## CHAPTER-II

CONCEPTUAL FRAME WORK

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CHAPTER-II
CONCEPTUAL FRAME WORK

2.1 LIFE SKILLS

Life skills are the skills that include abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Life Skills include Generic Life Skills, Problem Specific Life Skills, and Area Specific Life Skills. Generic Life Skills are the skills that are required for the overall development of the personality.

Problem Specific Life Skills are the specific abilities that are particularly needed during adolescence to cope up with the adolescent needs and concerns and to keep away from many harmful and unwanted activities. Area Specific skills are the skills needed to handle the different activities related with an area where the person likes to have proficiency.

Generic Life Skills include ten core skills. Based on its association and purpose these ten core Life Skills can again be grouped in to Mother Skills (Self-awareness, Empathy), survival skills (Inter-personal relations, Effective communication), Thinking skills (Critical thinking, Creative thinking), Negotiating skills (Decision-making, problem solving), and Coping Skills (Coping with Emotion and Coping with Stress).

- Self-Awareness
- Empathy
- Effective Communication
Interpersonal Relationship
Problem Solving
Decision Making
Critical Thinking
Creative Thinking
Coping with Emotion
Coping with Stress.

i) Self-Awareness

Self-Awareness is the awareness about one’s self. George Herbert Mead observes that ‘self’ is a product of our symbolic interaction with others and that we can perceive ourselves only through the reflection in the eyes of another person. C. H. Cooley described ‘self” as a looking glass in which we can view ourselves.

Self-image and self-concept are two words related with self, which are in use as synonyms, but has some difference. Self-image is the ‘impression’ aspect of self whereas self-concept includes the knowledge of ‘impression’ in association with other aspects of attitude, values, motive, goals, expectations etc.

Self-Awareness includes our recognition of ourselves, our character, strengths, weaknesses, desires and dislikes. It can help us to recognize when we feel stressed or feel under pressure. It is often a pre-requisite for effective communication, interpersonal relationship and developing empathy for others. (WHO)

Self-Awareness is the concept that one exists as an individual, separate from other people, with private thoughts. Self-awareness is a personal understanding of the very core of one's own identity.
Self-Awareness is called the mother of all skills. It is a thinking skill, a social skill and a coping skill. It is one of the most difficult skills to master. Many great saints spend their life meditating and looking inward but only a few like Buddha actually achieve complete self-awareness.

Self awareness sounds very simple—after all don't we know ourselves. But if we are transparently honest with ourselves, we might become uncomfortable and experience stress since we will see our deficiencies and failures. Self awareness is a unique human capacity.

Self awareness involves knowing ourselves and our personality, and accepting oneself in spite of our imperfection. It includes all aspects of our selves—our thoughts, emotions, likes, dislikes, strengths, weaknesses, fears, fantasies, ambitions, values, priorities, goals, desires, need, etc.

It acknowledges the fact that I may be imperfect, but still I like myself since I am a good human being and possess many qualities. To have complete Self-Awareness one needs to concentrate on two aspects the first being how we perceive ourselves our strengths, weaknesses, abilities etc and secondly how others perceive us. Both the views together give a person a complete picture about one self. Every person perceives oneself in three aspects as:

- The perceived self -- the way we see that part of ourselves,
- The real self -- the way we truly are, and
- The ideal self -- the way we would like to be in that area.

Unhappiness and poor adjustments in persons are mainly because of discrepancies between the perceived and the real or ideal self. These unhappiness and poor adjustments are due to misperceptions of self which there by leads to discontentment.
The Components of Self-Awareness

Many people limit their Self-Awareness to their bio-data which is usually things known by everybody. However at a deeper level there is so much inside each one of us that it has many components.

Self-Awareness includes the following components.

1) Self-realization

Self-realization is the ultimate of self-awareness when one realizes one self and the requirement of their existence in the world.

2) Self-knowledge or self exploration

This is a process through which we undo or explore ourselves. This exploration and understanding and knowledge about three important areas Physical self-Knowledge about our own body, Social self-knowledge about how we relate and interact with society; whether we are social, extroverts or introverts; helping nature; empathetic, etc., Inner self-Knowledge about our goals, dreams, aspirations, secrets, fears etc.

3) Self-confidence

Self confidence builds in from self esteem and this is possible only one is completely aware about ones abilities and limits. Success, appreciation, care, love etc. are factors that boost up the self confidence.

4) Self-talk

These automatic thoughts can be positive or negative. Some of our self-talk comes from logic and reason. Other self-talk may arise from misconceptions that we create because of lack of information. This is the endless talks and conversations that run through our minds throughout the day. This is also a strategy for raising one's self confidence if one practises positive thinking.
5) **Self-motivation**

Self-Motivation is what makes an individual work towards a goal or target, not for external reasons but because of his own internal reasons will do it. It is an important quality required by everybody to do various activities like studying, working, earning and building relationships.

6) **Self-esteem**

Self-esteem or self-worth includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree. Developing high self esteem would improve our self confidence, the way we look at ourselves, what we can do for ourselves, our well being, our relationship and our happiness.

7) **Self-image**

Self-image is how one perceives himself-positively or negatively. Self-image is important because how one feels and thinks about himself affects the way he acts. Self image about our physical appearance is very often a cause for low self esteem. By physical appearance one is keeping in mind both internal and external aspects of it.

8) **Self-control**

The ability to control your thoughts, emotions, urges, desires, fantasies, actions is called self control. It is part of our will power, and includes delayed gratification.

9) **Self-purpose**

This is the ability to find a purpose for ourselves in relation to this world. What are our goals in terms of family, friendships, career, hobbies, and interests? When taken to the extreme-what are our goals in terms of our own selves in this world and universe- that is self-realization?
10) **Individuality and uniqueness**

Every single human being is born in this world with different qualities inherent and later they acquire some as they live and learn. This helps individuals to become unique in skills giving them an identity of their own. This describes their individuality and describes each and every person in a different manner.

11) **Personality**

Personality can be defined as the distinctive and characteristic patterns of thought, emotion and behaviour that define an individual's personal style of interacting with the physical and social environment. Our personality has various dimensions, including our openness, conscientiousness, nature etc.

12) **Values**

Value is a concept that describes the beliefs of an individual or culture. Love, care, courage, bravery, respect, integrity and compassion, and respecting our elders are examples of values.

13) **Attitude**

Attitude is a mindset- the 'way' we think and look at things. All of us, at one time or another, express the three different types of attitudes: positive, negative and neutral. Attitude is the way you look at things. Half a glass of water may appear half empty to one and half full to another.

14) **Character**

This is defined as the collective qualities or characteristics that distinguish a person, including his reputation, morals and will power.
(ii) Interpersonal Relationship

Interpersonal relation starts with interactions and interdependence that are the two pertinent and persistent features of social life. Interdependence is the consensus for mutual help to obtain goods and services in actually benefiting way. For interdependence, interaction is necessary.

Proper interactions take place in a good interpersonal situation. These interactions influence perception, motivation and self-concept and there by accelerate the development of personality and leadership. Interpersonal skill is the skills to initiate and maintain positive relationship with other individuals and de-link unconstructive relationship, with minimum disturbances to both.

Each individual lives in a society which has people and we need to maintain relationship with people around us. These IPR skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationship, which can be of great importance to our mental and social well being. It may mean keeping good relations with family members, an important source of social support. It also means being able to end relationship constructively.

Relationship are between two or more people. Each of us has relations with various people- immediate family relatives, distant relatives, friends, neighbours, colleagues, bosses, teachers, students, acquaintances, etc. with each person or group of persons, our behaviour varies depending on the type and degree of our relationship with that person for instance a lady may be a mother to her children, wife to her husband, teacher to her students, and a friend to her friends. Thus, each one of us play multiple roles in this drama called life, and depending on the need, the way we behave with each person is different.
An individual is in need of interpersonal relationship because,

- It is social associations, connections, or affiliations between two or more people.
- It helps one emphasizing with people, which makes ones relationship with others responsible and effective.
- This would help in strengthening the existing relationships
- Helps one to build new relations both personal and professional.

Building Blocks in a Relationship:

- Develop good boundaries. Your boundary is an invisible line that separates you from other people. Critically think and make it solid enough so that people don’t treat you badly, but porous enough that you can let people get close to you.
- Take initiative. You get out what you put in a relationship. Do you want to have a good friend? Be a good friend. Do you want more support with a problem? Reach out and ask for help.
- Strive for productive conflict and repair. At times you are going to be angry with others. Don’t suppress your anger and don’t blow up it either. Instead, speak up in a calm, respectful way about what you need or want to be different. Know how and when to apologize.
- Warmth, curiosity and respect. These are the top three qualities that will attract others to you. Always treat others with respect. Don’t be dismissive, use sarcasm or demean people. Be warm, Smile, kind, and finally take a natural interest in the lives and experiences of others. Treat others as special and show that you care.
- Commitment and passion
- Intimacy
➢ Honesty and Trust

➢ Sharing the views, thoughts, and various incidences of life, etc with the help of effective communication.

➢ Empathy.

**Importance of good interpersonal relationship**

People seem to have a natural need for relations and with good reason:

➢ Having good relations increases enjoyment of life.

➢ Relieve feelings of loneliness.

➢ Can help to reduce stress.

➢ Improve health.

➢ Emotionally support.

Having good relations with people is especially helpful when one is going through any kind of hard time experiencing anxiety or panic attacks, depression, living with a serious illness or disability; having major surgery; having a loss in life; or just being under a lot of stress.

**The Components of Interpersonal Relationship**

1) **Empathy:** It is the ability to feel with others in social situations, which can lead to the development of good interpersonal relationships.

2) **Sympathy:** It is the ability to feel for others.

3) **Sensitivity:** It is the ability to be sensitive to the feelings, emotions and needs of others in social situations.

4) **Tolerance:** It is the ability to ensure and respect feelings, views, attitude, etc. of others in interpersonal interactions irrespective of our agreement or disagreement on them.
5) **Accepting:** It is the ability to accept others with their strengths and weaknesses as it exists without showing any personal bias (or) prejudice about them in interpersonal relationships.

6) **Etiquette:** It is the ability to show behaviour that is appropriate to different social situations, which can earn respect and facilitate good interpersonal relationships.

7) **Effective communication:** It is the ability to express the thoughts and feeling in non-threatening ways.

(iii) **Effective Communication**

Communication flows more freely among people who are not afraid of making mistake. Communication is the process by which information and understanding are transferred from one person to another. Communication becomes effective only when we give some message and the other party receives and understands it. Communication is a dynamic and ongoing process, which interacts and leads to changes in behaviour and attitudes of individuals. That is why it remains as the most important part of Life skill Education.

Effective communication is an efficient tool for the establishment and maintenance of good social and working relationship with people. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings and values. Hockt put forward four different styles based on personal differences of the associated with the communication process. They are: (1) forecaster, (2) associate, (3) systematize and (4) energizer. What ever may be the style of communication, the effectiveness in communication generally depends on the following key factors.
- Self disclosure (not to conceal faults and feelings)
- Clarity of expression
- Coping with feelings (refrain from anger and not to hurt others)
- Self concept (clear ideas and objective)
- Listening capacity

Communication is the exchange of information between people, e.g. by means of speaking, writing, or by using a common system of sign or behaviour. Man is a social animal, and communication is intrinsic in human nature.

Communication may be defined as- “A process of sharing facts, ideas, opinions, thoughts and information through speech, writing, gestures or symbols between two or more persons”. It is something that is universal and happens all the time. We are communicating all the time with others. While you are reading this, we are trying to communicate with you. Effective communication is an essential component of our life as well as success whether it is at the interpersonal, inter-group, intra-group, organizational or external levels. The skill of Effective communication facilitates our understanding of the other person’s point of view and how they see the world. Then you can adjust your own communication to take that into account. This helps in improving relations and coping with emotions and stress. Thus, one life skill helps in bettering other life skills.

Communication is the relation between the sender and the receiver. This is ability to express ourselves both verbally and non-verbally. This process of communication always contains messages, which are to be transmitted between the parties. In this process, a cycle of communicating message is formed between the sender and the receiver. The sender is required to conceive the message he/she wishes to send, encodes this message and then transmits. Then the receiver is
required to receive the message, decode and clarify his/her understanding of the message.

The elements of effective communication are:

- Verbal skills-talking
- Non-verbal skills-gestures
- Active listening skills-observations

The importance of these non-verbal cues can be understood by considering the work of Dr. Albert Mehrabian. According to him, when an individual is speaking, the listener focuses on the following three types of communication:

- Actual Words- 7%
- The Way words are delivered (tone, accents on certain words, etc.)- 38%
- Facial expressions-55%

The Components of Effective Communication

The communication skills have certain important sub-skills, such as rapport building, questioning, attending, sensitivity, etc. These skills are commonly used by every individual, but quite often not in an effective way. It is necessary to understand the following sub-skills that make communication effective:

1. Rapport Building:

   We are expected to equip ourselves with skills that facilitate the establishment of a spontaneous relationship based on respect and mutual trust. These skills help in creating a congenial environment free from apprehension and inhibition.
2. **Questioning:**

When others are speaking we may have questions. But questions should be asked to show interest in what the speaker is saying, to encourage the speaker and not to find his ignorance or to embarrass him. Ask open ended questions like “Which books do you read?” instead of “Do you like reading?”

3. **Attending:**

We need focused attention while interacting with others. We should make others feel comfortable and respond to them with interest, and win their confidence through attentive listening.

4. **Genuineness:**

Being honest in all walks of life.

5. **Reassurance:**

Being understandable and emotionally supportive.

6. **Sensitivity:**

Accepting another’s feelings and not being brutally honest; not hurting the other person’s feelings.

Always communicate tactfully:

- T- Think before you speak
- A- Assertive communication
- C – Clarity of thought and content
- T – Tone and pitch of voice
- F -Focus on interests, needs of the listener
- U – Uncover hidden feelings
- L – Listen for feedback
Some more tips for Improving Communication Skills

- Prepare well, think before you speak
- Start in an interesting manner
- Use the right words
- Use short words and short sentences.
- Speak slowly and clearly pronouncing words correctly
- Emphasize main points by letting your voice rise and fall
- Use appropriate volume.

(iv) Decision Making

Decision-making is our ability to choose the best alternative solution to a problem from the alternative options, with due consideration of the consequences of different decisions. Most of the decisions are risky in the sense that we cannot be sure of the outcome. In the case of decision-making, we can only make our own estimation of the probabilities. If we can do it scientifically, the result will be more favourable, when compared with unscientific decision-making.

Decision-making is for problem solving, where we look into several alternatives, from which we have to choose one of the appropriate alternatives. While decision making, we may be trying to maximize our expected gain by minimizing the possible loss. The other person who is concerned with the decision is also expecting the same outcome from the decision. This is the hard nut to crack during the process of decision-making. Have you ever thought why does a merchant buy a particular stock and not another? Here, they are trying to minimize their maximum possible loss or alternatively they might be trying to maximize their expected gains. In real life situation, while decision-making, we have to make our
own estimation of the probabilities of the solution. Such estimated probabilities are subjective probabilities. In subjective probabilities, we use two methods. One is the use of ‘thumb rules heuristics’ in deciding among alternatives where we use the conventional or prevalent social rules in the particular society. If thumb rules are not available, then heuristic judgment is applied where decision-making based on ‘availability’. ‘Availability’ means frequent events that are easier to remember. Estimating subjective probability, in this way is useful, but neglecting events that are difficult to remember can lead to misjudgment about certain outcomes.

Decision making can be regarded as an outcome of mental process (cognitive process) leading to the selection of a course of action among several alternatives. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

How do we usually make our decisions- someone else decides for us, we decide suddenly, wait until someone else decides, do what an older person says, think through the choices and then decide or just don't take decisions.

To deal with this major area of our lives is the skill on Decision Making. Decision making skill helps us to deal constructively with the choices of our lives i.e. for choosing the best amongst the various alternatives in many life situations. The situations may not be necessarily problems but require a choice to be made. This skill enables one to weigh the pros and cons of alternatives and make informed decisions. As WHO say’s ‘Decision Making helps us to deal constructively with decisions about our lives. A good decision would be one whose outcome would be positive or beneficial’.
Good decision making is an essential skill in necessary for various life situations as for career success, effective leadership, marriage etc. The motor we use to shape our lives is the power of decision, and the individual bricks that form the monument we have erected are the countless choices we have made.

Decisions should never be made in haste. However, waiting too long may make you miss an opportunity and growth. Every decision is made within a decision environment, which is defined as the collection of information, alternatives, values, and preferences available at the time of the decision. An ideal decision environment would have no constraints of time or effort. The time constraint simply means that a decision must be made by a certain time. The effort constraint reflects the limits of manpower, money, and priorities. Since decisions must be made within this constrained environment, we can say that the major challenge of decision making is uncertainty, and a major goal of decision analysis is to reduce uncertainty.

Decision can be of various types, below mentioned are various types of decisions-

**Types of Decision Making**

1. **Irreversible:**

The decision once made, cannot be unmade-such as when signing an agreement to buy or sell a house.

- Commits you irrevocably when there is no other satisfactory option to the chosen course.
- Should never be used as an all or nothing instant escape from general indecision.
2. **Reversible:**

- The decision can be changed completely—before, during or after the agreed actions begins.
- Allows you to acknowledge a mistake early in the process rather than perpetuate it.
- Can be used when you see the circumstances may change, so that reversal may be necessary.

3. **Experimental:**

- The decision is not final until the first results appear and prove themselves to be satisfactory.
- Requires positive feedback before you can decide on a course of action.
- Useful and effective when correct move is unclear but general direction of action is understood.

4. **Trial-and-error:**

- Taken in knowledge that changes in plan will be forced by heat actually happens in the courses of action.
- Allows you to adapt and adjust plans continuously before full and final commitment
- Uses positive and negative feedback before you continue with a particular course of action.

5. **Made in stages**

- After the initial step, further decisions follow as each stage of agreed action is completed.
- Allows close monitoring of risks, as you accumulate evidence of outcomes and obstacles at every stage.
• Permits feedback and further decision before the next stage of decision is made.

6. Cautions

• Decision allows for contingencies, and problems that may crop up later.
• Limits the risks inherent in decision making, but also may limit the final gains.
• Allows you to scale down projects that look too risky in the first instance.

7. Conditional

• Decisions altered if certain foreseen circumstances arise. An either/or decision, with options kept open
• Prepare you to react if the competition makes a new move or if the game plan changes radically.
• Enables you to react quickly to ever changing circumstances

8. Delayed

• Put on hold until decision maker thinks the time is right. Go ahead given when the required elements are in place.
• The decision environment will be larger, providing more information. There is also time for more thoughtful and extended analysis.
• New alternatives might be recognized or created.
• The decision maker’s preferences might change. With further thought, wisdom, maturity, you may decide to buy car Y instead of X. However may mean that you miss opportunities.

There are many models which can be used in the process of decision making, one of them has been described below.
• The DECIDE can be elaborated as-
  • D-Describe the situation you need to make
  • E-Explore your options
  • C- Cross out the negative options
  • I-Investigate the positive options
  • D-Determine best course of action
  • E- Evaluate what happens as a result.

(v) Problem Solving

We face many problems in our daily life. This may range from minor issues to major risky problems. A problem arises when there is a controversy between two needs. When a problem arises normally, we use our memory related with such issues and our perception with the problem situation and process the solution based on the rule in force or the social norms. This skill is helpful to settle an issue, solve a problem or to resolve a conflict. It is a way to get ones need accomplished without using anger, intimidation, insubordination, aggressive behaviour or force. A problem should be considered as an opportunity. People, who like to improve, welcome it and meet it as challenge and opportunity to improve themselves.

A problem is Seeing the difference between what you have and what you want or recognizing or believing that there is something better than the current situation or an opportunity or a positive act. Seeking problems aggressively will build confidence, increase happiness and give you a better sense of control over your life.
Problem solving helps us to deal constructively with problems in our life. It empowers us not only to control our problem, but also turns them to opportunities. Significant problems that are left unattended can cause mental stress and give rise to accompanying physical strains.

A problem is the obstacle which makes it difficult to achieve a desired goal, objective or purpose. It refers to a situation, condition, or issue that yet unresolved. In a broad sense, a problem exists when an individual becomes aware of the significant difference between what actually is and what is desired. Problem solving—Every problem asks for an answer or solution. Trying to find a solution to a problem is known as problem solving.

Now an important question arises here is what a solution is—A solution is the management of a problem in a way that successfully meets the goals established for treating it. Thus one requires a skill to get this wanted goal, to find the solution the problem solving skill would give assistance.

“Problems” are often the result of our own perspectives on a phenomenon, e.g., if we look at it as a “problem,” then it will become one and we’ll probably get very stuck on the “problem”. Appreciative inquiry includes identification of our best times about the situation in the past, wishing and thinking about what worked best then, visioning what we want in the future, and building from our strengths to work toward our vision.

The fascinating thing about problems is that they are actually opportunities in disguise. Thus the problem solving skill enables us to deal constructively with the problems that rise in our lives. This skill not only empowers one to control and solve the problem but also turn them into opportunities.
Sometimes some problems cannot be solved at the time because they are associated with powerful external factors over which no one has control. We might get worried or frustrated, but there is no way out to solve it. The best way in such situations are to put the problem aside for some time and move on with other things one has to finish and then get back in solving it after sometime. Here one is not running away or escaping from a problem but waiting for an opportunity to find a solution.

The problem solving process involves various steps. It requires clearly identifying and understanding the problem, exploring the available alternatives and deciding on the best options. A few tips in problem solving process.

The components of Problems Solving

1. **Identify**: WHAT is the real problem? In simple words, write down the key issues in the problem.

2. **Explore**: WHY is there a problem? What has caused this problem? Usually a problem has more than one cause. List them all. Also write any important circumstances or explanations about the problem.

3. **Set goals**: WHAT outcomes are we hoping for? What is your objective?

4. **Look at alternatives**: HOW can we solve it? Brainstorm! This is where you can use your imagination. During this stage, first come up with all the ideas you can think of. Let some ideas be wild. This is “Thinking out of the box” and is the way many new inventions took place. Look at it from different perspectives.

5. **Select**: WHICH solution is most appropriate-given in your circumstances? You have a collection of possible solutions. Write them all down. Then look over your ideas and choose what you think is the finest solution among them.
*What are the positive and negative consequences of each option?

*Which will work best for you under the given circumstances.

6. **Implement:** ACT on your solution. It won’t always work. Even if it doesn’t- you have others to try. Problems are an important part of life, and it is always in your best interest to improve your ability to create good solutions.

7. **Evaluate and reflect:** Is the problem solved or partially solved? Was the strategy useful? Can it be repeated? If not, then go back to step number 1 and re-look the problem and options again.

### 2.2 THE CONCEPT OF SCHOOL CURRICULUM AND THE LIFE SKILLS

Basic to the step of organizing a curriculum are the questions as to ‘what should be taught, when, and how. Leading scientists, mathematicians, psychologists and historians as well as educators, after decades of debates and discussions, focused on the design of a curriculum in which subject matter would be presented effectively. One thing is certain that if one want to accomplish anything in life and realize the full potential one must have some skills—Life skills.

National Curriculum Frame work proposes five guiding principles for curriculum development. Among them ‘connecting knowledge to life outside the school’ which emphasizes the all-round development of a child, that demands life skills. It is evident in the school syllabus that in almost all standards from upper primary to secondary education life skill plays a major role. The equitable standard books of Tamilnadu (samacheer kalvi) include these skills in the form of work sheets in all standards.
2.3 USAGE OF LIFE SKILLS IN PRACTICAL LIFE

Life Skills help in knowing the importance of having a healthier life and a positive attitude.

- It helps in developing self-defence skills and helps to tackle risky situation.
- It develops self-respect and self-confidence.
- It improves the quality of life.
- It helps to suit to various kinds of people and situation.
- It helps to make constructivist approach to the problems without any disappointment.
- It helps in using one’s skills like writing, communication and technical skills in day to day activities.

2.4 THE NEED FOR IMBIBING LIFE SKILLS

All of us are in need of life skill education and training. Life skill learning need not be condoned to a specific age or stage in life. Life skill education and training will help us to use our knowledge, attitude and values in a better useful way to develop the positive behavior, in order to deal efficiently with the needs and challenges of every day life. The need for understanding Life Skills for a lifelong learning rests upon integrating learning and living both simultaneously across family and community from birth to death. Among all the other stages, adolescence being most susceptible stage in the human life span, they need immediate intervention.

Their self-development and the process of socialization can be accelerated by imparting life skill education and training. They should grow up understanding their capacity, learning societal norms, values, interests and hopes. Therefore, preparing children to face the conflicts and challenges of everyday life should be both a family and community based initiative.
Recognition of the role of Life Skills in the promotion of mental well-being accelerates the need for imbibing life skills. Life skills help to identify the ‘capacity’ of the child, increase his ‘capability’ and achieve ‘competency’ in each endeavor in his life. The potential gains of life skill training are far reaching and can have remarkable impact at several levels. Some of the major areas are discussed below.

**Adolescents:** The immediate benefits to adolescents include prevention of behavioral problems such as substance abuse, immoral activities, and negative.

Peer pressure, promotion of self-esteem and academic competency. In the long run, the overall development based on values will improve the behaviour, of adolescents. It improves personal quality, develops positive behaviour, competency, protection of self, promotion of health, family and social relations, development of appropriate career path and apt employment.

**Teachers:** Enters into a new area of training, improved relationship with pupils and parents, professional achievement and personality improvement, better family and community relationship.

**School:** Improvement in the quality and performance of the students and teachers will improve the academic and general performance and status of the school.

**Parents:** Parents will be in a better position to adjust with the adolescents and other family members. Personal strength and social relation between parent and adolescent will improve. They will also have children with good behaviour, family relations and good personality traits.

**Individuals:** Overall improvement of the personal performance, family life, social relations, improve in productivity, social acceptance, career advancement, more income and good interpersonal relations etc. are some of the major advantages.
2.5 THE PROCESS OF INTERNALIZING LIFE SKILLS

We cannot internalize Life skills by reading books or understanding what it is. Understanding what Life Skills is the preliminary requirement for the process of acquiring it. Life skill training is a long-term process where hard work only will be able to create a better impact. Periodical review and assessment is the unavoidable requirement of the process.

Practising life skills to improve the skills is a life long process. There is no end to the level of the quality of the skill. Dedicated and sincere attempt will pave the way for increasing the skills. We cannot say, there is perfection or wind of the acquisition. The skill goes on increasing as we try to increase the skill by practising and correcting the defects by training and evaluations. Life skill education empowers children. Life skills make adolescents to do things in a correct perspective. This automatically leads to positive development in them.

The process of internalizing starts from our awareness about self. This is an analysis of our strengths, weakness, opportunities, and threats. We have some basic ‘capacity’ to do many activities. Some of this may be developed while some other will be under developed or hidden. Self-analysis gives a clear picture of our self with regard to quality and quantity of the capacity to do a particular activity. Appropriate training is to be undertaken to improve a particular activity. All the process is being influenced by our knowledge, attitude and values. This is the general process of development of all the skills.

2.6. CONCLUSION

This chapter has dealt with the background information of the study. The next chapter deals with review of literature in detail.

CHAPTER - III