CHAPTER TWO
REVIEW OF RELATED LITERATURE

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CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction
Research review is a crucial step in any form of study. By carrying out the theoretical and philosophical review of the different aspects of the content, the researcher gets insights to embrace on the research problem he/she had selected. The readers also get familiar about the progress of the researches conducted in particular area. Here the researcher has reviewed both philosophical review of the content and review of studies conducted in the field of life skills.

2.1 Philosophical Review of the Content
Philosophical review for the present study is very important and essential as the understanding of concept of life skills, life skills attributes, theories of life skills and models of life skills help the research to develop a life skills scale and life skills programme.

Davies (1971) opines that “the aim of the philosophical review of the content is to divide the learning (Teaching) material in their factors or elements and synthesize them in their order logically”. Considering this opinion, philosophical review of the content is oriented towards gradation and organisation of the material. However, Joshi (1994) has given comprehensive view point of philosophical review as Analysation of the content with reference to one syllabus of the only one subject. He suggested several points to consider the philosophical review:

1. To get knowledge about the different aspects of the content relevant to the problem.
2. To construct the questions related to content to carry out philosophical review.
3. To identify references for the review.
4. To seek the answers of the questions using the references.
5. To analyze the collected data/information with reference to the particular field of the content.
For comprehensive analysis of the related literature and for analysing of the facts related to the problem, the researcher, in this study, has used a range of online and offline sources of references to answer the following questions.

1. What is the meaning of Life Skills?
2. What are the definitions of Life Skills given by different organisations?
3. Which are core life skills needed by any individual?
4. What are the different classifications of life skills?
5. Which are core life skills suggested by WHO?
6. What is the meaning, definitions, importance and process of each core life skill?
7. What are the indicators of each core life skill?
8. Where is the Life Skills Education originated?
9. What is the status of Life Skills Education in India and across the different countries of the world?
10. Which are the Basic ideas of Life Skills theory?
11. Which are the different life skills models developed in the history?
12. Why is Life Skills Education important for an individual?
13. Can Life Skills be enhanced through Life Skills Based Education/Training Programme?
14. Can life Skills Education be integrated well in school curriculum? How?
15. Which methods and techniques can be used for imparting Life Skills Education?
16. Which Life Skills Model can work best in the Indian classrooms?

2.1.1 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:
Fig. 2.1 Classification of life skills by WHO (Source: WHO Module 7 Life Skills, P.7-3)

a) Critical Thinking Skills/ Decision-making Skills
This set of skills includes skills related to cognitive domain. Information gathering skills, information-analysing skills, problem solving skills, decision-making skills and thinking skills fall under this category. A person should be able to solve the problems by thinking of alternative solutions and make informed decisions.

b) Interpersonal/ Communication Skills
Skills such as verbal communication, non-verbal communication, active listening, effective expression, and giving feedback fall under this category. This set of skills also includes negotiation/refusal skills and assertiveness skills that help to manage the conflict resolving. Empathy also falls under interpersonal skill, which requires active listening and understanding others and their needs. Teamwork, cooperation and expressing respect for others too are part of
interpersonal skills, which facilitate the youth to be accepted in society. These skills result in the development of social norms that later result into the adult social behaviour.

e) Coping and Self-management Skills
This set of skills play very important role to enhance the internal locus of control. It classifies into two parts. Self management skills such as self-awareness, self-esteem, self appraisal and goal setting skills etc. are one part of this category. Coping with stress, anger, grief and anxiety are next part of skills which fall under this category. Stress management and time management play important role for the positive thinking and relaxation.

2.1.2 International Models of Life Skills
There are various taxonomies of life skills for wide range of life skills. The International Bureau of Education and Pillars of Learning (1996), Revised Classification of Life Skills According to Hopson and Scally (1986) and Life Skills Classification according to Gazda, Childers and Brooks (1987) were explained below in order to identify the life skills classification.

2.1.2.1 The International Bureau of Education and Pillars of Learning
International Bureau of Education focused on four pillars of learning (Delors, Jacques et. al., 1996):

a) Learning to know
b) Learning to do
c) Learning to be and
d) Learning to live together

Following are four pillars of learning and their component life skills:

**LEARNING TO KNOW**– This pillar of learning focuses on the development of cognitive abilities of a person which includes (as cited in Mahesh C. & Sara N.T.T., 2011:7):

- Decision making/solving skills
  - Information gathering skills
• Evaluating future consequences of present actions for self and others
• Determining alternative solutions to problems
• Analysis skills regarding the influence of values and attitudes of self and others on motivation

➢ Critical thinking skills
  • Analyzing peer and media influences
  • Analyzing attitudes, values, social norms and beliefs and factors affecting these
  • Identifying relevant information and information sources

**LEARNING TO BE** - This pillar of learning focuses on the development of personal abilities of a person which includes (as cited in Mahesh C. & Sara N.T.T., 2011:7):

➢ Skills for increasing internal locus of control
  • Self esteem and self confidence
  • Self awareness skills (awareness of rights, values, attitudes, strengths and weaknesses
  • Goal setting skills
  • Self evaluation/self assessment/self-monitoring skills

**LEARNING TO DO**- This pillar of learning focuses on development of management abilities of a person which includes (as cited in Mahesh C. & Sara N.T.T., 2011:7):

➢ Dealing with grief and anxiety
  • Anger management
  • Skills for managing feelings
  • Coping skills for dealing with loss, abuse, trauma

➢ Positive thinking
  • Time management
  • Skills for managing stress
LEARNING TO LIVE TOGETHER- This pillar of learning focuses on development of interpersonal abilities of a person which includes (Mahesh C. & Sara N.T.T., 2011:8):

- Verbal/Non verbal communication
  - Interpersonal communication skills
  - Active listening
  - Expressing feelings; give feedback (without blaming) and receiving feedback

- Negotiation/refusal skills
  - Negotiation and conflict management
  - Assertiveness skills
  - Refusal skills

- Empathy
  - Ability to listen and understand another’s needs and circumstances and express

- Cooperation and team work
  - Expressing respect for others contribution.
  - Assessing one’s own abilities and contributions to the group

- Advocacy skills
  - Influencing skills and persuasion, networking and motivation skills.

2.1.2.2 Revised Classification of Life Skills According to Hopson and Scally (1986)
Barrie Hopson and Mike Scally of the Counselling and Career Development Unit, Leeds University developed the first model of classification of life skills in 1980. They revised the original model and used an analytic approach to classify life skills into four categories of life skills. They four categories are learning, relating, working and playing, and developing self and others. Revised Classification of Life Skills According to Hopson and Scally (1986) is presented in table 2.1 on subsequent page.
Table 2.1 Revised Classification of Life Skills according to Hopson and Scally (1986)

<table>
<thead>
<tr>
<th>SKILLS OF LEARNING</th>
<th>SKILLS OF RELATING</th>
<th>SKILLS OF WORKING AND PLAYING</th>
<th>SKILLS OF DEVELOPING SELF AND OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy</td>
<td>• Making, keeping and ending relationships</td>
<td>• Career management</td>
<td>• Being positive about yourself</td>
</tr>
<tr>
<td>• Numeracy</td>
<td>• Communication</td>
<td>• Time management</td>
<td>• Creative problem-solving</td>
</tr>
<tr>
<td>• Information-seeking</td>
<td>• Assertiveness</td>
<td>• Entrepreneurship</td>
<td>• Stress management</td>
</tr>
<tr>
<td>• Learning from experience</td>
<td>• Being an effective member of a group</td>
<td>• Choosing and using leisure options</td>
<td>• Transition management</td>
</tr>
<tr>
<td>• Using whole-brain approaches</td>
<td>• Conflict management</td>
<td>• Preparation for retirement</td>
<td>• Managing sexuality</td>
</tr>
<tr>
<td>• Computer literacy</td>
<td>• Giving and receiving feedback</td>
<td>• Seeking and keeping a job</td>
<td>• Maintaining physical balance</td>
</tr>
<tr>
<td>• Study Skills</td>
<td>• Parenting</td>
<td>• Managing</td>
<td>• Making the most of the present</td>
</tr>
<tr>
<td></td>
<td>• Influencing</td>
<td>• Unemployment</td>
<td>• Pro-activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Home management</td>
<td>• Managing negative emotions</td>
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<tr>
<td></td>
<td></td>
<td>• Setting objectives and action planning</td>
<td>• Discovering interests, values and skills</td>
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<td></td>
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<td></td>
<td>• Discovering what makes us do then things we do</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Developing the spiritual self</td>
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<td></td>
<td></td>
<td></td>
<td>• Helping others</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Developing the political self</td>
</tr>
<tr>
<td>(Source: From Hopson &amp; Scally, 1986 as cited in Bender C. 2002, p. 30)</td>
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</tbody>
</table>

2.1.2.3 Life Skills Classification According to Gazda, Childers and Brooks

David Brooks, the professor of Counselling & Guidance at Syracuse University, classified the life skills by using an experiential approach. Brooks and the developmental Psychologists (Erikson, 1963; Kohlberg, 1973; Havighurst, 1972) classified life skills into four generic categories. That was
further classified over 300 life skills descriptors. This taxonomy of life skills classification is comprehended in terms of a developmental purpose. (Gazda et. al. 1987, as cited in Bender C. 2002, p.32)

Table 2.2 Taxonomy of Life Skills Classification according to Gazda, Childers and Brooks (1987)

<table>
<thead>
<tr>
<th>Categories of Life Skills</th>
<th>Descriptors</th>
</tr>
</thead>
</table>
| **Interpersonal communication and human relations skills** | Skills necessary for-  
  - Effective communication, both verbal and non-verbal, with others, leading to ease in establishing relationships;  
  - Small and large group community membership and participation;  
  - Management of interpersonal intimacy;  
  - Clear expression of ideas and opinions;  
  - Giving and receiving feedback. |
| **Problem-solving and decision-making skills** | Skills necessary for-  
  - Information seeking;  
  - Information assessment and analysis;  
  - Problem identification, solution, implementation and evaluation;  
  - Systematic planning and forecasting;  
  - Time management;  
  - Critical thinking;  
  - Conflict management. |
| **Physical fitness and health maintenance skills** | Skills necessary for-  
  - Motor development and co-ordination; nutritional maintenance;  
  - Weight control;  
  - Physical fitness;  
  - Athletics participation;  
  - Understanding the physiological aspects of sexuality;  
  - Stress management;  
  - Selection and practice of leisure activities. |
| **Identity development / purpose in life skills** | Skills and awareness necessary for-  
  - Ongoing development of personal identity and emotional awareness, including self-monitoring, maintenance of self-esteem;  
  - Manipulating and accommodating to one’s environment; |
Sex-role development;
- Developing meaning of life;
- Clarifying morals and values.

(Source: Gazda et.al. (1987) as cited in Bender C. 2002, p.32)

2.1.2.4 Life Skills Curriculum According to De Jong, et al. (1995)

According to De Jong, The primary principles under life skills education and life skills programmes should be:

- An awareness of diversity,
- Respect for diversity,
- Democratic values and practice,
- An awareness and the implementation of human rights and responsibilities in a democratic society,
- The development of emotional, social, cognitive and physical domains,
- An awareness of contextual demands and trends
- Life skills should be taught as a separate core subject and also integrated into the general curriculum (Source:De Jong, et al. (1995:95-96) as cited in Bender C. 2002, 33).

By critically analysing the above models and classification of life skills, it can be concluded that the important skills to be focussed in Life Skills Education are ability to communicate effectively, Interpersonal skills, problem-solving skills, decision-making skills, creative thinking skills, critical thinking skills, stress management, emotional management, conflict management, time management, self awareness, helping others and many more.

The life skills theory suggests that there are many life skills and their nature vary according to social-cultural contexts and age specific. Yet there are some skills that are integral to any individual to promote the social performance, physical health & mental health and well-being. These core life skills are as following:

- Self-awareness skill
- Interpersonal relating skill
- Problem solving skill
- Decision making skill
- Critical thinking skill
- Creative thinking skill
- Effective communication skill
- Skill of coping with emotions
- Skill of coping with stress
- Ability to empathize (Division of Health WHO, 1993)

Following is the explanation of these skills in detail:

2.1.3 Understanding Core Life Skills suggested by WHO

2.1.3.1 Self-awareness

"Know Thyself." - Socrates

According to B.F. Skinner (1981), “A person who is aware of himself is in a better position to predict and control his own behaviour”.


According to Dann (2000), “self awareness is awareness about what one thinks and feels in the present, identify the emotions one presently experiences and manage and direct energy towards accomplishment of goals”.

According to Gardiner and Hatch (1989), “self-awareness gives access to one's own feelings and the ability to discriminate among them and draw upon them to guide behaviour”.

Self awareness is a process of introspection. It is an ability to be aware of one’s own self. In other words, self awareness is a method of exploring our self, our nature, our habits, our characteristics, our goals and aims, our
attitudes, beliefs, values, our inner personalities, our moods, our emotions, our feelings, our beliefs, our abilities and talents, our inclinations towards something and tendencies; and our opportunities and threats.

Self awareness is also known as intra personal intelligence and it is the key to self-knowledge. Having self-awareness is having knowledge about observable self (appearance, habits, behaviour, skills, competence, talents etc.) and unobservable self (Beliefs, values, attitudes, self image, personality, assumptions etc.). Having self awareness is very essential not only for our personality and character development but also to our personal empowerment.

Here are some of the most important aspects on which we need to build up our self awareness.

1. Self Awareness means having knowledge about one’s self, one’s appearance, language etc.;
2. Self Perception means having knowledge about one’s role and responsibilities towards the society and one’s place in the society;
3. Self Identity means knowing about our uniqueness in the world;
4. Self Image means knowing a mental picture of own through one’s own eye or through the views of another;
5. Self Concept- it involves self-assessment.

Importance of Self-awareness:

1. Self awareness is one of the characteristics of emotional intelligence, which is very important to achieve success.
2. If one is aware of oneself (our strengths, weaknesses, opportunities and threats), it helps managing and directing energy towards accomplishment of goals.
3. It also helps in controlling the emotions in right directions to achieve success and for self empowerment.
4. Is essential for our personality and character development.
5. Self-awareness helps an individual knowing own goals, wants, needs, emotions, reactions, personality and behaviours and deciding where you go in life.
2.1.3.2 Skill of Interpersonal Relation
Interpersonal Skill is one’s relationship with other people that can be developed through social interaction between them. Interpersonal skills mean realizing our own responsibilities towards relations. These relationships include one’s relationship with family, friends, and relatives and also a professional relationship. Interpersonal relationship
1. Interpersonal relationship is dynamic in nature as they continuously change during their existence.
2. Some relationships are acquired naturally by birth, some are acquired legally and some are developed slowly and gradually by working and interacting with other people.

The Model of George Levinger (1983) has explained about relationship with five stages as follow on subsequent page:

![Fig. 2.2 Stages of relationship according to the Model of George Levinger (1983)](image)

Explanation of each stage of The Model of George Levinger (1983):
1. Acquaintance: includes physical proximity, first impression, previous relations.
2. Build up: during this stage a person starts to develop care and trust for each other.

3. Continuation: It adds mutual commitment and trust for long term relationships.

4. Deterioration: Person decline with the other due to some reasons such as boredom, bitterness and discontent etc.

5. Termination: it means end of relationship by death or by separation.

**Characteristics of a person having good interpersonal skill:**

1. Realizes the importance of each relationship, enjoys each relationships of his/her life and finds comforts in all relations;

2. Shares own ideas, views and opinions and expresses his/her feelings to all relations;

3. Shows readiness for benefit and welfare of relationships;

4. Has respect, concern and care for each relations;

5. Can accept own mistakes and also tell others’ mistakes-faults and weaknesses without hesitation;

### 2.1.3.3 Effective Communication Skill

Communication skill is fundamental among all life skills. Effective communication is most important of all skills whether it be in personal or professional life.

The word “Communication” is originated from the Latin word ‘communis’ means common.

Communication skills comprise of verbal and non-verbal cues, tone and pitch of voice, gesture and facial expressions, and body language that are used to communicate between two persons.

In other words, Effective communication is the group of skills that facilitates a person to transfer information and also to receive and understand the information in same manner.
Fig. 2.3 Communication Skill as a combination of other skills

From fig. 2.3, it is observed that the effective communication is not possible only through verbal communication but also requires combination of other important interpersonal skills such as non-verbal communication, listening skills, presentation skills and writing skills.

Components of Communication Process

The interpersonal communication process includes many elements namely:

i. The Communicators (a sender and a receiver)

ii. The Message

iii. Noise

iv. Feedback

v. Context

vi. Channel

i. The Communicators (a sender and a receiver):

Any communication requires at least two people involved - the sender and the receiver i.e. communicators. It’s a two-way process between a sender and a receiver, the process sending message to and from each other at the same time. It is an interactive process as when one person is talking and the other is listening, simultaneously sending feedback to each other in the form of non-verbal behaviour.
ii. The Message

Message in the communication process means not only the verbal messages but also the non-verbal messages. Here verbal messages include words, speech and information etc. and non-verbal messages include expressions, body language and gestures, tone and pitch of the voice. Non-verbal messages not only express the spoken words but also reveal the emotional attitude behind the message. Non-verbal behaviour can convey additional information about the spoken message and also reveal emotional thoughts and feelings hidden behind the spoken message.

iii. Noise

In a communication theory, noise has a special meaning. Anything that distorts the message or any inconsistencies occurred during communication is called noise. Noise results in failure of intended message. That means the message received is different from what is intended to communicate by the speaker. Some of the examples of noise are language barriers, cultural barrier, physical barriers, use of inappropriate body language, lack of attention, and lack of interest.

iv. Feedback

Feedback is the message/response of the receiver in return to the message sent by the sender that let the sender know about accurately the message has been received. Some feedback responses like verbal responses- "could you repeat that, Pardon, I don't get it" and non-verbal responses like weird facial expressions, changes in posture. These all indicators show that the sender has some confusion or he is uncomfortable with the message. Feedback helps the sender to improve the communication by controlling, modifying or repeating the message.

v. Communication Context

Any communication is subjective to the context in which it takes place. The context decides the other components of the communication required. Communication context here means the place of communication, the status of
both the communicators, the time—when to communicate etc. Examples of CONTEXT are the interaction place where the communication takes place (Office, garden, mall, home, etc) and the social context (the roles, responsibilities and relative status of the participants) also plays important role. The emotional climate and participants' expectations; will also affect the communication.

vi. Channel
In communication theory, the channel is the physical media through which the message is transmitted from one person to another. In case of face-to-face communication, the channels used are speech and vision, while in a telephonic conversation the channel is restricted to speech only.

2.1.3.4 Problem-solving Skill
Problem-solving approach is commonly used in subjects like science and mathematics. A problem-solving skill is the ability to solve the problems efficiently and timely without difficulty. It is considered an essential skill for everybody as the ways to solve problems differ from person to person. There is no one way to solve all the problems.

Stages of Problem Solving
Effective problem solving in general follows a following number of steps/stages.

i. Identification of a Problem
ii. Structuring of the Problem
iii. Searching for Possible Solutions
iv. Decision Making
v. Implementing the decision
vi. Monitoring Feedback
vii. Evaluating the results

i. Problem Identification
This stage involves three processes namely detecting and recognising the problem, identifying the nature of the problem, and defining the problem.
Thinking and analysis are two important tasks of problem solving. Problem identification is a complicated task in itself and starts with brainstorming.

\textit{ii. Structuring the Problem}

This stage involves: a time-period to observe, careful examination, fact-finding in order to get a clear picture of the problem.

After problem identification, the next task is structuring the problem. It involves gaining more information about the problem in order to understand the problem more clearly. This phase helps to get a more comprehensive picture of both the goals and the barriers with the help of fact finding and analysis. This information helps an individual to arrive at an accurate solution. This stage is very essential for complex problems.

\textit{iii. Looking for Possible Solutions:}

This stage helps generating a range of possible course of action with little attempt to evaluate them.

Information gathered in the first two phases of the problem solving framework helps to think about possible solutions of the identified problem. This can be done by accomplished brain-storming session in a group, allowing each person of the group to express their views on possible solutions.

\textit{iv. Making a Decision:}

This phase is most difficult of all the phases of the problem solving process. It involves careful examination of the different possible solutions of action and selecting the best solution by considering constraints such as time and budget.

Not to take any decision is also sometimes prove best decision as sometimes trying to solve a problem that leads to many more problems. Thus this stage necessitates creative and innovative thinking on the part of the person who has to take decision.

\textit{v. Implementation:}

This stage includes acting out on the selected course of action. But if the problem identification was not done properly, problems may arise.

\textit{vi. Monitoring/Seeking Feedback:}

Once the solution is implemented, it requires monitoring the results and analysing them over a period of time. This stage involves seek getting feedback from people about the problem solving whether the outcomes were
successful. It is desirable to keep a note of outcomes and any difficulties occurred.

A good problem solver:

1. Thinks logically and rationally;
2. Is open to new ideas;
3. Finds a sensible, fair solution quickly;
4. Suggests options;
5. Considers pros and cons to a problem;
6. Analyses each aspect of a problem before reaching to a solution.

2.1.3.5 Decision Making Skill

Decision making is the process of choosing from a number of possible solutions/ideas to a problem. There are many techniques developed that can be used to make decisions based on simple to complex problems. They are intuition, pros and cons method, and the Balance Sheet. Well, structures and informed decisions require certain stages to follow. We all certainly have to make decisions all the time. And it is really difficult to make decisions. People often make decisions using a vote, tossing a coin and choosing a one from the list with eye closed. Some people may not take their decisions by their own or ask advices from others. Among all methods developed, which one would be more appropriate depends on the nature and complexity of the decision.

Stages of Decision Making

The decision making process requires seven stages to follow:

i. Listing all possible solutions/options.
ii. Setting a time limit and deciding who is responsible for the decision.
iii. Information gathering.
iv. Weighing up the risks involved.
v. Deciding on values, or in other words what is important.
vi. Weighing up the pros and cons of each course of action.
vii. Making the decision.
i. Listing all possible solutions/options.

This step starts with brainstorming and an individual or a group collects/lists a series of possible solutions/ideas. This step is also named as ‘idea generating’ step. This step is most important step among all steps of decision making process as an individual have to take final decision from the listed possible solutions.

ii. Setting a time limit and deciding who is responsible for the decision.

Again setting time frame is also important to take any decision. One should answer the following questions in deciding time limit to arrive at certain decision:

- What is the time limit to make a decision?
- What would be the consequence if one misses the deadline?
- What are the benefits if one makes a quick/fast decision?
- Think whether to make decision is important.
- Will giving more time enhance better decision?
- Who is responsible for the decision?

iii. Information Gathering

Next step of Decision making process is information gathering. One needs to have adequate, relevant, accurate and up-to-date information to take a well-informed decision. Otherwise there may be chances to make wrong decision. It is difficult to make decision if there is irrelevant information. If this task is given in a group, then the tasks will be assigned to each member getting information like pros-cons, facilities, consequences and so on.

iv. Weighing up the Risks Involved

To make any decision, one needs to think about risk factors in making the decision. One needs to think on the certain criteria to identify risk factors, which are as follow:

- What are the benefits to take right decision?
- What is the cost one has to pay for taking the wrong decision?
• Think on how important is to take decision, whether it is worst or best?
• Think about the risk of the worst decision and decide whether you are prepared to accept that risk.

v. Deciding on Values
Decision making depend most on the value sets/patterns of an individual. Everybody has their own unique set of values. People consider all their values while taking decision which are relevant to the decision. Based on their values they decide which opinion is more attractive and which one less. It would become more complicated when two or more people are involved in decision making process as each person has their own values/patterns. In such cases, it is important to take a consensus.

vi. Weighing up the Pros and Cons
This step involves evaluating the pros and cons of each possible solution by considering the benefits and costs for decision making. The tool ‘Balance sheet’ is used to estimate any solution/option by considering the information available and values.

v. Making the decision
Pros and cons Method is one of the methods to assess each of the possible solutions/options available. There are also other methods available which allow for more direct comparisons between possible solutions. Intuition is such another method to make a decision. Intuition is used when the decisions are simple in nature and the need to make the decision quickly. When a nature of a decision is complicated type, one needs to require a more formal and structured approach. It is better to give a time to reflect on it before publicizing it. Because decision once made and made public, it is difficult to change.

Characteristics of a good decision-maker:
1. Is able to make decisions independently;
2. Has ability to gather information and to analyse from different perspectives;
3. Supports a decision with evidence and strong arguments;
4. Can balance the risks;
5. Is able to evaluate alternatives in order to make informed decisions/choices;
6. Knows that the right decision for oneself is automatic/ spontaneous.
7. Makes well informed decisions that is specifically relevant to own situation and that may be against the tide.

2.1.3.6 Creative Thinking Skill
Creativity is the act of exploring novel ways of thinking, being and expressing ourselves.

According to King F.J. et al (2010), the descriptors of Creative Thinking are generating and producing ideas through brainstorming, visualizing, associating relationships, making analogies, inventing, inferring, and generalizing.

Blond’s Encyclopaedia of Education (1969) handles the question of creativity in the sense of flexibility, originality and sensitivity in response to ideas or ideas or situations”.

The New Encyclopaedia Britannica defines creativity as "the ability to make or otherwise bring into existence something new, whether a new solution to a problem; a new method or device or a new artistic object or form.

According to Rogers (1972), “creative process is the emergence in action of a novel relational product, growing out of uniqueness of the individual the one hand and the materials, events, people circumstance of life on the other.”

Edward de Bono (1992) has brought in three diverse concepts in his definition of creativity. He says that at the simplest level, creativity means, and “bringing into being something that was not before. The second aspect his definition raises is that the new thing must have "value"; and to these, he adds
a third element, namely that it must include the concepts of "unexpectedness and change”.

**Importance of Creativity**

- It enables to create alternatives.
- It leads to formation of hypotheses. Creativity helps to solve the problems and make decisions in the best possible way.
- It helps developing ourselves and giving distinctiveness to us in the world.
- It allows us to express our greatest possible self on a daily basis.
- It leads to improved business decisions, or simply more job satisfaction due to new ways of thinking.

**The rules of brainstorming**

Brainstorming is the best technique to encourage creative thinking. The rules of brainstorming include:

- Everyone must speak
- Everyone's and all ideas are equally respected
- Don’t allow criticism on other people's ideas

**Ways to run brainstorming sessions:**

- Following on an initial idea, the group jump nourish to generate new ones, until the group reaches to a new and unique idea. For generating further ideas, the facilitator must ask questions and make criticisms. The initial ideas should be explored and further investigated to create new ideas.
- Encourage participants to generate distinct ideas that can then be grouped, sorted and themed at the end.

2.1.3.7 Critical Thinking Skill

Critical thinking is the ability to think rationally, logically, reflectively and independently. Critical thinking is also known as logical or analytical
thinking, involves a process of determining authenticity, accuracy of the value of something. It is a process that seeks reasons.

King F.J. et al (2010) explains about the descriptors of critical thinking- a rational outlook, logical inquest, problem solving, attitude of suspended judgement, evaluative decision or action; skilful, responsible thinking that facilitates good judgement, relies upon criteria, is self-correcting and sensitive to context; scepticism, inquisitiveness; questioning of beliefs, aims, definitions, conclusion, actions, appraisal of frameworks or sets of criteria by which judgements are made.

According to Dhand (1988), critical thinking is a process of evaluating statements people, ideas, events, data, materials and arguments, experiences and problems that humans face in life.

Smith (1990), states, critical thinking is the understanding of the meaning of statements, judging ambiguity, judging whether an inductive conclusion is warranted and judging whether statements made by authorities are acceptable.

Mayer (2002) states, critical thinking, involve making judgments based on criteria and standards. According to Mayer, evaluation includes two cognitive processes namely (1) checking and (2) critiquing

A critical thinker:
- Has clear and visionary thinking;
- Has free and rational outlook, good reasoning power and logical thinking;
- Be open to new ideas;
- Have Problem solving and decision making ability;
- Ability to make a decision from a wide range of possibilities.
- Has good judgement power;
- Is self reflective and self-correcting;
- Is argumentative (Able to identify, build and evaluate arguments);
• be skilful;
• Have inquisitive mind;
• Has scepticism about any statement and propaganda;
• Challenges fallacies.

A critical thinking skill helps an individual to:
• Understand the logic behind each ideas and its connection to each other
• Identify the relevance and importance of ideas.
• Identify, construct and evaluate arguments.
• Identify contradictions and common mistakes in logic.
• Solve problems systematically.
• Make decisions.
• Introspect and reflect about justification of one's own beliefs and values.
• Help people to be more inquisitive,
• To prevent people from feeding their mind on falsehood, to detect propaganda and help people build up a free, rational and self-directed mind.
• Decide on what to accomplish and then make a decision from a series of alternatives/possibilities.

2.1.3.8 Skill of Coping with Emotions
The word ‘Emotion’ is an english word which is derived from the word ‘emouvoir’, is originated from the Latin word ‘emovere’, where e-b (variant of ex-) means ‘out’ and movere means ‘move’. Emotion is unconscious and spontaneous to any individual. An emotion is a mental- psychological picture related with a wide range of feelings, thoughts, and behaviours.

The meaning of ‘Coping’ is the constant mental/cognitive and behavioural efforts made by an individual to deal with the internal or external demands that are appraise beyond an individual’s resources.
It is a complex psychophysical process, which causes a positive or negative psychological or physical response. Basic emotions are identified as:

- Fear
- Sadness
- Happiness
- Anger

Among these four, three: fear, sadness and anger are negative emotions and one is positive emotion and that is happiness. Other emotions, such as, love; guilt, curiosity, etc. arise from these four basic emotions. These basic emotions are responsible for the feelings experienced by the person. Emotional disturbance causes a visible physical response in the body, which are often perceived as sensation in the body such as shivering, anger, depression, sleepless etc.

As Gross and Levenson (1997) note, when emotional suppression is chronic, it can impair thinking, hamper intellectual performance and even interfere with smooth social interaction. Positive attitude and self-knowledge will help about how to manage our emotions positively to make right decisions. Emotions are an important aspect of our lives; the only thing we require is emotional control, i.e., some sort of tempered balance and wisdom.

2.1.3.9 Skill of Coping with Stress

Stress caused as a result of demands placed on physical or mental energy. Many things that happen to us can cause feelings of stress and anger. The three types of stress can be described as follows:

- Frustration – When one wants to do or ask something and they cannot do so because they are blocked by others or by the situation as a whole, frustration occurs.
- Conflict – When one wants to make a difficult choice, conflict occurs.
- Pressure – When one is forced to do something s/he does not really want to do, that feeling is pressure.

*Signs of stress*
• A person becomes irritable, loses temper, gets angry and frustrated even on small things.
• Thoughts going round and round in the mind of a person.
• A person suffers from headache or other pains, migraine.
• A person suffers from indigestion, diarrhoea, stomach upset.
• A person feels depression, fatigue, feels anxiety, sleeplessness/insomnia, mood swings, temperamental, weepy.
• A person cannot concentrate Feeling.
• A person loses his/her confidence and self-esteem, out of control.
• A person traps in the diseases like high blood pressure, heart disease.

Mechanisms to reduce stress
• Breathing exercises, yoga, meditation;
• moving away from the cause of the stress;
• going for a walk, run, or play sport;
• listening to music;
• a good diet;
• Be with people who love and care for you;
• Be aware of self talk- avoid negative self talk and develop positive self talk.

Stress is an inevitable part of life. Family problems, broken relationships, examination pressures, the death of a friend or family member are all examples of situations that cause stress in persons’ lives. Stress in limited doses and when one is able to cope with it, it can be a positive factor since the pressure forces one to focus on what one is doing and respond accordingly. However, stress can be a destructive force in an individual’s life if it gets too big to handle. Therefore, as with emotions, young people need to be able to recognize stress, its causes and effects and know how to deal with it.

2.1.3.10 Empathy
The term ‘Empathy’ is misunderstood with the term ‘sympathy’ more often. But it is the most advanced of all communication skills. It is an advantageous skill to oneself, others and society.
Definition:

'Empathy is the ability to see the world as another person, to share and understand another person’s feelings, needs, concerns and/or emotional state.'

Empathy is a noble and selfless act; it facilitates an individual to deal with people and relationships with people. Empathy comes natural with most of the people at some level as empathy is more related to interpersonal skills. But it can also be developed with some practice. A key behaviour for being empathetic, idioms such as ‘keeping yourself in another’s shoes’ and ‘soul mates’ are used. Everyone has their own (different to others) perspectives based on their values, culture, beliefs, culture, religion and experiences through which an individual perceives the world. So to be empathetic, one has to see the world from their perspective, which requires imagination to understand it and to deal with them.

*Being empathetic requires two basic components:*

- *effective communication* and a *strong imagination*;

- Shared experiences.

### 2.1.4 A Brief Summary of Life Skills and its Indicators

After analysing each life skills and its theoretical aspects, a brief summary was carried out and life skills indicators were found out. Also Hanbury Clare & Malti Tinal (1990, p. 31) had highlighted the life skills indicators in MONITORING AND EVALUATING LIFE SKILLS FOR YOUTH DEVELOPMENT. That also helped the investigator to construct the Life Skills inventory which was used as pre life skills and post life skills to assess initial life skills attributes and final life skills attributes among the pre service teachers. A brief summary of life skills and its indicators is highlighted below.

**Table 2.3 Summary of Life skills and its indicators**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Life Skills</th>
<th>Indicators of life skills in a person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self Awareness</td>
<td>• Has awareness about own strengths and</td>
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<tr>
<td></td>
<td>qualities</td>
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<td></td>
<td>- Can describe themselves in positive terms</td>
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<td></td>
<td>- Can identify and describe a positive achievement of own</td>
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<td></td>
<td>- Can describe things that can realistically be changed in oneself, such as abilities, learning new things, developing better interpersonal skills</td>
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<tr>
<td></td>
<td>- Can set and achieve goals and show accountability for one’s actions</td>
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<tr>
<td>2.</td>
<td>Interpersonal Skill</td>
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<tr>
<td></td>
<td>- Can describe a network of important relationships</td>
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<td></td>
<td>- Can articulate what relationship is</td>
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<td></td>
<td>- Can describe what is needed to maintain relationship</td>
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<tr>
<td></td>
<td>- Can appreciate the ups and downs of relationships</td>
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<td></td>
<td>- Can describe characteristics of different types of relationships</td>
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<td></td>
<td>- Works with others to achieve a common goal and to compromise when needed</td>
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<td></td>
<td>- Takes on tasks to help the community</td>
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<td></td>
<td>- Helps others at a cost of oneself</td>
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<td></td>
<td>- Can describe the importance of others in their life and why these others are important</td>
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<td></td>
<td>- Able to give and accept other’s gifts (it may be in the form of time too)</td>
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<tr>
<td>3.</td>
<td>Effective Communication Skills</td>
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<tr>
<td></td>
<td>- Has a vocabulary for feelings and thoughts</td>
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<td></td>
<td>- Respects others’ opinions even when different from own</td>
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<tr>
<td></td>
<td>- Can express oneself in a variety of ways (art, music, poetry, etc.)</td>
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<td></td>
<td>- Behaves cooperatively in a group</td>
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<td></td>
<td>- Asks thought provoking questions</td>
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<td></td>
<td>- Is able to talk about the roles, responsibilities, and drawbacks of own gender in a way that shows strength and pride</td>
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<tr>
<td></td>
<td>- Is able to express own ideas and perspectives even when different from one’s own</td>
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<tr>
<td></td>
<td>- Responds to proactive question with own views, ideas, and confidence</td>
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<tr>
<td>4.</td>
<td>Problem Solving Skill</td>
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<tr>
<td></td>
<td>- Thinks logically and rationally</td>
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<td></td>
<td>- Is open to new ideas</td>
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<tr>
<td></td>
<td>- Finds a sensible, fair solution quickly</td>
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<td></td>
<td>- Suggests options</td>
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<tr>
<td></td>
<td>- Considers pros and cons to a problem</td>
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<tr>
<td></td>
<td></td>
<td>• Analyses each aspect of a problem before reaching to a solution</td>
</tr>
</tbody>
</table>
| 5. | Decision- making Skill | • Can balance the risks  
• Is able to gather information and access options in order to make informed decisions/choices  
• Supports a decision with evidence and strong arguments  
• Listens effectively  
• Is able to make decisions independently  
• Knows that the right decision for oneself is automatic/spontaneous.  
• Makes an informed decisions that is specifically relevant to own situation and that may be against the tide  
• Has the ability to analyse from different perspectives |
| 6. | Critical Thinking Skill | • Thinks about how to undertake a task  
• Is able think before taking action  
• Reflects on own confidence and competence  
• Reflects on own strengths and qualities  
• Don’t blame others for things that go wrong with them |
| 7. | Creative Thinking Skill | • Demonstrates out of the box thinking  
• Has original/new ideas  
• Has ability to develop new ideas/solutions  
• Has unusual/unexpected thinking  
• Is imaginative  
• Has good sense of humour  
• Follows intuition to find solutions  
• Be able to create a vision and to project oneself into the future |
| 8. | Managing Stress | • Know what stress is and the stressors  
• Can differentiate between positive and negative stress  
• Has an awareness of how we physically respond to stress  
• Has awareness about what causes stress to him/her  
• Has ideas about how to cope with stress |
| 9. | Managing Emotions | • Is self controlled  
• Is self-disciplined  
• Is able to express own feelings to the right person  
• Can confidently show his/her disagreement to others  
• Has knowledge about how to cope with emotions |
Do not react spontaneously but think before act

<table>
<thead>
<tr>
<th>10.</th>
<th>Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is Able to understand other’s feelings and thoughts</td>
<td></td>
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<tr>
<td>• Feels with another’s feelings</td>
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<tr>
<td>• Is able to express why helping others is important</td>
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<tr>
<td>• Finds satisfaction in helping others</td>
<td></td>
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<tr>
<td>• Is able to respond sympathetically</td>
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</tbody>
</table>

### 2.2 Review of Previous Studies

#### 2.2.1 Importance of Review of Previous Studies

Borg and Gull (1979: 98) states that “The review of the literature in Educational research provides you with the means of getting to the frontier in your particular field of knowledge… If one fails to build the foundation of knowledge from the review of the literature, the work is likely to be shallow and naive”.

The detailed study of the researches done in the same area helps the research builds the background of his research and helps him to disclose the uncovered areas of research and probable difficulties also.

Review aid the researchers acquire adequate knowledge of the research problem and helps in selecting proper methodology and techniques. K. G. Desai (1997: 306) emphasizes this as it helps in ‘development of the problem’ and ‘development of the research insight’ in the researchers.

#### 2.2.2 Reviews of Related Studies

Life skills Education is not a new field in Indian education. By now it has become a part of school curriculum and Teacher education Institutes in India at certain level. Earlier it was included as one of the component of Adolescent Education in India. As the problems existing in world including India were more related to youth particularly adolescent group in history, the life skills were seen as a means to improve their health related issues such as Preventing HIV/AIDS, adolescent pregnancy and their sexual health related problems, child abuse and violence, drugs and alcohol prevention. Agencies like WHO and UNICEF developed modules for inculcating the life skills as one component of Adolescent education at school level. The World Health
organization (WHO) has initiated NIMHANS to impart Life Skills Education to citizens of the country. In this direction Government and non-government organizations and Different agencies have developed numbers of projects and programmes all over the world. UNICEF has also carried out various projects and programme of life skills in many countries over worldwide.

The researcher has tried here to review the programmes and projects carried out by UNICEF, WHO and other agencies. Also she has reviewed a number of studies conducted in India and outside the India. The studies reviewed were classified under three categories:

Category 1: Research Studies conducted related to Prevention of HIV/AIDS
Category 2: Research Studies conducted related to reducing Drug and Alcohol
Category 3: Research Studies conducted related to Life Skills Education/Training

Category 1: Research Studies conducted related to Prevention of HIV/AIDS

Studies conducted by Meyer and Steyn (1992), Pugalenthi and Jothy (2006), Azhar and Adhikary (2008), Srinivasan (2009) were focused on prevention of HIV/AIDS.

Meyer and Steyn (1992) carried out a pilot programme on Acquired Immune Deficiency Syndrome (AIDS) and life skills training. The training programme was implemented in 12 schools of Pretoria, Cape Town, and Soweto (South Africa). Data were collected through pre and post questionnaires and group interviews. The purpose of the programme was to provide accurate information to adolescents about AIDS prevention behaviour and tolerance towards people infected with the Human Immunodeficiency Virus (HIV). The program consisted of 10 modules, each module was planned with specific teaching objectives; suggested teaching methods, teaching aids, and learning activities; and suggestions for additional reading. Issues such as puberty and adolescence, relationships (e.g., peer, family, opposite sex); love, human sexuality, decision making, sexually transmitted diseases (STDs), and HIV/AIDS were addressed in the modules. Findings showed that students
improved in AIDS-related knowledge topics and acquired positive perceptions regarding use of condom, realistic perceptions regarding susceptibility, the seriousness and outcomes of HIV/AIDS. It was found that peer pressure forced them to engage in sexual activity.

**Pugalenthi and Jothy (2006)** conducted study on life skills Education on Sexual Behaviour HIV/AIDS. The study attempted to examine the impact of Life Skills Education on HIV/AIDS attitudes of the men and women. Along with that the study also tried to analyse the attitude of the people belonging to specific socio-economic and other background characteristics. The study also included objectives like analysing 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.

**Azad and Adhikary (2008)** carried out study to prevent HIV/AIDS among the adolescents in 2007-2008. The research design employed for the study was Development and Experimental Design. The training material to train preventing HIV/AIDS was developed. The sample selected was 20,000 adolescents of New Delhi. Pre-test and post life skills were used to find out effectiveness of the programme. The findings of the study revealed that the intervention programme proved effective and the adolescents showed positive approach towards training.

**Srinivasan (2009)** has carried out Adolescent Health and Development Project. The sample of the study consisted adolescents of Convict home of Sriperumbudur as sample. The study employed experimental design. The tool used to collect data was questionnaire. T-test was used as data analysis technique for the study. The study found that the adolescents have enhanced their knowledge and skills to prevent health related issues drug abuse, unsafe sexual behaviours, HIV/AIDS and increase risk of violence.

**Category 2: Research Studies conducted related to Drug and Alcohol**
Research in this category were focused on to reduce consumption of alcohol of youth, to reduce drug, to make responsible and wise decisions about their
sexual reproductive health, and to sustain hygiene and health carried out by NIMHANS (1998), NIMHANS (2007), Rajiv Gandhi National Institute for Youth Development (RGNIYD, 2009), The West Bengal Voluntary Health Association (WBVHA), which are discussed in detail as follows.

**NIMHANS (1998)** has conducted study on alcoholic epidemic in Karnataka. The study was carried out with the objectives to find out status of using alcohol and drug and to train peer educators to reduce consumption of alcohol in Karnataka state. The researcher selected those participants from urban and rural Karnataka who showed voluntary readiness. The study revealed that the problem was more chronic and serious in rural Karnataka. The trained educators tried to create awareness among alcohol users to reduce consumption of alcohol and drug abuse.

**NIMHANS (2007)** carried out a survey to reduce drug abuse among street children in Bangalore. 281 children were identified as drug consumer. The project was found helpful to sensitize children to reduce the drug consumption. In 2008-2009, NIMHANS got fund from the Centres for Disease Control and Prevention (CDC) to develop the Life Skills HIV prevention programme. This study was a randomized –controlled trial of life skills by National Institute of Health (NIH). All team members were trained by the original group facilitators. Life Skills programme is based on empowerment theory. Community- participatory approach was used to develop the Life Skills Programme. A multidisciplinary research team guiding the members of community (i.e., young Trans women), tried to develop a holistic, theoretically-driven intervention curriculum (i.e., “life skills”). The results of the pilot study were encouraging as enrolment, and both retention and session attendance were high (84% of the participants were retained over the study). The acceptability of the programme stood very high as more than 90% participants indicated that they would recommend the curriculum to other Trans women. Their understanding regarding unsafe sex increased due to intervention.
Rajiv Gandhi National Institute for Youth Development (RGNIYD) (2009) carried out project on youth empowerment in collaboration with Students Partnership Worldwide. Life skills Program was implemented on school students. The objectives were to empower young people in rural government schools and communities to develop decision making power, to make responsible and wise decisions about their sexual reproductive health and to improve the life skills and livelihood opportunities. Rajiv Gandhi National Institute for Youth Development (RGNIYD) (2009) had used random sampling technique to carry out this project. Questionnaires were administered and data were analyzed quantitatively. The findings show that the youth became sensitive taking decision confidently for betterment.

The West Bengal Voluntary Health Association (WBVHA) has taken the challenge of introducing it as adolescents Health Education Project to 120 schools, 80 teachers and 7200 students in 4 districts of West Bengal – Calcutta – Bankura – Darjeeling and Dakshin Dinajpur. By popular demands from the parents, teachers, students, and NGO’s WBVHA is expanding its experiences in schools based health promotion beyond the coverage of HIV/AIDS and Malaria Prevention and Control. The WBVHA project aimed to add knowledge and skills on adolescents’ problems and management through an effective and sustainable intervention. The intervention proved effective and through its project, WBVHA emphasised the importance of personal hygiene, cleanliness, nutrition, understanding psycho-physiological changes during adolescents, counselling for adolescents, self esteem, life skills, reproductive health and HIV/AIDS; gender issues and healthy living.

Category 3: Researches conducted related to Life Skills Training/Education
Sohani (1992) carried out a study to develop a training programme for the student-teachers to develop their problem solving skills. The major objectives of the study were to design and develop a programme, to implement and to evaluate the programme for problem solving skills. 116 Marathi medium students were selected as a sample of SNDT College of Education of Pune. Raven’s standard progressive matrices, Torrance test of creative thinking and Problem Solving Skills Test were constructed by the researcher. Data analysis techniques such as ANOVA and ANCOVA were used for data analysis. The study revealed that the experimental group was found having higher problem solving skills as compared to the control group.

Botvin (1985) has developed a curriculum based on Life Skills Training (LST). The LST incorporates a curriculum to teach a set of personal and social skills in order to improve youth’s general competence and reduce potential motivations for substance use. He reported that by LST program, 50% reduction in cigarette use among junior high students and it also has a significant impact on the attitudes relating to smoking, alcohol, and marijuana use. By participating in the program, the student’s assertiveness, social anxiety, self esteem, decision-making and social coping skills have also developed.

Greene (1988) came out with instructional principles which could be of help to the educators and mentors to induce effective life skills behaviours among their students. In this study he tried to provide support to learners to live, discover and practice better life skills. The teachers were asked to identify the student who seemed helpless. For the child who doesn’t have friends, does
poorly in sports, has difficulty in learning, or who steals/ lies/ or bullies, should be identified and treat them with the best awareness models. The results were encouraging as this approach brought positive changes in students’ skills.

Hamburg (1990) carried out a study entitled Preparing for Life: The Critical Transition of Adolescents. The study was conducted in two phases. A preliminary phase started with the explanation and discussion of early adolescent development & life skills and core elements of life skills training. The life skills training was comprised of three different programmes:(1) School-base Interventions focussed on training on problem solving, social competence, a drug and alcohol project and interventions, linked school and community programmes(2) the summer training and education programme; and(3) promising new conceptual models including the school development programme, a Rochester school experiment, community prevention of alcohol and tobacco use, the violence prevention project, and research leading to a anticipated middle-school violence prevention curriculum. The findings disclose the need for dissemination of life skills awareness and life skills training for middle and junior high school students. The thrust life skill areas on which training required were survival skills, interpersonal skills, living in a complex society in formally and systematically manner. The study recommended implementation of preventive programmes for middle schools.

Halter and Lang (1994) designed guidelines to help adolescents develop skills which will encourage them to make health and positive choices about life. In addition, it was designed such a way that it help in assisting adults, parents and teachers too, as they guide young people through the process. The book used a series of written exercises designed to help organize the students’ goals and aspirations for life. The subjects were divided into five sections; appreciating differences, personal development, family and values, making choices, and making difference. The guide contained 96 one-hour lessons, including 18 students – driven classes which were scheduled to occur once a week. Topics in the text included gender equity and cultural diversity. The stages of personal development were examined in depth, with special attention
given to self-esteem, creating dreams, and skills development (communication, achievement, decision making, and time management). The importance of personal integrity and personal health were also highlighted, along with the need to maintain healthy relationships with friends and family. Since choosing a career was among the more important decisions one make, a section on career planning was offered and supplemented by a discussion of the importance of money management. Finally, ways that students can create change and address world problems were explored. Numerous worksheets and exercises were used to help students learn these solutions.

**Davies and Cohen (1995)** explored the preventive activities for people at risk incorporating educational and psychological nature – connecting methods and materials. The study carried out in two parts. The first part of the programme focused on high-risk high school students with low self-esteem. The second part of the programme was carried out in three phases. This part focused on the aim to reduce chemical use and irresponsible relationships in at-risk students. Phase 1 of this part carried out within 3 weeks focussing on activities regarding play and creativity in natural environment. Phase 2 incorporated activities to reduce stress and attune them closer to nature. Phase 3 incorporated activities to practice teamwork, problem solving, fighting with fear and stress coping mechanisms. The purpose was to reduce stress, make them experience empowered, make them experience joy and trust. Results of the study were found tremendously positive. Bark Scale of self esteem was used to record self esteem index. And the scores were recorded increased and higher. It was found that the programme can lead to ecological sound citizenship education preventative for chemical, food, and social environmental abuse if the artificiality programmed stress activities are replace with daily stress situations.

**Paul et al. (1995)** conducted a study of teacher preparation programme to assess the extent to which these programmes repair conditions for teaching credentials to teach critical thinking and problem solving in elementary and secondary schools. The investigator took assistance from Sonama State University to design interview protocols for telephone interviews. A Sample
for the study was consisted of 38 public colleges & universities and 28 private universities. The major objectives of the study were (1) to assess the current teaching practices; (2) to identify exemplary teaching practice that enhances critical thinking skill; and (3) to develop policy recommendations based on the findings of the study. The results of the study disclosed that teachers needed to develop clear understanding of the basic concepts of critical thinking as very few have a comprehensive sense of how to promote critical thinking while teaching the content subjects of discipline. Recommendations made by the researcher that students should be given assistance to define problems, develop certain specialized concepts. At the same time they need to be trained in giving reasons for conclusions to arrive at, in data interpretation, think in the terms of others’ points of view and so on.

**UNESCO** with the MHRD (December 1998) organized a workshop on life skills education. The main purpose of the workshop was to sort out an approach where life skills can be integrated with the Non Formal Education curriculum so that the children deprived of formal education can cope up with the challenges of day to day life situations. The programme had defined set of goals as: to involve the staff, parents, peer group and community to help the out of school children develop positive qualities; to ensure the young ones are committed positively to their families, to help them solved problems co-operation and to allow the learners to handle negative pressures from their peers. It was taken in to account that life skills are taught well incorporating it with health and life issue education. The workshop concluded that the need of life skills is realized by everybody and such programmes need to be developed to integrate it with the Non Formal Education curriculum.

**Nava (1998)** in a study entitled the self perception of personal skills between traditional versus non-traditional college students concluded that there was no significant difference between the traditional and non-traditional college students for the self perception of personal life skills. The personal life skills measured were self esteem, assertiveness, drive strength, decision making, time-management, aggression and defence by using the personal skills map.
Bhave (1999) carried out a study on life Skills Programme to reduce levels of risk factors in adolescent group and young people. He has made an experimental study and developed a program. Junior colleges of Mumbai were selected purposively as sample and training was provided to teachers to provide Life Skills Education in the colleges. The questionnaires were administered for collecting data and qualitative techniques were used to analyze the data. The study revealed that the trained teachers were able to impart Life skills education to students. It showed that the adolescent girls have shown their interest to learn the life skills and their life skills were enhanced too. The study suggested all the teachers should be imparted life skills training of junior colleges.

Magee (1999) conducted a study entitled the peace leaders: a descriptive study of the life skills gained through resolution training. The findings concluded that the students who had competed training in the citizenship and law-related conflict resolution program had life skills of communication, problem solving and mediation in real life situations. All the students reported that the conflict resolution training and a medium to significant impact on real-life situations. The development of communication skills involved in active listening, self expression and developing as a public speaker. The attaining of life skills has a positive impact on their abilities of decision making, problem solving and conflict management with others.

Waltemire (1999) conducted a study entitled a kaleidoscope of opportunity: teaching life skills. He found that training of life skills to the students between the ages of 17 and 19 had lead to decrease in the distress despair among them. This research reported the significant differences between the self perception of traditional and non-traditional college students personal life skills.

Meghani (1999) carried out a study of teaching learning strategy to develop critical thinking in students of standard XI using Psychology subject as content. The researcher designed a tool to measure critical thinking of Std. XI students and to measure the effectiveness of the evolved strategy for teaching-learning critical thinking. The sample selected for the study were students of
Std. XI English medium students from Navrachana Higher Secondary School affiliated to Central Board, who had opted for Art Stream and had Psychology as one of their subjects. Methods like case study and Socratic Questioning were used in order to develop critical thinking. The investigator had prepared a tool to measure critical thinking skills before and after intervention programme. It was followed by qualitative and quantitative analysis in order to measure effectiveness of the evolved strategy for teaching learning critical thinking. The results of the ‘t’ test, in quantitative analysis, revealed that the evolved strategy for teaching learning critical thinking had been effective in developing critical thinking among students.

Buhs (2000) conducted a study entitled programme evaluation of the American Indian Life Skills Development Curriculum with American Indian and Caucasian adolescents. He found that after Life Skills Training Course, there was change in their self-esteem and depression. The pre-test/post life skills of self esteem and depressive symptomatology were administered and a three-month follow up of students was done. Qualitative analysis indicated that the students learned about the areas covered in the training programme, their self esteem scores increased and depression decreased between pre and post test and again between the post test and follow up the depression again increased. Students did not learn significantly more about problem solving, including what to do if in a situation with suicidal individual. According to statistical analysis, insight ratings indicated that students did not gain the insight regarding their emotions, self-esteem, problem solving and self destructive behaviour up to the limit that was required.

Chopra (2002) constructed a Self-instructional Module to enhance communication skills of college principals. The prime objectives of the study were to undertake role analysis, needs identification of college principals in communication and to design and evaluate a self-instructional module to enhance communication skills of college principals. The sample for the study comprised of 50 college principals through probability sampling, namely, multi-stage cluster sampling. A role analysis schedule, needs assessment schedule and self-instructional module were used as tools for the study. For
the purpose of data analyses measures like frequency counts, percentage responses and content analysis were adopted. The feedback analysis revealed that the college principals found the communication module useful in developing their communication skills and language competence. The study also claimed that the module with appropriate modifications could be of use to various groups like educational administrators, managers, or leaders. The module could bring improvement in communication skills which would enable the recipients to perform at work in meaningful and effective manner.

Pathak (2002) had prepared a Creativity Program for Pre-Service Teacher Trainees at Primary Level and evaluated its Effectiveness. The objectives of the study were to construct and standardize a creativity test for pre-service teacher trainees at primary level, to develop creativity program and evaluate its effectiveness for pre-service teacher trainees at primary level. The study adopted Pre-test post life skills experimental and control group design. The sample for the experimental group comprised of 46 trainees from Rajpipla, and the control group consisted of 43 trainees from Santrampur. The investigator had designed the creativity program and a creativity test comprising verbal as well as non-verbal form. Variety of tasks and activities focusing imagination, novel ways of using things etc. were used for the design of verbal form of the test. The non-verbal form of the test included three types of activities, namely, picture construction, picture completion and circles and rectangles. For the quantitative analysis statistical techniques like ANCOVA and two-way ANOVA were employed. The results of the study claimed to develop creativity components like fluency, originality, flexibility and so on. Hence, the primary pre-service teacher trainees found to develop their creativity through this program.

Kumari (2002) conducted a study entitled development of life skills with Mathematical education. She revealed that due to technological revolution, the mathematical abilities like to explore, conjecture, reason and communicate are needed in every field of life. The problem solving situations were important workable medium to link mathematics with life skills such as problem solving behaviour of students. The researcher found that middle class students have
developed problem solving skills by learning mathematics and students were using this skills to deal with real world environment and experiences.

**Prasad (2002)** has carried out a study on advocacy and capacity building through Life Skills education for adolescents. The main objective of the study was to design a school based program for Mental Health and Life Skills Education called ‘Expressions India’ to create awareness, responsibility and empowerment amongst adolescents, their parents and teachers. It was focussed on 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. The findings revealed that adolescents, parents and teachers were become sensitized about Life Skills and adolescents had enhanced their Life Skills in a significant manner.

**Rowland (2002)** conducted a study entitled ‘every child needs self-esteem: the creative drama builds self-confidence through self-expression’. This study illustrated how creative drama is a powerful way to learn, to strengthen a self concept and to increase self-esteem for socially deprived children under the direction of trainer outside the classroom in a structured, informal setting. An experiment revealed how natural pedagogy honoured the individual experience and preserved the child’s essential freedom to play, to wonder, to experiment and to invent, allowed children to flourish and to become stable and successful. This theory was applied to children in a creative drama programme. Through the magic of theatre, using the techniques of creative drama, children’s creativity; self-esteem was developed and cooperation and responsibility were learned. These results let to the creation of a child play-based programme those nurtured children’s creative expression and the development of a handbook to enable others to replicate this programme in their communities.

**Sharma (2003)** studied on measuring life skills of adolescents in a secondary school. The major aim of the study was to develop a scale to measure life skills and to assess the levels of life skills among adolescents of a secondary school at Kathmandu. Findings revealed 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. Factors such as maternal education, connectedness and family support had influenced the level of life skills in the adolescents.

West (2003) studied contextual variability in the transfer of problem solving skills. The purpose of this study was to describe how individuals learn from examples and retrieve known problems to solve new ones. Ninety-four participants from the university of Florida and surrounding community participated in 3 studies that employed transfer and similarity-matching tasks to investigate relationship between contextual variability in practice and a training group given contextual variability in practice was more likely to solve transfer problems accurately and recognize principles embedded in novel problems compared to controls. Moreover, participants who did not receive contextual variability in training but solved a simple transfer problem showed improved transfer skills and recognition of embedded principles; was believed that variation across surface features in problems de-emphasized utility in problems used to categorize problems and to solve the problems.

Davis (2004) found the impact of life skills training program on the behavioural and cognitive factors of psychological well being of Black and White college students. 376 Black and White college students participated in the program. Life Skills training program continued for twenty sessions in a month and each participant completed the college self-expression Scale. The self-perception profiles for the college students were collected. The four dimensions included in the data analysis were Scholastic competence, physical appearance, social acceptance, and global self-worth. Psychological well being was measured as anxiety and depression with the use of college adjustment scales. Black students were scoring higher than White students on the Assertive Scale that shows Cultural differences were evident in levels of assertion. The findings revealed cultural differences regarding associations with assertiveness and self concepts to the amount of anxiety and depression experienced by the students. According to data inferior global and scholastic self concepts among white college students were significantly associated with
higher levels of anxiety and depression. The issue for Black college students was identified as social acceptance, which held a significant negative association with anxiety and depression. However there was improvement in the self concept, depression and anxiety levels of students with training program.

**Shangold (2004)** conducted a study of life skills training program for youth of high schools of Mississippi. The program was provided to 530 high school students. The life skills training program included training of coping skills, social skills and behavioural skills. The results revealed significant development in coping skills for anxiety and depression; interpersonal and cooperative skills; and hostility skills. The programme proved effective for majority of the sample participants.

**Shenoy (2005)** developed a secondary School Curriculum for English medium High School students of Mumbai with reference to Develop Skills for Crisis Management. The objectives of the study were to develop a model curriculum to train students to handle crisis in their personal life, family life, school life, community life and national life. The sample comprised for this study was 100 students of std. VIII, IX and SSC Board from each 15 English medium secondary schools from Ghatkopar and Chembur with the help of suitable sampling techniques. Tools used for data collection were Questionnaires, Interviews and Observations and self-prepared by the investigator. The Model Curriculum designed by the investigator was covering the subjects such as Languages, History, Geography, Civics and Economics, Science, Mathematics and especially on Crisis Management. The developed curriculum was quite interesting, appealing, realistic, yet challenging. The Study made imperative recommendations for framing the curriculum for teachers, NCERT, SCERT, CABE, Education Department, and Teacher Education at State and Central levels.

**Kulikov (2005)** in a study found the impact of competitive youth sport participation on the social skills and competitive skills development. The sport chosen for the study was swimming and a qualitative case study was
employed. The objectives were like achievement values; achievement domains; achievement goal orientation; social learning; and competition spirit. The responses of the participants revealed that they considered sport as a tool which kept them engaged in positive social learning experiences resulting in the development of positive character attributes and transferable life skills. Along with that, parents of the participants also had the same belief that involvement in sport helps in building positive character attributes and transferable life skills. In addition, it emerged that parents believed that sport was very helpful for the development of goal orientation; achievement motivation; social learning and competition spirit among their children and they also demonstrated good parent-child behaviour.

**Phelps (2005)** tried to compare personal self-reported perception development of leadership life skills among Louisiana High School 4-H leadership activity participants. The population targeted for the study was all high school students who participated in either the 4-H Junior Leader Club (JLC) or the Character Counts (CC) peer-teaching programme. A survey method was used to collect data. The tool-surveys were mailed to 321 high school students. Only 165 surveys returned. The results revealed that there was hardly any difference existed in the perceived personal and leadership life skills development among the three groups on the Leadership and Personal Development Inventory (LPDI).

**Moeller (2005)** investigator Victor Moeller contended that authentic learning begins only when teachers challenge students with real questions that demand solutions. Here, he aimed to help teachers of the next generation develop various life skills i.e. skill of critical thinking, self awareness skill and practical skills. Moeller believed that anyone can acquire a life-long education from these skills.

**Sterling (2006)** explored the influence of a life skills course on athletic identity and career decision self-efficacy of collegiate student athletes. The study utilized a pre life skills-post life skills control group design. The significant differences were found between the treatment and control sports
groups on career decision self efficacy and athletic identity. The results also indicated that an alarmingly high percent of student athletes anticipate a professional sports career. The unrealistic plan may lead to athletic career termination difficulties. This let to need of an extra training hour to the life skills course, which would allow for a career development component.

The Department of Adult and Continuing Education (2006) organized an International Workshop on life skills Education for Youth Development in the University of Madras with the support of the UGC. The major aims of the workshop were to design and develop training module on LSE, to prepare learning modules for integrating Life Skills Education in the college curriculum, to come out with Training Manual on LSE along with training methods and programmes for colleges and community. The core points discussed in the workshop were that life skills are vital for young people to help promote mental well being and competence as they face the realities of life. Adolescents are benefited in several ways by developing life skills. It helped them in strengthening ability to translate knowledge, attitude and values into health behaviours that leads to better life in general.

Gamble, B. (2006) in his article described a project taken up by Chicago Public Schools (CPS) focusing on teaching life skills for Student Success. The CPS observed that many graduates passed out from their schools were struggling to find employment. Those who were employed found having difficulty in retaining their jobs. As a result of this Chicago educators hired a company where all students can learn to write curriculum addressing employability skills for junior high school students. Later the curriculum was piloted by CPS which evolved as a great success.

Jones et. al. (August 2006) wrote an article on evolving new approaches of imparting education in order to meet the challenges of new flexible market economy. They offered a summer school programme developing an Entrepreneurial Life Skills. They quoted the emphasis led by the successive governments in the UK on satisfying the need for a more enterprising society. Often the educationalists were advised by the government to introduce more
elements of enterprise into the school curriculum at different levels, and bring in more innovative ways to make the subject matter increasingly sought. As mentioned above, this article described a summer school where Enterprise modes of learning were stressed than the traditional one. It was observed that the enterprise education demands a different pedagogical approach making the educational experience qualitatively changed.

**Kaur (2006)** studied the effect of assertive communication training programme on teaching skills in relation to self-esteem and locus of control among pupil teachers. The students were 129 pupil teachers from two streams i.e. humanities and science. The results of the study showed that the use of assertive communication training enhanced the teaching skills of pupil teachers. It is thus an effective instructional strategy for teacher trainees. Standardized tools were used to measure the assertive behaviour of the students. Assertive behaviour training enhanced assertiveness and it will ultimately enhanced self-esteem of pupil teachers. The study also shows that assertiveness training programme would be equally effective for the training of personality traits which are important for the teaching faculty.

**Grover (2006)** investigated a study entitled impact of teacher monitored online instructional programme on various life skills and academic stress of secondary school students. The main objective of the study was to study the impact of teacher monitored online instruction; online instruction without teacher monitoring and conventional instructional method on life skills and academic stress. The sample was 133 students of class IX from co-educational English medium schools. The study was investigated with the help of pre-post experimental design. The control group was taught through conventional method and experimental group was given treatment. After the experiment, results showed that students taught through online instructional package scored higher in various life skills i.e. skill of problem solving, creative thinking, social skills, acquiring knowledge, communication and decision making, than the students who taught though conventional group learning. It further showed that Students studying through online instruction with teaching monitoring, online instruction without teacher monitoring and conventional group learning scored almost equal gain scores on academic stress. The results
of the present investigation indicated that online instructional technology may be used to enhance the performance of the students in the Science subject at the secondary level as compared to the traditional method of teaching. Further it was suggested that while teaching students through online teacher monitored instructions, control, self-pacing and flexibility are the major advantages offered to the learners which lead to propose that such a strategy is more effective than traditional models.

Vashistha (2006) has conducted a study on Grade VII School students 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 revealed 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 students preferred problem solving to be major life skill relevant to Science and technology. Next are Creative Thinking, Critical Thinking, Decision Making, Communication Skill, Self Awareness Skill, Stress Management, Empathy and Interpersonal Relationships in order to their performance. Majority of the students preferred Problem Solving to be the most relevant and interpersonal Skill to be lest relevant to Science & Technology.

Galagali (2008) carried out a study on Adolescent Life Skills education Program. 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. The programme had positive impact on adolescents as they admitted they had increased knowledge of health related issues.

Mythili (2008) has carried out a study on assertiveness and value system among adolescents with objective to develop assertiveness among male and female. Mythili (2008) has purposively selected 25 male and 25 female adolescents from a school of Chennai. Rayhus assertiveness scale was used to
measure assertiveness and Rockeach study of values was used to assess relative importance of different values within the persons’ total belief system. Chi-square analysis and t-test were applied for data analysis. The study found that there is significance difference between male and female adolescents population in assertive behaviours and values (instrumental and terminal values). The investigator has concluded that birth order, education, family background, physical changes, economic status of their parents and religious faith have strong impact. In being assertive, one has a participating and responsible role to play tasks to perform and skills to develop in the period of adulthood.

NIMHANS conducted study on empowering adolescents with life skills education in schools – School mental health program: Does it work? The major aim of this study was to evaluate the impact of Life Skill Education Programme (LSE Program- NIMHANS model) by finding out the difference between adolescents who were given the program and were not given the program. LSE program was focused for a year considering the life skill areas like coping with stress, coping with emotions, self-esteem, and adjustment in various areas. The sample was consisting two schools from the Bangalore rural district (Chennapatna) and two schools from Udupi District by using random sampling. NIMHANS model of the LSE program was implemented on adolescents of both sexes of 14 to 16 years and studying in 8th, 9th or 10th standard in the given two schools (Bangalore rural and Udupi). Informed Consent from parents was taken. Tools used were Rosenberg Scale of Self-Esteem (RSES, Rosenberg 1965), Preadolescent Adjustment Scale (PAAS, Pareek et al. 1975), Generalized Self-Efficacy Scale (GSES Jerusalem and Schwarzer 1995, Strengths and Difficulties Questionnaire – Self-Report Version (SDQ SRV Goodman et al. 1998), and Class Room Indicators. SPSS version 10 was utilized for data analysis. For categorical measures, the chi-square test was used. NIMHANS model of the LSE program showed positive impact on as there was a significant difference between the groups in the program and not in the program. Participants admitted that their adjustment with teachers and school, coping skills, self-esteem was increased.
Khatal carried out a study on Life Skill Awareness Programme and its Effectiveness for B.Ed. Students. The aim of the study was to make aware the B.Ed. students, to evaluate the effectiveness of Life Skill awareness programme and to get the opinions of B.Ed. students regarding the developed Life skill awareness programme. The type of research was experimental research and single group design was used for the present research study. Forty B. Ed. students were selected as sample by using Incident sampling method. The awareness test (as pre-test and post-test) was used for collecting the data. The findings of the study showed that the life skill awareness programme enhanced the Life skill Knowledge and awareness among the B. Ed. Students and the B.Ed. students opined that the programme had positive impact on them.

Lineo K. (2009) had conducted a study on Life Skills of adolescents. The study was conducted as an initiative of Millennium Development Goals (MDG) providing access to appropriate learning and Education for All (EFA). Primarily life skills education was introduced at both basic and tertiary education level considering it among things to improve all aspects of the quality education. The study intended to explore major components of life skills programmes at Lesotho education system addressing developmental problems such as poverty reduction, bring awareness towards issues like HIV/AIDS, and drug abuse. The purpose of the study was also to examine how efficient the programmes were at primary schools, secondary schools and higher education institutions. The data primarily were collected through documents and analysis, interviewing different stakeholders like policy-makers in the Ministry of Education and Training, Deans of the Faculty of Education, principals, and education officials and so on. The essential findings highlighted numerous issues pertaining to quality and teacher capacity in the delivery of the programmes. The study recommended the government of Lesotho to deliver similar programmes through Open and Distance learning in order to address the issue of equity and access of essentials life skills.

Halaiya (2010) conducted a study on Development and Implementation of a Life Skills Programme for student Teachers. The focus of this study was to
develop the Life skills Programme and to find out the effectiveness of Life Skill Programme and also to know their opinions about developed Life skills Programme. Experimental research methodology has been used for this study. 25 student-teachers having Commerce method during the academic year 2008-2009 of the Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara were selected as sample for the study. The tools used were Situational Tests, Life Skills Inventory, Activity Feedback Sheet, Programme feedback Sheet, Field Notes, Focused Group Discussion and Participatory Observation. Data collected were analysed by employing qualitative techniques. Content analysis was used to analyse the data. As a whole the Life Skills Programme was found to be effective.

**Jena (2011) carried out a study on** Value conflict among school going Tribal Adolescents in relation to their Decision making ability. The study was conducted in one of the most tribal district of Odisha. 10 schools from rural and 10 schools from urban area from that district were selected. 200 tribal school adolescents, studying in 10\textsuperscript{th} class, were selected as sample using stratified random sampling method. Among them 100 are male and 100 were female. Value Conflict Scale and Decision-making ability Scale were used as the data instruments for the study. ANOVA was used as data analysis technique. The findings revealed that the school going urban adolescents were found more advanced than the adolescents from rural area. It was also found that the adolescents of tribal areas were facing emotional, social, economical, cultural and geographic problems which arouse conflicts while decision-making process.

**Promod & Pereira (2011)** carried out a study on the level of Life Skills of Students Teachers of Kerala. The objective of the study was to study the level of life skills of student teachers of Kerala. Survey was the major technique used for the descriptive study conducted on a sample of 465 student teachers (B.Ed. students) of five colleges of teacher education affiliated to the University of Kerala, Mahatma Gandhi University and the University of Calicut (representing the south, central and north parts of Kerala). The major
tool used was five point Life skills Scale for student teachers which include 45 items. The study deals with a gender wise and locality wise study. The major findings were propagators of the nation’s future were not empowered enough to meet the demands and challenges of the day, which require life skill to a great extent.

Chaudhari & Mehta (2012) carried out a study on Life skills Education for the Economically Backward tribal adolescent Boys and Girls: an Intervention programme. The objectives of the study were to make boys and girls aware of capacities and to develop gender sensitivity among adolescents for a bias free society. Two Guajarati medium schools located in the tribal populated belt of Bharuch district of Gujarat province of India were identified with the permission and guidance of the District Education Officer. The sample students were specially selected from low-income group. The sample was a mixed group of 94 students between the age of 13 to 15 years, studying in VII and XI standards of both the Gujarati medium schools. An intervention programme adopting participatory method was employed to impart life skills training to adolescent students. A pre-test, post life skills design was adopted to access the impact of the life skills intervention program. Questionnaire was used as a tool. Finding of the research indicate that programme helped the adolescents to build the self image and self-esteem and self-confidence was also raised among the adolescents.

2.3 Emerging observations from the review of the research studies
The reviewed studies were covering different issues related to Life skills prevailing in the world. After reviewing the research studies, some significant points related to the present study have been noted are given below:

Most of the studies were conducted on adolescents and were found Life skills Programme effective in reducing density of the adolescents and youth problems prevailing in the country. Studies on life skills conducted by Botvin (1985), Nova (1998), Meghani (1999), Waltemire (1999), Magee (1999), NIMHANS, Rowland (2002), Chopra (2002), Shangold (2004), Davis (2004), Kulikov (2005), Grover (2006), RGNIYD (2009), Jena (2011),
Chaudhari & Mehta (2012) were on adolescents and youth to develop life skills in isolation or as a whole, are more in numbers. Their findings indicated that life skills have produced the following effects: decreased aggressive behaviour; promoted good social behaviour and increased good interpersonal behaviour, decreased negative and destructive behaviour; increased the planning and decision-making ability, making effective problem-solving attitude; improved self-image, self-awareness and self-control, improved emotional adjustment and empathy; better handling of conflict with peers and family; and coping with anxiety and stress. Botvin (1985) found that through LST, the student’s assertiveness, social anxiety, self esteem, decision-making and social coping skills have also developed. Nova (1998) measured the self perception of personal skills between traditional versus non-traditional college students. Meghani (1999) revealed that the evolved strategy for teaching learning critical thinking had been effective in developing critical thinking among students. Waltemire (1999) reported the significant differences between the self perception of traditional and non-traditional college students personal life skills. Magee (1999) revealed that the attaining of life skills has a positive impact on their abilities of decision making, problem solving and conflict management with others. Chopra (2002) found that the module could bring improvement in communication skills which would enable the recipients to perform at work in meaningful and effective manner. Rowland (2002) found that through the magic of theatre and using the techniques of creative drama, children’s creativity; self-esteem was developed and cooperation and responsibility were learned. Shangold (2004) revealed significant development in coping skills for anxiety and depression; interpersonal and cooperative skills; and hostility skills. Davis (2004) found that there was improvement in the self concept, depression and anxiety levels of students with training program. Kulikov (2005) in a study found the impact of competitive youth sport participation on the social skills and competitive skills development. Grover (2006) showed that students taught through online instructional package scored higher in various life skills (i.e. skill of problem solving, creative thinking, social skills, acquiring knowledge, communication and decision making) than the students who taught though conventional group learning. NIMHANS revealed that adolescents’ adjustment with teachers and
school, coping skills, self-esteem was increased with life skills education. RGNIYD (2009) findings showed that the youth became sensitive taking decision confidently for betterment. Jena (2011) found that the school going urban adolescents were found more advanced than the adolescents from rural area. Chaudhari & Mehta (2012) indicated that programme helped the adolescents to build the self image and self-esteem and self-confidence was also raised among the adolescents.

Studies conducted on prospective teachers, either at primary level or at secondary level to develop life skills as a whole, are limited in numbers. Some of the studies were aimed to create awareness of life skills and among pre-service teachers and the others are conducted to develop one or more life skills in isolation or as a whole. Findings of Paul et al. (1995), Bhave (1999), Sharma (2003) and Promod & Pereira (2011) pointed out that there is a need to develop life skills awareness and life skills constructs for teachers at all levels; which is reflected from their findings. The studies conducted by Kaur (2006), Gamble, B. (2006), to enhance life skills among pre-service teachers. Prasad (2002) revealed that adolescents, parents and teachers were become sensitized about Life Skills and adolescents had enhanced their Life Skills in a significant manner. Paul et al. (1995) disclosed that teachers needed to develop clear understanding of the basic concepts of critical thinking as very few have a comprehensive sense of how to promote critical thinking while teaching the content subjects of discipline. Bhave (1999) suggested all the teachers should be imparted life skills training of junior colleges. Findings of Sharma (2003) revealed that most of the teachers were not aware of the concept of life skills. Kaur (2006) studied use of assertive communication training enhanced the teaching skills, personality traits and self-esteem of pupil teachers. Gamble, B. (2006) found that graduates after schooling in Chicago Public School (CPS) found struggling to find employment and in retaining their jobs. The CPS educators piloted CPS to train them addressing employability skills for junior high school students. Khatal found that the life skill awareness programme enhanced the Life skill Knowledge and awareness among the B. Ed. Students and the B.Ed. students opined that the programme had positive impact on them. Lineo (2009)
recommended the government of Lesotho to deliver life skills programmes through Open and Distance learning in order to address the issue of equity and access of essentials life skills. Promod & Pereira (2011) revealed that the propagators of nation’s future i.e. student teachers of Kerala were not empowered enough to meet the demands and challenges of the day, which require life skill to a great extent. Majority of studies necessitated the need to make aware and develop life skills among the teachers, counsellors, social workers, parents and interested community members with Life Skills Education.

Studies conducted to develop one or more life skills in isolation or as a whole are mentioned below. Greene (1988) came out with instructional principles which could be of help to the educators and mentors to induce effective life skills behaviours among their students. Chopra (2002) constructed a Self-instructional Module to enhance communication skills of college principals, and found improvement in communication skills which would enable the recipients to perform at work in meaningful and effective manner. Rowland (2002) found that children’s creativity; self-esteem, cooperation and responsibility was developed through creative drama, and he developed a handbook to enable others to replicate this programme in their communities. Pathak (2002) had prepared a Creativity Program for Pre-Service Teacher Trainees at Primary Level and evaluated its Effectiveness and the programme developed creativity components like fluency, originality, flexibility. Kaur (2006) - Assertive behaviour training enhanced assertiveness and it will ultimately enhanced self-esteem of pupil teachers. The study found that there is significance difference between male and female adolescent’s population in assertive behaviours and values.

Studies conducted on imparting Life Skills education by integrating it other subjects were very few. Kumari (2002) conducted a study entitled development of life skills with Mathematical education and found that middle class students have developed problem solving skills by learning mathematics and students were using this skills to deal with real world environment and experiences. Grover (2006) revealed that online instructional technology may
be used to enhance the performance of the students in the Science subject at the secondary level.

Studies conducted in relation to certain variables and their impact, were also found out. Mythili (2008) found that birth order, education, family background, physical changes, economic status of their parents and religious faith have strong impact. He also found that there is significance difference between male and female adolescents’ population in assertive behaviours and values (instrumental and terminal values). Sharma (2003) studied that maternal education and family support was significantly associated with higher life skill levels in adolescents. The findings of study by Jena (2011) revealed that the school going urban adolescents were found more advanced than the adolescents from rural area. Promod & Pereira (2011) carried out a survey to assess the level of Life Skills of Students Teachers of Kerala with gender wise and locality wise and found that they were not empowered enough to meet the demands and challenges of the day, which require life skill to a great extent.

Reviewing about tools used in the field of life skills the following observations were made. Most studies used self constructed tools and some used standardized tools. Promod & Pereira (2011) used self-made five point Life skills Scale for teachers to measure life skills. Meghani (1999) used critical thinking measurement tool to measure critical thinking, Pathak (2002) used self-constructed creativity test and Helaiya S. used self-prepared Life Skills Inventory as major tools of the study, Shenoy (2005) used self prepared – questionnaires, interviews and observations, Chaudhari & Mehta (2012) used questionnaire as tools of data collection and many more studies used questionnaires. Whereas Mythili (2008) used Rayhus assertiveness scale and Rockeatch scale of values to measure assertiveness and values, NIMHANS-used Rosenberg Scale of Self-Esteem (RSES, Rosenberg 1965), Preadolescent Adjustment Scale (PAAS, Pareek et al. 1975), Generalized Self-Efficacy Scale (GSES Jerusalem and Schwarzer 1995, Strengths and Difficulties Questionnaire – Self-Report Version (SDQ SRV Goodman et al. 1998) to measure the level of self-esteem, adjustment, self-efficacy and self awareness.
constructs respectively. Mainly Pre-test and post test, Questionnaires and focused group discussion were used to measure life skills.

Most of the studies adopted developmental and experimental design. Meghani (1999) used methods like case study and Socratic questioning to develop critical thinking skills among; Helaiya S. (2010) used methods like situational discussion, role-play, dramatization, games and puzzles, audio-visual activities, story-telling, brain-storming, self-reporting etc. to develop core life skills among pre-service teachers; and Pathak used songs and music as techniques to develop creativity among primary pupil teachers.

Most of the studies used convenient, incidental and purposive sampling. By considering data analysis techniques used for studies conducted in teacher education field, the following observations were made. Mythili (2008) used Chi-square analysis and t-test, Meghani (1999) used qualitative and quantitative analysis t-test, Buhs (2000) used Qualitative analysis, Pathak (2002) used quantitative analysis techniques such as ANCOVA and two-way ANOVA, Chopra (2002) used frequency counts, percentage responses and content analysis, Helaiya used qualitative techniques like Content analysis as a technique to statistical analysis.

2.4 The uniqueness of the present study:

- More numbers of studies have been conducted on adolescents and school students by addressing different issues related to adolescent health. Studies targeting to the sample such as youth and prospective teachers are less in numbers. Very few studies were undertaken on imparting life skills education/training at the Teacher education level, both at pre-service teacher education as well as in-service teacher education. Further findings of Paul et al. (1995), Bhave (1999), Sharma (2003) and Promod & Pereira (2011) pointed out that there is a dire need to develop life skills awareness and life skills constructs for teachers at all levels and recommended training for Teachers, Counsellors and Social Workers for providing Life Skills Education.
The present study would contribute in developing a Life Skills Programme (LSP) for pre-service teachers.

- It was found from the studies that the trend to carry out intervention studies to develop life skills were more dominant than the assessing life skills. The present study is an attempt to prepare a Life Skills Scale to carry out need based analysis and to prepare need based life skills programme.

- A vast majority of the studies were focussed on developing one or two life skills in isolation. Studies to develop core life skills as a whole were few in numbers. The LSP in the present study were focussing on developing ten core life skills suggested by World health Organization (WHO).

- Mythili (2008) found that birth order, education, family background, physical changes, economic status of their parents and religious faith have strong impact. In the previous studies, various variables have been studied to see the impact of Life Skills Programme in relations with gender, locality, maternal education, stream, and instructional design more frequently. The present study was an attempt to study the effect of area, discipline and degree they hold on enhancement of life skills of prospective teachers.

It has been found from the review of previous studies conducted in the area of life skills that the status of life skills education is not up to the satisfactory level at both pre-service teacher education and in-service teacher education level in India. Researches in Life Skills Education are undergoing a paradigm shift and many new approaches and methods have been tried out at research level. Hence the present study is an attempt to develop an LSP for pre-service teachers to bring awareness about life skills and enhance life skills attributes among the pre-service teachers. The implications drawn from these studies helped in designing the intervention programme for the present study.

2.5 Conclusion
The chapter has outlined contributions of other researchers. The researcher reviewed already conducted researches which included the title of the study, the objectives, the method and tools of research and findings. These ideas have assisted this research in its attempt to find a solution to its research problem. Also the researcher has tried to draw a line between the previous studies and the present study.