



LIFE SKILL EDUCATION: STASTUS, PRACTICE AND POLICY IN INDIA

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Abstract

Now a day's parents, teachers, students, institutes, policy makers, and politicians also talking about life skills. They consider that "We should not give the only a text book knowledge to our child, we should provide them all skills which required for excellent life .If you want to say I am human or we are social animals then you must acquire the skills which defined by the WHO.These are known as communication,critical thinking, creativity, self-awareness, decision making, problem solving,empathy, interpersonal relationship ,these all require for coping with stress and coping with emotions.This paper is focus based on literature reviews,how this skills are nurtured not only our education system overall human life. Along with trying to focus life skill policy and practices.

***Keywords:** life skills, education, UNICEF, WHO, Policy*



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Introduction:

Skills and knowledge are the driving force of economic growth and social development for any developed or developing countries. India currently focusing several shortages of well trained, well skilled workers. It is estimated that only 2.3% of the workplace in India, has undergone formal skill training as compared to 68% in Germany, 52% in USA and 80% in Japan and 96% in South Korea. Large section of the educated workforce have few or no job skills making them largely unemployable. Therefore India must focus on scaling up skill training efforts to meet the demands of employers and increase economic growth. India is one of the youngest nation in world more than 54% population below 25 years and 62% of are working groups, this is the great strength of India. India therefore has focusing on NMSD in which will provide the overall institutional frameworks to rapidly implement and scale up skill development efforts across India.

Defining life skills:

Before talking something about life skill, let's try to understand what is the skills? Skills mean ability to do taking great mastery, expertise or we can say skill mean professionalism and talent. Skill is a type of work or activity which required special training and knowledge.

Than what is the life skill? according the literature review life skill means problem solving behavior used appropriately and responsibility in the management of personal affairs.They are the set of human skills acquired via teaching or direct experience that are the used to handle problems and questions commonly encountered in daily life. Most important 10 life skills defined and listed by UNICEF.This skills basically based on Psychological and interpersonal skills. Life skill education is very important and integral part in education system, but it should not restarted only with value education, through a value education or handicraft and project means not a life skill it's beyond that. Indian education system has not yet awakened to the necessity of life skill training programme in schools. WHO developed the training modules on life skill with this it required the strong networking of good educationalist, great psychologists, mental health professionals and pure policy makers for effective implementation of life skill in schools, society and overall the world.

Shifting life skill concept from “Survival and Income generation skills-*live hood skill*” to “every individuals capacity to fully function and participate in daily life-*Part of life*”

UNICEF standards for Life skill education:

UNICEF designed quality standards for life skill education in five steps.

Standard 1 <i>Outcome</i>	Life skill education need based (child centric)
Standard 2 <i>Assessment</i>	Life skill education is result based
Standard 3 <i>Activities</i>	Life skill learning is knowledge, attitude and skill based
Standard 4 <i>Teaching</i>	Teachers are trained on method and psychological support based
Standard5 <i>Learningsenvironment</i>	Life skill education is provided in protective and enabling environment with access to community service.

Ref. Carneiro, Crawford & Goodman(2007) the impact of early cognitive and non cognitive skills on later outcomes.

Effective life skill approaches driven by many aspects.it is classified in four important aspects.

Programme content: Developingrelevantinformation ,attitudes, skills and reinforcement.

Teacher Training: building teachers belief and potential of life skills education and their capacity to impart such skills.

Commitment: Advocating for the integration of life skill education delivery, allowing us to analyze the status of life skill education policy and practices in India.

Categorizing life skill:Life skill encompass a wide ranging and often unstructured set of skills and attitudes that is different to rightly define that some time it's called non cognitive and non academic skills ,but we know every skills need for best academic achievement.Same it's known as 21st century skills, soft skills ,social and emotional learning skills

Following table showing how the life skills have been defined and categorized in different contexts.

World Health Organization (WHO)	Collaborative for academic, social & emotional learning(CASEL)	Character Lab	21st Century skills	Hilton Pellegrino Framework
Decision making	Self Awareness- Accurately assessing one's feeling	Curiosity	Learning Skills- Critical Thinking Creative thinking collaborating Communicating	Cognitive Competencies- Cognitive Process Knowledge Creativity Innovations
Problem Solving	Self Management- Regulating one's emotions to handle stress, impulses.	Gratitude	Literacy Skills- Information Media Technology	Intrapersonal Competencies- Work Ethic Positive Self evolution Intellectual Openness
Creative Thinking	Relationship skills- Maintain healthy and rewarding Relationships	Enthusiasm	Life Skills- Flexibility Initiative Productivity Leadership	Interpersonal Competencies- Teamwork Collaboration Leadership
Critical Thinking	Responsible Decision Making- Making & respecting own& others decision	Optimism		
Communication		Social Intelligence		
Interpersonal skill		Self control		
Self Awareness		Grits		
Empathy				
Coping with Stress				
Coping with Emotions	-	-	-	-

Ref. Carneiro, Crawford & Goodman(2007) the impact of early cognitive and non cognitive skills on later outcomes.

Current Status of Life Skill Education:

Central Board of Secondary Education (CBSE) in 2003, Introduce life skill education as an integral part of the curriculum through continuous and comprehensive Education (CBSE) for class six to ten. Sarvashikshaabhiyan (SSA) also has under its agenda, life skills training for give in on upper classes.

Why Learning Life Skills?

1) **Learning to know:** Developing Reasoning

It relates to Cognitive life skills such as a critical thinking, problem solving and dicssion making skill. It thus refers to both the acquisition of knowledge as well as the use of knowledge

2) **Learning to be :**Enhancing Agency It relates to self management life skills related to self awareness self esteem &self-confidence and coping skills

3) **Learning to live together:** Building Potential through Social Capital. It relates to communication skills, negotiation skills, refusal skill, Assertiveness skills, Interpersonal skills, co-operation skills & empathy skills.

4) **Learning to Do :** Functioning and capabilities

It refers to central human, functional capabilities of life, health, integrity and control over one's environment.

Challenges in Integrating Life Skills:

1) Definition and understanding of life skill. As per describe in above WHO, UNICFF, CACEL and others explain in a broad and multidimensional concept sure about which life skill suitable for which age group is required. which activities or programme might be optimal.

2) Limited evidence in developing countries about life skillstext. If we see there is very less evidence based on research and less documentation.

3) Prescriptive approachalways this correlate with value education. There is lack between aim of life skill and actual school environment incontext of practical building targeted skills, attitude and knowledge in new generation.

4) **Teacher Mindset:** Practice of traditional teaching & learning system is seems everywhere. In the teaching of life skills is different task. Because teacher equipped in their own

knowledge, attitude, and skills to teach. They need clear framework of life skills pedagogy, which skills, which age, which methods and how should be taught.

5) **Competing Priorities and policy Support:** UNICEF and WHO trying to inculcate all these life skills among the students. Life skill is an integral part of education but still there is no specific guideline for all. Which life skill for which age groups and which will be taught in priority

6) **Poor and uneven implementation in schools:**

Lack of the proper guideline of plan, procedure, training and implementation of life skill education as it's run in schools in different ways and on different tracks

Track I (Carrier) Through Subject of Unit (Short Term Option)

Track II Separate Subject (Long term Option)

Track III Infusion or Integration (Not Recommended)

Priority Actions of Life Skills:

From

Towards

Small scale → National Coverage

Isolated education Programme → Comprehensive (Fresh)

Single Carrier Subject Integration →

(Focusing, Resources, Effective School Health Ref UNESCO, UNICEF, WLTO, World Bank)

National Skill Development Mission 2015: (NSDM)

This mission was approved by union cabinet on 1/7/2015 and officially launched by the hon'ble Prime Minister Narendra Modi on 15/7/2017 on the occasion of World Youth Skill Day. This mission is focused on "Skilled India" this not only controlled and coordinate skill efforts but also expedite decision making across sectors to achieve skilling at each skill development and entrepreneurship this mission directly linked with three institutes.

1) National Skill Development Agency (NSDA)

2) National Skill Development Corporation (NSDC)

3) Directorate General & Training (DGT)

Objectives of NSDM

1) Institutional Training

2) Infrastructure

3) Convergence

- 5) Overseas employment
- 6) Sustainable live hood
- 7) leveraging public infrastructure

National Skill Development Initiative in India 2009(NSDII)

- 1) **Scale of Ambition** :In 2009 the capacity of skill development around 3.1 million person the 5th plan envisions at 15 million and India target 500 million skill workers by 2022.
- 2) **High Inclusivity** :VNSDII be live that this mission support inclusivity inrespective of male, female, urban, rural...
- 3) **Demand based system planning** :Develop the ebanging demands of employment & technologies.
- 4) **Choice, competition and accountability** :This mission does not discriminate between private or public delivery and places importance on outcomesy user choice and competition among training providers and their accountability.
- 5) **Policy Corrdination and coherence** :This is support employment generation economic growth and social development process. Economic, labor and social policies and program development is the integral part of skill development policy.

Role & Responsibility of Employers/Institutes:

There are several role and responsibilities given by NSDII but I want to highlight only those which are related to skill development.

- 1) Owing skill development activities.
- 2) Skill demand analysis and curriculum development
- 3) Supporting skill development of other
- 4) Investing in life skill development activities

Outcome of life Skill Development Policy:

1. Expansion of out reach using established as well as innovative approaches.
2. System to deliver, competencies in line with national & international recognized standards
3. Focus on new emerging occupations
4. Life long learning
5. Equity consideration
6. Stress on research, planning monitoring

7. Involvement in social partners
8. Promoting excellence
9. Use modern training technologies (web-e, distance learning)

Conclusion:

In every situation of life, we use some skills. Thinking out of the box can often find solution to seeming difficult problem. According UNICEF it's divided all skills in three areas knowledge, attitude and skills. Education is very important but live life better is more important also. Education has to support for life skill education, training, functioning and develop capabilities life skill education in our curriculum but still need more focus on it. Due to globalization, modern human life under the lot of stress. Many issues like alcoholism, drugs, abuse, smoking, anti-social act, depression, competition, unemployment, mental physical stress n number of problems surrounding us. Through the life skill education everyone can able to cope with all this problems and they can make their life better.

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