of the adolescent is not well organised. Whatever is suggested to them, they accept without question." The author by quoting G. Stanley Hall narrates, "It is a period of storm and stress."

Writers have suggested that during this period they also need sex education to build their personality in an integrated manner and save themselves from falling into wrong acts of sexual indulgence. This is necessary to save them from sexually transmitted diseases like AIDS. Sustainable Development goal-3 through its different targets also talks about sexual and reproductive health care services and the end of the epidemics of AIDS and other diseases. The document in some way or other reflects the need for life skill education and the importance of it to adolescents. Prinja, Shankar (2016) while explaining the relationship between universal health coverage and sustainable development has mentioned 3rd sustainable goal which pertains to health. He has further shown through a table targets in which 3.3 and 3.7 respectively narrate about the end of HIV and ensuring sexual and reproductive health-care services. No doubt, life skill education among adolescents will help to attain both the targets i.e., 3.3 and 3.7 of sustainable development goal 3. While explaining Ayushman Bharat as a medium to achieve universal health coverage Passi, Santosh Jain and Suri, Sikhneet (2022) also talks about SDG-3 and concludes, "This would also help in meeting the targets of Sustainable Development Goals (SDGs), especially the SDG-3 (Good Health and Well Beng)." The relationship of life skill education is evident with the well-being of mankind and this education is most needed for the adolescence period as it goes with so many crucial developmental aspects. Sarswat, Ritu (2023) through *Dainik Jagran Daily* and quoting research papers "Sexuality in Adolescence the Digital Generation and" *The Importance of Sexual and Romantic Development in Understanding the Development Neuroscience of Adolescence* concludes that the adolescence period does

not attain maturity and during the period adolescents take a risk and may make bad decisions. This stage needs guidance and life skill education can help them in a better way.

Indian Adolescents Need Life Skill Education More

As known to us India is a young country in terms of its demography. The world is suffering from the problem of its ageing population and India is trying to lead the globe with the strength of its young population. India with its total population of around 130 crores leads the world in manpower. The nature of this population is even more useful as almost 65% population is below 35 years of age. No doubt, our young population is our strength, but it may turn into our problem if we are not able to channel their potential by educating them, skilling them and preparing them properly. As we have discussed adolescence is the stage where we have to work more to develop and nurture our youth otherwise we would not be able to utilize our population dividend in the desired direction. Thakur, Anurag Singh (2023) narrates the Indian population with dignity, "Today, the world is rapidly ageing, but India is still young and going to remain the youngest until 2070. Out of 1.4 billion human resources, about a billion Indians are under the age of 35 today. Our average age is 29. In 2047, 21% of the global workforce will be in India. He further claims that the Government of India is planning and executing policy meticulously to reap the benefits of its demographic dividend. Lal, Bharat (2023) also speaks like the union minister Mr Thakur for Information and Broadcasting and Youth Affairs and Sports, Government of India and writes, "India's demographic dividend constituting of working age population between 15-64 years stands at 80 crore (67%) of the total population." He believes that the year 2020-2050 will be a golden period for the Indian economy due to the young nature of our demography. As we all know development and nurturing of youth is not a small challenge, especially during the adolescence period. The use of mobile, internet and other easily accessible sources of information has created a challenge. Available data expresses what our adolescents are viewing and how the information available is going to deviate and misdirect them. We need to make them learn what to view and most importantly what not to view as we cannot control the means of information accessible to them. Life skill education is the real solution to teach them, guide them and re-direct them. India with so a huge adolescent population has to make them learn and skilled to utilize the youth population to grow as a power centre and economic power. We need to integrate our skill development programme with life skill education. Every skill development programme needs to contain life skill education as a component. We all know the available material, financial, natural, time, etc. as resources can be used and utilized properly only when we have efficient and trained manpower, i.e. human resources. We also know the concept of manpower depletion employed in the economics of education which asserts that there is a need to have a sound system for manpower nourishment and manpower planning. It has to be a continuous process because like material resources human resources either move from the system or at times become obsolete or less meaningful. Human life from cradle to death is a process and to depletion of human resources also demands filling in the vacancy. This is true for all the positions, all the fields and all the specializations in the process of any system working. This needs preparation of our your generation and filling in them the potential and capabilities the future may need. Education followed by life skill education is the answer. India is, no doubt, in a win-win situation in terms of manpower planning, human resource development and manpower depletion, but with a continuously planned and sound system of manpower development, it has to continue to grow and develop. In this respect, we need quality education for our adolescents, but not without the component of life skill education. In this context, Nagpal, Jitendra (2018) talking about the empowerment of Adolescent girls has rightly concluded, "Mental health and life skills as abilities for adaptive and positive behaviours need to be mandated for helping children and adolescents to effectively deal with demands and challenges of everyday life. Integration of age-appropriate life skills throughout the schooling period of 12-13 years, imbibes a rounded development of children as a lifelong human resource for self and the environment and the nation at large." What Nagpal has concluded is not true for adolescent girls only. Life skill education is the need of the hour as our adolescents are receiving knowledge and information from so many sources without knowing their needs and some received information perturb to them, misguide them and mislead them as well. If our country has to develop our adolescents are to be properly prepared and developed.

The preparation and development of adolescents may be properly supported by life skill education. IGNOU (2010) concludes, "Adolescents need to be equipped with life skills to enable them to cope with the challenges and pressures of present and ensuring adult life. "IGNOU has further suggested taking care of physiological, emotional and socio-cultural dimensions of the adolescents and has suggested focusing on Adolescent Reproductive and Sexual Health (ARSH) holistically. Emphasizing life skill education IGNOU has also recommended providing authentic knowledge to the adolescent students regarding the process of growing up, HIV and AIDS and substance of drug abuse. Research in different fields of study suggests that life skill education needs to be an integral part of adolescents' education, development and training process. Bajpai and Prashant Kumar (2018) justify the need for life skill education for Indian adolescents "There are about 253 million adolescents (10-19 years) in our country out of which, more than sixty percent live in rural areas. They are a huge opportunity for the nation. They can transform the social and economic fortunes of the nation. There is a need for the development of mental, social and educational aspects of adolescents." Life skill education has become essential for the adolescents of our nation due to increasing means of information collection and sharing, the advent of the nuclear family and the growing pressure of career-making. What the country needs is to plan for the implementation and content selection of life skill education. Expressing the need for health and physical education NCF (2005) has also concluded that adolescents need life skill education, "Age-appropriate context-specific interventions focused on adolescent reproductive and sexual health concerns, including HIV/AIDS and drug/substance abuse, therefore, are needed to provide children opportunities to construct knowledge and acquire life skills, so that they cope with concerns related to the process of growing up."

Suggestive Measures for Life Skill Education

Following are the important aspects to consider for life skill education and its development to prepare healthy and enriched adolescents and ultimately the manpower as:

- Development of Relevant Curriculum.
- Managing for Supportive Environment.
- Arranging for better Coordination with Media.
- Development of Sound Theoretical Base in the Concept.
- Taking Care of the Time Factor or Time Schedule.
- Specification of Programme Goals, Selection of Suitable Teaching Methods and Management of Materials to Provide Appropriate Information.
- Conducive Text Book Material and Contents are for the Development of Life Skills Suitable to the learners and learning.
- Proper Involvement of Students or Youth, Parents and Community Members.

A collaborative approach can reinforce desired behaviour among adolescents by providing a supportive environment for a life-skills education programme. The development of adolescents largely depends on their knowledge of life skills and if the nation has to take benefit of its young manpower life skill education needs to be incorporated in the school curriculum

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