

A Survey On Life Skill Challenges, Development And Implementation In School Education System

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Abstract: Education is about enabling talented young people to prosper and contribute to their communities. These skills are sometimes referred to as life skills, and they give life skills training. Education aids youth in overcoming life crises, but offering appropriate life skills education is difficult. As expected, there is a lot to fix. Administrators emphasised the non-grading state of life skills curricula in the current study, along with teacher input; advance service and service is not enough training for instructors; Parents and children have negative attitudes toward life skills education, and there isn't enough of it. Some of the key obstacles to the successful implementation of life skills education schools include teaching resources. Science, RS, Thinking, Current Affairs, Games / PE, and other disciplines in the Life Skills curriculum have a tight association with the department. Life skills grow as well. Individual members of staff, forms, and other groups hold meetings to enhance life skills and the capacity to think clearly both within and outside the classroom.

Key terms: Life Skill Education, School Education System, Challenges, Development, Implementation

1. INTRODUCTION

People must be prepared to handle challenging situations due to the constant increase in societal changes and complexities, as well as the development of social interactions. Psychiatrists are involved in the prevention of mental disease and social inadequacy in life skills education in schools all around the world. Life Skills Education (LSE) is a word that is frequently used to characterise developmental learning activities. Learners may take positive action to build and sustain healthy behaviours, settings, and quality of life by using their knowledge, attitude, and mental abilities (Boatwin& Griffin, 2018).

Attention deficit hyperactivity disorder (ADHD) has been shown to respond well to LSE. Disorder, anti-social behaviour, and drug use are all useful in preventing HIV infection. That is all there is to it. Many countries incorporate it in their educational curricula (Moski, Hassanzad, & Timurry, 2016; Yankee & Aggleton, 2018). Life skills are a set of mental, social, and cognitive talents that help youngsters become more aware of their surroundings. Make judgments and choices, manage their mental health, and successfully communicate (Singh and Menon, 2019). Life skills are defined by the World Health Organization (WHO) (2019) as positive and positive skills.

Individuals' ability to deal efficiently with requirements and obstacles in daily life. All of this indicated that there was a critical set of ten life skills that were intertwined and strengthened. These are the ones. Decision-making and problem-solving skills, creative thinking and critical thinking capacity, interpersonal and communication skills, self-awareness skills, and empathy; ability to manage with emotions and stress are five major life skills categories that can be linked to reveal. LSE is regarded as a vital participant in the implementation of innovative educational changes across the board. In response to demand, numerous governments around the world are exploring establishing life skills education.

Traditional educational systems must be reformed so that they can keep up with new social and financial realities. Life Skills is an important part of high school life and ethics. Of course, this might be argued as part of the school day's participation in developing life skills. Inside and outside the classroom, all members of the school community work together to develop boys into young men who are ready for and interested in their part in society. As a result, life skills are essential for all we wish to achieve in school. As part of the boy's education and progress, life skills are taught from the time of enrolment until the eighth year. The goal is for boys to grow up to be healthy and self-sufficient. The boys actively contribute to the religious life of the school and their surroundings by learning the fundamental concepts of detecting wrongdoing. A community that develops its own sense of self-worth and accountability.

2. RELATED WORK

Educators and policymakers in India have advocated for the inclusion of life skills education as part of the school curriculum. National Curriculum Framework (2019); National Curriculum Draft (2018); National Curriculum Framework (2019); National Curriculum Framework (2019); National Curriculum Framework (2019) Furthermore, the Adolescent Education Program (2015) advocated for school integration. By learning various life skills, pupils will be able to combat drug addiction, violence, teen pregnancy, AIDS, and other health difficulties. During the school years, students should engage in creative learning experiences, an inquiry-based approach, and work-related cognitive treatments. Students should have opportunities to learn new things and develop life skills.

Furthermore, according to NCF (2015), AAEP should not be separately trained and should instead be integrated in the school's reading programme. The Central Board of Secondary Education (CBSE), which recognises the value of life skills education, is one example. In 2010, life skills education was implemented as a continuous and integrated aspect of the curriculum. For instructors in grades 6 through 10, I created Comprehensive Evaluation (CCE) and life skills manuals. Critical thinking, creative thinking, decision making, problem solving, and self-awareness are the three primary areas of life skills identified by the World Health Organization. Skills Effective communication; Personal skills; Sympathy are examples of social skills. Emotional abilities include the ability to cope with emotions and the ability to

deal with stress. Life skills are abilities that allow a person to have a happy and productive life.

Life skills, according to the World Health Organization (WHO), are skills for constructive behaviour and adoption. It enables a person to properly cope with the average person's demands and challenges. Based on Life Experiences Education is the interactive process of teaching and learning that focuses on obtaining knowledge, attitudes, values, and abilities that support the learner's behaviour healthy life choices are accountable for their lives by lowering immunological stress hazardous behaviours. Life skills, according to UNICEF Wikipedia, are behaviours that are employed appropriately to handle personal concerns. They are a set of human abilities learned through instruction. Major issues have been noted in previous research studies on KTV (2013) and Kitimo (2014). Lack of suitable teaching / learning materials is cited as a hurdle to LSE adoption, but this is not confirmed. Due to a lack of status, a teacher shortage, and a dearth of trained teachers, there is a high workload. Time limits are also captured by Neelina (2012), Singh and Sharma (2016), and Behrani (2016). Teachers' lack of basic life skills training; Issues with evaluating qualitative abilities; Aspects of life skills that are social and emotional; Students' lack of interest as a result of their academic obligations; Incorrect time slots and settings; Weight Extracurricular activities pose significant obstacles to the implementation of life skills education in Indian schools.

3. OBJECTIVES AND CHALLENGES

The realities of life are addressed in life skill educations to develop mental health and capacity in adolescents. Life skills-based education is included into school curricula to assist students in developing a positive attitude toward self-care and health, as well as significant social life skills. Allow for an individual's complete and comprehensive growth in order for social life to function effectively. All persons must acquire the fundamentals of life skills as part of a life skill education system. They're also required for a variety of development security measures. Promoting primary immunity and caring for the development, causes of various diseases, changes in social situations, and socialisation of healthy children and adolescents through youth preparation. Generations of people, the issue of disabilities, basic education policy, gender equality, democracy, good citizenship, educational quality and efficiency, peacebuilding, and lifelong learning are all topics that need to be addressed. Life skills education is becoming more popular. Teachers and administrators are having difficulty integrating life skills education in CBSE schools, according to this report, which is based on a rigorous survey style of research. Principals and (10) instructors (43), as part of the pattern, deliver life skills education to ninth and tenth grade students at the schools of their option.

Two semi-structured interview schedules on LSE implementation and issue in schools have been established to gather information from principals, administrators, and teachers. Incorporation of LSE into the educational system. The data was gathered between December 2019 and March 2020. A semi-structured interview was used to gather information from teachers and administrators. To create summaries, the responses have been organised under numerous themes. Objectively displaying summaries - as follows:

According to CBSE requirements, life skills education classes are accessible in all schools. According to timetable E, after allotment for LSE alone, the interval is 60-90 minutes per week. The value of LSE is understood by all teachers. Each school has only 4-6 LSE-trained instructors. SCBSE's Teacher Manual Guidelines for LSE are followed. All ten schools have adopted the programme. LSE has been brought to the attention of parents by schools. Actions Teachers keep a tight eye on their students' actions. Students were given advice and materials for the SLSE. However, due to space constraints, most schools perform LSE events. Making

materials that assist SE in performing LSE processes is quite tough. Patrons and educators Teachers shared their findings.

A. Life Skill Emerging Vision

<p><i>Right of the child (CRC 2019)</i> <i>The Declaration of Jomtein on Universal Education (2017)</i> <i>HIV/AIDS Conference at the United Nations (2013)</i> <i>The world has been programmed to promote human rights education (2014)</i> <i>Decade of Education for Sustainable Development at the United Nations (2015)</i> <i>The UN Secretary-General commissions a study on child violence (2016)</i> <i>The 51st Commission on Women's Status (2017)</i> <i>Problem Solving Interpersonal Relationships Coping with Stress Communication that works Empathy The ability to think critically thinking outside the box core elements core Life Skills through coping with emotion decision making self awareness core elements core Life Skills through (WHO).</i> <i>Education in Life Skills (Approaches)</i> <i>A. Special Study Methodology B. Extension Methodology C. Plug Point Methodology (Indirect) D. As a component of the curriculum (Direct)</i></p>	
<p>The Every Child Matters outcomes are to be healthy, keep safe, enjoy and achieve, and the Life Skills programme aims to encourage and enhance these outcomes. To make a positive difference, To attain financial stability</p>	<p>Students in both the life skill programme and the ICS mainstream gain from integration, socialisation, and role modelling. Trips, everyday living skills in a residential setting, confidence, socialising, and environmental awareness</p>

Table 1: Emerging Vision and Trends

4. IMPLEMENTATION PLAN

Examine the difficulties that teachers and administrators encounter in implementing life skills education in CBSE-affiliated secondary schools across the country. The following is a summary of the responses of administrators and teachers: SE Non-Graded LSE's current state: Students receive no results because LSE activities are not scored in their classes on final exams, therefore they participate in LSE activities in a passive manner. Students' educational burden: Subjects of the curriculum and other co-curricular activities in which ninth and tenth grade pupils should take lessons are the educational burden put on them. The majority of students are uninterested in concentrating more on LSE activities. Student involvement: Students attend LSE classes but do not participate actively in LSE events. Because students did not actively participate, the closing estimate was eliminated. Parents disagree: Most parents place a high value on their children's education, believing that life skills may be learnt later in life. More people think LSE is a waste of time

Teachers are overworked: The teacher is overworked in terms of academic and extracurricular obligations. Time and content contact with LSE are required by the LSE operations company. Teachers who are overworked as a result of LSE implementation are less motivated. No pre-service training: Teachers are not trained throughout their pre-service schooling. Concerning the integration of LSE into the educational system. Service training is for a short period of time: 3-5 days at LSE Teachers. Intensive teacher training on different facets of life skills instruction is lacking. Teacher preparation is insufficient for the proper implementation of LSE schools, according to an evaluation.

There is no LSE adaptation. Using SE for training Academic Subjects: LSE Minor Service Training It is distributed to 4-6 instructors in each school and does not meet the goals. In general, life skills curriculum should be taught to all instructors so that they can embrace LSE. In terms of their studies. LSE Stand-Alone Topic: How the LSE Program Works in the Classroom LSE is not expected to be included into academic courses by schools or teachers. This is the London School of Economics. It is not possible to attain the LSE goals in a time of 60 to 90 minutes per week.

Scarcity of resources: LSE activities are highly resource efficient and necessitate the use of qualified trainers. However, errors in teaching and learning resources are a typical occurrence, and properly spreading LSE in schools is a challenge. LLSE Evaluation: There are too many methods in place to measure life skills or abilities, making expert insight difficult and time-consuming. Teachers, on the other hand, are not trained to assess LSE assignments.

5. DISCUSSION

Life skills education implementation issues in CBSE affiliated secondary schools in India. 4-year life skills education programme applied in all district model schools Six teachers are in charge of LSE activities, according to CBSE norms. LSE was taught in schools as a stand-alone topic with no pre-service training. Chirwa (2019) and Mogoto (2011) underlined the importance of life skills education for teachers in order to attain the greatest results. Rather than doing it all at once, integrate it into the curriculum through lesson-by-lesson co-curricular activities. Subject. In addition, the NCF (2019) stated that adolescent education should be prohibited. Rather than being included in classroom education.

In addition, instructors claimed that in-service training was insufficient and that all school teachers were present. LSE does not address teaching and evaluation methodologies. LSE is a subject that is not graded since it is not a graded subject. Students and parents placed a lower priority on it. Furthermore, both teachers and pupils are obese. Final exams should take into account academic and co-curricular activity. Kitivui (2013); Kitimo (2014); Abobo&Ordo (2018) also found that LSE implementation was limited by a shortage of teaching / learning equipment, an unproven condition, and a high workload.

There aren't enough teachers, they're not well-trained, and there aren't any defined evaluation criteria. The study found that LSE training conditions in the field were inadequate. Teachers do not want to use academic courses to implement LSE. Intensive coordination training It is necessary to develop LSE activities and teaching materials. In this case, Neelina (2012); Behrani (2016) demands a limit on LSE age in India; Singh & Sharma (2016) Teachers who are able to collaborate with other trained and motivated educators are welcomed into

comprehensive schools. Methods of instruction that involve students in the learning process. Teachers must acquire the competence and incentive to integrate life skills into their classrooms by providing pre-service and in-service training.

Audiovisuals, board games, and digital devices are examples of related materials. Designed to make life skills more engaging and enjoyable. In schools, students are taught life skills. It should be adopted as part of a larger educational reform effort. In addition, OK and Roll (2015) advocated for a re-evaluation of LSE education. Teachers should take an unscientific approach to this subject and establish learning outcomes. Inquire about the domain that is influenced by the learner's personality. There are more interactive tasks that are required. Because life skills are incorporated in the LSE, they can be learned at any time. Teachers' lack of expertise in many parts of life skills instruction and evaluation, parental consent issues, and inadequacy.

6. CONCLUSION

There are a few obstacles to overcome in order to successfully adopt LSE in schools. This calls for it. There is a need to test life skills education in such a way that students, parents, and teachers take it seriously. There are also other things to consider in school curriculum during pre-service and in-service training, conditions to equip teachers with relevant and appropriate skills to facilitate quality teaching, and life skills study and evaluation. The role of life skills in everyday life personality is discussed in this study. Life skills are abilities that allow a person to have a happy and productive life. Promoting young people's mental health and capacity is just as vital as skill education in the midst of the challenges they confront. Life skills-based education is included into school curricula to assist students in developing a positive attitude toward self-care and health, as well as significant social life skills. Allow for an individual's complete and comprehensive growth in order for social life to function effectively.

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