



**INTEGRATION LIFE SKILL EDUCATION FOR TRIBAL ADOLESCENT:
A COMPARATIVE STUDY BETWEEN STUDENTS OF KALINGA INSTITUTE OF
SOCIAL SCIENCES (KISS) AND STUDENTS OF BALASORE DISTRICT OF ODISHA**

Dr.Sunita Acharya

Hindi Teacher's Training Institute, Cuttack, Odisha, India

Email:-sunitaacharya936@gmail.com

ABSTRACT: Integration of life skill education is necessary for adolescence living in the society, which includes psychological capabilities and interpersonal skills that help youth for their holistic development. So it is necessary to be aware about life skill education for the adolescent students in school and colleges. As most of the tribal students in the society are unaware of life skill education in adolescent stage, so it is required to be aware in life skill education. The objectives of the study are: 1. to assess life skill awareness of tribal adolescents of Kalinga Institute of Social Science (KISS) students, 2. to assess life skill awareness of tribal adolescents students of Balasore district of Odisha, and 3. to compare life skill awareness of adolescent students between Kalinga Institute of Social Science and Balasore District of Odisha. Design of the study: descriptive survey method as well as theoretical analysis is being used for the present study. The sample of the present study covers 200 secondary and higher secondary level tribal students of Kalinga Institute of Social Sciences of Bhubaneswar and 200 tribal students of Balasore district of Odisha. The independent and interaction effects of independent variable on dependent variables studied statistically following 2x2 factorial design (class and sex). In order to collect data, Life Skill Awareness Scale developed by A. Radhakrishnan Nair (2010) for the secondary level students (to assess the life skill awareness of students) was used. The finding of the study revealed that there exist significant difference in each skill of KISS Students and students of Balasore district of Odisha. As the students of KISS are trained in LSE training so their awareness skill is better than the students of Balasore district tribal student.

(Keywords: Life Skill Education Tribal Adolescent Student, KISS)



Integration of life skill education is necessary for adolescence living in the society, which includes psychological capabilities and interpersonal skills that help youth for their holistic development. So it is necessary to be aware about life skill education for the adolescent students in school and colleges. As most of the tribal students in the society are unaware of life skill education in adolescent stage, so it is required to be aware in life skill education.

Life skills are the skills that mainly necessary for adolescence successful living in the society. It includes psychological capabilities and interpersonal skills that help youth to have good health. Human relation and good their life for their holistic and sustainable development. Life skills as a subject as their focus on the self-help and individual management, where the concern person is the central focus. Life skills contain a wide range of generic skills that are required by an individual to fulfil the demands place on students by environment. It helps adolescent to transit successfully from childhood to adult hood by healthy development of social and emotional skill. It helps in the development of social competence and problem solving skill, which is turn help adolescent to from their own identity weighing pros and cons of the situation. Acting as a mediator of problem behaviour, promoting positive social norms that can impact the adolescent health services, school and family, helping to different between hearing and listening and thus. Ensuring less development misconceptions or miscommunication regarding issues such as drugs, alcohol etc. and delaying that onset of the abuse of tobacco, alcohol and sex can be contributed to life skill education. It surely thus promotes the development of positive self-esteem and teaches anger control to young people.

Since 2009 KISS with the supported of UNFPA, has been providing life skill Education (LSE) based adolescent reproduction and sexual health (ARSH). The ARSH education helps the student in many ways to lead to healthy life with knowledge and awareness on growing up process of different body parts, age appropriate knowledge RTI/STI, HIV/AIDS health and menstrual hygiene. Life skills education teaches the girls students how to led and good life and how to overcome different problems they face in life. Decision making helps to deal constructively with decisions about lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have. Similarly, problem solving enables to



deal constructively with problems in lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. Creative thinking contributes to both decision making and problems solving by enabling to explore the available alternatives and various consequences of actions or non-action. It helps to look beyond direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help to respond adaptively and with flexibility to the situations of daily lives.

As life skill education plays an important role in handling adolescent students in self-awareness, making-decision, problem-solving, critical thinking, creative-thinking, empathy, and so it is necessary for the adolescent students in school and colleges. As most of the students in KISS are in adolescent stage, so it is required to know the awareness about the life skill education. Besides this life skill awareness not only is essential for the students of KISS, but also it required for the adolescent students studying in any educational institution. As there are lack of study related to life skill education so the researcher has taken interest to undertake the study in KISS and in Balasore district of Odisha.

STATEMENT OF PROBLEM: The problem of the study is, “**Integration Life Skill Education for Tribal Adolescent: A Comparative Study between Students of Kalinga Institute of Social Sciences (KISS) and Students of Balasore District of Odisha**”.

OBJECTIVE OF THE STUDY:-

The following are the objectives of the present study

- To assess life skill awareness of adolescents in Kalinga Institute of Social Sciences.
- To assess life skill awareness of adolescents students of Balasore district of Odisha.
- To compare life skill awareness of adolescent students between Kalinga Institute of Social Science and Balasore District of Odisha.

HYPOTHESES OF THE STUDY

- Sex has significant difference in life skill awareness of adolescent students of KISS
- Sex has significant difference in life skill awareness of adolescent students of Balasore district of Odisha



- There exist significant differences in life skill awareness of adolescent students of KISS and Balasore district of Odisha.

DESIGN OF THE STUDY: Descriptive survey method as well as theoretical analysis is being used for the present study. Theoretical analysis is used to know and compare the ten life skill awareness of the tribal students in Kalinga Institute of Social Sciences and tribal students of Balasore district of Odisha. The researcher focuses on this study on tribal students because they are the most disadvantaged group of learner in the society. In the present investigation, the life skill awareness of the tribal adolescent students in two settings (class and sex). The independent and interaction effects of independent variable on dependent variables have been studied statistically following 2x2 factorial design (class and sex).

SAMPLE: -- The sample of the present study covers secondary level children of Kalinga Institute of Social Sciences of Bhubaneswar and secondary level students Balasore district of Odisha. The data were collected purposively due to highest range of students. As data was collected from four hundred students of secondary level (two hundred students from Kalinga Institute of Social Sciences, Bhubaneswar and two hundred students from Balaswar district of Odisha). Out of two hundreds secondary level students from Kalinga Institute of Social Sciences, one hundred students were girls and one hundred students were boys of Kalinga Institute of Social Sciences. Out of two hundreds secondary students from Balaswar district of Odisha, one hundred students were girls and one hundred students were boys. Data were collected from Class-IX, Class-X, Class-XI, and Class-XII.

REVIEW OF LITERATURE

A. G Hosderi (2012) conducted study on “Life Skill and Challenges of Life among Adolescents”. In his study he stated the importance of life skills for the adolescent students and how they can promote psychological competence. He found the usefulness of different types of life skills in adolescent stage, such as interpersonal skills, decision making, self-awareness, and cognitive, social, and moral skills.



A. Joseph and F. Vasanth (2012) conducted a study on “Impact of Life skills Training on the Emotional Intelligence and Psychological Well-being of Adolescent”. The objective of the study was to study the impact of life skills training on the enhancement of the emotional intelligence and psychological well-being of adolescents in XI standard. Data were collected from 503 students in the age group of 15-17years, studying in various higher secondary schools in Chennai city. He found that there was significant effect of life skills training in improving emotional intelligence in its four areas i.e. intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management emerged.

SCALE USED

In order to collect data for the present study the Life Skill Awareness Scale developed by A. Radhakrishnan Nair (2010) for the secondary level students (to assess the life skill awareness of students) were used.

PROCEDURE OF COLLECTION OF DATA

For the collection of data the sample Kalinga Institute of Social Sciences of hubaneswar and some secondary and higher secondary school of Balasore district of Odisha were visited personally by the investigator to collect data directly from the primary sources. The data were collected from 400 students. Out of 400 students 200 students were from Kalinga Institue of Social Sciences of Bhubaneswar and 200 students from Balasore district of Odisha. Data were collected with the permission of Head Master of Kalinga Institute of Social Sciences and other secondary and higher secondary schools. In the process of collection of data a friendly and open atmosphere were maintained with students to get valid and reliable data.

PROCEDURE OF ANALYSIS OF DATA

After collection of data the data were analyzed for meaningful interpretation. Mean, Standard Deviation, ANOVA and significant of t-test was used.

DELIMITATIONS OF THE STUDY

The study was delimited to the districts of Khurdha and Balasore.



- For life skill awareness, 200 samples were taken from tribal adolescent students of Balasore district.
- To know life skill awareness of tribal adolescent students, 200 samples were taken from Kalinga Institute of Social Sciences.

ANALYSIS AND INTERPRETATION OF DATA:--**TABLE 1**

Showing Comparison of Life Skill Education Awareness Skill Between KISS and Balasore Boys Students at Total Group---T-Test

Ten Core Skill of LSE	Place	N	Mean	SD	Std.Error Mean
Self-Awareness	KISS	100	37.84	4.713	.471
	Balasore	100	34.13	5.195	.519
Empathy	KISS	100	36.54	4.370	.437
	Balasore	100	35.15	4.305	.430
Effective Communication	KISS	100	29.79	4.210	.421
	Balasore	100	28.19	4.044	.404
Interpersonal Relationship	KISS	100	36.12	4.279	.428
	Balasore	100	34.65	4.565	.456
Creative Thinking	KISS	100	27.42	3.361	.336
	Balasore	100	26.01	4.026	.403
Critical Thinking	KISS	100	38.98	4.506	.451
	Balasore	100	36.21	5.062	.506
Decision Making	KISS	100	37.25	4.877	.488
	Balasore	100	34.42	5.824	.582
Problem Solving	KISS	100	31.66	4.402	.440
	Balasore	100	30.71	4.704	.470
Coping with Emotion	KISS	100	33.44	3.780	.378
	Balasore	100	31.05	4.391	.439
Coping with Stress	KISS	100	21.56	4.400	.440
	Balasore	100	20.56	4.260	.426



TABLE 2

Ten Core Skill of LSE	t	Df	Sig.(2-tailed)	Mean Difference	Std.Error Difference
Self-awareness	5.289	198	.000	3.710	.701
Empathy	2.266	198	.025	1.390	.613
Effective Communication	2.741	198	.007	1.600	.584
Interpersonal Relationship	2.350	198	.020	1.470	.626
Creative Thinking	2.688	198	.008	1.410	.524
Critical Thinking	4.087	198	.000	2.770	.678
Decision Making	3.725	198	.000	2.830	.760
Problem Solving	1.475	198	.142	.950	.644
Coping with Emotion	.673	198	.502	.390	.579
Coping with Stress	1.633	198	.104	1.000	.612

From Table 1 it is observed that the Mean value of self-awareness skill of KISS boys students are 37.84 which is more than their counterparts that is the students of Balasore district (M=34.13). The 't' value of self-awareness is 5.289 which is significant at .01 level. Thus, there exists a significant difference between the self-awareness skill of KISS boys students and Balasore district boys students in the total group.

It is observed from the Table 1 that the Mean value of empathy skill of KISS boys students is 36.54 which is same with their counterparts that is boys students of Balasore district (M=35.15). The 't' value of empathy skill is 2.266 which is not significant at .01 level. Thus, there exists no significant difference between the empathy skill of KISS boys' students and Balasore district boy's students in the total group.

From the Table 1 it is observed that the Mean value of effective communication skill of KISS boys students is 29.79 which is higher than their counterparts that is boys students of Balasore district (Mean=28.19). The 't' value of effective communication skill is 2.741 which is significant at .01 level. Thus, there exists significant difference between the effective communication skill of KISS boys students and Balasore district boys students in the total group.

The Mean value of interpersonal relationship skill of KISS boys students are 36.12, which is higher than the boys students of Balasore district (Mean=34.65). The 't' value of interpersonal



relationship skill is 2.350 which is significant at .01 level. Thus, there exists significant difference in the interpersonal relationship skill of KISS boys' students and Balasore district boys' students in the total group.

From the Table 1 it is observed that the Mean value of creative thinking skill of KISS boys students is 27.42 which is higher than their counterparts that is boys students of Balasore district (Mean= 26.01). The 't' value of creative thinking skill is 2.688, which is significant at .01 level. Thus, there exists significant difference in the creative thinking skill of KISS boys students and Balasore district boys students in the total group.

From the Table 1 it is observed that Mean value of critical thinking skill of KISS boys students is 38.98, which is higher than their counterparts that is boys students of Balasore district (Mean=36.21). The 't' value of critical thinking skill is 4.087, which is significant at .01 level. Thus, there exists significant difference in the critical thinking skill of KISS boys students and Balasore district boys students in the total group.

The Mean value of decision making skill of KISS boys students is 37.25, which is higher than the boys students of Balasore district (Mean=34.42). The 't' value of decision making skill is 3.725, which is significant at .01 level. Thus, there exists significant difference in the decision making skill of KISS boys' students and Balasore district boys students in the group.

It is observed from the Table 1 that the Mean value of problem solving skill of KISS boys students is 31.66, which is same with counterparts that is the boys students of Balasore district (Mean=30.71). The 't' value of problem solving skill is 1.475, which is not significant at .05 level. Thus, there exists no significant difference in the problem solving skill of KISS boys students and Balasore district boys students in the total group.

Form the Table 1 it is observed that the Mean value of coping with emotion skill of KISS boys students is 33.4 which is same with the boys students of Balasore district (Mean=33.05). The 't' value of coping with emotion skill is .673, which is not significant at .01 level. Thus, there exists no significant difference in the coping with emotion skill of KISS boys students and Balasore district boys students in the total group.



It is observed from the Table 1 that the Mean value of coping with stress skill of KISS boys students is 21.56, which is same with the students of Balasore district boys students (Mean=20.56). The 't' value of coping with stress is 1.633, which is not significant at .01 level. Thus, there exists no significant difference in the coping with stress skill of KISS boys students and Balasore district boys students in the total group.

Form the above discussion, it is concluded that there exists significant difference in the self-awareness skill of KISS boys students and Balasore district boys students. KISS boys students are having more self-awareness skill than the Balasore district boys' students as they are taking always training on life skill education to develop their skill. There exists no significant difference in the empathy skill of KISS boys' students and boys students of Balasore district. In effective communication skill there exists significant difference between KISS boys students and boys students of Balasore district. KISS boys students have more communication skill than the boys students of Balasore district, as they are getting more scope to develop their communication than the boys students of Balasore district. There exists significant difference in the interpersonal relationship skill of KISS boys students and boys students of Balasore district. KISS boys students are having more interpersonal relationship skill than the boys students of Balasore district. There exists significant difference in the creative thinking skill of KISS boys students and boys students of Balasore district. KISS boys students are having more creative thinking skill than the boys students of Balasore district. There exists significant difference in the critical thinking skill of KISS boys students and boys students of Balasore district. KISS boys students are having more critical thinking skill than the Balasore district boys students. There exists significant difference in the decision making skill of KISS boys students and boys students of Balasore district. KISS boys students are having more decision making skill than the boys students of Balasore district. There exists no significant difference in the problem-solving skill of KISS boys' students and boys students of Balasore district. KISS boys students are having same problem-solving skill with that of Balasore district boys students. There exists no significant difference in the coping with emotion skill of KISS boys students and boys students of Balasore district. KISS boys students are having same coping with emotion skill with the boys students of Balasore district. There exists no significant difference in the coping with stress skill of KISS



boys students and Balasore district boys students. KISS boys students are having same coping with stress skill with the boys students of Balasore district. From the above, it can be concluded that KISS boys students has more life skill awareness skill than the boys student of Balasore district.

TABLE 3

Showing Comparison of Life Skill Education Awareness Skill between KISS and Balasore Girls Students at Total Group---T-Test

Ten Core Skill of LSE	Place	N	Mean	SD	Std.Error Mean
Self-Awareness	KISS	100	39.43	4.132	.413
	Balasore	100	35.76	5.514	.551
Empathy	KISS	100	35.70	4.491	.449
	Balasore	100	35.48	4.160	.416
Effective Communication	KISS	100	30.37	3.776	.378
	Balasore	100	28.16	4.289	.429
Interpersonal Relationship	KISS	100	35.60	3.742	.374
	Balasore	100	34.44	4.181	.418
Creative Thinking	KISS	100	27.48	3.597	.360
	Balasore	100	25.99	3.622	.362
Critical Thinking	KISS	100	38.69	4.962	.496
	Balasore	100	37.07	5.232	.523
Decision Making	KISS	100	36.79	4.236	.424
	Balasore	100	34.42	4.615	.461
Problem Solving	KISS	100	31.00	3.944	.394
	Balasore	100	30.86	4.708	.471
Coping with Emotion	KISS	100	33.97	3.940	.394
	Balasore	100	31.37	4.258	.426
Coping with Stress	KISS	100	21.95	4.157	.416
	Balasore	100	20.11	3.621	.362



TABLE 4

Ten Core Skill of LSE	t	Df	Sig.(2-tailed)	Mean Difference	Std.Error Difference
Self-awareness	5.326	198	.000	3.670	.689
Empathy	.359	198	.720	.220	.612
Effective Communication	3.867	198	.000	2.210	.571
Interpersonal Relationship	2.067	198	.040	1.160	.561
Creative Thinking	2.919	198	.004	1.490	.510
Critical Thinking	2.247	198	.026	1.620	.721
Decision Making	3.783	198	.000	2.370	.626
Problem Solving	.228	198	.820	.140	.614
Coping with Emotion	4.482	198	.000	2.600	.580
Coping with Stress	3.338	198	.001	1.840	.551

From Table 3 it is observed that the Mean value of self-awareness skill of KISS girls students are 39.43 which is more than their counterparts that is the girls students of Balasore district (M=35.76). The 't' value of self-awareness is 5.326 which is significant at .01 level. Thus, there exists a significant difference between the self-awareness skill of KISS girls students and Balasore district girls students in the total group.

It is observed from the Table 3 that the Mean value of empathy skill of KISS girls students is 35.70 which is same with their counterparts that is girls students of Balasore district (M=35.48). The 't' value of empathy skill is .359 which is not significant at .01 level. Thus, there exists no significant difference between the empathy skill of KISS girls' students and Balasore district girl's students in the total group.

From the Table 3 it is observed that the Mean value of effective communication skill of KISS girls students is 30.37 which is higher than their counterparts that is girls students of Balasore district (Mean=28.16). The 't' value of effective communication skill is 3.867 which is significant at .01 level. Thus, there exists significant difference between the effective communication skill of KISS girls students and Balasore district girls students in the total group.

The Mean value of interpersonal relationship skill of KISS girls students are 35.60, which is higher than the girls students of Balasore district (Mean=34.44). The 't' value of interpersonal



relationship skill is 2.067 which is significant at .05 level. Thus, there exists significant difference in the interpersonal relationship skill of KISS girls' students and Balasore district girls' students in the total group.

From the Table 3 it is observed that the Mean value of creative thinking skill of KISS girls students is 27.48 which is higher than their counterparts that is girls students of Balasore district (Mean= 25.99) The 't' value of creative thinking skill is 2.919, which is significant at .01 level. Thus, there exists significant difference in the creative thinking skill of KISS girls students and Balasore district girls students in the total group.

From the Table 3 it is observed that Mean value of critical thinking skill of KISS girls students is 38.69, which is higher than their counterparts that is girls students of Balasore district (Mean=37.07). The 't' value of critical thinking skill is 2.247, which is significant at .05 level. Thus, there exists significant difference in the critical thinking skill of KISS girls students and Balasore district girls students in the total group.

The Mean value of decision making skill of KISS girls students is 36.79, which is higher than the girls students of Balasore district (Mean=34.42). The 't' value of decision making skill is 3.783, which is significant at .01 level. Thus, there exists significant difference in the decision making skill of KISS girls students and Balasore district girls students in the group.

It is observed from the Table 3 that the Mean value of problem solving skill of KISS girls students is 31.00, which is same with counterparts that is the girls students of Balasore district (Mean=30.86). The 't' value of problem solving skill is .228, which is not significant at .05 level. Thus, there exists no significant difference in the problem solving skill of KISS girls students and Balasore district girls students in the total group.

Form the Table 3 it is observed that the Mean value of coping with emotion skill of KISS girls students is 33.97 which is higher than the girls students of Balasore district (Mean=31.37). The 't' value of coping with emotion skill is 4.482, which is significant at .01 level. Thus, there exists significant difference in the coping with emotion skill of KISS girls students and Balasore district girls students in the total group.



It is observed from the Table 3 that the Mean value of coping with stress skill of KISS girls students is 21.95, which is same with the students of Balasore district girls students (Mean=20.11). The 't' value of coping with stress is 3.338, which is significant at .01 level. Thus, there exists significant difference in the coping with stress skill of KISS girls students and Balasore district girls students in the total group.

Form the above discussion, it is concluded that there exists significant difference in the self-awareness skill of KISS girls students and Balasore district girls students. KISS girls students are having more self-awareness skill than the Balasore district girls' students as they are taking always training on life skill education to develop their skill. There exists no significant difference in the empathy skill of KISS girls' students and girls' students of Balasore district. In effective communication skill there exists significant difference between KISS girls students and girls students of Balasore district. KISS girls students have more communication skill than the girls students of Balasore district, as they are getting more scope to develop their communication than the girls students of Balasore district. There exists significant difference in the interpersonal relationship skill of KISS girls students and girls students of Balasore district. KISS girls students are having more interpersonal relationship skill than the girls' students of Balasore district. There exists significant difference in the creative thinking skill of KISS girls' students and girls' students of Balasore district. KISS girls students are having more creative thinking skill than the girls students of Balasore district. There exists significant difference in the critical thinking skill of KISS girls students and girls students of Balasore district. KISS girls students are having more critical thinking skill than the Balasore district girls' students. There exists significant difference in the decision making skill of KISS girls' students and girls students of Balasore district. KISS girls students are having more decision making skill than the girls students of Balasore district. There exists no significant difference in the problem-solving skill of KISS girls students and girls students of Balasore district. KISS girls students are having same problem-solving skill with that of Balasore district girls' students. There exists significant difference in the coping with emotion skill of KISS girls students and girls students of Balasore district. KISS girls students are having same coping with emotion skill with the girls students of Balasore district. There exists no significant difference in the coping with stress skill of KISS



girls students and Balasore district girls students. KISS girls students are having same coping with stress skill with the girls students of Balasore district. From the above, it can be concluded that KISS girls students has more life skill awareness skill than the girls student of Balasore district

EDUCATIONAL IMPLICATION

The present investigation reveals that, comparative study between the secondary and higher secondary students of Kalinga Institute of Social Science (KISS) and the students of Balasore District in the life skill awareness context. Life skill education plays a crucial role towards the positive and healthy development of the adolescent. This skill makes adolescence to come up with new ideas and come up with the various situations, which comes in everyday life. In the comparison of the KISS students and the students of Balasore district, findings viewed that in every aspect of life skills, KISS students are scoring better than the Balasore District students. Because KISS students are attending always life skill training programmes.

So the need of the hour is to put the child in actual learning situation, so that a congenial environment can be created and also provide more opportunities to the learner by giving life skill education. So the authorities should take Life Skills Education(LSE) as compulsory period to access the interest and attitude of the student and to develop the positive self-concept. Activities will create the virtual situation for the students to take part in decision making and problems-solving and also to develop better communication and decision making skill.

So life skill education plays a major role to achieve this. Life Skill Education approach is mainly used regarding issues related to health in order to protect younger generation from the risky behaviour. Its provides ample opportunity for the students to participate in the learning process, so that the learning becomes more joyful.

TEACHER

Teacher pays significant pillars for development of students. He has to give the importance of the students' discipline, positive attitude and create the careful, thoughtful, affectionate and suitable atmosphere around the school and in the classroom. Teacher should



focus the life skill education to impart the students for creating the joyful and successful life. Teacher should encourage the students for creative thinking, critical thinking, problem solving, and decision making which is helpful the day to day life. Teacher should identify the slow learner, backward and hesitant student to organise the special guide/training for faster them. Teacher always try to create the free and friendly atmosphere so the students share their problems in front the teacher, at that time teacher perform, like a helper not a teacher so that faster their life and erase the gap between teacher and student.

PARENTS

Parents' behaviour is very much dependable for the children growing, because children are imitator. They imitate the parents' attitude, interest, communication etc. So that parents must know the importance of life skill education for their adolescent child, as they are spending more times with their parents. Students follow their parents thinking, idea, communication process, awareness skill etc. and apply them in his/her practical field in daily life. So parents also plays vital role in developing positive attitude of their adolescent children.

CURRICULUM DESINGER

As adolescence period is a turning point of life. So it should be kept in mind by the curriculum designer while design the curriculum. They should kept at least one chapter related to life skill education in secondary and higher secondary level.

ADMINISTRATORS: All the faculties and administrative members should involve creating the good and suitable environment for the learner and to reduce psychological stress in the teaching-learning situations, which will be helpful for the students to maintain better life.

CONCUSION: As adolescence is a very crucial period and turning point of life. In this period student need counselling program. So it is only through the life skill education training programme we can develop awareness related to health, sanitation, critical thinking, decision making, problem –solving, etc among the students.



REFERENCES:

1. Hoskeri, A. G. (2012). *“Life skill and challenges of life among Adolescence”*, Optimising positive strength through life skills. Proceeding of the 4th International conference on life skill education. pp. 345-352.
2. Joseph, A. (2012). *“Impact of life skill training on the emotional intelligence and psychological wellbeing of adolescents”*, Optimising positive strength through life skills. Proceeding of the 4th International conference on life skill education. pp. 30-38.
3. Majumdar, D.N. (1958). *“Races and Culture of India”*. Bombay: Asia Publishing House.
4. Motamed S. (2011). *“Psychological Explanation of the Importance of Life Skills Training Programs, Applications and Challenge facing to it”*. In, International Journal of Scientific and Engineering Research, Vol. II, Issue VIII.
5. Richa, S. Sheela, S. and Shanti, B. (2012). *“Study of Life Skills of Rural and Urban Adolescents of Haryana”*. In the Proceeding of Optimising Positive Strength through Life Skills, 4th International Conference on Life Skill Education. pp.150-154.
6. Saraswathi.S. (2008). *“Indian Youth in the New Millennium”*.
7. Sharma, S.S. (2015). *“Life Skill Education for the Mental Well-being of Adolescent a Review.”* in the proceeding of Skill Development and Competency Building of Youth through Life Skills. 6th International Conference on Life Skill Education. Pp.33-41.
8. Solmon, S. and Solmon, R.J. (2015). *“Enhancing Adolescent Well-being: Need for Life Skill Education.”* in the proceeding of Skill Development and Competency Building of Youth through Life Skills. 6th International Conference on Life Skill Education. pp 304-309.
9. World Health Organization (WHO) (1993). *Life Skills Education for Children and Adolescents in School*. Programme on Mental Health Geneva.
10. World Health Organization (1999). *“Partners in Life Skills Education”*, Department of Mental Health Geneva.
11. World Health Organization.(2002). *Life Skills Training Program*, Tehran: State Welfare Organization: Cultural and Preventive Affairs.