

IMPACT OF LIFE SKILLS TRAINING ON UPPER PRIMARY SCHOOL CHILDREN

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DECLARATION

I, **Amala Joshy**, hereby declare that the dissertation titled “**IMPACT OF LIFE SKILLS TRAINING ON UPPER PRIMARY SCHOOL CHILDREN**” is a bonafide work done by me for the award of the degree of **MASTER OF SOCIAL WORK** of the University of Kerala during the year 2016-2018. I further declare that this work is not partly or wholly submitted for any other purpose and the data included in this report which is collected from various sources, are true to the best of my knowledge.

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This is to certify that this dissertation entitled “**IMPACT OF LIFE SKILLS TRAINING ON UPPER PRIMARY SCHOOL CHILDREN**” is a record of genuine work done by **Ms. AMALA JOSHY**, fourth semester Master of Social Work student of this college under my supervision and guidance and that it is hereby approved for submission.

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ABSTRACT

Life Skills (LS) are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands, challenges and stress of everyday life. Life skills are applicable for everyone (from children to Adults), who would like to be most successful in career and look for a quality personal life. Ideally if these skills are given from school age, the effect will be seen when the individual is ready to take decisions related to their choice of career and accordingly the selection of courses, be it professional or otherwise. Sometimes we are baffled with indecisive situations and to find answers become a herculean task. In such tricky situations, life skills help to bridge the gap. Ask the famous basketball player Larry Bird about what constitutes a winner , he says," A Winner is someone who recognizes his God-given talents, works his tail off to develop them into skills and uses these skills to accomplish his goals".

In India, education has become institutionalized. Schools are the single most important and recognized forum to reach out to the young population, thus programs for children and adolescents should be incorporated into the educational system to be feasible, effective and cost-effective. In a country like ours, where resources and trained professionals are limited, it is practical to involve and work with the teachers. Training the Teachers is a method that is likely to ensure coverage, continuity and cost-effectiveness. This approach ensures reproducibility of the program within the existing infrastructure at no extra cost.

In this study the researcher adopted the NIMHANS model of life skills for adolescents and applied it in upper primary school children. The researcher conducted a five day life skills training for the selected students of class V, VI and VII. The module has been prepared on the basis of NIMHANS model following the same pattern. The training was scheduled for five days and the researcher could feel the changes in the students after the training especially in their perception and attitude. The researcher measured the level of level of Self-esteem, Adjustment and Self-efficacy of the students. The researcher proved that the study was successful that the life skill training has been effective.

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CHAPTER 1
INTORDUCTION

INTRODUCTION

Education plays an important role towards the overall development of human beings. School education helps in the formation of a sound personality in the child. School education can broadly be classified as elementary (class I to VIII) and secondary (IX-XII) education. Today, more and more societal pressures, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation put adolescents at the crossroads of their lives facing an uncertain future in facing the responsibilities of adulthood and to enter the world of work. During the 21st century, life, globally, is undergoing significant transition and change. Among the most affected are the adolescents. Core life skills play an essential part of adolescents which are the future of our country.

Rapidly changing social, moral, ethical and religious values have ushered in certain 'life styles' in the present society especially among the youth. Certain inbuilt buffers of the society (both as support and control) are no longer available to the children of today (for instance: extended family system, the smaller community that is personal and closed uniform culture - in the smaller circle of living, traditional ways of thinking. The stress faced by the children in such a current situation is enormous. This is reflected by raising suicide rates and growing crime among young persons. There is an urgent need to provide today's youth with a new set of ways and systems to deal with the demands of life. Since the 'individual' rather than the 'system' is recognized as the basic unit of the society, it is essential that the youth be helped to develop skills inherently to handle a wide variety of choices, changes and stressors.

According to WHO, Life Skills refers to "abilities for adoptive and positive behavior that enables an individual to deal effectively with the demands and challenges of everyday life" (Chaudhary and Mehta 2012). According to UNICEF, "Life Skills" based education is important over numerical and literacy skills. Life skills area is not only linked to the pedagogy of active learning (Leena et al. 2003) but also concerned with addressing the balance between knowledge, attitude and skills (CBSE, 2013). The cycle of skills development starts with defining and promoting specific skills, promotion of skill acquisition and performance and fostering skill maintenance/generalization (WHO 2005). The World Health Organisation (WHO) categorizes life skills into the following three components (1997):

1) Critical thinking skills/Decision making skills including the skills of Problem solving, Decision making, Critical thinking and Creative thinking, 2) Interpersonal/Communication skills, consisting of Effective communication, Interpersonal skills and Empathy, 3) Coping and self-management skills like Coping with emotions, Coping with stress and Self-awareness.

1.1 STATEMENT OF THE PROBLEM

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope up with the increasing pace and change of modern life, students need new life skills such as ability to deal with stress and frustration. Life skills based education helps to develop social competence and social norms. Life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practicable. Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses. Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively (Bikkrama Daulet Singh and Rashmi Menon, 2015).

The World Health Organisation (1999) proposed a definition of life skills, referring to the psychosocial skills and abilities that can be practiced to promote desirable qualities, such as self-esteem, and sociability. As a predominant driver in the field, Danish and colleagues (Danish, 1995; Danish & Donohue, 1995) defined life skills as those skills that enable us succeed within the environments in which we live. Within their definition, life skills may be behavioural (e.g., communicating effectively with peers and adults) or cognitive (making effective decisions, interpersonal (e.g., being assertive) or intrapersonal (e.g., setting goals). In an attempt to draw together the many definitions proposed over the last twenty years Gould and Carson (2008) stated that life skills are, “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 transferred for use in non-sport setting” (p.60).

To improve mental health and to prevent psychological and social problems, World Health Organization prepared a program named “life skills training” which was conducted by UNICEF in 1993. Since then, this program has been studied in many countries. Different studies which were conducted after the implementation of life skills training programs in schools point to its impact on mental health and compatibility. Generally, life skills training and social skills training have the following positive impacts: Positive social behaviors on schools (positive social interactions between coworkers); promoting problem solving capabilities; reducing anger, depression, diffidence and criminal behaviors; developing inner control; social acceptability; confronting crisis; promoting courage; positive self-concept; appropriate social verbal and nonverbal skills (Naseri, 2005).

Research shows that life skills training promotes children’s and adolescents’ mental health in different ways and are one of the most fundamental preventive programs at the primary level. Health is the main part of a happy life, and schools have an important role in informing children and adolescents about hygiene and health issues and teaching life skills to them. Studies conducted after the implementation of life skills program in schools demonstrate their impact on different dimensions of mental health such as significant reduction of social anxiety (Botvin & Eng,1982), improvement in self-concept (Kreuter,1991).

1.2 CONTEXT OF THE STUDY

Life-Skills Based Education (LSBE) has a long history of supporting child development and health promotion. In 1986, the Ottawa Charter for Health Promotion recognized Life-Skills in terms of making better health choices. The 1989 Convention on the Rights of the Child (CRC) linked Life Skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on 'Education for All' took this vision further and included Life-Skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included Life-Skills.

Life-Skills Based Education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on

HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program of Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51 Commission on the Status of Women (2007), and the World Development Report (2007).

A positive attitude is essential to cope with the rapid changes which happen in the life of a young adolescent in the areas of body, mind and soul. Different values need to be experienced at different levels and internalized through development of appropriate expression. Social skills are needed to use values throughout the day. Young people need to think about them, reflect on them and carry them into their personal and social lives. They need to be able to see the effect of their behaviour and choices and develop into socially conscious citizens. One can develop Knowledge, Attitudes, Value Enhanced Life- Skills (KAVELS), accurately, objectively and scientifically.

Life skills refer to a multiplicity of psycho-social and interpersonal competencies. Competencies, as Goleman (1998) notes, are coordinated bundles of habits. Life skills can help people make informed decisions, communicate effectively, develop coping and management skills that can help them lead a healthy and productive life. Some of the life skills are self-directed, while others are directed towards others, or both self-directed and others directed. In other words, life skills are skills that equip people to deal effectively with the demands and challenges of everyday life. Life skills are viewed as crucial for everyone to cope with a rapidly changing world. They are skills that can lead us to success and accomplishments both in our professional as well as rate life. Drastic changes taking place around us have made learning life skills essential.

According to the United Nations Children's Fund (UNICEF) Life-Skills education refers to “*a behaviour change or behaviour development approach designed to address balance of three areas: knowledge, attitude and skills*”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skill based competencies are not addressed. The World Health Organization (WHO), having understood the inestimable role life skills play in our lives, has already felt the need for inculcation life skills in the minds of students the world over so as to equip these citizens of the future with the skills

necessary. It has short-listed ten of the most fundamental life skills for this purpose. They are: *1) Self-Awareness (2) Empathy (3) Decision Making (4) Problem Solving 5) Effective Communication (6) Interpersonal relations (7) Creative Thinking (8) Critical Thinking 9) Coping with Emotions and (10) Coping with Stress.*

The World Health Organization was created in 1948 to coordinate health affairs within the United Nations system. Its initial priorities were malaria, tuberculosis, venereal disease and other communicable diseases, plus women and children's health, nutrition and sanitation. From the start, it worked with member countries to identify and address public health issues, support health research and issue guidelines. It also classified diseases. In addition to governments, WHO coordinated with other UN agencies, donors, non-governmental organizations (NGOs) and the private sector. Investigating and managing disease outbreaks was the responsibility of each individual country, although under the International Health Regulations, governments were expected to report cases of a few contagious diseases such as plague, cholera and yellow fever. WHO had no authority to police what member countries did.

By 2003 WHO, headquartered in Geneva, was organized into 141 country offices which reported to six regional offices. It had 192 member countries and employed about 8,000 doctors, scientists, epidemiologists, managers and administrators worldwide; the budget for 2002-2003 was \$2.23 billion. Its director general was Gro Harlem Brundtland, a medical doctor and former prime minister of Norway. The majority of its funding came from annual assessments plus voluntary contributions from member countries. WHO had enjoyed a number of signal successes over the years, most prominently a steep reduction in river blindness, and the eradication of smallpox (certified by the World Health Assembly in 1980). It was criticized, however, for being slow to react when HIV/AIDS exploded across the world.

A 1995 outbreak of Ebola virus in the Congo, which raged for three months unbeknownst to WHO, revealed a startling lack of global public health surveillance and notification systems. So in 1997, WHO (in collaboration with Canada) rolled out the Global Public Health Intelligence Network (GPHIN), which took advantage of information on the Internet to function as an early warning system for potential epidemics. Among other strengths, GPHIN could pick up even cases not officially reported if they were mentioned in blogs or online postings. WHO supplemented this in 2000 with the Global Outbreak Alert Response Network (GOARN) to

analyze events once they were detected. GOARN linked 120 networks and institutes with the data, laboratories, skills and experience to take action swiftly in a crisis.

The country offices were WHO's primary contact points with governments. A country office provided technical support on health matters, shared relevant global standards and guidelines, and relayed government requests and requirements to other levels of WHO. It also informed and followed up with the host government on reports of disease outbreaks outside the country. The country offices had to balance two competing missions: support and cooperate with the host government, but also represent the interests of the other 191 member countries in the event of a global health event. Finally, a WHO country office provided advice and guidance on public health to other UN agency offices in-country.

1.3 SIGNIFICANCE OF THE STUDY

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. In everyday life, the development of life skills helps students to:

- Find new ways of thinking and problem solving
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame other
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- ✓ The ability to self-manage, solve problems and understand the business environment.
- ✓ Working well as part of a team.
- ✓ Time and people management.
- ✓ Agility and adaptability to different roles and flexible working environments
- ✓ The potential to lead by influence.

Benefits for the society are:

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- ❖ Recognizing cultural awareness and citizenship makes international cooperation easier
- ❖ Respecting diversity allows creativity and imagination to flourish developing a more tolerant society.
- ❖ Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments.

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope up with the increasing pace and change of modern life, students need new life skills such as ability to deal with stress and frustration. Life skills based education helps to develop social competence and social norms. Life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practicable. Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses. Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively (Bikkrama Daulet Singh and Rashmi Menon, 2015)

The education of the child shall be directed to the development of childhood personality, talents and mental health and physical development to their potential of the school children for responsible life in a free society, in the spirit of understanding, peace and tolerance, equality of

children. (UNO's convention on the rights of the child) article 29. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important.

Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive.

According to Errecart et al., (1991) and Caplan et al., (1992) life skills education proves to be an effective approach in primary prevention education, as its more interactive, uses problem solving approach and is activities based. Hence, teacher and the taught both involve in learn and fun too. Life skill education has its importance and significance in overall development of students. Our findings are in common to the findings of Botvin, et al., (1998), Nair. M.K.C, (2005) many more, suggesting life skill education program as a good supportive system for adolescents.

Life skill education programme (LSE) took off in India, in the community Mental Health Unit of the National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore under the guidance of Dr. R. Parthasarathy, Department of Psychiatric Social Work. He had developed a student enrichment programme (vrinda and Rao, 2011) which encompassed the 10 skills listed by WHO in 1993.

Hence, he is the father of LSE programmes in India. A comprehensive LSE module subsequently developed at the Department of Psychiatric, NIMHANS (Bharat et al.2005) is being widely used in the country now. LSE workbook developed at the Department of Psychiatry Social Work, “NIMHANS for children in difficult circumstances” is another addition (Sekar et.al, 2008). Realizing the significance of LSE Central Board of Secondary Education (CBSE) had implemented and is continuing with LSE for high school children. National Council of Education Research and Training (NCERT) in collaboration with Human Resource Development (HRD) ministry and the National AIDS Control Organization (NACO) had adopted life skills based “Adolescent Education Programme” (Vrinda and Rao,2011) as a preventive approach against HIV/AIDS. School of Life Skills Education and Social Harmony, Rajiv Gandhi National of Youth Development (RGNYD), Tamil Nadu had initiated an annual international conference and research activities to disseminate and share the perspective of life skills approach to education and help to stimulate new thinking in the area of education for the 21st century.

1.4 LIFE SKILLS - HISTORY

To promote Life Skills identified by World Health Organization (WHO) number of agencies have initiated by collaborating with the government of the countries in the world. World Health Organization (WHO), World Bank Organization, UNICEF and UNESCO have developed different projects to promote the Life Skills. The Life Skills were identified to make mentally healthy adolescent group and their development responsibility remained in the hand of family, school and community. In Geneva, in 1999, World Health Organization (WHO) conducted a meeting and provided guidelines to promote the Life Skills. World Health Organization (WHO) has recommended promoting the Life Skills with education at school level for making school children mentally healthy. In the guidelines, it is mentioned that primary school level is more appropriate for providing Life Skills Education. As per the guidelines of World Health Organization (WHO) number of projects and programmes are implemented in the world by the Non - Government Organizations and the Governments.

At time of identification of the Life Skills by the World Health Organization (WHO) some health related problems existed in India. The prevailing problems in India were more related with Mental Health, such as, increasing number of HIV / AIDS cases, Sexual Health related problems,

Mental Health related problems, use of Alcohol and Drugs and some Social Problems related to girls health and life. All these problems were more related to adolescent group of the country. As per the guidelines of World Health Organization (WHO) initiatives have been taken to address prevailing health related problems in the country. The World Health Organization (WHO) has initiated NIMHANS to work to impart Life Skills Education to citizen of the country with country context. As the problems prevailing in India were more related to adolescent group, the Life Skills were seen as means to improve their health and modules were developed for inculcating the Life Skills as one component of Adolescent Education at school level. Different modules for secondary students, standard wise, were prepared by the NIMHANS for providing Adolescent Education. The NCERT has also prepared Adolescent Education Modules and in those modules Life Skills were used as approach to make adolescent mentally and physically healthy person. Apart from those efforts the Life Skills were introduced as subject and integrated with subject by the NCERT at school level at central and state levels.

1.5 CLASSIFICATION OF LIFE SKILLS

Life Skills are many. There is no definitive list of essential life skills, as life skills differ according to the situations and circumstances of a person, according to the socio-culture context of an individual. There are various classifications of life skills based on social and cultural contexts. The life skills classification suggested by WHO is as follows: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotion.

Life skill has been classified into three broad categories:

- **Thinking skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

1.6 CONCLUSION

In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society.

Upper Primary school children are children moving to adolescent age. Adolescence is a crucial age. Adolescence is a transition period of development and adolescents are considered as the productive members of a society. Now a days the life of adolescents are becoming miserable due to many reasons including inappropriate home and school environment. They are becoming individuals who are less motivated, less confident and are engaging in antisocial activities and spoiling their valuable life. Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental wellbeing and competence in young people as they face the realities of life.

CHAPTER: 2
REVIEW OF LITERATURE

REVIEW OF LITERATURE

2.1 INTRODUCTION

Review of literature provides important facts and studies related to the present investigation. It helps and guides the investigator to know the current status of the problem, which he is going to study. It is expected to provide the guidelines for formulating the hypotheses to be tested in the study. A literature review is an account of what has been published on a topic by accredited scholars and researchers. In writing the literature review, the purpose of the researcher is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are.

Besides enlarging knowledge about the topic, writing a literature review helps the researcher to gain and demonstrate skills in two areas:

1. Information Seeking: It is the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books.
2. Critical appraisal: It is the ability to apply principles of analyses to identify unbiased and valid studies.

A literature review must do the following things:

- a. Be organized around and related directly to the thesis or research question.
- b. Synthesize results into a summary of what is known and is not known.
- c. Identify areas of controversy in the literature.
- d. Formulate questions that need further research.

This chapter includes the facts and studies related to the present investigation as this literature has helped the researcher in defining the problem. Knowledge of the available data often serves to narrow the problem itself, as well as the techniques that might be used.

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

2.2 STUDIES

2.2.1 STUDIES RELATED WITH LIFE SKILLS EDUCATION IN INDIA:

Prasad (2002) has carried out study on *Advocacy and Capacity Building through Life Skills Education*, the peer educators approach for adolescents with objectives to design a school based program for Mental Health and Life Skills Education called “Expressions India”, to sensitize the school going adolescents about relevant psychological issues, to promote the Life Skills and prevent the difficulties associated with behavioural and learning problems and to create awareness, responsibility and empowerment amongst adolescents, their parents and teachers.

Seth (2002) *Planning Life Skills Education for Adolescents in Incorporating Relationship Health and Gender*. Researcher concluded in his studies that various components of life skills such as: critical thinking, problem solving, decision making, interpersonal relationships, and stress and anxiety management, effective communications are interrelated. According to the study decision making skills includes creative thinking and critical thinking. Further the study reveals that the bases of sound interpersonal relation skill are empathy and good communication. Language also plays an important role in learning stress management, reducing tension and developing healthy interpersonal relations. Study emphasis on learning important life skills which help in the holistic development of children and its significance cannot be ignored.

Sharma S. (2003) *Measuring life skills of adolescents in a secondary school of Kathmandu*. Researcher has published paper on measuring life skills of adolescents in a secondary school.

The objective of this study was to develop a scale to measure life skills and to assess the levels of life skills in adolescents of a secondary school at Kathmandu. She concluded that most of the teachers were not aware of the concept of life skills. “Maternal education was significantly associated with higher life skill levels in adolescents. Connectedness and family support were other important factors influencing the level of life skills in the adolescents”. The paper further insists on life skill education to young people and will also help in their mental and physical development.

Mahesh, O (2003) *Identification of Life Skills Essentials for Students*. The investigator has marked the importance of life skill education among school students. In this study investigator has tried to investigate likes and dislikes of parents, students and teachers regarding importance of life skill education in school curriculum. Samples were randomly selected from various schools of Ajmer district for the study. Researcher found that graduate teachers gave preference to Communication skills, Confidence skill, and Success skill for exams, Family skills, Sensation skill, Problem-Solving skill, hard work skill, Creative thinking skill. Professional teachers (B.Ed.) gave preference to Confidence skill, Confidence skill, Family skill, hard work skill, Conflict fighting skill. On the other hand M.Ed. students preferred Healthy livelihood, Communication skill, Understanding skill, etc. Students preferred Self-Awareness, Confidence skill, Confidence skill, Self-Learning skill, Adjustment skill, etc. Finally parents preferred expression skill, implementation skill, vocational skill and time management skill. Findings of the study reveal the importance of Life Skills for students, parents and teachers at various levels.

Nair, M.K.C. (2005) *Family Life Skills and Life Skills Education for Adolescents*. In his article wrote that Adolescence was a period of experiencing, and expanding. Adolescence needed help and guidance in decision making, problem solving, and critical thinking, developing interpersonal skills, self-awareness, and empathy, coping with stress and managing emotion. Under frequent violent outbursts, sudden mood swings and related interpersonal problems adolescents badly need guidance-counseling and professional help. Extra care and attention was required while offering help to adolescent’s problems as it is not easy for teenagers to accept the fact that they need help. The Family Life and Life Skills Education Programmed is a good support system for adolescents at the community level.²

Ganesh B. Singh (2006) studied on the topic *Life Skill Education, Nature of Issues and their Linkage to System Provision*. This case study covered 11 sample schools in five districts. Through this study he concluded that the majority of curriculum-based education programs are implemented in the school schedule, with adolescents and youth as the main target group, main focus is laid on them as a resource. In general, curriculum provides considerable guidance to the educator or facilitator and can produce consistent results if implemented in an effective manner. This case study covered 11 sample schools in five districts. Review, classroom teaching learning observation and interactions at various levels were undertaken. While collecting data and analyzing these aspects were also focused: content vs. process; individual emphasis vs. group effort; and compartmentalization, consolidation/synergy in relation to program development, implementation and impact. On the basis of the findings the study has come up with two main suggestions – pedagogical improvement and addressing specific issues in relation to life skills education.

Pugalenth and Jothy (2006) conducted study on *Life Skills Education on Sexual Behaviour HIV/ AIDS*. The objectives were to examine the impact of Life Skills Education on HIV/ AIDS attitudes of the men and women, to analyze the attitude of the people and specific socio-economic and other background characteristics, to analyze the variations of the prevalence of HIV/ AIDS among men and women in the reproductive ages and to examine the sexual behaviour of women and risk of HIV and Life Skills Education.

Rawal (2006) has conducted study on *The role of drama in enhancing Life Skills in Children with special learning difficulties* in a Mumbai Schools. The objective was to enable a gain in positive behavioural intentions and improve psychosocial competence in the children.

Vashishta (2006) has carried out *Empirical exploration of Life Skills relevant to science and technology* with objectives to identify the Life Skills relevant to science and technology as per the preference of boys and girls of elementary schools, to analyze the performance of elementary school students for Life Skills on the basis of achievement in science and technology and to analyze the different components of the .Life Skills and study the preference pattern of elementary school students on those components of Life Skill.

The Department of Adult and Continuing Education (2006). *Life Skills Education for Youth Development*. An International Workshop was organized on life skills Education for youth Development in at the University of Madras with the support of the UGC. The objective of the workshop was to discuss important life skills essential to promote mental health and competence in young people to face the difficulties and realities of life. Enhancement of life skills helps adolescents translate knowledge, attitude and values into health behaviors that improve their lives. The objectives of the workshop were to integrate Life Skills Education in the curriculum at college level, to design and develop Life Skills Education, to design and develop teaching-learning modules for Life Skills Education and to design and develop training methods and programmers for colleges and community.

Vashishtha (2006) has conducted a *Study on class VII students of various schools of Ajmer* selected through systematic randomization carried out in three different phases. Questionnaires were used to collect data and Chi- square for data analysis. The study found that low achievement groups have the higher preference for Communication Skill followed by Empathy, Creative Thinking, Problem Solving, Self-Awareness and Stress Management, respectively. Higher achievement group students preferred problem solving to be major Life Skills relevant to science and technology. Next are Creative Thinking, Decision Making, Critical Thinking, Communication Skill, Self-Awareness Skill, Stress Management, Empathy and Interpersonal Relationships in order to their performance. Majority of the students performed Problem Solving to be the most relevant and Interpersonal Relationship to be least relevant to science and technology.

Chaudhary et. al. (2007) conducted study on a *Life Skills Intervention Programme for Adolescents: Contextual Approach* with objectives to planning and implementing a Life Skills Programme for adolescent girls from a low income context with specific focus on developing Self Awareness, Self - Esteem and Confidence along with Communication and Decision Making Skill and to inculcate gender awareness and sensitivity.

Goerge (2007) has studied for *Enhancing the Life Skills among middle school students through intervention program* for school students of Maduria, Tamilnadu. The objectives of the study were to explore the presence and enhancement of Creative Thinking Skill as a Life Skill among

the middle school students, measure the major components of Creative Thinking, namely, fluency, flexibility, originality and elaboration and to measure academic performance as a related variable of creative thinking.

Galagali (2008) conducted a study on *Adolescent Life Skills Education Program the Bangalore Experience*. The objectives of the study were to empower the adolescent with practical scientific knowledge and its application in daily life, to promote and encourage a healthy lifestyle and to give scientific and non-judgmental explanations to all health related queries.

Rao et. al. (2008) conducted a study on the *Life Skills Programme and its importance for the Juveniles in conflict with law*. The objectives of the study were to educate each Juvenile about Life Skills, to enable them to know their short comings, to strengthen the personality of each juvenile in conflict with the law, to understand their needs and counsel them how to lead a new life, to interact with parents and assist them to know the expectations of their wards and beneficiaries of the Life Skills Programme can utilize it, not only in their lives but also can educate others as instructor or peer counselors.

Malayankandy Usha Ajithkumar (2009) *Life Skill: A Basic Learning Need for All Young People*. The author states that the message on integrated life skill will get through only if there is teacher training and support with these concepts being incorporated in curricula and textbooks for school and in teacher training program, the researcher emphasizes on 'Survival Skills' that people need to develop to meet their individual or specific needs. To impart life skill education both formal and informal education need to combine. Teachers should be trained in basic education, well proven methodologies for teaching general life skills and professional active learning approaches. The study concludes that efforts should be made to make life skill more central to curriculum planning and discourse.

Karthikeyan (2009) conducted a study on *Life Skills Education and Mental Health Promotion*. The objectives of the study were to study the nature and extent of the Mental Health problem, to identify the Life Skills practices to help mentally retarded children to improve their skills and to study the impact of Life Skills Education on mentally retarded children.

Kumar and Kumar (2009) have conducted a study on *Life Skills Education Program in Tamilnadu Schools*. The objectives of the study were to develop Life Skills of the students, to generate awareness about HIV/ AIDS among school students and to remove stigma and discrimination against people living with HIV. They have used stratified random sampling technique. They have used questionnaire for students and teachers. All the studies revealed that Life Skills Programme has created awareness in preventing spreading of HIV / AIDS diseases.

Jayant Arrawatia (2009) *Schools to be Responsible for Teaching Life skill Education to Children*. The researcher states that education system or curriculum should be for the future generation and there is an urgent need of like skill program in the education system. The investigator focuses on implementation of life skill programme in the school curriculum for making our children a better citizen to develop our country and society and evaluate the kind of education imparted to the children apart from subject knowledge. The study emphasizes life skill education imparted to our children to teach them the way of living the life, managing emotions, taking right decision, no use of drugs and alcohol and how to behave in a critical situation which is out of the text books and improve deteriorated parent-child relationships. The researcher would like to give thought on developing a curriculum which teaches today's generation the emotional, social and intellectual skills to 'Live Life happily'.

Vijaylakshmi and Kumar (2009) have carried out study on *Effectiveness of Life Skills Education on adolescents*. The objectives of the study were to do screening and form an experimental and control group, to study the demographic profile of the students, family details and socio-economic background, to impart Life Skills Education inputs to the experimental group, to study the outcomes of the Life Skills Education between the experimental and control group and to suggest strategies for making Life Skills Education as sustainable practice in the schools.

Sunil Thomas Jacob (2009). *Incorporation of Life Skills Education for Adolescents in the School Curriculum - Rajasthan Experience*, in his study states that life skill education will help in reducing reproductive and sexual health will problems, reduce teenage pregnancy, reduce number of maternal deaths, reduce incidence of STIs and proportion of HIV positive in 10-19 years age group. The main objectives of the study are to produce outcomes of integrating the Life Skills education as a separate subject in the curriculum of the 11th class. The major area of

intervention was the Adolescent Reproductive health/Career and Training of the Teachers for imparting the Life Skills Education. the final modules for the Life skills education subject was pilot tested in two schools and the text books was launched by the Department of Education and the Board of Secondary Education of Rajasthan in 2005. In India Rajasthan became the first state to incorporate the life skills education in the curriculum as a separate subject of 11th Standard by 2006. This study delineates the process of the successful incorporation of the Life skills education in the curriculum of the 11th class

Pooja Yadav and Naved Iqbal (2009) *Impact of Life Skill Training on Selfesteem, Adjustment and Empathy among Adolescents*. The aim of the present study was to check the impact of life skill training on self-esteem, adjustment and empathy among adolescents. Total sample comprised of 60 students (30 males and 30 females) Self-esteem inventory (school form), Adjustment inventory for school students (AISS) and the Empathy quotient (EQ) were administered in a group session before training was given and after training. In the post condition, of training the result showed that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition, thus reflecting that Life skill education and training do show positive results in bringing change in adolescent's attitude, thought and behaviour by providing supportive environment to them

Yogesh R. Kulkarni (2009). *A Study and Development of Educational and Life Skill Learning Strategy for the Children of Nomadic and De-Notified Tribes in Maharashtra using Information Communication Technology (ICT)*. The objective of the study was to create an appropriate schooling system, to develop an effective process in basic learning, value education and life skill training and to explore new technology ICT to solve educational problems. The sample of the study is 122 tribal boys and girls, attitude and opinion of the community. Various tools namely Selected Material Work-Centred Activities, Competency based Curriculum, ITC based material etc were developed. Data were analyzed through T-Test and Quantitative analysis was also done. Findings and conclusion shows that there is a social problem among the tribal's and technology alone cannot work educating Nomads with the help of ITC is the only important aspects of all the combined strategies.

Bharath Srikala, KV Kishore Kumar (2010). *Empowering Adolescents with Life Skills Education in Schools – School Mental Health Program: Does it work?* The researcher raises the question regarding Mental Health Promotion among adolescents in schools using life skills education (LSE) and for teachers as life skill educators. He also recommended LSE introduction into the school curriculum with the help of resources of schools and teachers. They evaluated at about 605 adolescents' students from two secondary schools in comparison to age, sex, socioeconomic status-matched adolescents from nearby schools. The adolescents comprises both sex of 14 to 16 years of age group studying in 8th to 10th standard in secondary schools, randomly selected 100 life skill educator-teachers. SPSS version 10 was used for data entry and analysis. The chi-square test was used for measurement and Student 't' test for continuous measures. Assessment showed improvement in adjustment of the adolescents with teachers, school and helped in increasing pro-social behavior, coping, and self-esteem, as there was a significant difference between the groups in the program. Findings reveal that Inclusion of life skills in curriculum will promote psychosocial competence and reduce problem behaviors in adolescents.

Shiela Ramakrishnan (2010) *Life Skills Education in Our Schools*. The study outlines about the efforts of the educational system towards the black and white of life skill education and children to learn life skills in schools, as a part of the curriculum. The researcher felt that the task is difficult which leaves policy makers and administrators to look life skills caught up in ambiguity in understanding and expression. Mostly value education and life skills are considered synonymous but the term has several interpretations, but the following study brings clarity to the researcher. She linked Value education to the hardware of a person, while life skills are the software and the fundamental value teaches how to cope with life. Therefore life skills could be used as coping skills, and these methods that we use to cope, are based on the kind of values we believe in.

Aparna.N and Raakhee (2011) *Life Skill Education for Adolescents: Its Relevance and Importance*. The study focuses on Life skills which help in the promotion of general well-being and psychosocial competence, empower young people, promote health and positive social relationships and in building productive interpersonal relationships. In the present paper the investigator goes through the importance of life skills, life skill education and the benefits of life skill education in our curriculum. Imparting life skill education through curriculum will help

adolescents to overcome complexities and difficulties of life and can play a remedial role in solving problems to lead a better life. So the study focuses on life skill education essential for the society and every education system should integrate and impart life skill education as a part of its curriculum to develop positive health behavior, positive interpersonal relationships and well-being of individuals.

Bindhu David, Shiny John (2011) *Life Skills and Attitude towards Vocation among the Vocational Higher Secondary and Higher Secondary School Students*. The study is an attempt to find the Life Skills and Attitude towards Vocation and their relationship. The study shows a relation between Life Skills and Attitude towards Vocation among the Vocational Higher Secondary and Higher Secondary School Students of standard XI and will help educators to frame an effective curriculum. The present study is a descriptive survey. The investigator has used self-made Life Skills Scale and Vocational Scale. The sample for the present study includes 500 boys and girls of Vocational Higher Secondary and 250 boys and girls of Higher Secondary School Students. Statistical methods like mean, standard deviation and T-test were used. From the analysis of the objectives, we conclude that Life Skills and Attitude towards Vocation among the Vocational Higher Secondary and Higher Secondary School Student shows a positively weaker correlation. So as the life skills increase, a favorable attitude towards vocation develops the life skills score will also increase.

Swati Mujumdar (2011) *Need for Vocationalisation of Education in India* .The purpose of this study is to assess and describe the importance and need for Vocational education at higher and primary levels and life coping skills and general educational skills also bring out the present Indian and International Education scenario and its problems. The study also recommends for policies for implementation at State and National Level and suggests possible models to introduce life coping skills and general educational skills and Vocational Education at the higher/ tertiary levels in India. This concept will emphasize on a different teaching – learning pedagogy with a special focus and attention on skill based learning and training and emphasizing life coping skills and general educational skills such as competencies, entrepreneur skills, problem solving, team work, leadership, management courses etc. Teachers training will be given special emphasis in order to build teaching resources and research component.

Subitha G. V. (2011) *Is the Current Educational System Imparting Life Skills Education?* The study involved development of an instructional strategy for B.Ed. students, classroom implementation for both regular and distance education courses, and evaluating achievement”. The students are identified by the school and society, as a child with ‘attention deficit hyperactivity disorder’ and are poor problem solvers and decision makers. The study emphasizes on the personal growth and development of the child. Life skill education should be in terms of ability to assess a problem situation and find solutions, capacity for convergent and divergent thinking, effective interpersonal skills, and ability to communicate effectively. The study recommends school curriculum to include lectures based on situational case studies and role plays to improve behaviour and experience of the students. Joints efforts of educationists, psychologists, mental health professionals and policy makers would be required to for life skills training programme. The training programme would need to transcend across all development stages of the child and should have an inbuilt monitoring and evaluation system

TarunDeep Kaur (2011) conducted *A Study of Impact of Life Skills Intervention Training on Emotional Intelligence of College Adolescents*. The study was carried out to examine the effects of an intervention program on the emotional intelligence of college adolescents. A pre posttest design was used for the current study. The current study comprised of 60 college students male and female falling in the age group of 18 to 20 yrs. Generalized Self Efficacy Scale, Sevenfold Emotional Intelligence Scale and Cooper Smith Self Esteem Inventory were used for pre and post-test. The students who were low on test norms were selected for the EQ development program for three months. The results were analyzed using paired sample t test to examine pre post-test mean difference which revealed a significant increase in the scores of EQ.

Manjula Pooja Shroff (2012) *Life Skills Training for Holistic Development*. The main objective of life skill education is to enable students develop a concept of oneself as a worthy and contributing member of the society and also focus on not only acquiring knowledge, but improve “social skills, emotional balance, time management skills, financial literacy, health consciousness, and problem-solving skills among others as to ensure a person’s holistic development, character building for this value-based teaching is essential aspect”. Moral aspects like values, respect to others, kindness, cultural and cuisines tolerance, truthfulness and courage need to be inculcated. If these skills are taught at early stage, it becomes easier for the child to

assimilate them. The study further emphasizes on teaching right set of skills to children to deal with responsibility and accountability.

Sandhya Khera, Shivani Khosla (2012) studied on the topic *A Study of Core Life Skills of Adolescents in Relation to their Self Concept developed through Yuva schools Life Skill Programme*. The study focuses on Generic or Core life skills essential for adolescents to face critical situation. The researcher selected 500 participants randomly from Sarvodaya schools situated in south Delhi under gone for YUVA (SLP). The major findings of the study is that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who possess these essential skills are better confidence in all aspects

Satya Mohan, Donald Perras (2012) *Need for 21st Century Curriculum*. According to the researchers schools need to opt curriculum that include thinking and innovative skills; information, media, ICT literacy; life and career skills as core academic subjects. The present study deals with the teachers perspectives on the design of the curriculum for the present and emphasizes the fact that the curriculum must incorporate multiple literacy's; promote inventive thinking and active learning and student diversity. The present study focuses on a survey of teachers on the much needed curriculum with 21st century skills. The main objective of the study is to understand the need of a curriculum which includes skills needed by students and the teacher s perspective in the design of a curriculum with multiple skills. The study was limited to the responses given by teachers of Hyderabad and AP. Simple Statistical technique tools were used in analyzing data. The sample of the study comprised of 200 educators randomly drawn from schools. The survey was developed consisting 20 questions with scoring on a 5-points scale using statistical tools like Mean, SD and Variance. In the present study, 95% of the respondent felt that the inventive thinking strategies must be included in the curriculum.

Dr. Priyanka Behrani (2014) studied on *Implementation Aspects of Life Skills Education Program in Central Board of Secondary Education Schools* .The sample of the study was the 7 schools in Gujarat affiliated to the Central Board of Secondary Education. Data was collected by semi structured interview.

Pujjar,L.L (2014) *Impact of Intervention on Life Skill Development among Adolescent Girls of Karnataka*. With the background the following study was conducted to study the impact of

intervention on life skills development among rural adolescent girls from Dharwad taluk of Karnataka state. There is a need to focus on physiological, emotional and socio-cultural dimensions of the adolescents. Moreover, the greater need is to equip adolescents with life skills, so that they can cope with the challenges and pressures. The population of the study consisted of adolescent girls studying in 8th and 9th standards. The total strength of adolescent girls from both the high school was 328, out of which 120 adolescent girls in the age range of 13-15 years were randomly selected from 8th standard (60 numbers) and 9th standard (60 numbers) from both the villages and were assessed for five life skills namely, problem solving, creative thinking, critical thinking, coping with stress and empathy by using self-administered checklist as a method of data collection. The study concludes that the intervention on life skill education is helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability.⁶

Parvathy V, Renjith R Pillai (2015) studied *Impact of Life Skills Education on Adolescents in Rural School*. The major objective of the study is to analyse the knowledge of life skills among adolescents and the impact of „life skills education training on their knowledge level. The study is carried out in the coastal area school in the taluk of Karunagapally, Kerala, India. An experimental study method involving pre- post study is conducted with experiment-delayed group. A sample size of 57 is taken with 30 samples in experimental group and 27 samples in experiment-delayed group. Results were that the experimental and experiment–delayed group were found similar in their socio-demographic status. The study has revealed significant impact of Life Skills Education training on adolescents

Aarti Bardhan (2016) studied on *Life Skills Education: A Strategy for Handling Adolescents' Risk Behavior*. The study was conducted among the adolescent school children with risk behavior. Qualitative methodology was adopted for the research study. Data was collected through case studies. Meta-analysis of case-studies was made to assess the impact of life skills intervention in bringing behavioral changes among the adolescents. The study proved that with continuous life skills training along with structured counseling helped in developing positive changes among the children with problem behavior. It has also helped the children to develop friendly relationship with teachers, peers and parents.

Bharath Srikala and Kumar K. V. Kishore studied on *Empowering adolescents with life skills education in schools – School mental health program: Does it work?* The current study is on the impact of a LSE model as a program in secondary schools. To assess the impact of the life skills education program (LSE program -NIMHANS model) by assessing the difference between adolescents who were in the program and not in the program. A total of 605 students were taken as the sample group.

2.2.2 STUDIES RELATED WITH LIFE SKILLS EDUCATION ABROAD:

Scales (1986) *The Centrality of Health Education to Developing Young*. Researcher follows a back-to-the-basics approach in life skills development and education, focusing on often neglected thinking and reasoning skills. Three components are included in that approach: (1) to encourage young people to consider information of all kinds, selecting some, rejecting some; (2) to enable them to make choices about and be critical consumers of both products and relationships; and (3) to teach them to help themselves and others through activism and social involvement.

Miller (1991) *Four-H and Nonv4-H participants' development of competency, coping, and contributory life skills*. Researcher believed that a strong life skills foundation involving the mastery of intellectual, physical, emotional, and social tasks could assist individuals in coping with the changes they are experiencing while progressing from childhood to adulthood. Conceptual understanding and practicing of the skills occur through experiential learning in a non-threatening setting. Such provisions provide a wide range of options and creative ways of solving problems to the adolescents. Regular practice of skills ascertains mastery and application of such skills to real life situation and control over the situation. The researcher suggests the life skills curriculum for the high school period to enhance the students' with life skills.

Dormody and Seevers (1994) studied the topic *Predicting Youth Leadership Life Skills Development among FFA Members in Arizona, Colorado, and New Mexico*. Researcher surveyed 370 students. The purpose of the survey was to determine if leadership life skills development of the FFA member was affected by participation in leadership activities. The study included participation in FFA leadership activities, achievement expectancy, self-esteem, years in FFA, age, ethnicity, gender, and place of residence. The conclusions from this survey

indicated that there was a positive relationship between youth leadership life skills development and achievement expectancy

Gwen El Sawi, M. F. Smith (1997) studied on the topic *Skills and Competencies in 4-H Curriculum Materials*. A stratified national sample of 4-H curriculum materials was analyzed to determine the extent to which workforce related skills and competencies were present in the activities and activities. A regionally stratified random sample of 100 of these materials was selected to draw conclusions about the population.

Paula M. Barrett, Hayley M. Webster, and Jeffrey R. Wallis, M.C.P (1999) studied on *Adolescent Self-Esteem and Cognitive Skills Training: A School-Based Intervention*. A school-based psychosocial prevention program for adolescents, focusing on self-esteem, negative cognitive processes, and peer isolation. Students between the ages of 13-16 were recruited and randomly allocated to one of three groups; Social Cognitive Training group (SCT), Attention Placebo Comparison Group (APC) and a Waitlist Control group (WL). Findings in terms of the effectiveness of group based cognitive interventions in developing adolescent self-esteem and social competence, and the ecological validity of implementing programs within naturalistic settings.

Ekua and Peter (2000) have studied *Effectiveness of Life Skills Programme for HIV prevention in youth*. The objective of the study was to study the effect of Life Skills. Programme on youth's behaviours, knowledge and understanding. Used purposive sampling to study the effectiveness of the Life Skills Programme. Employed qualitative techniques for data collection. The tools and techniques employed by them were Observations and Focused Group Discussions.

Simovska and Sheehan (2000) have developed *Life Skills Programme for mental health promotion in Australian and Macedonian Schools* with the objectives to enhance mental health of both countries students.

Jennifer Noel (2000). *High School Career Education: Student's Perceptions of the Life Planning Course*. This study examined the high school students Career Education course beneficial to them in regard to life skills, career selection, and other course work. The purpose of this study was to find out whether the high school students found the Career Education course beneficial in regard to life skills, career selection, and other course work or not. The study was designed to

provide valuable information about the benefits of life skill curriculum to the students. Classes have been offered on the college level and students found that their course had many positive aspects. The hypothesis of this study is that a majority of students understand several of the benefits they gain from the class and evaluate the course positively. The sample includes students from one high school. Each school teaches different curriculum and called Career Education course by a different name. The majority of the students were ranged in age from fifteen to seventeen. The instrument used in this research was a questionnaire called Career Education Survey. The students felt that the course is beneficial to them related to life skills

Magnani and Mackntyne (2001) have carried out study on *Impact of exposure of Life Skills Education on adolescent sexual risk behaviours* in South Africa. The objective was to assess the impact of exposure of Life Skills Programme to youth in kwazulu -Natal Province on knowledge and behaviours associated with the spread of HIV / AIDS.

U.S. Agency of International Development's Africa Bureau (2001) has conducted study on *Life Skills and HIV Education*. The objectives were to enhance sexual health of adolescent of South Africa and to sensate adolescent of South Africa towards HIV /AIDS. They used purposive sampling to study the effectiveness of the Life Skills Programme. They used qualitative techniques for data collection. The tools and techniques employed by them were Observations and Focused Group Discussions.

Felisa Deskeo (2002) *The Importance of Adding Life Skills to Standard Curricula*. Researcher found inadequacy of all the academic subjects applicable to real life situations and are really not very useful when it comes to survival in the real world. Adding life skills to standard school curricula would make young people become more productive when they finish school and start finding job and starting a family of their own. The study further states that Children will achieve more in life if they know the basic skills in life which will help them handle things as they go with their day to day activities. It is important to add life skills to standard school curricula. If this is added to the school curricula there is no problem at all with the students when they grow up and get a job of their own.

Oza (2003) conducted a project on *Advocacy Programme on Adolescence Education for Secondary School Teachers of Baroda City*. The objective was to orient secondary school

teachers about concept and importance of Adolescence Education, to identify various plug- in points from each subject's content to develop various curricular and co-curricular activities of students, their parents and school teachers

Zollinger T.W., Commings S.F., & Caine V. (2003) studied the *Impact of the Life Skills Training Curriculum on Middle School Students Tobacco use in Marion County, Indiana*. Researcher conducted the study on evaluations of school-based tobacco prevention and control programs with mixed results. This study evaluated the impact of the Life Skills Training Curriculum on middle school student's knowledge, attitude, and ability to make good lifestyle decisions. From 1997 to 2000, students in level six to eight in the study schools received the Life Skills Training curriculum. Survey data were used to compare those not exposed to the program and showed tobacco use behavior and attitudes.

Botvin, G. J & Griffin K.W (2004). *Life Skills Training: Empirical Findings and Future Directions*. This study reflects about the use of Alcohol, tobacco, and other drugs being important problems during adolescence. The Life Skills Training program is an effective primary prevention program for adolescent drug abuse and explains the risk and protective factor related with drug use and teaches skills to enhance social and personal competence. This study provides an overview of life skill education, description of the program's basic components, resources, materials, and methods and techniques. Findings shows that from over two decades of evaluation research are reviewed and results were drawn from a series of small scale studies and large scale effectiveness trials on adolescent populations. These studies have reflected the positive behavioral influences of life skill program on smoking, alcohol, use of multiple substances, drugs like marijuana with preventions until the end of high school. Further research is needed to understand the mediating mechanisms through life skill programme and research-based programs into schools.

Mohd. Zafar Iqbal (2006) studied on *Transformative Model of Life's Skills Basic Education for Gender Impact of Violence, Sexual Coercion and Vulnerability to HIV Aid through Distance Mode of Teacher Training*. Study reflects on the challenges faced by the developing world in seeking solutions to prevent the transmission of HIV. The study aimed at identifying the activities for the secondary school teachers, Pre and post tests were conducted on sample of 341 teachers who were given training, and 10 modules were developed for this purpose. The post-test

indicated a significant difference transformative index (TI) 11 percentage gain maximum 821.96% for decision making skill.

Motepe (2006) carried out a study on a *Life Skills Programme early adolescent AIDS Orphans* with objectives to develop and empirically test the effectiveness of a Life Skills Programme for early adolescent AIDS orphans.

Zafar (2006), conducted study on *Transformative, model of Life's Skills Basic Education for gender impact of violence, sexual coercion and vulnerability to HIV / AIDS* through Distance mode of Teacher Training with objective to identify the activities for the secondary school teachers which they can plug into daily classroom teaching for inculcation of the Life Skills in adolescents. He employed purposive sampling technique. The results of the studies revealed that there is substantial impact of integration of Life Skilled based activities into teaching of career subjects if teacher were properly trained with this focus in mind.

Clark et. al. (2007) conducted a study on *Life Skills Programme component* with objectives to prevent adolescent pregnancy and HIV / AIDS and sexual health of adolescents. Used purposive sampling to study the effectiveness of the Life Skills Programme. Employed qualitative techniques for data collection. The tools and techniques employed by them were Observations and Focused Group Discussions.

Seifert (2007), conducted study on *Life Skills keeping it real: Investigating the impact and outcomes of a high school sexual health unit of study*. The study was conducted with the objective to study impact and outcomes of pilot sexual health unit of study. The purposive sampling technique was used and 13 students of 15-17 age of one urban secondary school were selected. The tools and techniques applied were observation, concept mapping, portfolios and supervised electronic classroom discussion.

Esmailinasab, Maryam a, Malek Mohamadi, Davoudb, Ghiasvand, Zahrac, Bahrami, somayehd (2011) studied on *Effectiveness of life skills training on increasing self-esteem of high school students*. This study designed to investigate effectiveness of training life skills on adolescents' students. A pseudo-experimental study which accomplished on 160 students in Karaj city. Findings of the study indicated that life skills training lead to significant increase of self-esteem in study group in contrast to control group subjects.

Kord-Noghabi and Hassan Pasha Sharifi (2008) studied the *Preparation and compilation of a life skills curriculum for students in the high school period*. A questionnaire with 50 items was administered on 600 high-school students (150 students of each grade), a questionnaire with 50 items was administered on 240 parents and a questionnaire with 12 items was administered on 150 high-school teachers, 20 high-school curriculum experts, and 10 faculty member of the universities. The results of the study indicated that an appropriate curriculum pattern for life skill includes purposes, syllabus, type of content, instructional methods, and evaluation methods of life skills.

Jessy John Sir (2009) *Impact of Life Skills Development Programme on the Behavioural Aspects of Children in need for care and protection*. The researcher studied the significant levels of changes that a life skills development program brings out in the behavior of juveniles in juvenile homes and emphasized on skills development. The study focuses on providing care and protection and help in improving unconstructive behaviors and actions that come under the supervision of juvenile justice system. Recidivism which is a kind of problem behaviors is reflected even after education, vocation training and guidance provided inside the juvenile homes to such children so life skills help in inculcating positive behavior and molding them into individuals with high emotional and behavioral intelligence. This study finds out the significant levels of changes that a life skills development program me brings in the behavior components and problem behaviors of juveniles in juvenile homes.

Nida Bayindir (2009) *Teachers Perception Levels of Activities Directed Towards Professional Progress*. The study emphasized on ‘Skill-Based-Approach’ in life skill education and well established and efficient mentoring techniques to develop students’ innate quality and also motivating them to adopt socially acceptable pattern of life styles. The strategy of study consists of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skill and abilities as a part of development. Appropriate feedback is provided by the resource person as well as the peer groups to an individual to improve their confidence and other skills. Such kind of experiential learning process helps youth to internalize the knowledge and gain the ability to apply the skills appropriately.

Prawit Erawan (2010) studied on *Developing Life Skills Scale for High School Students*. This research is developed and based on principles of theory as well as empirical data investigation. The construction of the scale was created from the school students and personnel who explored life skills condition of the high school in every region adolescents aging from 12 to 17 years. The researcher developed scale through the calculation of T-scores for comparison of raw scores on all aspects. The result of identifying behavior indicators through affinity diagram technique reveals that there are 125 behavior indicators grouping into 37 variables based on 9 components of the life skills.

Bouck, E.C. (2010), *Reports of Life Skills Training for Students with Intellectual Disabilities in and out of School*. The research suggests a decreasing emphasis on the learning and acquiring of life skills in school and questioning if students can receive training in life skills after graduation. This study represented a “secondary analysis of the National Longitudinal Transition Study-2 data to understand the reported receipt of life skills instruction in school and out of school. To understand receipt of life skills in and out of school frequency distributions, significant tests and a t-test were used for both individuals with moderate/severe ID. Educators who believe in the value of a life skills curriculum will need to be creative in its implementation and look towards transition plan and activities to provide students with the needed training. The study suggests that teachers should provide students with the academic skills if they need to be successful in assessment of the life skills (e.g. independent living, daily living, financial) after school in employment and independent living.

Theresa M. Ferrari, Carrei A. Houge (2010) *Parents' Perceptions of Life Skills Development in the 4-H Cloverbud Program*. Focus in this study was to explore parents' perceptions of their child's life skills development, program benefits, and activities. The sample of the study was the parents who were interviewed in this study. Parents considered life skill education very effective in life skill development, particularly in the areas of social skills, learning to learn, and personal development (self-confidence, self-care, and self-direction). Parents also identified health and diversity as important areas. Many studies have been done in various countries on Life Skill Education and Perception of Life Skills Education Curriculum but still a lot has to be done to focus on this subject and to conduct studies in India related to life skill education and perception

of life skills education curriculum. The skills to be developed through the secondary school curriculum will solve crisis in different walks of life.

Kimbui Susan King'ori (2011) *Implementation of Life Skills Education Curriculum in Public Primary Schools in Ruiru District, Kenya*. This study aimed at examining the necessary conditions present for effective implementation of life skills education curriculum (LSE) in Ruiru. The research has descriptive survey design. The population consisted of the District Quality Assurance and Standards Officer, 29 head teachers and 441 teachers which was a part of the sample. Purposive sampling was used to select 2 teachers of Life Skills Education in each school representing lower and upper primary classes. Questionnaire, interview guide and observation schedule were used to collect data.. The study found out that in terms of in-service training, teachers were not adequately prepared to implement LSE as they found problems like inadequate teaching and learning resources and inadequate guidance on the implementation. The study suggested organizing in service courses to guide teachers, LSE books and other reference materials should be provided to teachers, teachers were advised to prepare professional documents like lesson plans and teaching aids for effective teaching.

Fahimeh Rezai Niaraki and Hassan Rahimi (2013) conducted a study on *Effect of Life Skill Training on Self -Esteem of High School Students in Iran*. The present study was an attempt to study effect of life skill training on self -esteem of high school students in Iran. For this purpose initially five high schools were selected randomly. Then from each school 30 students were selected whom the authorities of schools felt had some problems. Thereafter, self-esteem questionnaires were administered to all these 150 female students. Finally, 60 students were selected 12 from each school that was having low self-esteem, Therefore, total sample of the present study comprised sixty (60) female students. Then, they were assigned randomly to experimental and control groups. It was found that there was a significant difference between pre and post condition on all the dimensions of self-esteem.

Ndemba (2014) *Factors Affecting Implementation of Life Skills Curriculum in Public Primary Schools in Nzambani District*. The study gives a view of life skills curriculum implemented in primary schools for educating life skills to pupils due to rise in problems like drug and substance abuse, pregnancy, truancy, strikes, HIV/AIDS Infection.. Four research objectives were set as influence of teacher's in-service course, the ways in which the learning and teaching resources,

Teachers' perception the influence of supervision of head teachers on teachers on the implementation of life skill curriculum. Descriptive survey design and population of 2,045 respondents consisting of 45 head teachers, 400 teachers and 1,600 7-8 level pupils and The sample size of 301 consisting of 21 Head teachers, 120 Teachers and 160 pupils were employed. Questionnaires were used as tool and an interview schedule was administered to head teachers. Random sampling and purposive sampling for collecting data and Statistical Package for Social Sciences (SPSS) were used. The findings reflected that 74 percent of teachers had not been in-serviced on life skills curriculum. The study recommended giving of in-service training to teachers through workshops, seminars, the head teachers should be ready to provide enough learning and teaching resources for the successful implementation of the life skills curriculum.

Hossein Jenaabadi (2015) studied on the topic *The Effect of Life Skills Training on the Mental Health and Level of Resilience among Teachers of Normal Students and Teachers of Exceptional Students in Zahedan*. Conducted experimental study on two groups of control and experimental, using pre-test post-test design, applying psychological intervention on the study sample. The population of the study selected was 60 teachers at normal schools and 20 teachers at exceptional schools and placed in two groups of experimental and control, respectively. Results showed the positive effect of life skills training on mental health of teachers, the lower their mental health scores would be and on resilience of teachers, the higher their resilience scores would be.

2.3 RESEARCH GAP

Life Skill Training is becoming part of school many school programs (CBSE, [www.cbse.nic.in/cce/life skills cce.pdf](http://www.cbse.nic.in/cce/life_skills_cce.pdf) , SSA, [https:// repository.ssashagun.nic.in](https://repository.ssashagun.nic.in)). Most of the studies on the impact of LST are conducted on adolescents (Pujjar, 2014, Khera and Khosla, 2012, Aparna and Raakhee 2011, Bharath and Kumar, 2010). There are only very few studies in LST on upper primary children. Upper primary school children are moving towards adolescence period so they have to build up skill to face the challenges of the age. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, competencies to take action and generate change, and capabilities to have the freedom to decide what to do and who to be done.

2.4 THEORETICAL MODEL

NIMHANS model

The present model of health promotion using life skills approach for adolescents in secondary schools was initiated by the authors Dr. Srikala Bharath and Dr. KV Kishore Kumar in late 1996 but crystallized in late 2002. It is a model which is comprehensive focusing on all developmental issues of adolescents; it uses experiential learning with peers using participatory methods thus enabling the adolescent with psychosocial skills. The model also uses the available infrastructure of the school and the teachers for implementation of the program in a continuous manner over the academic years as a co-curricular activity for maximum effect. The Model is discussed in detail elsewhere.

The manual is designed for classes 8, 9 and 10. The name of the book is; “ACTIVITY MANUAL FOR THE TEACHERS ON HEALTH PROMOTION USING LIFE SKILLS APPROACH”. The contents of the book are:

1. Introduction
2. Motivation
3. Discipline
4. Nutrition
5. Health and Hygiene
6. Relationship
7. Self- Awareness
8. Sexuality
9. Social Responsibility

Each topic is dealt with activities and examples. The activities are explained in detailed. The modules of this manual have been prepared to help teacher/instructor to understand and do understand and do activities in a participative manner addressing various developmental issues with the students of class/school. The important aspects of this exercise are;

1. It has 3 parts to it- VII, IX and X standards
2. The module consist of various activities
3. There are about 20 modules for VII and IX standards and about 12 modules for X standard
4. The activities have placed in VII, IX or X standard depending on the developmental tasks and the requirements of that age and standard
5. The activities address various issues pertaining to development and health of adolescents
6. The activities are designed in such a way that they are simple and can be done by instructor by reading the instructions for 10 minutes before the class
7. Each activity is independent; hence the instructor need to read only that activity and need not read the whole module
8. All activities need to be done involving children in various activities; bright-not so bright, out-going-introverted, talkative- quite, those with problems- no problems, boy-girls.
9. The methods used to facilitate such learning include working in small groups using techniques such as brainstorming, role-playing, games and debates. The experimental learning that takes place during this process facilitates better conceptual understanding of developmental issues and life skills. These skills can be applied in real life situation to handle challenges in day to- day life competently.
10. All activities are planned for a period of 45 to 60 minutes.
11. Suggested to do once a week
12. If done continuously for three years, the adolescent has an opportunity, discuss and clarify various important issues of living and growing.
13. Feel free to add/change the activities if there is a need.
14. It would be good if the instructor is interacting with the parents of the students about the activities at least twice a year.
15. Every month use the indicators to assess the change in the students. The first assessment to be done before starting the program
16. Ask the students to write down all 'LIFE SKILLS' in local languages on KG sheet of different colors and stick it on the walls of the class. This helps the students to remember all 'LIFE SKILLS'.

Life skills (LS) are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands, challenges, and stress of everyday life. Childhood and adolescence are the developmental periods during which one acquires these skills through various methods and people.

The generic LS, which need to be taught at the schools level especially to adolescents, are as follows.

- Critical thinking and creative thinking
- Decision making and problem solving
- Communication skills and interpersonal relations
- Coping with emotions and stress
- Self-awareness and empathy

2.4.1 MODIFICATIONS IN THE MODEL

The researcher conducted the life skills training based on the NIMHANS model. The researcher prepared modules with certain modifications. The researcher prepared 9 sessions for the students, two hours per day for 5 days. The pre-test was taken before the life skills training and result post-test was taken after that. The topics delt in the Life Skills Training were same as in NIMHANS module ie,

1. Motivation
2. Discipline
3. Nutrition
4. Health and Hygiene
5. Relationship
6. Self- Awareness
7. Sexuality
8. Social Responsibility

2.5 CONCLUSION

Social work theories are general explanations that are supported by evidence obtained through the scientific method. A theory may explain that are supported by evidence obtained through the scientific method. A theory may explain human behavior, for example, by describing how humans interact or how humans react to certain stimuli. Social work practice models describe how social workers can implement theories. Practice models provide social workers with a blue print of how to help others based on the underlying social work theory. While a theory explains why something happens, a practice model shows how to use a theory to create change. There are many different practice models that influence the way social workers choose to help people meet their goals. NIMHANS model is one such model which focuses on the developmental issues of adolescences.

CHAPTER: 3
RESEARCH METHODOLOGY

METHODOLOGY

3.1 RESEARCH TITLE

Impact of Life Skills Training on Upper Primary School Children

3.2 GENERAL OBJECTIVE

To determine the Effect of Life Skills Training on the Personality of Upper Primary school children

3.3 SPECIFIC OBJECTIVES

- To describe the Intervention Model used for LST (Process).
- To assess the specific personality characteristics of upper primary school children that is self-esteem, self-efficacy and adjustment prior to intervention (pre-test).
To implement Life Skill Training among the upper primary school children (intervention).
- To measure the effect of Life Skill Training on self-esteem, self-efficacy and adjustment of students who participated for Life Skill Training (post-test).

3.4 DEFINITIONS

Life Skills

Theoretical Definition: Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with demands and challenges of life (WHO)

Operational Definition: Life skills are the essential skills needed that need in our daily today life in order to adaptive, competent and flexible to the changing environment.

Life Skills Training

Theoretical Definition: Life Skill Training enhances the development of basic life skills and personal competence.

Operational Definition: The researcher conducted life skills training in order to improve the self-awareness, self-efficacy and adjustment of the children

Upper Primary School Children

Theoretical Definition: Primary School Children are between the age group of ten to twelve, after preschool and before high school

Operational Definition: The researcher selected upper primary students of class 5, 6 and 7

Intervention Study

Theoretical Definition: Intervention Study is designed to evaluate the effect of a specific treatment or practice.

Operational Definition: The researcher selected NIMHANS model for life skills training with modifications as the Intervention Model.

Self Esteem

Theoretical Definition: Self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). It is a favorable or unfavorable attitude toward the self (Rosenberg's, 1965).

Operational Definition: The researcher meant self-esteem as the individual's self-worth and the trust in his or her strengths.

Sociability

Theoretical Definition: It is the Quality of being sociable to the living environment.

Operational Definition: The researcher meant sociability as the child's interaction, adjustment within school, home as well as in the society.

Participation

Theoretical Definition: It is the act of taking part, as in some action or attempt.

Operational Definition: The researcher meant participation as the child's participation in the activities conducted in the school as well as home.

3.5 HYPOTHESIS

Null Hypothesis

1. There is no significant difference between groups (pretest and post-test values) in self-esteem
2. There is no significant difference between groups (pretest and post-test values) in Adjustment
3. There is no significant difference between groups (pretest and post-test values) in self-efficacy

3.6 RESEARCH DESIGN

The research design is Quantitative Experimental Research Design.

3.7 PILOT STUDY

The researcher conducted a pilot study on 12 upper primary school children in Government Higher Secondary School, Sreekariyam. During the pilot study the researcher assessed the feasibility of the study, the availability of the sample, and co-operation from the school authorities.

3.8 UNIVERSE

Universe is all the upper primary school students in the selected school

3.9 UNIT

Unit of the study is an upper primary school student in the selected school

3.10 SAMPLING

The sampling strategy is Non- Probability Sampling. The students are selected based on the judgment of the teachers, with low self-esteem and later the pre- test was conducted.

3.11 SOURCE OF DATA

Primary Source: The primary data for the research study was selected from the School and teachers.

Secondary Source: The secondary data for the study was selected from newspapers, magazines and through interacting with experts.

3.12 TOOLS OF DATA COLLECTION

Three tools were used in the data collection. They are Rosenberg Self Esteem scale, Adjustment scale, Self-efficacy Scale. Rosenberg Self Esteem scale is a 10-item scale measures self-worth by measuring both positive and negative feelings about the self. Scores range from 10 to 40. Preadolescent adjustment scale assesses adjustment in five areas of home, school, teachers, peers, and general behavior. The total adjustment ranges from -46 to +34. Generalized Self Efficacy Scale is a 10-item measure, assesses a general sense of perceived self-efficacy. The range is from 10 to 40 points.

3.13 PRETEST

The researcher conducted a pre -test before conducting the life skills training to verify the relevance of the tools used.

3.14 DATA COLLECTION

The researcher collected data from St. Thomas Higher Secondary School, Erumely from 5th July 2018 to 10th July 2018.

3.15 DATA ANALYSIS

Data analysis was done based on:

- The demographic profile of the students
- The gender of the students
- The result of pre and post-test values
- The result of Paired Sample t Test

3.16 CHAPTERIZATION

Chapter I: Introduction

Chapter II: Literature Review

Chapter III: Methodology

Chapter IV: Data Analysis

Chapter V: Finding, Suggestions and Conclusion

Bibliography

Appendix

3.17 LIMITATIONS OF THE STUDY

The researcher conducted an intervention study to measure the impact of Life Skills Training. Since it is an intervention study the researcher selected only 12 samples for conducting the study. The researcher also finds it difficult to reach out the samples, even though the sample size was small. The researcher adopted Experimental Research Design, since it an experimental study the researcher could use only small number of sample for the study. So the data for the study was limited. Thus the analysis and interpretation for the study is also limited to an extent. These are the limitations of the study.

CHAPTER: 4
DATA ANALYSIS

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

UNICEF defines life skills as “a behavior change or behavior development approach designed to address a balance of three areas: KNOWLEDGE, ATTITUDE, and SKILLS”. WHO defines life skills as “the abilities for adaptive and positive behavior that enable the individuals to deal effectively with the demands and challenges of everyday life.

The researched conducted the Life Skills Training in St. Thomas Higher Secondary School Erumely, Kottayam district. The researcher selected 12 students of class V, VI and VII. The researcher used NIMHANS model for the study and prepared module on the basis of the model. The researcher aimed the students with low self- esteem, introvert by nature and academically poor. The 12 students were selected from the school through the teacher’s judgment. The researcher did a pre-test before delivering the training to measure the level of Self- esteem, Adjustment and Self-efficacy. Then the researcher conducted the life skills training and latter conducted the post- test and measured the level of Self- esteem, Adjustment and Self-efficacy.

DEMOGRAPHIC PROFILE

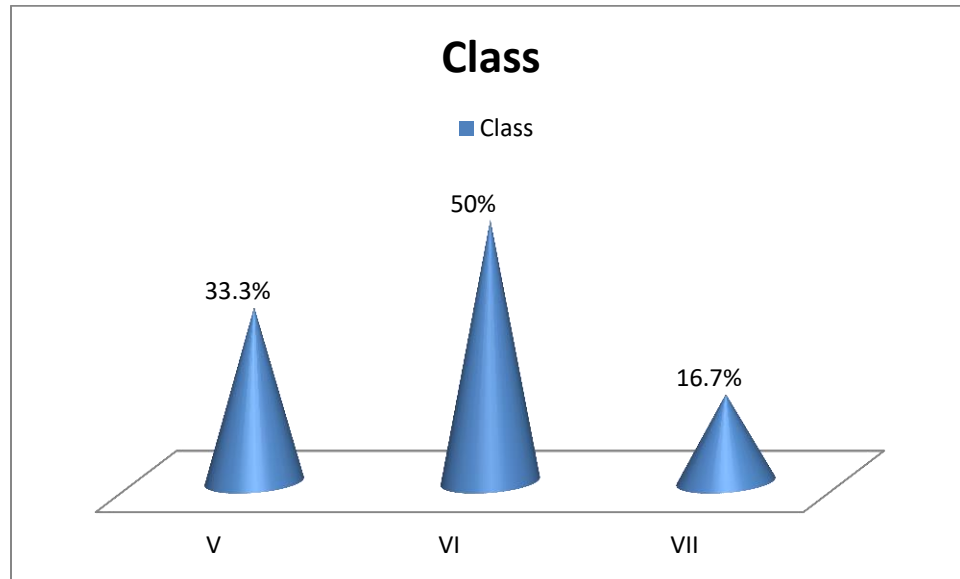
TABLE 4.1: CLASS OF THE RESPONDENTS

Table 1

| Class | | | | | |
|--------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | V | 4 | 33.3 | 33.3 | 33.3 |
| | | | | | |
| | VI | 6 | 50.0 | 50.0 | 83.3 |
| | VII | 2 | 16.7 | 16.7 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

FIGURE 4.1: CLASS OF THE RESPONDENT

Figure 1



The figure 1 represents the details of percentage of students according to their class, participated in the Life Skills Training. Twelve Upper Primary students were selected from classes V, VI and VII, among them 33.3% of students were from class V, 50% of students were from class VI and 16.7% of students were from VII.

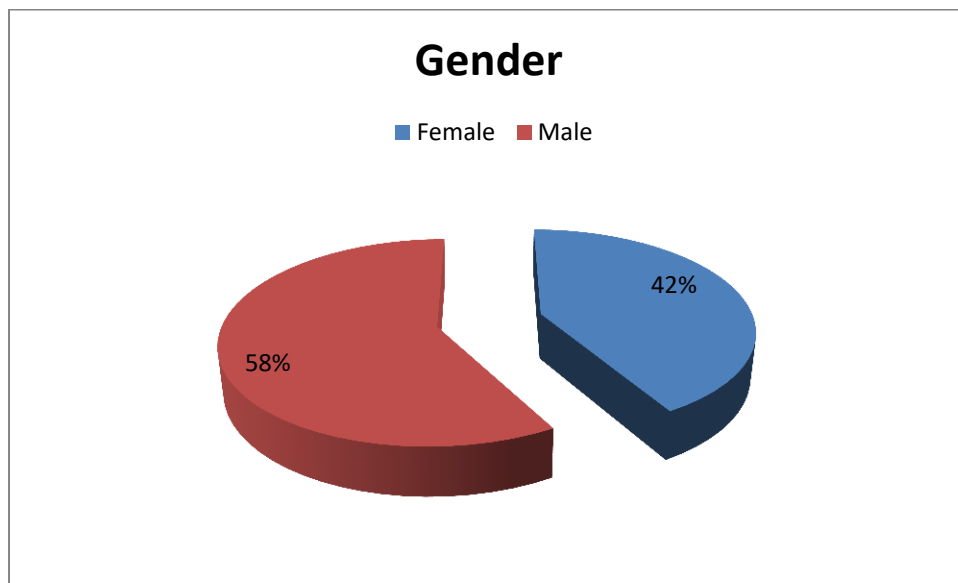
TABLE 4.2: GENDER OF THE RESPONDEDNT

Table 2

| Gender | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-------|-----------|---------|---------------|--------------------|
| Valid | F | 5 | 41.7 | 41.7 | 41.7 |
| | M | 7 | 58.3 | 58.3 | 100.0 |
| | Total | 12 | 100.0 | 100.0 | |

FIGURE 4.2: GENDER OF THE RESPONDEDNT

Figure 2



The figure 2 represents the Gender details of students participated in the Life Skills Training. Twelve Upper Primary students were selected from classes V, VI and VII. Among the participants of the experiment 42% (5) were females and 58% (7) were males.

TABLE 4.3: PRE TEST AND POST TEST VALUE OF SELF ESTEEM

| SI NO: | PRE TEST | POST TEST |
|---------------|-----------------|------------------|
| 1 | 21 | 24 |
| 2 | 19 | 28 |
| 3 | 18 | 29 |
| 4 | 18 | 26 |
| 5 | 19 | 26 |
| 6 | 19 | 25 |
| 7 | 19 | 28 |
| 8 | 20 | 24 |
| 9 | 20 | 24 |
| 10 | 20 | 26 |
| 11 | 17 | 24 |
| 12 | 21 | 28 |

Table 3

This is the table of Pre- test and Post-test values of self-esteem of 12 students of classes V, VI and VII. According to the table the Pre- test values were lesser than Post-test values. The life skill training was conducted after taking the pre-test. The result of the post-test value indicates that the self-esteem of the students has been increased after attending the life skills training. “Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with problems and challenges of everyday life” (WHO). The lowest pre- test value is 17 and highest pre-test value is 21. The lowest post- test value is 24 and highest post-value is 29.

TABLE 4.4: PRE TEST AND POST TEST VALUES OF ADJUSTEMENT

| SI NO: | PRE TEST | POST TEST |
|---------------|-----------------|------------------|
| 1 | 16 | 26 |
| 2 | 6 | 20 |
| 3 | 19 | 25 |
| 4 | 12 | 13 |
| 5 | 18 | 20 |
| 6 | 15 | 20 |
| 7 | 13 | 24 |
| 8 | 10 | 20 |
| 9 | 2 | 11 |
| 10 | 13 | 20 |
| 11 | 12 | 23 |
| 12 | 7 | 18 |

Table 4

This is the table of Pre- test and Post-test values of Adjustment of 12 students of classes V, VI and VII. According to the table the Pre- test values were lesser than Post-test values. The life skill training was conducted after taking the pre-test. The result of the post-test value indicates that the adjustment of the students was increased after attending the life skills training. “Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with problems and challenges of everyday life” (WHO). In pre-test the lowest value is 2 and highest value is 19. In post-test the lowest value is 11 and highest value is 26.

TABLE 4.5: PRE TEST AND POST TEST VALUES OF SELF EFFICACY

| SI NO: | PRE TEST | POST TEST |
|---------------|-----------------|------------------|
| 1 | 24 | 36 |
| 2 | 24 | 34 |
| 3 | 28 | 36 |
| 4 | 28 | 38 |
| 5 | 25 | 35 |
| 6 | 27 | 36 |
| 7 | 23 | 29 |
| 8 | 26 | 36 |
| 9 | 26 | 35 |
| 10 | 24 | 31 |
| 11 | 23 | 33 |
| 12 | 27 | 37 |

Table 5

This is the table of Pre- test and Post-test values of Self Efficacy of 12 students of classes V, VI and VII. According to the table the Pre- test values were lesser than Post-test values. The life skill training was conducted after taking the pre-test. The result of the post-test value indicates that the self-efficacy of the students was increased after attending the life skills training. “Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with problems and challenges of everyday life” (WHO). In pre-test the lowest value is 23 and highest value is 28. In post-test the lowest value is 29 and highest value is 37.

TESTING OF HYPOTHESIS

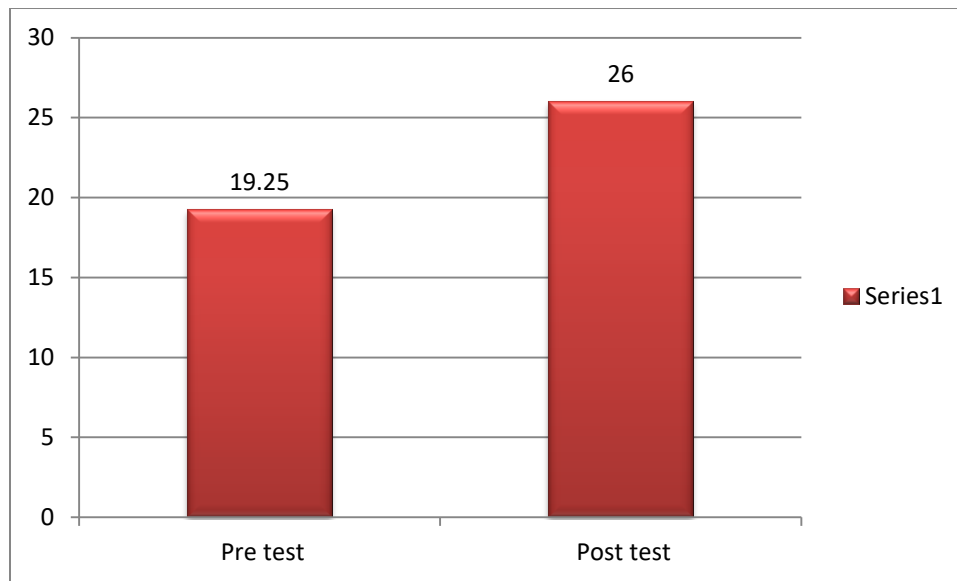
TABLE 4.6 – RESULT OF TEST FOR SELF ESTEEM

Table 6

| | MEAN | N | Std. DEVIATION | t | df | p value |
|-----------|-------|----|-------------------|--------|----|---------|
| PRE TEST | 19.25 | 12 | 1.215 | -9.991 | 11 | < .01 |
| POST TEST | 26.00 | 12 | 1.859 | | | |

FIGURE 4.6: RESULT OF TEST FOR SELF ESTEEM

Figure 3



The table shows the pre-test and post-test results of the life skills training conducted by the researcher. The Mean value of self-esteem score in the pre-test is 19.25 and the mean value in the post-test is 26. Paired Sample T test is conducted to examine whether there is statistically significant difference in the mean score of self-esteem in the pre and post-test. The t value is -9.991. The df value of pre and post- test is 11 and p value is less than 0.01. The null hypothesis

(There is no significant difference between groups, pretest and post-test values) in self-esteem was rejected. So it indicates that the self-esteem of the students has increased after the life skills training, which is statistically significant at 0.01 levels.

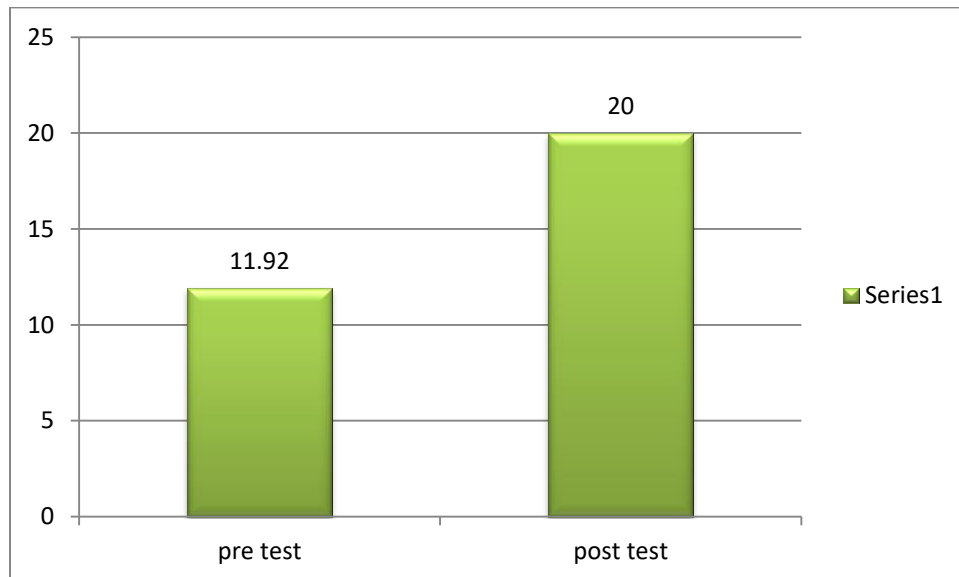
TABLE 4.7: RESULT OF TEST FOR ADJUSTMENT

Table 7

| | MEAN | N | Std. DEVIATION | t | df | p value |
|-----------|-------|----|----------------|--------|----|---------|
| PRE TEST | 11.92 | 12 | 5.017 | -7.104 | 11 | < .01 |
| POST TEST | 20.00 | 12 | 4.472 | | | |

FIGURE 4.7: RESULT OF TEST FOR ADJUSTMENT

Figure 4



The table shows the pre-test and post-test results of the life skills training conducted by the researcher. The Mean value of adjustment score in the pre-test is 11.92 and the mean value in the post-test score is 20. Paired Sample T test is conducted to examine whether there is statistically

significant difference in the mean score of adjustment in the pre and post-test. The t value is -7.104. The df value of is 11 and p value is less than 0.01. The null hypothesis (There is no significant difference between the groups, pre-test and post-test values) was rejected in Adjustment. So it indicates that the adjustment of the students has increased after the life skills training, which is statistically significant at 0.01 level.

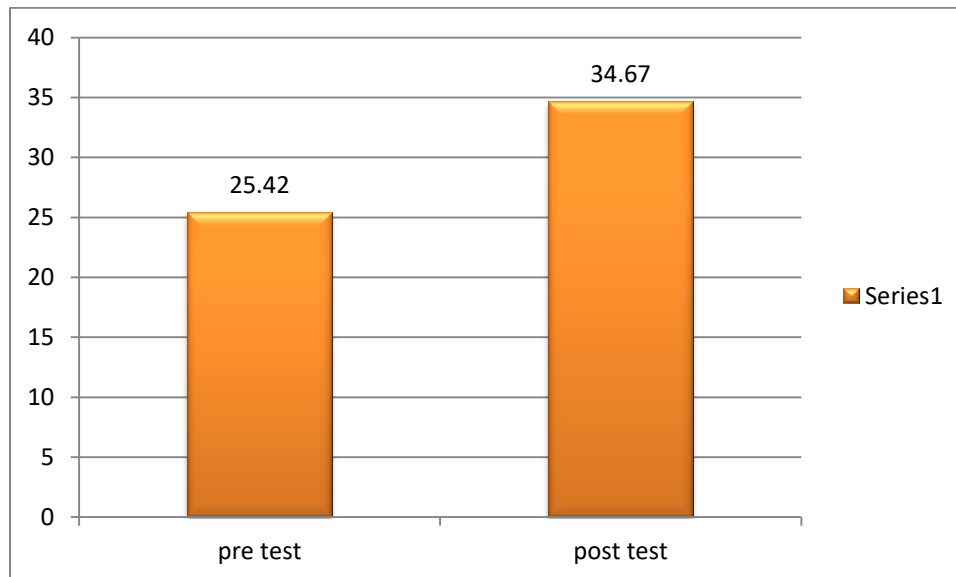
TABLE 4.8: RESULT OF TEST FOR SELF EFFICACY

Table 8

| | MEAN | N | Std. DEVIATION | t | df | p value |
|-----------|-------|----|----------------|---------|----|---------|
| PRE TEST | 25.42 | 12 | 1.832 | -19.995 | 11 | < .001 |
| POST TEST | 34.67 | 12 | 2.570 | | | |

FIGURE 4.8: RESULT OF TEST FOR SELF EFFICACY

Figure 5



The table shows the pre-test and post-test results of the life skills training conducted by the researcher. The Mean value of self-efficacy score in the pre-test is 25.42 and the mean value in the post-test score is 34.67. Paired Sample T test is conducted to examine whether there is statistically significant difference in the mean score of self-efficacy in the pre and post-test. The t value is -19.995. The df value of is 11 and p value is less than 0.01. The null hypothesis (There is no significant difference between the groups, pretest and post-test values) in self-efficacy was rejected. So it indicates that the self-efficacy of the students has increased after the life skills training, which is statistically significant at 0.01 level.

CHAPTER: 5

FINDINGS, SUGGESTIONS, CONCLUSI

FINDINGS

6.1 INTRODUCTION

This chapter deals with the findings. The researcher conducted a Life Skills Training for the upper primary students of St. Thomas Higher Secondary School, Erumely. The students were from classes V, VI and VII. The study was conducted on the basis of NIMHANS model which was meant for adolescent students. The researcher modified the model for the upper primary students. The researcher prepared a module on the basis of NIMHANS model and followed the same pattern. The aim of the study was to find out the effectiveness of Life Skills training on the upper primary students. The findings of the study are:

- The researcher find out that the Life Skills Training was so effective to the students.
- The researcher find out that the self-esteem of students has been increased after the life skills training.
- The researcher find out that the adjustment of the students has been increased after the life skills training.
- The researcher find out that the self-awareness of the students has been increased after the life skills training.
- The research observed that the self-esteem of the students has been increased when they became aware of themselves ie self-awareness.
- The observed that the when the self-esteem increased they became more confident
- The researcher observed that when the self-awareness of the students increased they were identified the problematic areas, this increased their adjustment.
- The researcher find out that the self-awareness activity/session helped them to know about their own potentials, imitations, feelings as well as your position in society.
- The researcher find out that the self-awareness activity/session helped them to identify when, they are stressed or under pressure.
- The researcher find out that self- esteem activity and session helped the students to recognize their value and to realize pride opinions, which is influenced by physical appearance, performance of various tasks, parents, religion, leaders, peers and siblings.

- The researcher find out the characteristics of students with high and low self-esteem
- The researcher find out the characteristics of students with high and low self-awareness
- The researcher find out that there is gender differentiations among the students
- The researcher find out the creative talents of the students

6.2 SUGGESTIONS

Life Skills (LS) are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands, challenges and stress of everyday life. The researcher had to interact with the students to build a rapport with them and understand their skills, capabilities and emotions. The researcher has measured the impact of Life Skills Training on these students. Thus the researcher could put forward some suggestions to improve the quality of life of the students and to improve their academic as well as social skills.

- Life skills Training has to be included in the school curriculum
- Life Skills Training must be included as part of the school syllabus
- Upper primary school students are moving towards adolescent age so in order to face the challenges in future they have to be motivated and trained
- Students must be engaged in extracurricular activities
- Activity oriented training programs must be provided to the students in order to get the full participation of students
- Children must be encouraged to think in an open mind other than narrow clinging to narrow thoughts
- The gender differentiations among the students must be removed with proper clarification
- The relationship between parents and school has to encouraged
- The children must have with a platform to showcase their talents
- Creative works has to be encouraged like poem writing, story writing etc
- Problematic children must be identified and treated.
- Special attention has to be provided to introvert children.
- Environmental protection, love and compassion towards fellow beings has to be installed to them
- Students must be taught to choose health relationships.

- The study would have been more effective if it has more time frame

6.3 CONCLUSION

Life Skills (LS) are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands, challenges and stress of everyday life. Childhood and adolescence are the developmental periods during which one acquires these skills through various methods and people. The life skills of individuals depend upon their temperament and environment and the implicit emphasis placed on their uptake (imparted/learnt). If life skills are taught explicitly and in a structured manner in schools, they would empower children and adolescents and help in addressing the quality of the tomorrow's adults. Life Skills Education (LSE) is a novel promotional program that teaches generic life skills through participatory learning methods of games, debates, role-plays, and group discussion. Conceptual understanding and practicing of the skills occurs through experiential learning in a non-threatening setting. Such initiatives provide the adolescent with a wide range of alternative and creative ways of solving problems. Repeated practice of these skills leads to a certain mastery and application of such skills to real life situation helps in gaining control over the situation. It is a promotional program, which improves positive health and self-esteem. Our country places a premium on values. LSE empowers the youth to choose appropriate values and behaviour which are ingredients of positive health.

Most individuals do not think of the need for being aware of 'SELF'. And most often, we do not pay attention on understanding our own strengths and weakness and the opportunities available and ahead of us. This sometimes results in low self-esteem, inability to handle pressures at work and in personal lives. The researcher conducted a five day life skills training for the selected students of class V,VI and VII. The module has been prepared on the basis of NIMHANS model following the same pattern. The researcher could build a rapport with the students, interacted with them, to know their emotional levels and learned to deal with these children. The training was scheduled for five days and the researcher could feel the changes in the students after the training especially in their perception and attitude. The hypothesis formulated in the study has been rejected. Thus the researcher proved that the study was successful that the life skill training has been effective.

CHAPTER: 6
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APPENDIX

APPENDIX

SCALES OF THE RESEARCH STUDY

1. Rosenberg Scale of Self-Esteem

A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Scores range from 10 to 40, with higher scores indicating better self-esteem.

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| 1. I feel that I am a person of worth, at least on an equal plane with others. | | | | |
| 2. I feel that I have a number of good qualities | | | | |
| 3. All in all am inclined to feel that am a failure. | | | | |
| 4. I am able to do things as well as most other people | | | | |
| 5. I feel I do not have much to be proud of. | | | | |
| 6. I take a positive attitude toward myself | | | | |
| 7. On the whole, I am satisfied with myself. | | | | |
| 8. I wish I could have more respect for myself. | | | | |
| 9. I certainly feel useless at times. | | | | |

| | | | | |
|--|--|--|--|--|
| 10. At times I think I am no good at all | | | | |
|--|--|--|--|--|

Scoring:

- For items 1, 2, 4, 6, and 7:

Strongly agree = 3

Agree = 2

Disagree = 1

Strongly disagree = 0

- For items 3, 5, 8, 9, and 10 (which are reversed in valence):

Strongly agree = 0

Agree = 1

Disagree = 2

Strongly disagree = 3

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

2. Preadolescent Adjustment Scale

Though called preadolescent scale has been used in Indian studies with adolescents. It assesses adjustment in five areas of home, school, teachers, peers, and general behavior. The total adjustment ranges from -46 to +34.

Please put a [X] mark against the items that are true with you.

| Statement | Mark |
|--|------|
| 1. My parents get annoyed with me easily | |

| | |
|--|--|
| 2. The school is a burden for me. | |
| 3. My neighbors are not good people | |
| 4. My parents give me fill freedom to play. | |
| 5. My teacher encourages me very Much | |
| 6. I don't want to make many friends. | |
| 7. My friends don't allow me to do in school work. | |
| 8. I don't get frightened in the presence of my teacher | |
| 9. The teacher takes lot of work from us in the school. | |
| 10. I hesitate to speak before others in the classroom | |
| 11. My friends in the school tease me. | |
| 12. My teacher listens to me. | |
| 13. My parents take care of my amusements. | |
| 14. I live very happily with my brothers and sisters at my home. | |
| 15. My parents interfere with me in every affair. | |
| 16. I feel inferior to others. | |
| 17. I am very happy in the company of my friends. | |
| 18. I am not friendly with my class fellows. | |
| 19. I want more holidays. | |
| 20. Very few friends help me. | |
| 21. I don't like my friends at all. | |
| 22. I go to school daily. | |

| | |
|---|--|
| 23. I don't feel hesitant to ask questions from teachers. | |
| 24. We have got sufficient freedom in the class. | |
| 25. Everybody in the class pays attention to whatever I say. | |
| 26. My teacher does not make me understand anything properly. | |
| 27. I shall be happy if my teacher is transferred. | |
| 28. The rules of the school seem to be senseless to me. | |
| 29. I don't get angry easily. | |
| 30. I like my parents very much. | |
| 31. My parents don't allow me to go out alone. | |
| 32. Nobody at home helps me in my school work. | |
| 33. I like to study very much. | |
| 34. I don't have the habit of quarrelling with others. | |
| 35. I don't like frivolous jokes. | |
| 36. Some of my friends are good. | |
| 37. I can't express myself properly. | |
| 38. I trust my friends. | |
| 39. I remember everything at home but forget in the presence of my teacher. | |
| 40. My teacher is very strict. | |

PRE-ADOLESCENT ADJUSTMENT SCALE SCORING KEY

Adjustment towards Home

| Item Number | Scale Value |
|-------------|-------------|
| 1 | -4 |
| 3 | -1 |
| 4 | +1 |
| 13 | +2 |
| 14 | +3 |
| 15 | -2 |
| 30 | +4 |
| 31 | 0 |
| 32 | -3 |

Adjustment towards School

| Item Number | Scale Value |
|-------------|-------------|
| 2 | -4 |
| 10 | -1 |
| 11 | -2 |
| 22 | +3 |
| 23 | +2 |
| 24 | 0 |
| 25 | +1 |
| 28 | -3 |

Adjustment towards Peers

| Item Number | Scale Value |
|-------------|-------------|
| 6 | -1 |
| 7 | -2 |
| 17 | +3 |

| | |
|----|----|
| 18 | -3 |
| 20 | 0 |
| 21 | -4 |
| 36 | +1 |
| 38 | +2 |

Adjustment towards Teacher

| Item Number | Scale Value |
|-------------|-------------|
| 5 | +3 |
| 8 | +1 |
| 9 | 0 |
| 12 | +2 |
| 26 | +3 |
| 27 | -4 |
| 39 | -1 |
| 40 | -2 |

General Adjustment

| Item Number | Scale Value |
|-------------|-------------|
| 16 | -3 |
| 19 | -2 |
| 29 | +1 |
| 33 | +3 |
| 34 | +2 |
| 35 | 0 |
| 37 | -1 |

3. Generalized Self-Efficacy Scale

The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is designed for the general adult population, including adolescents. The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. The range is from 10 to 40 points.

| Question | Not at all true | Hardly true | Moderately true | Exactly true |
|---|-----------------|-------------|-----------------|--------------|
| 1.I can always manage to solve difficult problems if I try hard enough | | | | |
| 2. If someone opposes me, I can find the means and ways to get what I want | | | | |
| 3. It is easy for me to stick to my aims and accomplish my goals | | | | |
| 4. I am confident that I could deal efficiently with unexpected events. | | | | |
| 5. Thanks to my resourcefulness, I know how to handle unforeseen situations | | | | |
| 6. I can solve most problems if I invest the necessary effort | | | | |
| 7. I can remain calm when facing difficulties because I can rely on my coping abilities | | | | |
| 8. When I am confronted with a problem, I can usually find several solutions. | | | | |
| 9. If I am in trouble, I can usually think of a solution | | | | |
| 10. I can usually handle whatever comes my way. | | | | |

| | | | | |
|-----------|-----------------|-------------|-----------------|--------------|
| | Not at all true | Hardly true | Moderately true | Exactly true |
| questions | 1 | 2 | 3 | 4 |

The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

LIFE SKILL TRAINING MODULE

DAY 1

1- ICE BREAKING

Objective: This is an icebreaking session given to children to help them get to know each other, to develop a team spirit and to enhance their adjustment and participation in the Life Skills programme.

Time: 1.5 hours

Materials:

Game 1- Name Learning

Game 2 – Simon Says

- Trainer will be the “Simon.”
- “Simon” gives a command to the other players.
- If the command starts with “Simon says...” the players have to do it.
- If the command doesn’t start with “Simon says...” and a player does it, they’re “out”.
- The last person standing wins!

Game 3 – Interview Three Words

- Divide the whole group in to two sub groups consisting of 6 members
- Assign each person in the group to another person from the group.

- Then they have to find out as much of the following information about each other as they possibly can in 2-3 minutes.(name, hobbies, family, state, school/job, favorite color, favorite food etc.).
- They can interview back and forth or each person could be assigned to interview one person while a completely different person is interviewing them.

Game 4 –Resource Mobilization

- Divide the group in to two sub-groups
- Ask the members to create a straight line using the materials they own (eg: pen, sandals, Bangles etc)
- The group that forms longest chain wins

Game 5- Blind polygon

- The objective of this activity is to get the group to form shapes as requested while blindfolded. Call out shapes for the team to create: circle, triangle, square, octagon, etc.
- After forming each shape, let them look at the shape, then re-blindfold and call another shape. All participants must be blindfolded (or at least have their eyes closed), and all participants must be holding hands at all times.

SESSION 2- SELF AWARENESS

Objective: To build conscious knowledge of one’s own character and feelings

Materials needed: chart paper, pen, pin

Total Duration: 20 min

- Distribute the pieces of chart paper among children
- Insist the children to dream their ambition and write it down on a paper and ask them to pin it on their shoulder
- Also ask the students to write down their strengths and weaknesses
- Ask them to describe their ambition in front of other group members

- Ask them to narrate an incident which helped them to recognize their strength or weakness

Debriefing:

Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. Since some of the qualities are in-born in us narrating the incident from their life experience would help them to recognize their strength or weakness. This realization would help us to strengthen their positives and control their negatives. Thus we can become a better personality. The social behavior, interpersonal relationships can be improved if we have a self-awareness about ourselves. Since we are aware about the our qualities it will help us in good decision making. Thus we can lead a honest life to our own self and others.

Having an ambition in life help us to dream about our future. As APJ Abdul Kalam has said “Dream, Dream, Dream” Dreams transform into thoughts, And thoughts result in action.” If we dream only we will think about, if think about it only we will move forward to find ways to achieve. So dreaming your ambition is always gives a forward push and a positive energy so keep dreaming your aims and ambitions.

Points to remember to be happy:

1. SETTING GOALS IN LIFE: 3 types of goals

All of us should have aims and dreams in life- How we visualize yourself after 5 years- 10 years- 20 years? But the ultimate goal is that everyone wants to be happy. Aims should be short-term (immediate), mid-term (intermediate) and long term (life goal).

1. As students our immediate goal or responsibility is to successfully complete school and acquire learning.
2. Our intermediate goal is to plan for life after school.
3. Our long term goal is to achieve a happy, healthy and satisfied life.

Dreams should be:

Based on our strengths and interests which we can develop

It should not be put upon us by others or to please others

It should come from our heart

It should not hurt others

2. HOW DO WE ACHIEVE GOALS- 3 Strategies

1. Right Mindset- There will always be obstacles in achieving our dream. We should not expect that everything will be smooth. When problems or difficulties come when you are trying to achieve your goal, never be discouraged- always say **“I can do it, I will not back out, I only need to think/act differently to overcome this problem.”**
2. Hard work and Smart work- There is a saying “Some people are born great, but some people achieve greatness through hard work. Hard work which is aimed at achieving goal in the most efficient and effective way is called smart work. Smart work includes taking positive criticism, asking for help from teachers, friends and other persons. **Everyday spent at least 3 hours for study.**
3. Pray and motivate your self- God is not a wish granter He only helps those who help themselves. When you do your best, God will give you the rest. Prayer, sharing with God your daily life, will help us overcome a lot of issues. **Daily spent 15 minutes in morning and night before God.**

3. DEVELOP SELF- 3 ways

1. We should have clear knowledge of our strengths and weaknesses. Introspect and listen to others criticism.
2. Try to fix your weaknesses. Never feel bad to ask for help to overcome your weaknesses.
3. Develop strengths and use your strengths to help others. Attend training programmes, classes, camps etc. Make use of all opportunities you get and try to do your very best. Respect everyone, because everyone has strengths and weaknesses.

SPEND 1 hour TO REVIEW ON YOUR STRENGTHS, WEAKNESSES AND GOALS EVERY WEEK. Write a diary- if not daily a weekly one.

SESSION 3- MOTIVATION

Objective: To persist in an effort even in face of discouragement and adversity

Materials needed: 3 large photocopies of scenery, color pencils

Total Duration: 30 min

- Distribute the photocopies of scenery to the groups (Task group) A&B
- Divide the sub groups and distribute the color pencils to them (support group 1& 2)
- Instruct the Task group to color the picture and the support group to assist (encourage or discourage) the group
- Instruct the Support group 1 to encourage group A, by giving color pencils, cheering, clapping etc
- Instruct the Support group 2 to discourage group B by not giving the color pencils immediately, dropping the pencils when asked, saying the color does not match ect

Debriefing:

1 Ask both the groups to share their experiences while painting the picture. The groups will express their concern. In life we meet two types of people some encourage us but some discourage us. The encouraging people support us and make us confident to achieve our aims. The people who discourage us mislead us from achieving our aims. Thus achieving the aim becomes a challenging task for us. So whoever discourages us from our aims we must not affected move on with our aims and dreams, hardships and discouragements can happen always and anywhere but fighting against these become us stronger and it will increase our willpower to face hardships in life. The success story of NICK is said and a video is shown at last, explaining that we may have limitations but within the limits we can achieve our aims fighting against the weakness and limits into strengths. Thus we can become success in life.

There are three sources of motivation:

1. People who encourage us and make us happy
2. Books of role models and about self-development
3. Motivational speeches, videos

TRY TO USE THESE TO MOTIVATE YOURSELF.

How do you deal with negative motivation or demotivation:

1. **Take genuine criticism seriously**; it will help you grow.
2. If it is to put you down, you have to **ignore and avoid negative people**; if you can't ignore **be assertive** (not angry) and tell them that they are hurting you.
3. Do not be discouraged. Demotivation is just a hurdle to be overcome- the goal and our work is most important. Don't let anyone affect your goal. Be possessive and passionate about your goal. **"I will move on"** attitude.

SESSION 4- DISCIPLINE

Objective: To make students think of themselves and understand the merits and demerits of Mobile phones

Materials needed: Nil

Time duration:20min

- Insist the groups to make a circle and sit down on the floor
- Give the topic- Merits & demerits of mobile phones
- Ask the leader of the group to jot down the points
- After the allotted time ask the groups to present the points they have
- Let each student of the group will have a chance to talk

Debriefing:

Discipline is part of our life. Mobile phones are now a days an integral part of modern telecommunications in every individual life. Saudi Arabia rank first among the countries of the gulf region with highest proportion of mobile users. As billions of people use mobile phones globally, effects on health could have major public health implications on long term basis. Mobile phones emit radiofrequency energy. Using the ear phones for long time can damage ears. Traffic accidents happen when mobile phones are used while driving. Thus mobile phone has positives and negatives. Having a cell phone will tempt your teen to spend all day talking or texting, instead of doing anything productive thus street can happen. It leads to sleep interruption and disruption, cyber bullying can happen.

Some of the common discipline habits are:

1. Respecting Elders- standing up when they come, responding to them politely, granting their wishes whenever possible.
2. Use of Gadgets- mobile phones, tv, tablets, laptops, video games etc, Always limit the time used on gadgets to maximum one hour daily. If you use for studies, study about how to reduce radiation and health issues- use headphone - do not hold gadgets in your hand or keep near body parts, always exercise eyes, back, neck and fingers.
3. Dressing- you are free to wear any dress, but dress according to your body type and dress according to the occasion, wear clean dress.
4. Spirituality- Going to church every Sunday, family prayer and personal prayer daily, attending Sunday classes
5. Punctuality- reaching on time at school, submitting assignments
6. Making parents happy- if you study well and not get into trouble in school, your parents will feel happy for you. Obeying parents, teachers, elders etc. If you disagree with them you have to try to reason with them respectfully and negotiate, try to get third party mediation. Don't show anger or arrogance. Communicate and try to understand parents.

SESSION 5- NUTRITION

Objectives: To help the students identify food items that is healthy, unhealthy, common and popular

Materials needed: color papers, pens

Time duration: 30min

- Divide the children into 3 groups
- Name them red, blue and green
- Ask the red group to write down the food items that are **HEALTHY**
- Ask the blue group to write down the food items that are **COMMON**
- Ask the green group to write down the food items that are **POPULAR**
- Ask the 3 three groups to mingle and find out whether they have partners based on the common food items mentioned by each group

- Ask the groups to pin their list on the wall and read out loudly the name of food items they have written

Debriefing: Listing out the healthy, common and popular food. Eat smart, be fit and live longer is the theory. Eating a balanced diet is vital for good health and wellbeing. Food provides our bodies with the energy, protein, essential fats, vitamins and minerals to live, grow and function properly. We need a wide variety of different foods to provide the right amounts of nutrients for good health. Essential nutrients include carbohydrates, proteins, fats, vitamins and minerals.

Ten Nutritional Must-D0s

1. Drink 2 litres / 8 glasses of water daily (not including coffee/tea/milk)
2. Do not skip meals- eat 3 full meals- breakfast, lunch and dinner (not fast food)
3. Eat atleast 2 quarter plate full of vegetables daily
4. Eat 1-2 full fruit(s) daily (include variety)
5. Drink 1 glass of vegetable juice in a week (like carrot, padavalanga etc.)
6. Have milk and eggs, (ghee and plantain) regularly in a week.
7. Limit bakery. Maximum one piece/item daily.
8. Avoid cold drinks and packet foods. Maximum once in a week.
9. Ask parents to wash vegetables/fruits in Tamrind (Puli) water/ turmeric and rock salt.
10. Ask parents to reduce fridge food and try to eat food within 2-3 hours of cooking. Do not eat spoilt/old food

DAY 2

SESSION 6- HYGINE

Objective: To help students aware of different types infectious diseases and their of transmission.

Materials needed: colored cards containing disease, symptoms and cure

Time duration:20 min

- Distribute each set of cards to the group

- Instruct the groups to discuss and match the disease, symptoms & cure
- Ask the groups to present the details they have discussed

Debriefing:

3 important components of hygiene:

1. Physical- Related to our body- BRUSH 2 times, BATH once, WASH HANDS before meals and after toilet use.
2. Mental- related to our Mind- do not have impure thoughts- Get Rid of the 4 mental viruses “HATE, JEALOUSY, ENVY, SELFISHNESS”
3. Material- Related to our personal belongings- CLOTHES/Cupboard, ROOM/house and surroundings, DESK/books etc.

Hygiene isn't just about maintaining a good appearance. In fact, it is a proactive way to prevent the spread of viruses and bacteria. Good personal hygiene habits will help your us to stay healthy, ward off infectious illnesses and diseases, maintain a healthy body image and develop a healthy personality. The importance of personal Hygiene like oral hygiene, nail hygiene, bathing ritual, hand hygiene, food hygiene, toilet hygiene etc. The importance of keep the home and surroundings clean. The common activities we can follow to prevent infectious diseases like waste management, proper disposal and recycling, keep the kitchen clean, keep food items covered from insects, keep the body clean. Dirt, bodily secretions, food particles, and even germs can accumulate on our bodies if we don't clean ourselves regularly. The implementation of habits that help us stay clean not only prevents this accumulation, but also provides added personal and social benefits. The personal benefit of having good hygiene is better health.

Its important to lead organized life- our rooms and things also clean cupboards,

A video on Health and Hygiene is shown.

SESSION 7- RELATIONSHIP

Objective: To indicate the students that they need to have trust and confidence I relationship for it to be successful

Materials needed: black cloth, watches, toys, dolls, books, pens etc

Time duration: 20min

- Each from a group is selected to be blind folded ; eg: youngest one in the group
- One from the group is selected to guide the blind fold one
- Direct the student playing blind to tie the black cloth around his eyes
- Explain the guide that he should gently guide the blind person around the room making sure that he does not hurt himself
- Roles can be interchanged

Debriefing: Trust is a super important part of a healthy relationship. It is important in every relationship. All are not perfect, everyone has limitations and weaknesses but being social beings we need to seek help from others. So we have to trust them. In a relationship we cannot develop trust immediately, it takes time. If we lose trust the relationship breaks it will not work any longer. Types relationship are:

Parents: most trustful relationship made off with love, care and affection. The relationship where we have the full freedom. Eg: can be given

Teachers: the relationship made of respect, obedience and honesty. Eg: can be given

Relatives: cousins, aunts, uncles are part of family and close to family. So building up a trust in them is important. Eg: can be given

Friends: we have friends in school, church, neighboring etc building a trust for them is important to continue the relationship

How trust, honesty and respect affect a relationship?

How to maintain smooth relationship?

An animated video is shown on relationship building

SESSION 8- SOCIAL RESPONSIBILITY

Objective: To make students aware of the number of objects that may be recycled in their immediate environment

Materials needed: paper, pen

Total duration:

- Give each group two object each to assume
Eg: coconut shell, coconut husk, old cloths, waste brush, newspapers
- Ask the groups to come up with 5 ways to reuse the objects given to them
- Ask the groups to read out the ideas that they have written down
- Innovative ideas are to be appreciated

Debriefing:

Being social beings we have responsibility towards Family and towards society. These the objects that can cause social harm. As a member of society its our responsibility to avoid or prevent social harm. Nobody is going to question you or nobody is going to force you to do this. But if we still do it its social responsibility. When we reuse these items we a becoming a model to others and encouraging them to become social responsible. Some of the common social responsibilities are :

Becoming the voice of voice less

Reaction towards injustice

Maintenance of public resources- not destroying public property like school property, government buses etc.

Protecting/preserving the surroundings/nature- planting trees, keeping surroundings clean, careful use of paper, water, electricity

Showing kindness to animals

Helping the needy people

Responsibility towards women and children

Unity of Religion- promoting peace

SESSION 9- SEX EDUCATION

Objective: to help children understand good touch and bad touch

Materials needed: Nill

(In Pathu Sundarikal, Malayalam movie, there is a short film of sexual abuse- show them that- its for the same age group)

Then discuss

Debriefing:

HOW TO KEEP SAFE FROM SEXUAL ABUSE AND OTHER VIOLENCE:

1. Do not let anyone touch you in private parts or don't let anyone use you to touch their private parts.
2. If anyone speaks vulgar or show you dirty pictures of naked men women etc. report it to your parents.
3. If anyone, especially adults, undresses deliberately in front of you report to parents.
4. Do not joke about abuse or try to lie about abuse. It is a very wrong thing.
5. If any stranger talks to you or calls you, no matter what do not go with them.
6. O not walk alone lonely paths, especially in late hours
7. 1098 is child line helpline
8. To not get into affairs until you are adults, because many children and adolescents fall into abuse trap because of affairs.
9. Do not send your naked pictures to anyone. Every message send from mobile or online, even if it's your private connection is accessible to all.
10. If you can't share unpleasant events with your parents talk your teacher, priests, counselors, CHILDLINE. If you keep it secret, you will be exploited by abusers.

Post test

Summing up