

UMANG LIFE SKILL EDUCATION PROGRAMME OF MADHYA PRADESH: A CONCEPTUAL FRAMEWORK

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Abstract

A person's psychosocial competencies and interpersonal skills, which include problem-solving abilities, critical and creative thinking, effective communication, the ability to establish and maintain healthy relationships, the ability to empathise with others, and the ability to cope with managing their lives in a healthy and effective way, are referred to as life skills. Schooling stage is a period of intensive growth and development and change in all aspect of physical, mental, social and emotional life of students. These changes are mainly due to biological, cognitive, social, and cultural development. Life skill education has been found to be a successful psychosocial intervention strategy for promoting positive social and mental health in adolescents. It is crucial for improving all aspects of adolescent development, including coping mechanisms, emotional intelligence, self-confidence, and problem-solving abilities. Thus, it is significant and crucial that life skills education be incorporated into the core curriculum of schools and provided regular basis by a life skills trainer, teacher, or counsellor in order to improve students' mental health, give them better adapted skills to deal with the challenges of changing life situations, and enable them to become fully functional members of their community and the larger world. The National Education Policy 2020 places a lot of emphasis on enabling each student realize their full creative potential. It is founded on the idea that education must foster the development of not only cognitive skills—The "foundational skills" of literacy and numeracy as well as "higher order" cognitive abilities like critical thinking and problem-solving—as well as social, ethical, and emotional abilities and

dispositions—are all important. All facets of the curriculum and pedagogy will be reformed and promoted, according to NEP 2020. School Education Department of Government of Madhya Pradesh launched Life skill education Programme “Umang for students of classes 9th to 12th. In the year 2015, the foundation of program Umang was laid with 42000 girls of 43 RMSA Girls Hostels of Indore division, many positive changes took place in girls through this program which was run till the year 2017. They were also studied and the results were so encouraging that it was determined by the School Education Department that life skills program should be started in all government schools because this program is equally useful not only for girls but also for boys. RMSA, BGMS chalked out a strategy for effective operation of the program and in the year 2017. The present paper deals with a conceptual study of Umang Life Skill Education Programme of Madhya Pradesh. A brief introduction to life skills, life skill education and types of life skills according to various organisations i.e., UNICEF, WHO, UNESCO etc. It also discusses about strategies for implementation of Umang Life Skill Education Programme, Modules of Umang, initiatives taken by implementing agencies for proper for successfully running of the programme. Success stories and feedback of students and teachers about their experiences is also discussed.

Key words: *Life skills, Life skill education, NEP 2020, UMANG, Curriculum integration, Adolescence*

Introduction

Realizing one's full potential, creating a just and equitable society, and advancing global progress all depend on education. The secret to India's continuous rise and leadership on the international stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation is ensuring that everyone has access to high-quality education. The best path forward for fostering and optimising our country's economic rich talents and resources for the benefit of the individual, the society, the nation, and the world is through equitable and inclusive quality education. NEP 2020 focuses on employability and acknowledges the role of education in providing students with the right skillsets. Through this programme, the government hopes to fulfil the goals of the 2030 Agenda for Sustainable Development, which aims to provide inclusive and equitable education and encourage opportunities for lifelong learning for everyone. The National Educational Policy

2020 propagates experiential and skill-based learning. “India has the largest adolescent population in the world, 253 million, and every fifth person is between 10 to 19 years (Adolescent Development and Participation, 2023). India stands to benefit socially, politically and economically if this large number of adolescents are safe, healthy, educated and equipped with information and life skills to support the country’s continued development. Teenagers experience various physical, emotional, social, and cognitive changes during the stressful and turbulent time of adolescence. Teenagers frequently lack knowledge about, preparation for, or awareness of the rapid pace of physical, mental, and psychological changes they experience during adolescence. Misconceptions about issues related to growing up, make them anxious. Thus, adolescence is a critical stage of life, one that is marked by both increased potential and increasing vulnerability. Studies have shown that equipping adolescents with life skills help them to 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. In this period teaching life skills is very much important for the adolescents which assist to effectively communicate, think critically and creatively, taking rational decisions in their life. The ability to live a healthy and productive life is referred to as having "life skills" by individuals. These abilities enable everyone to make wise decisions, communicate clearly, and build the self-confidence and self-awareness that teenagers so desperately need. In India, adolescent girls account for nearly 11% of the population but remain an invisible group (UNFPA 2003- Adolescents in India: A Profile). Society usually fails to respect their human rights, leaving them powerless to act in a way that improves their lives at home, school or work. State Resource Centre (SRC), Indore with support from UNFPA and RMSA is implementing the “Capacity Building of Adolescent Girls (CBAG) Project” focusing on Life Skills and Adolescent Health of approx. 4200 adolescent girls residing in 43 RMSA Hostels in Indore division of Madhya Pradesh. The initial findings and experiences from the project are highly encouraging in empowering adolescent girls and same were shared with department. Looking at positive results from the pilot project Dept. of Education and RMSA decided to initiate “Umang(n.d.)” Life Skills Education programme from class 9th to 12th in all government secondary schools. Life skill education program 'Umang' helps in providing direction to adolescent girls It has been active and its usefulness is continuously being proved for them. Information related to the importance of life skills in adolescence and their benefits It is very important to reach as many people as possible. Life Skills are relevant and even more necessary for adolescents. The National Education

Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making, analytical thinking, resiliency, etc. as imperative life skills.

WHAT ARE LIFE SKILLS?

"The capacities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and obstacles of everyday life" is how life skills are described (WHO). Being "adaptive" refers to having a flexible mindset and the capacity to change course when necessary. '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. 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. "Brooks (1984) used an empirical approach to classify life skills. Using the Delphi study in conjunction with developmental psychology theorists (Erikson, 1963; Havighurst, 1972 and Kohlberg, 1973; 1976) classified 305 life skills descriptors into four categories such as (i) interpersonal communication and human relations skills; (ii) problem solving and decision-making skills; (iii) physical fitness and health maintenance skills; and (iv) identify development/ purpose in life skills". In essence, there are two categories of skills: thinking skills (also known as "thinking skills") and social skills (also known as "social skills"). While thinking abilities involve self-reflection, social abilities also involve interpersonal abilities and are not always reliant on logical reasoning. 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.

TYPES OF LIFE SKILLS

There is no set or complete list of necessary life skills "International Commission on education ((Learning: The Treasure within; Report to UNESCO of the International Commission on Education for the Twenty-First Century (Highlights) - UNESCO Digital Library, n.d.)for 21st century appointed by UNESCO in 1993 under the chairmanship of Jacques Delors has focused on four pillars of learning that an individual needed for better life-

- **“Learning to Know:** Cognitive abilities Decisions making/ Problem solving skills Critical thinking skills
- **Learning to be:** Personal abilities Skills of increasing internal locus of control Skills for managing feelings and Skills for managing stress
- **Learning to do:** It calls for new types of skills, more behavioural than intellectual. The material and the technology are becoming secondary to human qualities and interpersonal relationships.
- **Learning to live together:** Interpersonal skills Interpersonal communication skills Negotiation/ Refusal Skills Empathy Cooperation and teamwork Advocacy skills”.((Learning: The Treasure within; Report to UNESCO of the International Commission on Education for the Twenty-First Century (Highlights) - UNESCO Digital Library, n.d.)

LIFE SKILLS ACCORDING TO UNICEF

UNICEF (1997) Comprehensive-Life Skills-Framework recognizes several levels of life skills:

- **“Basic psychological and social skills** (strongly shaped by cultural and social values);
- **Situation-specific skills** (e.g., negotiation, assertiveness, conflict resolution);
- **Applied Life Skills”** ((e.g., challenging gender roles or refusing drugs).

WHO LIFE SKILLS

A 1997 article by the World Health Organization (WHO), Geneva, is titled "Life Skills Education for Children and Adolescents in Schools."- Programme on Mental Health, which contains two parts, Part 1, Introduction to Life Skills for Psychosocial Competence and Part 2, Guidelines: The Development and implementation of Life Skills Programmes. In Part 1, it has discussed ten types of cores (generic) life skills. They are (adapted from "Life Skills Education for Children and Adolescents in Schools" (World Health Organization Program on Mental Health, Geneva, 1997) is as follows:

1. **“Self-Awareness:** WHO defines it, "Our awareness of ourselves, including our character, strengths, weaknesses, desires, and dislikes,"".

2. Empathy: This is the ability of a person to understand the feelings of others in distress and helps in providing emotional support to them.

3. Effective communication: Effective communication is the capacity of effective verbal and nonverbal communication with others to establish and maintain effective social relationships with others.

4. Interpersonal Relationships: It is also called survival or people skill. It is an important life skill and the most important dimension of human intelligence. It encourages initiating and maintaining positive relationships with other persons and avoiding destructive relations with minimum disturbance.

5. Creative Thinking: It is the ability to produce new innovative ideas and translate them into actions with original thinking and helps a person to react in a flexible way to various challenges of life by exploring possible alternatives and evaluating them.

6. Critical Thinking: Critical thinking is self-directed, self-disciplined thinking based on logical reasoning and objectivity. It improves the quality of thinking and enables a person to analyse information and experiences logically and objectively.

7. Decision Making: It helps an individual to make correct decisions at the right time and to choose the best amongst the various alternatives. This is the ability to analyse and weigh the pros and cons of various alternatives and after assessment of different options and their consequences and courage to own responsibility for his decisions with confidence.

8. Problem Solving: Problem solving is an attempt of finding an appropriate way of attaining a goal when the goal is not readily available. It develops the ability to get out of difficult situations and achieve the goal without using anger, coercion, defiance and aggressive behaviour.

9. Coping with Emotion: Coping with emotion assists a person to know the feeling of himself and others. This enables a person to learn healthy, positive and safe ways to express their feelings. It helps in identifying the effect of emotions on behaviour and to learn to react with emotion appropriately and how to control the excessive emotion like anger and sorrow.

10. Coping with Stress: This skill enables an individual to recognize the source of stress, the effect of stress and technique to control stress and how to overcome it. (Do You Know the TOP 10 LIFE SKILLS Recommended by The World Health Organization (WHO) (2019)

LIFE SKILL EDUCATION

A programme called "life skill education" develops the fundamental life skills in a productive teaching-learning setting. The Life Skills programme is a school-based programme where students learn life skills in a nurturing setting. They are applicable to children and adolescents in school of all ages. However, as young people of this age seem to be most vulnerable to behaviour patterns health problems, the age group primarily targeted is 10-18, or adolescence years. All children are the program's intended audience, and it aims to promote health and welfare. Education in life skills helps people examine their own strengths, weaknesses, and developmental stage as well as themselves. Additionally, it helps young people behave appropriately in society, adapt to their changing surroundings, and make responsible judgements. Adolescents can enhance their lives by learning life skills. Basic skill-building exercises are taught in life programmes to teach skills through role playing, brainstorming, and group discussions. Adolescents can overcome obstacles by using these life skills. By acquiring these abilities, young children can learn how to interact with others in society. It enables people to control their emotions and act rationally when necessary. The development of emotional intelligence, self-confidence, and the enhancement of decision-making, critical thinking, and creative thinking skills are all aided by the promotion of mental health in adolescents through life skills education. The need of Life Skills is also stated in the National Curriculum Framework (2005). The Central Board of Secondary Education (CBSE) has made life skills education a mandated part of its curriculum because it has recognised how important life skills are to the development of both academic and co-curricular activities.

UMANG LIFE SKILL EDUCATION PROGRAMME OF MADHYA PRADESH

The contribution of adolescents in the population of India is 20.6 % (India Has Largest Adolescent Population in the World, 2011). Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19 (Adolescent Health, 2023). It is a unique stage of human development and an important time for laying the foundations of good health. Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. Despite being thought of as a healthy stage of life, there is significant death, illness and injury in the adolescent years. Much of this is preventable or treatable. During this phase, adolescents establish patterns of behaviour – for instance, related to diet, physical activity, substance use, and sexual activity – that can protect their health and the health of others around them, or put their health at risk now and in the

future. To grow and develop in good health, adolescents need information, including age-appropriate comprehensive sexuality education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments. They also need opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Expanding such opportunities is key to responding to adolescents' specific needs and rights.

To achieve this objective of WHO School Education Department of Government of Madhya Pradesh launched Life skill education Programme "Umang" (*Life Skills Education Program / Umang / Jeevan Tarang*, n.d.) for students of classes 9th to 12th. In the year 2015, the foundation of program Umang was laid with 42000 girls of 43 RMSA Girls Hostels of Indore division, many positive changes took place in girls through this program which was run till the year 2017. They were also studied and the results were so encouraging that it was determined by the School Education Department that life skills program should be started in all government schools because this program is equally useful not only for girls but also for boys. RMSA, BGMS (n.d.) developed a plan for the program's efficient management, and in 2017 the Jeevan Kaushal programme was launched in the schools of each district's block headquarters. On the basis of the fundamental module created for class 9th by professionally qualified instructors, sessions are held every Saturday with students in grades 9 through 12. It was implemented in 1886 schools in the first phase and 9228 schools in the second phase. The life skill education module for the 12th grade is similarly produced in this order. The need for counselling was realised, and UMANG Helpline 14425 was launched as the students' life skills improved, their hesitancy subsided, and they began discussing their issues. The 'Umang' life skill education programme aids in giving teenage girls direction. It has been active and its usefulness is continuously being proved for them.

OBJECTIVES OF UMANG

Build life skills among adolescent students enrolled in Government State Board High and Higher Secondary Schools of Madhya Pradesh (MP) so that they can achieve their goals and make informed decisions for better health and well-being and address harmful social practices like child marriage, gender inequality, dowry through well informed and skilled adolescents

and youth. To build capacity and skills of teachers to provide LSE to adolescents enrolled in the schools to address adolescent needs.

Outreach

52 Districts, 9228 Schools, 12599 trained Teachers and 1,800,000+ Students

Operational roadmap for rollout of LSE in MP

STRATEGY FOR IMPLEMENTATION



Fig 1 Strategy for implementation of Umang program

Implementation of UMANG Program

- District level training of skilled trainers on the basis of 'UMANG' guide
- orientation of principals
- Training of block level skilled trainers at district level
- Training of nodal teachers at block level
- Orientation of school teachers by nodal teacher
- Weekly session conduct in schools (class wise)

APPROACH FOR IMPLEMENTATION

The 21st Century skills are essentially the outcome of experiential learning, i.e. they are imbibed through observing, understanding, practising and experiencing. Life Skills education Sessions are based on the principles of adult learning an experiential learning.



Fig 2 Experiential Learning

UMANG LIFE SKILL EDUCATION MODULES

Umang Life Skill Education modules are prepared for successfully implementation of programme. There are four Life Skill Education modules for students of class 9th to 12th in a series. These are developed and published by Department of School Education Government of Madhya Pradesh in collaboration with BGMS and UNFPA. Through these modules teachers along with school curriculum impart life skills among students during school hours. They process of developing Behavioural competencies, positive outlook and skills among students is undergoing. After successfully Implementation of Umang Programme throughout the State and results are quite encouraging. After proper implementation of Umang modules students has developed decision making abilities and also Teacher-Student relationship has also improved. Students has been benefitted from this programme and they can now confidently face challenges in their life and make balance with them. They have developed positive outlook towards life and feel satisfied and motivated. Umang modules which are prepared for teachers after tested its utility the need for development of such handouts for students is also been felt. This will help students to look for references when they required to do so for debate, discussion in order to develop deep understanding and analysis they need self-study material.

9TH CLASS UMANG LIFE SKILL EDUCATION MODULE

Umang Manuals



Umang manual 9th

- Self-Awareness
- Effective communication
- Healthy Interpersonal relationship
- Nutrition, Health & hygiene
- Reproductive Health
- Stress management
- Substance misuse
- Adolescence – physical changes
- Gender equality
- Violence & Gender based violence

Fig 3: Umang manual 9th

10th CLASS UMANG LIFE SKILL EDUCATION MODULE



Umang manual 10th

- Conflict Resolution, communication
- Goal Setting
- Non-Communicable Diseases
- Injuries & risk-taking behaviour
- Family Planning methods
- RTI, STI
- Substance misuse
- Attraction/ infatuation/love, possessiveness
- Right age at marriage
- Patriarchy & changing gender norms
- Sexual harassment

Fig 4: Umang manual 10th

11th CLASS LIFE SKILL EDUCATION MODULE



Umang manual 11th

- Career planning & time management
- Teenage Pregnancy
- HIV/AIDS
- GBV/PCPNDT/POCSO, Domestic violence
- Managing extreme emotions
- Safe cyber practices
- Harmony between personal and civic values
- Resource mobilization
- Citizenship -Inclusion & Respect for diversity

Fig 5: Umang manual 11th

12th CLASS LIFE SKILL EDUCATION MODULE



Umang manual 12th

- Career planning & time management
- Teenage Pregnancy
- HIV/AIDS
- GBV/PCPNDT/POCSO, Domestic violence
- Managing extreme emotions
- Safe cyber practices
- Harmony between personal and civic values
- Resource mobilization
- Citizenship -Inclusion & Respect for diversity

Fig 6: Umang manual 12th

INITIATIVES UNDER UMANG LIFE SKILL EDUCATION PROGRAMME

Various initiatives have been taken by implementing agencies for its better implementation. Some of the initiatives are:

Umang Online

- A web-based online platform was created to reach out to students during lock down period related with Covid19 pandemic. A series of 21 Talk Show based on class 9th Umang manual was shared with students in January 2021. The talk shows cumulatively received 244807 views on YouTube and a total of 88118 students' response through feedback forms.
- Subsequently, on the topics covered in class 10th Umang manual, Umang 15 Talk Shows were again provided to students through Web from July, 2021. These cumulatively received 256194 views on YouTube and a total of 121148 students' response through feedback forms.
- After the completion of Umang Online Talk Show Program, Ten Videos were shared on Web. The videos together received 267548 YouTube views and 69538 students' responses.

Umang TV

By compiling the classroom session videos, talk shows, and Umang animatics, 21 one-hour videos were created which were televised on Doordarshan Madhya Pradesh, to reach out to the students who did not have an access to smart phone and internet. The telecast started on DD MP from 7 February 2021. The feedbacks were also received from Students and Teachers based on the episodes, which were 289600 and 35239 respectively.

Series of Poster and Animation Films on Gender Awareness

Life skills program, education to adolescents as well as awareness generation is also proving very useful. Life skills including many such issues and topics has been included in the curriculum of education, on which in the society due to lack of information Many wrong practices have been prevailing and it is very important to eradicate them. It reaches directly only to the youth, while other sections related to adolescents, in which especially parents, family, other teachers etc. are involved, he remains untouched by them.

Umang Kishore Helpline(14425)

Umang Kishore Helpline 14425 on Monday at Academy of Administration, Bhopal was launched. physical, mental and emotional problems in children aged 10 to 19 Emotional changes come, they are not able to solve them themselves. Some of the questions are such that they can neither ask the teacher nor the parents. This way Kishor is now using the helpline

keeping their identity confidential. It will be able them to ask questions and problems. Madhya Pradesh School Education Department Adolescent Helpline established by of UNFPA from Monday

UMANG MP MOBILE APP

Umang MP mobile app can be downloaded from android/iOS google play store. It is for reporting and monitoring of Umang life skill education programme in government schools of Madhya Pradesh.



Fig 7: Umang MP Mobile Application

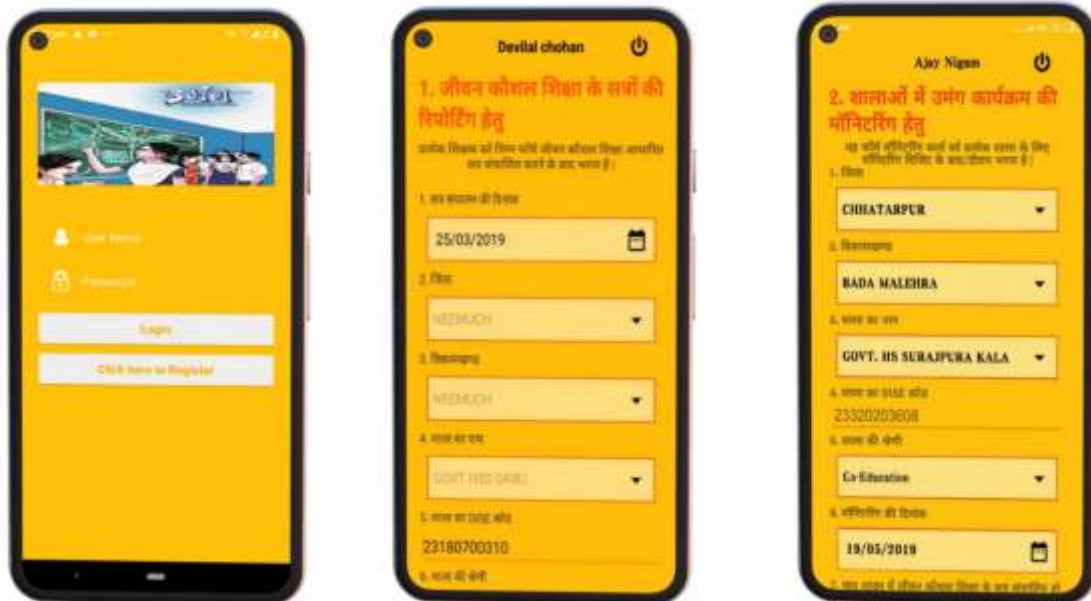


Fig 8 : Umang MP Mobile Application

Training of Umang Health and Wellness Messenger (HWM)

Under Umang School Health and Wellness Programme, 3-day pilot training of Umang Health and Wellness Messenger with 26 students (14 boys and 12 girls) of 6 different Government Schools of Indore was conducted successfully. The objective is To train HWM on their roles, required skills and knowledge related to the program through interactive and activity based training. They will support Health & Wellness Ambassadors (HWAs) in delivering Umang modules and creating awareness about issues related to adolescents.

District Level Training of Trainers on “UJJAWAL” Manual

With focus on engaging boys under Umang LSE program, a new manual on Positive Masculinity “UJJAWAL” has been designed with inspiration from the Hon’ble Chief Minister of M.P. under guidance of Principal Secretary of School Education Department of M.P. in partnership with UNFPA. Training of District-Level Master Trainers on the Ujjawal manual to implement program in all the Government Schools of MP for the students studying in 9th to 12th standard.

Survey and research on the assessment of the impact of life skills education

The UNFPA has given the task to the research company "Sutra Consulting" in order to do a thorough analysis of whether the UMANG LSE initiative has had long-lasting consequences.

Following that, this research project was launched in November 2020. What changes did they notice in their personal lives, families, and societies after leaving the hostel, and how did those life skills allow them to improve their circumstances since then? On these topics, studies are done. As a coordinating body for this study, BGMS is involved. The Hostels chosen by "SUTRA" were quickly contacted by BGMS, who created basic and identifying data based on the information about female students that was already known in order to get in touch with them, engage with them directly, and conduct a survey. BGMS handed over contact details of total 83 girls to Sutra team those were available for the survey. Sutra selected survey team and for their orientation by BGMS after completion of life skills education programme both the organisation developed survey tool finalised in Tirla Hostel of Dhar. After that the survey work is completed by Sutra.

SUCCESS STORIES OF UMANG LIFE SKILL EDUCATION PROGRAMME

उमंग इम्पैक्ट

'उमंग' कार्यक्रम किशोर-किशोरियों के जीवन में सकारात्मक परिवर्तन का माध्यम बनता जा रहा है। उनके जीवन के विभिन्न पहलुओं में इसके उत्साहवर्धक प्रभाव परिलक्षित हो रहे हैं, जिसे वे निरंतर साझा करते रहते हैं। प्रस्तुत है इनमें से कुछ प्रेरणास्पद कहानियाँ, जो उनके द्वारा साझा किए गए उनके व्यक्तिगत अनुभवों पर आधारित हैं:

जीवन कौशल शिक्षा से पाया सपने देखने का हीसला

किशोर अवस्था में ही अपने सिर से माता-पिता का सपना उठ जाना कितना तकलीफदेह और दुखद होता है, यह जाबद की निधि (बदला हुआ नाम) अच्छी तरह जानती है। 12वीं कक्षा में पढ़ रही 16 वर्षीय निधि पर घर के पूरे काम का बोझ आ गया था। जब वह 14 वर्ष की थी, तभी उसके पिता का देहांत हो गया और उसके एक वर्ष बाद ही निधि की माता का भी देहांत हो गया। ऐसी परिस्थिति में जहाँ खुद को संभालना ही बहुत कठिन हो जाता है। वहीं निधि बताती है, "परिहार की सारी जिम्मेदारी मेरे सिर पर आ जाने से मैं तनाव में रहने लगी। ऐसा लगता था कि पूरी दुनिया मेरे किसी काम की नहीं है। ऐसे समय में कोई मेरी मदद के लिए आगे नहीं आया, तो मन बहुत दुखी हो जाता।"

इसी तनाव ने निधि के स्वास्थ्य और स्वास्थ्य को बुरी तरह प्रभावित किया और वह निराशा भरा जीवन जी रही थी। फिर उसे अवसर मिला जीवन कौशल शिक्षा "उमंग" के सत्रों में भाग लेने का। इससे उसे बहुत लाभ पहुँचा व उसे निराशा के चक्रव्यूह से बाहर आने में भी मदद मिली। वह कहती है, "जीवन कौशल शिक्षा के जरिये मुझे मानसिक तनाव प्रबंधन की जानकारी मिली और इस सत्र में मुझे कई गतिविधियों के साथ इसका उपयोग भी सीखने को मिला। तब मुझे शिक्षकों और दोस्तों से खुलकर चर्चा करने व अपनी समस्या साझा करने की हिम्मत मिली। इन सब से मेरा तनाव काफी हद तक कम हुआ।"

निधि ने इस तरह जीवन कौशल शिक्षा से तनाव को दूर करने का कौशल हासिल किया और उसके मन का डर, तनाव और निराशा दूर हुई व उसके नज़रिये में बड़ा बदलाव हुआ। वह कहती है, "उस निराशा भरी जिन्दगी में मैं खुद के और अपने भविष्य के सपने देखना ही भूल गई थी। सिर्फ किसी तरह जीवन जी रही थी और किसी से बात भी नहीं करती थी।" परंतु जीवन कौशल शिक्षा ने उसे एक बार फिर जिंदगी जीने के लिए मजबूत बना दिया। अब वह सबसे खुब उमंग व उत्साह से मिलती-जुलती है और खुलकर बातें करने लगी है। वह जीवन में बहुत कुछ करने के बारे में सोच रही है और इसके लिए मेहनत करने में जुट गई है।

Fig 9: Umang impact success story 1

शिक्षा के कदम आत्मनिर्भरता की ओर

वह कहती है शिक्षा माह की जी शसकीय अखबार माध्यमिक विद्यालय, गोपालगंज की कक्षा 11 वी की विद्यान की छात्रक है। शिक्षा के जीवन में ना कोई शिक्षा थी और न कोई उद्देश्य ही था। सफल जानना, पढ़ाई करना सिर्फ इसलिए था कि वह सबके लिए जरूरी माना जाता है। वह वैदिक, इस्लाम - अरब माध्यम लगी हुई था वर्षों के काल में अपना समय बिताती थी, कभी छोटी टीवी के सामने बैठी सीरियल देखती रहती थी।

सभी उसकी इस अवस्था में परिवर्तन थे, पर कोई कदम कस्ता जब उसी ही किसी चीज में मिलकूल रुचि ना थी। लक्ष्मणन जीवन जीने वाली की बही दशा रहती है।

जब उसे सफल में जीवन कौशल शिक्षा की कक्षा में भाग लेने का अवसर मिला, "स्वजागरूकता" एवं समलैंगिकतात्मक विज्ञान सत्र के दौरान जब स्टैंड की प्रातिनिधियों का विशलेषण करने का कार्य उसे मिला तो उसने इसी गंभीरता से लिया। स्वयं के सुलयावन में उसे अपने से कोई तरह की कमियां नकार आने लगीं। उसे लगा वो अब तक बिना किसी उद्देश्य से जो शिक्षा ग्रहण कर रही है और जैसा जीवन जी रही है, उससे उसे कुछ हासिल नहीं होगा। बसमात्र अपने से उसने यहाँ परिवर्तन आया। वह समय का ज्यादा से ज्यादा सन्तुष्टीकरण करने लगी, कुछ घाने की चाह उसने जाग गयी। उसका पढ़ाई में मन लगने लगा और इसके साथ ही टी.टी. व अन्य समय गंवाने वाले साधनों से दुरी बन ली। शिक्षा कहती है कि अब जीवन में मेरा लक्ष्य है कि मुझे अच्छे नंबरो से पास होकर अपना करियर बनाना है ताकि अपने पैरो पर खड़े होकर आत्मनिर्भर बन सकूँ।

स्वस्थ शरीर से स्वस्थ मस्तिष्क

अकिला पढ़ाई, कक्षा 11 वी की छात्रक वह कठिन समय से गुजर रही थी। किलोरावस्था के माध्यमिक और शारीरिक परिवर्तन से उसकी दिव्यता से भी अपने आगे जो समान ही नहीं था रही थी। अस्वस्थ मन से उसकी इस महत्वपूर्ण कक्षा की पढ़ाई भी दिन पर दिन बहुत प्रभावित हो रही थी। कल नंबर आते, तो उसका मन और खराब हो जाता। इस सबने उसको अंदर से चीज कर रहा दिया।

अकिला के लिए ज्ञान और आशा की विनमल बन कर आयी जीवन कौशल की 'उमंग' की कक्षाएं। इन सत्रों में इस उमंग की संभरवाओ पर और उनके हल की जब चर्चा हुई, तो जैसे उसके सभी प्रश्नों का उत्तर उसे मिल गया। उसने यह भी जाना कि कैसे अपने अस्वस्थ रखा जाये, पीष्टिक भोजन का क्या महत्व होता है, इत्यादि। उसने इन सभी बली को जीवन में अपनाना शुरू कर दिया।

उसने संतुलित भोजन लेना शुरू कर दिया जिसमें सभी खनिज - लवण, प्रोटीन, वसा व कार्बोहाइड्रेट इत्यादि का ध्यान रखागी थी। उसे अब समझ आ गयी की कि अच्छा खाना, शरीर पर अच्छे प्रभाव डालता है: परिणाम भी अच्छा ही हुआ। अकिला का स्वास्थ्य सुधरा तो उसका पढ़ाई में भी मन लगने लगा। वह अब प्रसन्न रहने लगी। इस से उसके कक्ष में सभी सचियों के साथ व्यवहार भी बेहतर हो गया और वह खुल कर, आत्मविश्वास से पेश आने लगी। अकिला ने सभी सचियों को भी टिफिन में पीष्टिक आहार लाने का सुझाव दिया। धीरे-धीरे उनके स्वास्थ्य में भी सुधार आया। सबने खुन की बर्मी, कमजोरी जैसे अन्य विकार पर विजय हासिल की। निर्धारित व्यायाम और अन्य कार्यों में रुचि से साथ बटाने के साथ उन्होंने अपना जीवन सुधार लिया।

Fig 10: Umang impact success story 2

जुटी हिम्मत - खिली प्रतिभा

कक्षा 9वी की छात्रा पप्पी परेरा का कला व सांस्कृतिक कार्यक्रमों की ओर विशेष आकर्षण था। उसे लगता था कि वो भी इसमें भाग ले, अपनी कला का प्रदर्शन करे। परन्तु कमी थी तो आत्म विश्वास की, कि इस की शुरुआत कैसे हो, किसे बोले और कैसे उसे भी अवसर मिले व अपनी छिपी कला का प्रदर्शन करे।

फिर एक दिन उसके विद्यालय में जीवन कौशल शिक्षा के सत्र प्रारम्भ हुए, जिसमें उसने बड़ी रुचि से भाग लिया। इन सत्रों में एक - 'मुझमें है कुछ खास', ने तो जैसे उसके लिए नए रास्ते खोल दिए। इसमें उसने सीखा कि हर व्यक्ति में कुछ न कुछ विशेष गुण होता है, जरूरत है तो इसे पहचानने की व इसकी अभिव्यक्ति करने की। उसका सारा डर, सारा संकोच, हवा हो गया था।

बस फिर क्या था, पप्पी को अपनी नृत्य कला पर पहले ही विश्वास था और एक दिन जैसे ही उसे अवसर मिला, उसने हिम्मत जुटा कर विद्यालय के सांस्कृतिक कार्यक्रम में भाग लेने हेतु इच्छुक बच्चों की सूची में अपना भी नाम लिखवा दिया। कार्यक्रम के निर्धारण के उद्देश्य से, प्रभारी शिक्षक ने पप्पी को बुलाया व उसे नृत्य की प्रस्तुति हेतु कहा। उसकी प्रतिभा देख कर उन्होंने न सिर्फ उसे सराहा बल्कि इसमें भाग लेने की बाकायदा अनुमति भी दे दी। इसके उपरांत उसने खुद प्रैक्टिस की... और फिर जो पप्पी, पहले दर्शक दीर्घा में बैठी मंच पर प्रदर्शन का सपना देखती रहती थी, उसी मंच पर विद्यालय के मुख्य आयोजन में अपनी नृत्य कला कार्यक्रम प्रस्तुत करने लगी। अब वह अपने को आत्म विश्वास से भरपूर महसूस करती थी और उसे लगता था, कि वह कोई भी मुकाम हासिल करने में सक्षम है।

Fig 11: Umang impact success story 3

तहरीन का सफल प्रयास

शासकीय उच्च माध्यमिक विद्यालय गोपालगंज की छात्रा तहरीन ने जीवन कौशल शिक्षा के माध्यम से जब से यह जाना कि कम उम्र में होने वाले विवाह से किशोरी-किशोरी के जीवन पर सामाजिक, आर्थिक, मानसिक एवं शैक्षणिक रूप से क्या प्रभाव पड़ते हैं, तब से उसने यह निर्णय ले लिया कि वह न तो स्वयं कम उम्र में विवाह करेगी और यदि किसी और के साथ भी ऐसा होता देखेगी तो उसका विरोध अवश्य करेगी।

तहरीन ने अपना यह सकल्प बखूबी निभाया।

एक दिन तहरीन को उसकी अम्मी ने बताया कि उनके मोहल्ले की एक लड़की की शादी तय कर दी गई है। तहरीन ने उसका विरोध करते हुए अपनी अम्मी को कम उम्र में शादी से होने वाले नुकसानों के बारे में समझाया। देर से ही सही, पर अम्मी को उसकी बात समझ आ गई। दोनों ने आपस में तय किया और उस लड़की के घर जाकर घरवालों को इस बारे में विस्तार से समझाया। आखिर तहरीन के प्रयास सफल हुए और घरवालों ने निर्णय लिया की वे अपनी बेटी की शादी सही उम्र में ही करेगी। इस तरह तहरीन कि जागरुकता से कम उम्र में शादी से होने वाले दुष्प्रभावों से एक जिंदगी प्रभावित होने से बच गई।

जीवन कौशल शिक्षा ने किशोरी-किशोरी के मन में अपने जीवन से जुड़े अहम फैसले लेने में जागरुकता की ज्योति जगाई है।

दो शब्द... फील्ड से...

शिक्षकों की कलम से...

जीवन कौशल : सुनने में केवल ये कुछ अच्छे शब्द लगे लेकिन इन्हें समझकर दैनिक जीवन में इनका अनुसरण करना एक वमत्कारिक अनुभव देता है। ये बात मैंने सीखी भी और अनुभव भी की - जीवन कौशल प्रशिक्षण एवं प्रिंसिपल ऑरिएंटेशन कार्यक्रम में।

कैसे हम कुछ सकारात्मक सोच के साथ अपने दैनिक जीवन में प्रभावी परिवर्तन ला सकते हैं। यह कौशल प्रत्येक विद्यार्थी व शिक्षक के पास होना चाहिए। मुझे इस प्रशिक्षण से जीवन को देखने का नया नज़रिया मिला है। इसके लिए जीवन तरंग टीम को सद्दय धन्यवाद।



TO, M. - Uae (806780), x. Ay.

विद्यार्थियों की कलम से...

मेरा नाम चेतना पटेल है और मैं धार मॉडल स्कूल की 10 वी कक्षा की छात्रा हूँ। कोविड-19 के कारण हमारे स्कूल बंद हो गए जिसका हमारी पढ़ाई पर तो असर पड़ा ही साथ ही साथ जीवन कौशल शिक्षा के सत्र भी नहीं हो पा रहे हैं। मुझे लगा कि इस साल हम जीवन कौशल शिक्षा कार्यक्रम का लाभ नहीं उठा पाएंगे, लेकिन तभी हमें व्हाट्स ऐप के माध्यम से जीवन कौशल की लिंक मिलने लगी यह एक बहुत मजेदार अनुभव रहा। हर शनिवार को हमें एक लिंक मिलती है जिसके माध्यम से माधव-मुस्कान की कहानी देखते हैं। फिर लिंक के साथ हैडआउट के साथ रोचक जानकारी सीखने को मिलती और फीडबैक फॉर्म भर कर प्रश्नों के उत्तर देना बहुत रोचक है। जीवन कौशल शिक्षा हमारे जीवन के लिए बहुत उपयोगी है। इससे हम न केवल अपने व्यक्तित्व विकास के बारे में समझ पाये अपितु हम जीवन में आने वाली समस्याओं को कैसे सामना करना है यह समझ आया।



TO, M. - Uae (806780), x. Ay.

Fig 12: Umang impact success story 3

CONCLUSION

A relevant and proper implementation of life skill education is a need of an hour, for today's society. Imparting life skills education to the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Life skill education program 'Umang' helps in providing direction to adolescents. It has been active and its usefulness is continuously being proved for them. Information related to the importance of life skills in adolescence and their benefits. It is very important to reach as many people as possible. Life Skills are relevant and even more necessary for adolescents. Information about the positive impact of 'Umang' program on teenagers through various mediums or in the form of feedback, it is clear that the

students understand the importance and usefulness of life skills and imbibe it in life. Have done and also benefited.

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