



Nehru Yuva Kendra Sangathan
नेहरु युवा केन्द्र संगठन

World's Largest Youth Network

नेहरु युवा केन्द्र संगठन Nehru Yuva Kendra Sangathan

स्वायत्तशासी संस्था An Autonomous Body under the
कौशल विकास, उद्यमिता Ministry of Skill Development,
युवा कार्यक्रम एवं खेल मंत्रालय Entrepreneurship, Youth Affairs and Sports
भारत सरकार Government of India



Ref No. NYKS/NPYAD-LSE Camp/2014-15/193

Date: 18.03.2015

From: Dr. M. P. Gupta, Joint Director (NPYAD), NYKS, HQ, Delhi

To: All Zonal Directors, Nehru Yuva Kendra Sangathan

Subject: Guidelines and other details for organizing Life Skills Education Camps under NPYAD for the year 2014-15

Madam/Sir,

The Ministry of Youth Affairs & Sports vide its sanction letter No. F.2-1/2014-NPYAD dated 4th February 2015 has sanctioned 623 Life Skills Education Camps for the year 2014-15. An amount of Rs. 1,42,95,600/- @ Rs. 39,710/- per camp for organizing 360 camps have been released to the concerned PAO zone (Annexure A), NYKS on 13.03.2015 by Accounts section, NYKS, Hqrs through RTGS (copy enclosed as Annexure V).

- The details for Zone wise and Kendra wise release of funds are enclosed as Annexure A. You are requested to release the funds immediately to Zones/ Kendras for the implementation of Life Skills Education Camps.
- The budget break up at Annexure I, the Operational Guidelines at Annexure-II and reporting format at Annexure-III for organizing Life Skills Education Camps are enclosed herewith.
- It may kindly be ensured that during Life Skills Education Camps activities under Swachh Bharat Mission and as mentioned in the enclosed guidelines should be organized and reported in the prescribed format.

You are requested to ask the concerned DYCs to strictly adhere to the guidelines for the organization of Life Skills Education Camps. Also, as mentioned in this letter it is reiterated that local district/State units of NSS and NCC be coordinated for this programme.

The booklet on Life Skills Education published by CBSE may be used as reference material while conducting Life Skill Education Camps. (Copy enclosed as Annexure-IV)

The detailed physical and financial reports along with Utilization Certificate, action photographs & press clippings should be submitted immediately after completion of the programme. Reporting format is in Annexure- III.

This issue with the approval of the Competent Authority.

Yours sincerely,

(Dr. M.P. Gupta)

Joint Director (NPYAD)

Encl: All Annexure from I to V and A above being sent through email only and placed on NYKS Website.

CC: PS to DG

ZD, NYKS, PAO zone, Gandhinagar, Bhubaneswar, Lucknow, Guwahati, Bangalore and Alipur are requested to release the fund to respective Kendras with a copy to concerned Zonal Directors.

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Fund release for Life Skills Education Camps for the year 2014-15

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount	
1	Bangalore	Andhra Pradesh & Yanam	1	Anantapur	39710	317680	2263470	
2			1	Chittoor	39710			
3			1	East Godavari	39710			
4			1	Guntur	39710			
5			1	Kadapa	39710			
6			1	Krishna	39710			
7			1	Kurnool	39710			
8			1	Nellore	39710			
9		Telangana		1	Adilabad	39710		238260
10				1	Hyderabad	39710		
11				1	Karim Nagar	39710		
12				1	Khammam	39710		
13				1	Mahaboobnagar	39710		
14				1	Medak	39710		
15		Tamilnadu & Puducherry		1	Ariyalpur (Krishnagiri)	39710		714780
16				1	Chennai	39710		
17				1	Coimbatore	39710		
18				1	Cuddalore	39710		
19				1	Dharmapuri	39710		
20				1	Dindigul	39710		
21				1	Erode (Periyar)	39710		
22				1	Kanya Kumari	39710		
23				1	Karur	39710		
24				1	Madurai	39710		
25				1	Nagapatinam	39710		
26				1	Namakkal	39710		
27				1	Nilgiri	39710		
28				1	Perambalur	39710		
29				1	Pudukottai	39710		
30				1	Ramanathapuram	39710		
31				1	Salem	39710		
32				1	Sivaganga	39710		
33		Karnataka		1	Bagalkot	39710		
34				1	Bangalore (Rural)	39710		
35				1	Bangalore (Urban)	39710		
36				1	Belgaum	39710		

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount
37			1	Bellary	39710	635360	
38			1	Bidar	39710		
39			1	Bijapur	39710		
40			1	Chamarajanagar	39710		
41			1	Chikmagalur	39710		
42			1	Chitradurga	39710		
43			1	Davanagere	39710		
44			1	Dharwad	39710		
45			1	Gadag	39710		
46			1	Gulbarga	39710		
47			1	Hassan	39710		
48			1	Haveri	39710		
49		Kerala, Lakshadweep & Mahe	1	Alappuzha (Alleppey)	39710	357390	
50			1	Ernakulam	39710		
51			1	Kannur	39710		
52			1	Kasargod	39710		
53			1	Kollam	39710		
54			1	Kottayam	39710		
55	1		Kozhikode	39710			
56	1		Malappuram	39710			
57	1		Palakkad	39710			
58	Gandhinagar	Gujarat, Dadar Nagar & Haveli and Daman & Diu	1	Ahmedabad	39710	635360	2938540
59			1	Amreli	39710		
60			1	Anand	39710		
61			1	Bharuch	39710		
62			1	Bhavnagar	39710		
63			1	Dahod	39710		
64			1	Dangs	39710		
65			1	Gandhinagar	39710		
66			1	Godhra	39710		
67			1	Jamnagar	39710		
68			1	Junagadh	39710		
69			1	Kutch (Bhuj)	39710		
70			1	Mehsana	39710		
71			1	Nadiad (Kheda)	39710		
72			1	Narmada	39710		
73			1	Navsari	39710		
74		Madhya	1	Anoop Pur	39710	1111880	

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount			
75		Pradesh	1	Ashoka Nagar	39710					
76			1	Balaghat	39710					
77			1	Barwani	39710					
78			1	Betul	39710					
79			1	Bhind	39710					
80			1	Bhopal	39710					
81			1	Burhanpur	39710					
82			1	Chhatarpur	39710					
83			1	Chhindwara	39710					
84			1	Damoh	39710					
85			1	Datia	39710					
86			1	Dewas	39710					
87			1	Dhar	39710					
88			1	Dindori	39710					
89			1	Guna	39710					
90			1	Gwalior	39710					
91			1	Harda	39710					
92			1	Hoshangabad	39710					
93			1	Indore	39710					
94			1	Jabalpur	39710					
95			1	Jhabua	39710					
96			1	Katni	39710					
97			1	Khandwa	39710					
98			1	Khargaon	39710					
99			1	Mandla	39710					
100			1	Mandsor	39710					
101			1	Morena	39710					
102			Chattisgarh		1			Bilaspur	39710	357390
103					1			Champa	39710	
104					1			Dantewada	39710	
105		1			Dhamtari	39710				
106		1			Durg	39710				
107		1			Jagdalpur	39710				
108		1			Jashpur Nagar	39710				
109		1			Kanker (Bastar)	39710				
110	1	Kawardha			39710					
111	Maharashtra & Goa				1	Ahmednagar	39710	833910		
112			1	Akola	39710					
113			1	Amravati	39710					

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount				
114			1	Aurangabad	39710						
115			1	Beed	39710						
116			1	Bhandara	39710						
117			1	Buldhana	39710						
118			1	Chandrapur	39710						
119			1	Dhule	39710						
120			1	Gadchiroli	39710						
121			1	Gondiya	39710						
122			1	Hingoli	39710						
123			1	Jalgaon	39710						
124			1	Jalna	39710						
125			1	Kolhapur	39710						
126			1	Latur	39710						
127			1	Mumbai (Kal)	39710						
128			1	Nagpur	39710						
129			1	Nanded	39710						
130			1	Nandurbar	39710						
131			1	Nasik	39710						
132			Alipur	Rajasthan	1			Ajmer	39710	714780	2422310
133					1			Alwar	39710		
134	1	Banswara			39710						
135	1	Baran			39710						
136	1	Barmer			39710						
137	1	Bharatpur			39710						
138	1	Bhilwara			39710						
139	1	Bikaner			39710						
140	1	Bundi			39710						
141	1	Chittorgarh			39710						
142	1	Churu			39710						
143	1	Dausa			39710						
144	1	Dhoulpur			39710						
145	1	Dungarpur			39710						
146	1	Hanumangarh			39710						
147	1	Jaipur			39710						
148	1	Jaisalmer			39710						
149	1	Jalore			39710						
150		Delhi			1	Alipur (North Delhi)	39710	198550			
151				1	Central Delhi	39710					

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount
152			1	East Delhi	39710		
153			1	Mehrauli (South Delhi)	39710		
154			1	Nangloi (West Delhi)	39710		
155		Haryana	1	Ambala	39710	436810	
156			1	Bhiwani	39710		
157			1	Faridabad	39710		
158			1	Fatehabad	39710		
159			1	Gurgaon	39710		
160			1	Hisar	39710		
161			1	Jhajjar	39710		
162			1	Jind	39710		
163			1	Kaithal	39710		
164			1	Karnal	39710		
165		1	Kurukshetra	39710			
166		Punjab & Chandigarh	1	Amritsar	39710	476520	
167			1	Barnala	39710		
168			1	Bathinda	39710		
169			1	Faridkot	39710		
170			1	Fatehgarh Sahib	39710		
171			1	Ferozepur	39710		
172	1		Gurdaspur	39710			
173	1		Hoshiarpur	39710			
174	1		Jalandhar	39710			
175	1		Kapurthala	39710			
176	1	Ludhiana	39710				
177	1	Mansa	39710				
178	Himachal Pradesh	1	Bilaspur	39710	277970		
179		1	Chamba	39710			
180		1	Dharamsala (Kangra)	39710			
181		1	Hamirpur	39710			
182		1	Keylong (Lahoul Spiti)	39710			
183		1	Kinnaur	39710			
184		1	Kullu	39710			
185	Jammu & Kashmir	1	Anantnag	39710	317680		
186		1	Baramulla	39710			
187		1	Bidgam	39710			

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount				
188			1	Doda	39710						
189			1	Jammu	39710						
190			1	Kargil	39710						
191			1	Kathua	39710						
192			1	Kupwara	39710						
193		Sikkim	1	East Sikkim (Gangtok)	39710	79420					
194			1	North Sikkim (Mangan)	39710						
195	Guwahati	Assam	1	Baksha	39710	635360	1985500				
196			1	Barpeta	39710						
197			1	Bongaigaon	39710						
198			1	Cachar (Silchar)	39710						
199			1	Chirang	39710						
200			1	Darrang (Mangaldoi)	39710						
201			1	Dhemaji	39710						
202			1	Dhubri	39710						
203			1	Dibrugarh	39710						
204			1	Diphu (Karbi Anglong)	39710						
205			1	Goalpara	39710						
206			1	Golaghat	39710						
207			1	Haflong (N C Hills)	39710						
208			1	Hajo	39710						
209			1	Jorhat	39710						
210			1	Kamrup (Maligaon)	39710						
211				Arunachal Pradesh	1			Changlang	39710	357390	
212					1			Dibang Valley	39710		
213	1	East Kameng			39710						
214	1	Karung Kaise			39710						
215	1	East Siang			39710						
216	1	Lohit (Tezu)			39710						
217	1	Lower Subansiri (Ziro)			39710						
218	1	Papum Pare			39710						
219	1	Siang (Along)	39710								
220		Meghalaya	1	East Garo Hills (Willim Nagar)	39710	158840					

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount		
221			1	East Khasi Hills (Shillong)	39710				
222			1	Jaintia Hills (Jowai)	39710				
223			1	Ri Bhoi	39710				
224		Tripura	1	Agartala (West Tripura)	39710	79420			
225			1	Dhalai	39710				
226		Nagaland	1	Dimapur	39710	238260			
227			1	Kiphire	39710				
228			1	Kohima	39710				
229			1	Longling	39710				
230			1	Mokokchung	39710				
231			1	Mon	39710				
232		Manipur	1	Bishenpur	39710	238260			
233			1	Chandel	39710				
234			1	Churachandpur	39710				
235			1	Imphal	39710				
236			1	Imphal East	39710				
237			1	Senapati	39710				
238		Mizoram	1	Aizwal	39710	198550			
239			1	Champhai	39710				
240			1	Ghhimtuipuri (Saiha)	39710				
241			1	Kolasib	39710				
242			1	Lawngtlai	39710				
243		Bhubaneswar	Odisha	1	Angul	39710		675070	2739990
244				1	Balangir	39710			
245	1			Balasore	39710				
246	1			Bargarh	39710				
247	1			Berhampur (Ganjam)	39710				
248	1			Bhadrak	39710				
249	1			Boudha	39710				
250	1			Cuttack	39710				
251	1			Debagarh	39710				
252	1			Dhenkanal	39710				
253	1			Gajapati	39710				
254	1			Jagatsinghpur	39710				
255	1			Jajapur	39710				

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount
256			1	Jharsuguda	39710		
257			1	Kalahandi (Bhawani Patna)	39710		
258			1	Kendrapara	39710		
259			1	Keonjhar	39710		
260			1	Araria	39710		
261			1	Arwal	39710		
262			1	Aurangabad	39710		
263			1	Banka	39710		
264			1	Begusarai	39710		
265			1	Bhagalpur	39710		
266			1	Bhojpur (Arrah)	39710		
267			1	Buxar	39710		
268			1	Darbhanga	39710		
269			1	East Champaran (Motihari)	39710		
270		Bihar	1	Gaya	39710	873620	
271		Bihar	1	Gopalganj	39710		
272		Bihar	1	Jamui	39710		
273		Bihar	1	Jehanabad	39710		
274		Bihar	1	Kaimur (Bhabhua)	39710		
275		Bihar	1	Katihar	39710		
276		Bihar	1	Khagaria	39710		
277		Bihar	1	Kishanganj	39710		
278		Bihar	1	Lakhisarai	39710		
279		Bihar	1	Madhepura	39710		
280		Bihar	1	Madhubani	39710		
281		Bihar	1	Munger	39710		
282			1	Bankura	39710		
283			1	Barsat (24 Parganas North)	39710		
284		West Bengal and Andaman & Nicobar Island	1	Baruipur (24 Parganas South)	39710	675070	
285		West Bengal and Andaman & Nicobar Island	1	Birbhum	39710		
286		West Bengal and Andaman & Nicobar Island	1	Burdwan	39710		
287		West Bengal and Andaman & Nicobar Island	1	Cooch Behar	39710		
288		West Bengal and Andaman & Nicobar Island	1	Dakshin Dinajpur	39710		
289		West Bengal and Andaman & Nicobar Island	1	Darjeeling	39710		

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount	
290	Lucknow		1	Diamond Harbour (24 S Parg)	39710			
291			1	Durgapur (Burdwan - II)	39710			
292			1	Hoogly	39710			
293			1	Howrah	39710			
294			1	Jalpaiguri	39710			
295			1	Kolkata (North)	39710			
296			1	Kolkata (South)	39710			
297			1	Malda	39710			
298			1	Murshidabad	39710			
299			Jharkhand	1	Bokaro			39710
300		1		Chatra	39710			
301		1		Deoghar	39710			
302		1		Dhanbad	39710			
303		1		Dumka	39710			
304		1		East Singhbhum (Jamshedpur)	39710			
305		1		Garwah	39710			
306		1		Giridih	39710			
307		1		Godda	39710			
308		1		Gumla	39710			
309		1		Hazaribagh	39710			
310		1		Jantara	39710			
311		1	Kodarma	39710				
312		Uttarakhand		1	Almora	39710		317680
313				1	Bageshwar	39710		
314				1	Chamoli	39710		
315				1	Champawat	39710		
316				1	Dehradun	39710		
317				1	Haridwar	39710		
318				1	Nainital	39710		
319				1	Pauri Garhwal	39710		
320				Uttar Pradesh	1	Agra		
321	1		Aligarh		39710			
322	1		Allahabad		39710			
323	1		Ambedkar Nagar		39710			
324	1		Amethi		39710			
325	1		Auraiya		39710			

S. No	PAO	State/ Zone	No. of district/venue	Name of district/venue	Fund release	State-wise Total Amount	Total amount
326			1	Azamgarh	39710		
327			1	Baduan	39710		
328			1	Baghpat	39710		
329			1	Bahraich	39710		
330			1	Ballia	39710		
331			1	Balrampur	39710		
332			1	Banda	39710		
333			1	Barabanki	39710		
334			1	Bareilly	39710		
335			1	Basti	39710		
336			1	Bijnor	39710		
337			1	Bulandshahar	39710		
338			1	Chandauli	39710		
339			1	Chitrakoot	39710		
340			1	Deoria	39710		
341			1	Etah	39710		
342			1	Etawah	39710		
343			1	Faizabad	39710		
344			1	Farukhabad	39710		
345			1	Fatehpur	39710		
346			1	Firozabad	39710		
347			1	Gautam Buddha Nagar	39710		
348			1	Ghaziabad	39710		
349			1	Ghazipur	39710		
350			1	Gonda	39710		
351			1	Gorakhpur	39710		
352			1	Hamirpur	39710		
353			1	Hardoi	39710		
354			1	Hathras	39710		
355			1	Jalaun (Orai)	39710		
356			1	Jaunpur	39710		
357			1	Jhansi	39710		
358			1	Jyotiba Phule Nagar	39710		
359			1	Kannauj	39710		
360			1	Kanpur Dehat	39710		
Grand Total			360		14295600	14295600	14295600

BUDGET BREAK UP FOR LIFE SKILL EDUCATION CAMPS 2014-15

MoYAS has conveyed the sanction of Rs. 1,43,29,000 (Rupees One Crore Forty Three Lakh Twenty Nine Thousand only) to the Nehru Yuva Kendra Sangathan, Hqrs for organizing 623 Life Skill Education Camps under the component of Promotion of Life Skill Education Camps of NPYAD scheme as detailed below. However as per enhanced budget of Rs. 39,710/- per camp the details are as follows:

A	Honorarium for core staff	For 7 days
1	Trainer I (Should possess the qualification of MSW or its equivalent) Execution, coordination, maintenance of records and providing training @ Rs.500 per day (500*7)	Rs.3,500/-
2	Counselor (Psychology), (Trainer II) Counseling, testing and providing training @ Rs.500 per day (500*7)	Rs.3,500/-
B	Details of Expenditure on activities per batch:	
3	Expenditure on mid-day meal and light refreshment for 40 students @ Rs.50/- per day per person X 7	Rs.14,000/-
4	Guest/ Expert lectures covering special subjects (2 lectures per batch @Rs.800/- per lecture)	Rs.1,600/-
5	Field visits to Jan Shikshan Sansthan, reputed NGOs, etc. (Actual by Bus)	Rs.3,000/-
6	Training kit to participants 45 kit @ Rs.100/- per participant.	Rs. 4500/-
7	Overhead Projector (OHP) hiring cost etc. for one day	Rs.2000/-
8	Printed material (Question answer sheets other test and reading material)	Rs.2000/-
9	Contingencies	Rs. 2000/-
C	Total Project Cost	Rs. 36,100/-
10	Administrative cost (10%) of project cost	Rs. 3610/-
Grand Total for one Life Skill Education Camp		Rs. 39,710/-

Therefore, total budget for 360 camps = Rs. 1,42,95,600/-

Above sanctioned budget has already been released to PAO zones by RTGS on 13th March 2015 for organizing the camps as per list enclosed at **Annexure A**. Zonal Directors, PAO are requested to release the amount to concerned Zonal Directors for further disbursement to concerned Kendras in his/her zone.

Further it is requested that:

The **utilization certificate should be submitted within 20 days after completion** of the camps with the audited statement of accounts comprising of Receipt & Payment Statement, Income & Expenditure Statement and Balance Sheet and other documents mentioned on preceding para. The utilization certificate should be checked and signed by the **Chartered Accountant** with reference to the initially and subsidiary accounts of the Government grant to be maintained by the grantee as per Rule 150 (5) of the GFRs 2004. Certificate to the effect that the quantified and qualitative target that should have been reached against the amount utilized were reached and if not the reasons thereon may be indicated in the Utilization Certificate.

Operational Guidelines

Guiding Principles for the implementation of the 7 days' Non- Residential Life Skill Education Camps

Life Skills have been defined by World Health Organization as the abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demand and changes of everyday life. There are three broad areas of life skills: thinking skills, social skills and negotiating skills.

- **Thinking Skills:** include problem solving, thinking critically, processing information and exercising choice, making informed decisions and setting goals.
- **Social Skills:** include appreciating/ validating others; building positive relationship with peer groups and family; listening and communicating effectively; taking responsibility; and coping with stress.
- **Negotiating Skills:** include self-realization that enables and individuals to understand one's values, goals, strengths and weaknesses. Thus, negotiating skills need to be enhanced at two levels- within oneself and with others. Adolescents need to learn to be assertive, including learning to say "no" to drug use and other harmful behavior. Assertiveness without aggressiveness is a skill of immense value for adolescents.



Aim and Objectives of Life Skills Education Camps:

The Adolescent Life Skill Training (2014-15) aims to:

- I. Provide opportunities for the reinforcement of existing positive behavior and strengthening of life skills that enable young people to protect them from and to cope with risky situations they encounter in their lives.

Keeping the above aim, NYKS is very much keen to develop competence in Sexual and Reproductive Health, at the individual and community level, particularly among hard-to-reach youth and their social networks.

The objectives are:

- To organize activities for life skill development.
- To inculcate essential life skills to develop healthy attitudes and responsible behavior towards ARSH, including HIV/AIDS and substance abuse and Social issues in out of school adolescents.
- Identifying harmful aspects of traditional gender roles (violence, domination, discrimination) and effective ways for working towards gender equity in relationships.
- Increasing life skills, such as assertiveness, and communications and negotiation skills on sexual and reproductive health issues between parents and children, teachers and students.

- Increasing decision-making skills, which include moral and situational analysis skills.
- Increasing young adults' ability to exercise leadership in programs for their benefit, specifically learning to assess problems, design responses, organize and manage programs, and evaluate them.

Components of Life Skill Education Camps:

- Imparting of Life Skill Training to Adolescents
- Sensitization on various social issues
- Community based activities

Besides these, during the Life Skills Education Camp an everyday Cleanliness Drive activities would be undertaken by the participants and special sessions should also be organized with the help of experts and resource persons for educating and motivating the participants on National Flagship Programmes viz.

- ✓ Pradhan Mantri Jan Dhan Yojna,
- ✓ Swachh Bharat Mission
- ✓ Motivation for and facilitate construction of Toilets under Nirmal Bharat Abhiyan and
- ✓ Devoting 100 hours per year for Shramdaan

Method of Selection of the beneficiaries:

40 participants will participate in each of this Life Skill Training. Following shall be the broad criteria.

- The Age group of the participants shall be 10-19 years.
- All participants shall be preferably the members of the Teen Club/ Youth Clubs affiliated to NYK. The participants should have participated in youth activities organized by the NYK/ Youth Clubs. Due representation shall be given to Women, SC/ST/OBC. More number of female participants would be encouraged to take part in the training.

Phasing of the Camps:

- **Preparatory Phase**

Finalization of Dates, selection of venue, selection of participants, Identification of resource person, Facilitators and trainers. Invitation to participants and resource persons/ Facilitation/trainers. Arrangements of other logistics, Equipments and reading and learning material.

- **Implementation phase**

Smooth conduct of Training as per plan.

- **Documentation phase**

Proper documentation should be made for the Life Skills Training programme organize with detailed physical and financial report including photographs and press clippings.

 **The Strategy:**

The intervening strategy, i.e. imparting Life Skills Education to the adolescents in a rural setting, will therefore direct itself not only towards the adolescents but their parents and the village as well. It will be a re-socialization programme and will therefore direct itself in creating new behavior patterns among the adolescents, their siblings and parents. It will concern with life building, man making, character making and assimilation of Ideas for over all development.

- i. Following the Guiding Principles of youth work, the participants will be engaged not only in the extra-socialization through the methodologies of Academy, Participatory and illustrative nature for imparting life skills to them, but also through their continuous participation in sports, games and adventure activities.
- ii. Duties proposed for District Youth Coordinators for the implementation of 7 days Life Skill Education Camps are as follows:
 - Selection of 40 adolescents' participants, both girls and boys, preferably for untrained Peer Educators in the selected Block.
 - Selection of the Counselor: The Counselor will function as the trainer and counselor both she / He will be selected form Master degree holders and Research students in social science streams of the PG centers of Universities.
 - Programming and delivery of a package of activities through the Academic, Participatory and Demonstrative methodologies for giving life skills educations and certain other socially useful information to the participants should be ensured by above team. Resource persons conducting training, and advocacy comprising of consultants/experts in the area of Life Skills, ARSH and HIV/AIDS. In addition to these resource persons, one counselor will be deputed as resource persons with each team to cover the counseling and programmatic and managerial issues during the training. Services of Academicians and professionals and parents will be taken for all days. These Resource Persons may be engaged for other remaining Camps. Emphasis should be given for life building, man making, character making and assimilation of ideas for over all development.

iii. Following tools are planned to be used for Monitoring, Evaluation and the Impact Study:

- The DYC shall do the regular monitoring of the training programme. The Dy. Director must visit at least once the programme while the programme is in progress and with his/her report in a form specially created for this purpose.
- Action photographs shall be taken of every day programme, the workshops, the lectures, the participation, the Wall magazine, the games and the outdoor activities or visits.
- The final report shall be prepared by Trainers I & II after receiving the impact study, evaluations and routine monitoring reports from the Dy. Director and the DYC. Imperatives about writing this report are the inclusion of: daily progress report by Trainers I & II, the Evaluation reports, the monitoring reports, the Impact study report and the general impression of the DYC about the village people, the parents, the participants and the resource persons about the programme and the action photographs.

Effective acquisition of Life Skills can influence the way one feels about oneself and others and can enhance one's productivity, efficacy, self-esteem and self-confidence. Life Skills can also provide the tools and techniques to improve interpersonal relations. Working on the issues of adolescents' concerns in a collective mode, these 7 days non-residential Life Skills Education Camps can serve the learning needs of different groups of adolescents.

Day wise activities would contain the following activities, subjects and methodologies:

Subjects:

- All the ten core Life Skills;
- Subjects related to general health, reproductive and child health, awareness and knowledge about HIV, AIDS, STDs and other ailments;
- Nutrition;
- Substance, Abuse and Alcoholism
- Norms and imperatives of a healthy family;
- Healthy moral life;
- Gender issues and
- Regular counseling etc.

Methodology (part- I): All three i.e, Academic, Participatory and Demonstrative methodologies will be used in the course of 7 days. Various method and techniques that will be used in these categories, especially for the pedagogy and communication of the information and knowledge are as follows:

Academic Methodology:

Sl. No.	Method	Techniques
---------	--------	------------

1	Lecture and Class discussion	Lectures shall be delivered by the subject-specialists on the issues listed for daily discussions. The lectures will be followed by discussions, lateral thinking, questions and answers etc.
2	Story telling or story reading in the class	Regular reading/telling of stories from the Panchatantra, Maan Sarovar, Life Skills Education etc will be conducted in sessions by an eminent villager, or the NYK staff or a resource persons. Analysis of the story shall be followed by the participants. Learning points will be evolved out of the analysis and discussions.

Participatory Methodology:

Sl. No.	Method	Techniques
1	Discussion	Direct thematic discussion or brainstorming or/and question box technique, or/and any other that the teachers
2	Debates	Particular problem or issue may be presented by trainers and adolescents can debate in issue.

Demonstrative Methodology:

S.No.	Method	Techniques
1	Projector, slides show, Audio & Visual	Projector and slide show with explanation and discussions.
2	Charts preparation etc	Chart making in groups and presentations by the participants
3	Visits of educational and entertaining nature	Field Visits
4	Work on the wall magazine	Creative articles like poem, arts, write ups, story, photographs etc. on the issues of Adolescents like Life Skills, Nutrition, empowerment etc.
5	Demonstration of models and flip charts, pictures etc.	Demonstration and explanation followed by discussion and noting down the learning points.
6	Movies	Motivational and inspiring movies.
7	Case Studies	Situation analysis activities may be initiated by trainer.

Methodology (Part II): Following methodologies will be used to organize the participants and for creation of environment within the village or the panchayat for successfully executing this programme:-

- Meeting of the Gram Sabha/s;
- Workshop with the parents;
- Assertive invitation to parents to join the pedagogy sessions;
- Using pedagogy to associate the entire programme of life skill education with the family, community and the teen club by assertively using instances and techniques of individual and family lives towards strengthening native and nascent socialization of the participants.
- Regular (daily) games, adventure activities and Yoga sessions.
- Role plays.

Any other method, not given above but if felt necessary to be taken up by the Trainer I & II, the Counselor, the Resource Persons or the other trainers and educators can be used with the consensus of the training team.

Besides these, during the current year Camp on one day Cleanliness Drive would be undertaken by the participants and special sessions would also be organized with the help of experts and resource persons for educating and motivating the participants on National Flagship Programmes viz.

- ✓ Pradhan Mantri Jan Dhan Yojna,
- ✓ Swachh Bharat Mission
- ✓ Motivation for and facilitate construction of Toilets under Nirmal Bharat Abhiyan and
- ✓ Devoting 100 hours per year for Shramdaan

Day-to Day programme for the entire length of 7 days:

Whereas day to day work schedule for all the 7 days are being given, District Youth Coordinator (DYC) can decide addition or restructuring of some of the activities if those are extraordinarily needed to be revised because of the field situations of the cultural pulls. The day wise schedules of activities are as follow:

Coordination Agencies:

District/Block Administration, Educational Institution, Panchayati Raj Institution, NSS, NCC & other agencies working in the development in the district may be coordinated for successful implementation of the programme.

Programme Schedule

Day One	Ice Breaker, Introduction, Objectives, “Give and Take”, Ground Rules, Question Box, Committee formation for carrying out a 4 page newsletter during the training period contributed by participants etc.	T E A B R E A K	Interaction with teachers, parents and adolescents. Discussion points: Why we want to have this project, what adolescent wards get from the training and other issues related to the training.	L U N C H	Introduction to Life Skills 1. Skills and Life Skills 2. What are Life Skills? Types and classifications 3. How do Life Skills act? 4. Acquiring Life Skills: Role of parents, society, media	T E A B R E A K	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Two	Recap of previous Day’s work Discussion on newsletter etc.	T E A B R E A K	Understanding Life Skills Group work (Stories from Panchtantra, other methods) 1. “Understanding Life Skills and their interactions” 2. Practicing Life Skills – Relevant situations Transference of knowledge and skills to adolescents Focus on the rural setting Story analysis: Panchtantra	L U N C H	Vulnerability of Adolescents: Collage, Brain Storming, 1. Understanding adolescence and Adolescents: 2. Adolescence: Developmental Issues and their impact	T E A B R E A K	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Three	Recap of previous	T E	Adolescent sexual and Reproductive	L U	1. Adolescents and RTI, STI	T E	Outdoor and Indoor games, one

	Day's work Discussion on newsletter etc.	A B R E A K	Health Group Activity, Growing Up Conception and contraception Concept of Gender and sex selective abortions. Consequences of adolescent Pregnancy Adolescent Nutrition	N C H	2. Adolescents and HIV Integrating Life Skills Education and ARSH	A B R E A K	legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Four	Recap of previous Day's work Discussion on newsletter etc.	T E A B R E A K	Understanding High Risk Behavior Substance Abuse Role plays on ARSH and substance abuse Q&A Feedback and Problem Solving	L U N C H	How to be and effective Advocate. Carrying out Advocacy Discussion, Brain storming Role Plays Q & A session	T E A B R E A K	Outdoor and Indoor games, one legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Five	Recap of previous Day's work Discussion on newsletter etc.	T E A B R E A K	Communicating with and counseling adolescents: Skills and Tools Barriers in communication specific to Adolescents overcoming Barriers- Skills building Basics of Counseling Discussion, Brain storming Role Plays	L U N C H	Field Visit to a nearby Jan Sikshan Sansthan, reputed NGO, VTs etc.	T E A B R E A K	-----
Day Six	Recap of previous	T E	Career Guidance and counseling	L U	Brainstorming, Group work	T E	Outdoor and Indoor games, one

	Day's work Discussion on newsletter etc. De briefing of field visit.	A B R E A K		N C H	Accessing Health Sector and “ demand generation” Arranging referrals, “depot holding” Education Sector Peer to Peer approach, opportunities for education, tuitions	A B R E A K	legged race, Brain teasers, Case studies, Exercises Utilizing newspaper and media for transference
Day Seven	Recap of previous Day's work Discussion on newsletter etc.	T E A B R E A K	Interaction with teachers, parents and adolescents Presentation plus interactive session	L U N C H	Summing up Closing remarks Vote of Thanks	T E A B R E A K	-----

Outcome of the 7 Days Life Skills Education Training Programme:

- The participants will get updated information on some of the cross-cutting issues to be covered during the training programme, for example, Life Skills Education, gender, substance abuse and high-risk behaviors, etc.
- The participants will get familiar with each other and were able to identify their personal roles as Peer Educators.
- The participants will understand the modalities of acquiring 10 core life skills techniques for shaping their life.

Note: Reading material on Life Skills Education & CCE of CBSE for IX and X may also be referred while imparting Life Skill Education Training. (The Copy of above is enclosed as Annexure IV).

Nehru Yuva Kendra Sangathan
Life Skill Education Camps (Non-residential camps)
(Reporting Format)

Name of the District:Name of Zone:

Date: Venue:

1. How many participants attended the camps?
2. From how many villages did the participants come?
3. Category wise number of the Stake holders' who participated in the Camps Programme:

PRI Member	Teacher	Parents	NGOs	Social Workers	Others	Total

*Stakeholders in this programme are: Parents, elder brother & sisters of adolescents; members of village gram sabha; members of Panchayat, School Teachers, Public servants like B.D.O; Panchayat Officers, District & Block Education Officers, Deputy Commissioner all officers related with development programme, Sports Officers, Sports Coaches, Social Worker, NGO etc.

4. How did the work was divide between 2 trainers (**write detail in the table**)

Trainer I (Counselor)	Trainer II (Counselor)

5. How many participants got counseling in the camps ?
6. Was the counselor facing any problem during counseling? Yes / No

If yes, in which area: ARSH HIV/AIDS Care Guidance Life Skills

Subjects Covered:

7. Which areas were covered in the training:-

Life Skill ARSH HIV/AIDS Nutrition Gender Issue

Others

For others write the topic of the subject:

8. Methods used for training:

Lecture Method Role Play Story Telling Discussion
 Power point Presentation Pie- Chart

9. Resource Persons attended the life skills training programme:

Sl. No.	Name of the Resource Persons	Organization/Department	Her/qualification	His	Subjects covered
1					
2					
3					
4					

10. Learning outcome from the Life Skill Training

11. Sports/Games done: Yes / No

If yes, please mention the name of Sports/ Games:

If not, why not?

12. Was any sports competition held in the weeks? : Yes / No

If yes, please mention the name of the competition

13. **Recreation:**

Yoga Cultural Programme Name of Places

Learning outcome on Yoga, Cultural Programme and visit-programme

14. **Wall Magazine:**

Is it properly maintained: Yes NO

Contents of the Wall magazine

• **Category wise no. of participants**

Sl. No.	Participating		Categories of Participants															
	State	District	SC		ST		OBC		Minority		Physically Challenged		General		Total		Grand Total	
			M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
Grand Total																		

Signature of Zonal Director

Signature of Youth Coordinator



Nehru Yuva Kendra Sangathan
नेहरू युवा केन्द्र संगठन
World's Largest Youth Network

नेहरू युवा केन्द्र संगठन Nehru Yuva Kendra Sangathan

स्वायत्तशासी संस्था An Autonomous Body under the
कौशल विकास, उद्यमिता Ministry of Skill Development,
युवा कार्यक्रम एवं खेल मंत्रालय Entrepreneurship, Youth Affairs and Sports
भारत सरकार Government of India



Ref. No. NYKS/Acct./Bank/Rel/2014-15

Dated: 13.03.2015

The Branch Manager
Syndicate Bank
Scope Minar, Delhi.

Sub: Transfer of Funds RTGS/NEFT – reg.
Ref.: Our Saving Bank A/c No. 91072010016860 – reg.

Sir,

You are requested to debit an amount of Rs. 1,42,95,600.00 (Rupees One Crore Forty Two Lakh Ninety Five Thousand Six Hundred only) from our Bank Account Number 91072010016860 and transfer the amount to the following bank accounts of NYKS in State Bank of India, through RTGS.

S. No.	In A/c of	Bank A/c No.	Name of Bank	Address & Branch Code	IFSC Code No.	Amount to be Transferred
1	Zonal Director, NYKS	10005450280	State Bank of India	GMB Complex Sector 10-A Chh Rd. Gandhinagar	SBIN0004291	2938540
2	Zonal Director, NYKS	10057874355	State Bank of India	RRL Complex Bhubneshwar, Distt Khurda	SBIN0007499	2739990
3	Zonal Director, NYKS	10863771692	State Bank of India	Main branch Hazratganj, Lucknow	SBIN0000125	1945790
4	Zonal Director, NYKS	34408382133	State Bank of India	Khanapara, Guwahati Assam	SBIN0009945	1985500
5	Zonal Director, NYKS	10441066465	State Bank of India	Rajaji Nagar Industrial Estate Banglore	SBIN0000762	2263470
6	Zonal Director, NYKS	10704860509	State Bank of India	Samepur, Delhi	SBIN0006667	2422310
Total						14295600

Yours Sincerely,

(Authorized Signatory)

(Authorized Signatory)

द्वितीय तल, कोर-IV, स्कोप मीनार, लक्ष्मी नगर जिला केन्द्र, विकास मार्ग, दिल्ली-110092
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LIFE SKILLS EDUCATION



CCE

Class IX & X



Central Board of Secondary Education

Preet Vihar

LIFESKILLS EDUCATION

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability.

KEY ISSUES & CONCERNS OF ADOLESCENT STUDENTS

Developing an Identity

- ✎ Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

Managing Emotions

- ✎ Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil.
- ✎ They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.

Building Relationships

- ✎ As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings.
- ✎ Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

Resisting Peer Pressure

- ✎ Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
- ✎ Aggressive self conduct; irresponsible behaviour and substance abuse involve greater risks with regard to physical and mental health.
- ✎ The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage.

Acquiring Information, Education and Services on issues of Adolescence

- ✎ Exposure to media and mixed messages from the fast changing world have left adolescents with many unanswered questions
- ✎ The widening gap in communication between adolescents and parents is a matter of great concern.
- ✎ Teachers still feel inhibited to discuss issues frankly and sensitively.
- ✎ Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks.
- ✎ Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs.

Communicating and Negotiating safer life situations

- ✎ Sexually active adolescents face greater health risks.
- ✎ Girls may also face mental and emotional problems related to early sexual initiation.

- ✎ Resisting the vulnerability to drug abuse, violence and conflict with law or society.

Understanding Life Skills – A Teacher’s prospective

Life skills have been defined as “*the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life*” (WHO). ‘**Adaptive**’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘**Positive behaviour**’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

The terms ‘**Livelihood skills**’ or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills.

Key Life Skills

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as “**thinking skills**”; and skills related to dealing with others termed as “**social skills**”. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. “**Emotional**” can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one’s point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are:

- | | |
|----------------------------|-------------------------------|
| 1. Self-awareness | 2. Empathy |
| 3. Critical thinking | 4. Creative thinking |
| 5. Decision making | 6. Problem Solving |
| 7. Effective communication | 8. Interpersonal relationship |
| 9. Coping with stress | 10. Coping with emotion |

➔ **Self-awareness** includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

➔ **Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding.

Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.

Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

- ➔ **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- ➔ **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- ➔ **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.
- ➔ **Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- ➔ **Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

- ➔ Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- ➔ Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- ➔ Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

⇒ Important FAQs:

(a) How are Life Skills important for growing minds?

We find that behaviour does not always follow the mind. This is when incidents of “**I know but I can’t help it**” occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

(b) Why is there a need for Life Skills Education?

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours.

(c) Who needs Life Skills?

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age

group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children.

(d) How are they imparted?

The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour.

It involves the process of Participatory learning using 4 basic components:

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges

(e) Peer Educators Approach?

The peer training approach, involves one teacher and 3-4 student representatives from each school (forming the core life skills team) at the school. They learn these skills through active learning and participation in a 6 session inter school training workshop programme. They further train their peers at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

(f) Different methods that can be used to enhance Life Skills in students?

Each workshop is specially designed to impart a particular skill and involves all or some of the following techniques:

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g., arts, music, theatre, dance
- Decision mapping or problem trees
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates

KEY STEPS IN LIFE SKILLS APPLICATION

Defining and Promoting Life Skills

- Defining the skills: What skills are most relevant to influencing a targeted behaviour or condition; what will the student be able to do if the skill-building exercises are successful?
- Generating positive and negative examples of how the skills might be applied
- Encouraging verbal rehearsal and action
- Correcting misperceptions about what the skill is and how to do it.



Promoting Skills Acquisition and Performance

- Providing opportunities to observe Life skills being applied effectively
- Providing opportunities for practice with coaching and feedback.
- Evaluating performance.
- Providing feedback and recommendations for corrective action.



Fostering Skill Maintenance/Generalisation

- Providing opportunities
- Fostering self – evaluation and skill adjustment.

MATRIX OF LIFE SKILLS IN A CLASSROOM

TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
<p>CLASS DISCUSSION (In small or large groups)</p>	<p>The class examines a problem or topic of interest with the goal of better understanding an issue or skill, reaching the best solution, or developing new ideas and directions for the group.</p>	<p>Provides opportunities for students to learn from one another and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Helps develop skills in listening, assertiveness, and empathy.</p>	<ul style="list-style-type: none"> • Decide how to arrange seating for discussion • Identify the goal of the discussion and communicate it clearly • Pose meaningful, open-ended questions. • Keep track of discussion progress
<p>BRAIN STORMING</p>	<p>Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity of ideas is the main objective of brain storming. Evaluating or debating the ideas occurs later.</p>	<p>Allows students to generate ideas quickly and spontaneously. Helps students use their imagination and break loose from fixed patterns of response. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.</p>	<ul style="list-style-type: none"> • Designate a leader and a recorder • State the issue or problem and ask for ideas • Students may suggest any idea that comes to mind • Do not discuss the ideas when they are first suggested • Record ideas in a place where everyone can see them • After brainstorming, review the ideas and add, delete, categorise

ROLE PLAYS	Role play is an informal dramatization in which people act out a suggested situation.	Provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.	<ul style="list-style-type: none"> • Describe the situation to be role played • Select role players • Give instructions to role players • Start the role play • Discuss what happened
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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
SMALL GROUP/BUZZ GROUP	For small group work, a large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or discuss a specific topic, problem or question.	Useful when groups are large and time is limited. Maximises student input. Lets students get to know one another better and increases the likelihood that they will consider how another person thinks. Helps students hear and learn from their peers.	<ul style="list-style-type: none"> • State the purpose of discussion and the amount of time available • Form small groups • Position seating so that members can hear each other easily • Ask group to appoint recorder • At the end have recorder describe the group's discussion

<p>GAMES AND SIMULATIONS</p>	<p>Students play games as activities that can be used for teaching content, critical thinking, problem solving and decision making and for review and reinforcement. Simulations are activities structured to feel like the real experience.</p>	<p>Games and simulations promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in relatively safe environment.</p>	<p>Games:</p> <ul style="list-style-type: none"> • Remind students that the activity is meant to be enjoyable and that it does not matter who wins <p>Simulations:</p> <ul style="list-style-type: none"> • Work best when they are brief and discussed immediately • Students should be asked to imagine themselves in a situation or should play a structured game of activity to experience a feeling that might occur in another setting
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<p>SITUATION ANALYSIS AND CASE STUDIES</p>	<p>Situation analysis activities allow students to think about, analyse, and discuss situations they might encounter. Case studies are real life stories that describe in detail what happened to a community, family school, or individual.</p>	<p>Situation analysis allows students to explore problems and dilemmas and safely test solutions; it provides opportunities to work together, share ideas, and learn that people sometimes see things differently. Case studies are powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve their own decision making skills. Case studies can be tied to specific activities to help students practice healthy responses before they find themselves confronted with a health risk.</p>	<ul style="list-style-type: none"> • Guiding questions are useful to spur thinking and discussion • Facilitator must be adept at teasing out the key points and step back and pose some ‘bigger’ overarching questions • Situation analyses and case studies need adequate time for processing and creative thinking • Teacher must act as the facilitator and coach rather than the sole source of ‘answer’ and knowledge.
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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
DEBATES	In a debate, a particular problem or issue is presented to the class, and students must take a position on resolving the problem or issue. The class can debate as a whole or in small groups.	Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be banned in public places in a community. Allows students to defend a position that may mean a lot to them. Offers a chance to practice higher thinking skills.	<ul style="list-style-type: none"> • Allow students to take positions of their choosing if too many students take the same position, ask for volunteers to take the opposing point of view • Provide students with time to research their topic. • Do not allow students to dominate at the expenses of other speakers. • Make certain that students show respect for the opinions and thoughts of other debates. • Maintain control in the classroom and keep the debate on topic.
STORY TELLING	The instructor or students tell or read a story to a group. Pictures, comics and photo novels, filmstrips and slides can supplement. Students are encouraged to think about and discuss important (health related) points or methods raised by the story after it is told.	Can help students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories. Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions.	<ul style="list-style-type: none"> • Keep the story simple and clear. Make one or two main points. • Be sure the story (and pictures, if included) relate to the lives of the students. • Make the story dramatic enough to be interesting. Try to include situations of happiness, sadness, excitement, courage, serious thought, decisions, and problem solving behaviours.

Life skills-Commandments to Remember

I read, I forget, I discuss, I remember, I do, I inculcate.

1. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities- i.e. what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of **“how to do abilities”** as they are not the only factors that affect behaviour. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
5. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
6. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
7. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.

8. We all use Life Skills in different situations such as:
- a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills
 - b) When faced with difficult situations we tend to think critically , to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.
9. Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is an art.
10. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

“We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need, can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer “Tomorrow”. His name is “Today”.

Gabriela Mistral, 1948



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