



HNSEC-01

LIFE SKILL EDUCATION

उ० प्र० राजर्षि टण्डन
मुक्त विश्वविद्यालय, प्रयागराज

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UTTAR PRADESH RAJARSHI TANDON OPEN UNIVERSITY

HNSEC-01 LIFE SKILLS EDUCATION

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COURSE INTRODUCTION

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

According to the world health organization life skills are thinking, coping and social skills which are abilities that can enhance people's interactions with others and with the environment, and which may even give rise to greater individual resilience in situations of adversity.

Life skills include all the dimensions of human life – economical, social or psychological. They are a large group of psycho social and interpersonal skills, which help people to make informed decisions, communicate effectively and develop coping and self management skills for a healthy and productive life.

So, for an individual to lead a happy contented, productive and a life full of satisfaction, it's important for him to have a fair knowledge of the life skills. It is even more important for growing children and youth as they have to shape their entire life and careers. Keeping this in mind the life skill education is now a day being added in the school curriculum.

This course on life skill education includes the meaning, types, importance and structured programming of life skill education. The content structure of the various units is as follows.

Block 1 is Introduction of life skills; it includes the concepts and meaning of life skill and life skills education. It also explains the various types of life skills and the models to understand life skill education.

Block 2 explains the importance of focusing on contextual specificities and cultural ideologies as important aspect effecting individual ideas. It also focuses on cultural practices that govern everyday life.

It especially deals with critical thinking, decision making and self management skills. It also tells the individual how to cope with stress and emotions.

Block 3 explains the importance of communication in imparting life skill education. After reading this block the learners will be able to understand the core approaches and strategies to implement to life skills and they will also learn to organize a life skill program with formation of life skill assessment scales and quantitative techniques. This block also deals with the challenges of adolescence and youth development and focuses on formal and non formal approaches to development of youth.

Thus the course on life skill education helps in overall development of youth and society as a whole.

INTRODUCTION - BLOCK 1

Introduction of life skills

Life skills are abilities that enable people to behave in healthy ways especially in difficult and challenging situations. It is important to develop them to prevent unhealthy and negative behavior. With the knowledge of life skills an individual can live the personal and work life for enhanced quality and quantity of output and achieving job satisfaction.

The block 1 explains the learners the meaning and concept of life skills and life skills education. They will learn how the life skills are important for daily living, schools and colleges and also at work place. The various important criteria for using life skills will also be explained to the learners. There are various life skills that an individual has to learn in order to become a successful person in life. In this block the learners will study about the evolution and the classification of life skills.

There are many theories pertaining to life skill education which will be explained to the learners through this block.

UNIT 1 CONCEPT AND MEANING OF LIFE SKILLS

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Definition and concept of life skills
- 1.4 Concept of life skills education
- 1.5 Integration of life skills with education
- 1.6 Pillars of life skill education
- 1.7 Imparting life skills in the classroom
- 1.8 Importance of life skills in daily living
- 1.9 Criteria for using life skills
- 1.10 Let Us Sum Up
- 1.11 Check your progress exercise

1.1 Introduction

The present age is an age of rapid industrialization, Globalization, rapid increase in information technology, digital involvement and consumerism. Now days the children are more expose to newer information and they get to know diverse concept about various cultures. There is a lot of competition among youth to get the best life education and best living and so in walk of life the economics of education is given more importance.

The joint family system which was a strong support for growing children and youth is disintegrating these days and the changes in social moral, cultural and religious values have made life stressful for children. Most of the time the children and youth of today have to make important decision of life all by themselves. These decisions can be connected to their education, careers and sometimes to other areas of life. In these situations the children have to make informed decisions which at times can be very stressful for them.

Now days education does not provide the children and youth the life experiences that they should have to avoid stress, stay calm and make the best decision possible in every situation. At times education is unable to provide working skills to children and the children cannot make a link between them, their environment, community and the place to which they belong.

The young children of today show common symptoms like anger, Low tolerance, Low self esteem and irritable behavior. They get angry and agitated, they want to live in isolation and want instant pleasure. Because of these situations there is constant violence and hostility in today's world and children and youth are worst affected. There is a constant rise in crime and suicide rates. Suicides have become much more common in children and youth than it ever used to be.

To overcome all these negative situations we have to develop life skills in children and youth which can help them to handle stressful situations, stay calm in face of adversity, make informed choices

and make good interpersonal relationship. These skills would be enabling the children to be stable, amidst rapid transition.

1.2 Objectives

After going through this unit the learners will be able to

- Understand the meaning and concepts of life skills
- Explain life skills as done by different organization
- Describe the importance of life skills
- Understand how life skills are conceptualized by different organizations.
- Understand the concept of life skill education
- Explain different pillars of life skill education
- Explain the importance of life skills under various life situations
- Explain the need of life skill to be gender inclusive.
- Criteria for using life skill

1.3 Definition and concept of life skills

Life skill mean the ability which helps an individual's particularly growing children and young people to deal with the challenges and difficult situation of life in an effective manner. Life skills are social and physiological skills essential for human and social development.

Life skills are essentially those ability that help promote mental wellbeing and competence in young people as they face the realities of life.

The various organizations have defined and conceptualized life skills in the following way:

According to **The world Health Organization (1993)** life skills are the abilities for adoptive and positive behavior that enable individuals to face the demands and challenges of everyday life in an effective manner.

The **UNICEF (2004)** defines life skills as “A behavior development approach or change that is designed to address a balance of three areas : Knowledge, Attitude and Skills.”

The UNICEF also defines life skill based education as an interactive process of teaching and learning which enables learners to aquire deep knowledge and develop attitudes and skills that support the adoption of the healthy behaviors.

The **National Curriculam framework (2005)** states that development of life skills should be the important goal of school education. According to NCF the education should instill the following attitudes in young learners.

- Independence of thought and action
- Sensitivity to others' well being and feelings
- Responding to new situations in a flexible and creative manner
- Learning to participate in democratic processes

- Ability to work towards economic processes and social change

To achieve these goals the educational process should promote and engage young learners in the following areas.

- Promoting healthy attitudes
- Developing knowledge that is related to their experiences
- Helping them to think critically
- Respond to real life situations in positive and responsible way

The UNESCO's Delor's Report (1996) states that learning to know and learning to do are two different areas when someone has to do something learning should be defined as a practical task. The concept of learning must apply knowledge and skills, learning to co-operate with other groups and learning to develop oneself as an autonomous person.

According to **YUVA, School Adolescence Education Programme, Development of Education, Delhi (2005)** each one of us possess individual skills and abilities but we need to enhance them in order to meet the challenges of life. Effective acquisition of life skills can change the way one feels about oneself and others'. It can also enhance one's efficacy, productivity, self esteem and self confidence. They can also improve interpersonal relation. Life skills can effectively utilize the existing education, health and other services.

Based on the concept by different organizations it can be said that "Life skills are skills that can be applied in real life situations to make the life more meaningful, calm and productive.

1.4 Concept of life skills education

Various philosophers, education commissions, educational policies and curricular frameworks have linked the education with life but still broadly the curriculum remains to be dividing of life learning skills. The school years are the formative years of children and so the school education plays a vital role in life skill developments among young individuals as it enables them to have varied experiences and can provide them with relevant stimulated situations to learn. During the school years the children acquire formal education and school years are the important development years in individual's life. Thus it is very important and significant to link education to life through teaching of life skills with education.

Attempts should be made to incorporate important life skills in the existing school curriculum. Inclusion of these life skills in curriculum will help the child to face the stressful situation of life with strength and maturity and also help to improve interpersonal relation. The children will develop the critical thinking and problem solving abilities and will develop the strength to face unforeseen circumstances.

The life skills should be incorporated in curriculum in such a way that it takes into consideration the child's existing knowledge system and surround the educational processes around them. In this context it is important to take note of the fact that both the rural and the urban children have their own strengths and separate needs while integrating life skills in the school curriculum care should

be taken to understand the types of life skills being used at various stages of school education. The skills will be different as the child grows from childhood to adolescence. The children have their own different levels of development and feelings and the changes that occurs in different stages are rapid. Children show changing behavior especially whether they should be treated as children or adolescence. In these situations development of life skills enables them to be stable, amidst rapid transition.

The goals of life skill education are as follow :

- To help the growing children and younger people to face the challenges of life with more maturity and strengths.
- To enable the younger population to use their capacities in a best possible and most productive way.
- To help the youth to develop good and strong interpersonal relationship with other people.
- To help them adjust with their environment successfully
- To provide the younger generation with effective strategies to make healthy choices that contribute to a meaningful life.
- To help the young student develop self esteem and self confidence and to realize their own worth and dignity.
- To help them to understand themselves better and take personal responsibility.

The various areas of life skill education important to society and family well being are :

- 1- Adolescence education
- 2- Livelihood education
- 3- Environmental education
- 4- Human right education
- 5- Equality education
- 6- HIV/ AIDS and sex education
- 7- Sustainable development
- 8- Peace education
- 9- Social and Sexual violence
- 10- Drug abuse
- 11- Care for elderly and Differently abled persons

Check your progress exercise

Q1. What do you understand by life skill education? Write down any two important definitions of life skill education.

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Q2 Explain the concept of life skill education with the help of suitable examples.

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Q3 What are the various goals of life skill education?

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Q4 Which areas of life skill education are important to society and family well being?

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Q5 How can life skill education be helpful in overall development of young learners?

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1.5 Integration of life skills with education

According to UNICEF life skill education is an approach which is primarily designed to make a balance in the development of three important areas. These areas are:

- **Knowledge** - During the course of education and classroom teaching the students should be given knowledge about the various problems and issues which surround their families and their society. These problems can be as follows:
 - Poverty
 - Illiteracy and ignorance
 - Social evils like dowry, child marriage, child labor and Bonded labor etc]
 - Drug and substance abuse
 - Malnutrition and resultant morbidity
 - Population explosion
 - Pollution

When the students are taught about these problems prevailing in their society, They start thinking critically about it and they also think about solving these problems. They develop empathy towards the other people of society and they try to help them in every possible manner. This also develops self esteem and self confidence into them.

- **Attitude** – When life skills are taught along with classroom education, the attitude of the young mind starts changing. They feel more responsible towards themselves their families, society and also towards themselves. They no longer feel competitive and jealous towards the other more successful younger people surrounding them, Instead they want to work hard and improve upon them to be better human beings. Also they develop empathy which helps them to understand the problems of other people and they also try and help them in every possible way.
- **Skills** – With life skill education the students learn the skills of decision making, critical thinking, problem solving and also building confidence. Life skills enable the child to know “What to do, When to do and how to do” while facing the challenges of real life situations. Adequate and timely teachings of life skills develop three important aspects i.e., head, hand and heart in children from the primary years onwards. Life skill education in children enhances their mental well being, productivity, efficiency and self confidence.

These three areas are most important in the development of child personality. They can be incorporated in education along with life skills.

1.6 Pillars of life skill education

UNESCO’s report 2000 has given the concept of incorporating the life skills approach to education that clearly proposes an educational framework for the essential combination of life skills. It says that through life skill education the following four areas of the child’s personality need to be nurtured and developed.

- **Learning to know:** According to UNESCO the life skill education in children must developed their reasoning power. The children must develop cognitive life skills such as critical thinking, problem solving and decision making skills. Learning to know means the children must acquire knowledge about their surroundings and also use this knowledge in problem solving.
- **Learning to be:** This point refers to the improvement in self management skills such as self awareness, self confidence, self esteem and problem solving skills. This skills means that the children should be confident about themselves and their future and they should be confident enough that they can face and tackle any situation that comes in their way. This concept matches with the concept of power or achievement which means that the young mind should be confident for a positive outcome of their future.
- **Learning to live together:** With the enhancement of life skills the young people should learn to make strong bonds with their fellow students, friends, family,

neighborhood and society. This concept is related to interpersonal and social life skills such as communication skills, interpersonal skills, cooperation skills, empathy skills, Negotiation skills and refusal skills. With the development of these skills the young people tend to become better human beings and they learn to live in a society in a happier and better way.

- **Learning to do:** With the advancement of life skill education the young people should improve functioning and capabilities. This means that the life skills should make the young people more capable in performing various tasks and in tackling the difficult situation of life. This pillar is concerned with the practical skills that the life skill education can offer.

1.7 Imparting life skills in the classroom

The life skill education can be imparted to the school children by the following methods.

- 1) **Lectures/Discussion:** If the children are given lectures or discussion on various important topics of life skill education such as decision making, communication skill, empathy and problem solving. They will be able to have a better understanding of the topic. Other skills like effective listening, critical thinking, Self confidence and self reliance etc can also be taught through this method.



- 2) **Educational Games:** Educational games are helpful in promoting fun based active learning and enriching discussion. It will motivate participants to work hard for reaching the solution to a common problem. The educational gaming helps the students learn through fun. It is a process which combines use of knowledge, attitudes, skills and test their assumptions and abilities.



- 3) **Case Studies:** Case studies provide a chance to the students in exploring and analyzing a topic. It also provides opportunities for working together and sharing ideas. Case studies are very useful for thought promotion and discussions. It engages learners to improve, think critically while making any decision.
- 4) **Debates:** Organization of debates on various components of life skills will give chance to students to discuss issues in depth creatively. It will develop self confidence among them.



- 5) **Role Play:** Role Play is an effective method of teaching learning; where the students are encouraged to actively participate by playing the role in the particular topic chosen by them. It promotes creativity among the youth and gives them a chance to write and design role play topics. It promotes group understanding. Role Play provides an excellent method for practicing and experiencing skills and to increase empathy for one another.

- 6) **Group discussion and group work:** Group discussion and group assignment on various topics of life skills education will allow interaction and solution finding on various issues they are facing in their family and society. It will promote interactions and allow knowing others better which in turn enhances team forming and teamwork.



- 7) **Brainstorming:** Brainstorming is a group creativity technique. In this technique peers try to find a solution for a specific problem by generating a list of ideas spontaneously. In brainstorming, students generate ideas quickly. It helps them to use their imagination and creative thinking.



- 8) **Storytelling:** The last but not the least method of imparting life skills is storytelling. Storytelling helps students to develop critical and creating skills for writing or telling stories. It helps to draw conclusions and make comparisons.



Check your progress exercise

Q1 Write down the three main areas which get enhanced by life skill education.

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Q2 Explain the pillars of life skill education in details.

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Q3 Explain any two method imparting life skill education in the classroom.

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Q4 Explain the importance of role play in imparting life skill education in the classroom.

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Q5 What do you understand by brainstorming? How can it be important in imparting life skill education?

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1.8 Importance of life skills in daily living

Life skills have a lot of importance in today's world especially in mental and social well being of children and young adults. Life skills play an important role in nurturing their young minds and helping them to cope with difficult stressful situations. Life skill can be helpful to young people in the following areas:

- **Helps in Proper personality development:** Every individual has different knowledge, abilities and attitudes. Education in life skills helps the individual to make the best use of ability and knowledge for their future growth and development.
- **Helps to face difficult situation:** In the growing and formative years every child and young person is faced with some difficult stressful situations concerning their transition from childhood to adolescence, careers, responsibilities and interpersonal relationships. Acquiring life skill education helps them to understand the difficult situation better and to face them with courage strength and strategic planning.
- **Helps young people to choose correct alternative:** In face of every challenge of life and in every difficult situations a person has to make choices among many alternatives present in front of them. The most important benefits of life skills are that they help the young people to suitably choose and explore alternatives to effectively face the challenges of life. This improves their mental well being and enables them to face the reality of life and helps them take correct decisions.
- **Helps in improving interpersonal communication and relationship:** In now day's time young people are exposed to lot of difficult situations and stress. It is very important for young children to have a good family and friend support. Development of life skills in growing children and young people helps them in improving their interpersonal communication skills. Because of this they change their outlook towards themselves and others. They start having greater emotional bonds with friends, classmates, parents, teachers,

neighbors and other relations. This helps in stronger bonds between them. Because of good relations young people starts sharing their problems with other people and they can solve their problems in better way.

They start communicating with other people, they start thinking critically and taking right decisions. This way their minds become more mature and they start facing their problems calmly and with more strength.

In present time violence, aggression, anger and suicidal tendencies are seen in lot of younger minds. With the improvement of interpersonal skills all this can be avoided.

- **Helps in improving self esteem:** With the development of life skills children and young people start looking at themselves and towards the world in a more mature and positive way. They develop positive thinking and because of that they start seeing the better and more beautiful sight of other people and the world. This way they feel good about themselves thus improving their self esteem.
- **Building self confidence:** The education on life skills teaches the young minds important strategies to face the challenges of life. This strategical thinking build self confidence among the children to make right decision which is very important for their future planning and career building.
- **Development of social awareness:** When the children and young people are taught about life skills, they also develop knowledge about various social problems and various critical issues such as education, health care which are concerned not only with them but also with their family and society. This way the children start identifying the problems which arise in their family and their society and they also starts suggesting solutions for the various problems.
- **Improvement in decision making ability:** Whenever the children and young people are faced with some problem, they have to make wise decisions and many times they have to select the best option among the various alternatives present before them. Imparting life skills to the young generation improves their decision making ability.
- **Insures better relationship between siblings and parents:** Many times when there is more than one child in a family, there is a compasion between them more so because the parents themselves start comparing one child to the other. In a family or society each child or person has got a different set of abilities and qualities. The knowledge of life skills helps the children to see their own qualities and build them further. This way they have a better and stronger bonding with their siblings and their parents.
- **Helps to face the challenges of life:** With the development of life skills the children are able to adopt the difficult situations of life more effectively and efficiently.

1.9 Criteria for using life skills

To apply life skills effectively, consider:

1. **Contextual Awareness:** Understand the situation and adapt the skills accordingly.
2. **Empathy:** Recognize and respect others' feelings and perspectives.
3. **Critical Thinking:** Analyze options logically and choose the best path forward.
4. **Consistency:** Practice and reinforce these skills regularly to master them.

Check your progress exercise

Q1 Write briefly the importance of life skill education in daily living.

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Q2 How can life skill education be helpful in building better relationship?

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Q3 Write any two criteria developed by the UNICEF for using life skills.

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UNIT 2 EVOLUTION OF LIFE SKILLS AND CORE LIFE SKILLS

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Evolution of life skills**
- 2.4 Historical context of life skill**
- 2.5 Concepts of Core life skills**
- 2.6 Classification of core life skills**
 - 2.6.1 Creative thinking**
 - 2.6.2 Decision Making**
 - 2.6.3 Problem Solving**
 - 2.6.4 Critical thinking**
 - 2.6.5 Self awareness**
 - 2.6.6 Empathy**
 - 2.6.7 Effective communication**
 - 2.6.8 Coping with stress**
 - 2.6.9 Coping with emotions**
 - 2.6.10 Interpersonal relationship**
- 2.7 Other life skills (NCERT)**
 - 2.7.1 Family related skills**
 - 2.7.2 Household related skills**
 - 2.7.3 Accessing public services**
 - 2.7.4 Environmental awareness**
 - 2.7.5 Legal Literacy**

2.1 Introduction

Life skill is a term use to describe a set of basic skills. Some of which are acquired through learning while the others are acquired through direct life experiences. These life skills are very important as they enable the individuals and groups to handle various issues of life effectively. They also make the people strong enough to face the problems commonly encountered in daily life.

To be successful in life an individual has to be knowledgeable and strong to face the various challenges of life. These life challenges usually come through the three main areas of life. The family, community and the work place. If the individual is self confident, self reliant and has a peaceful mind he can face the challenges of life himself and can also be empathetic towards the problems of others. In all these ways the life skill education can be extremely important for an individual.

There are many core life skills the knowledge of which can help the person cope with stress and emotions whenever required. When a person is faced with a problem he has to think critically and has to make important decisions and has to select the best option out of the many option available. In these areas the knowledge of effective communication, decision making, problem solving and coping with stress and emotions can be of great importance.

There are other life skills which are explained by NCERT.

There are family related skills which are important for building up better relationship and bonding between family members, neighbors and community members. In the family related skill an

individual also learns how to face the various emergencies which can arise any time in the family like cuts, burns or accidents. Apart from that the family related skills also teach a person to tackle any kind of sexual harassment. Also a person learns to be aware of AIDS and other sexually transmitted diseases.

Among the household related skills an individual learns to do the various household works like gardening, sweeping, cleaning, diet planning, stitching and mending etc with precision. These activities help an individual to be self confident and self reliant in every situation of life. A person can do all the work by himself and also can help others whenever required.

To be confident and successful in life a person also has to know how to access the public services. An individual can look after himself his family members and also help the members of his community if required. These skills teach an individual about post and telegraph operations, computer operation and internet ticket booking etc. They also impart knowledge about traffic rules and the various rules related to legal matters.

The knowledge of the core and the other life skills is thus very important for the growth of an individual.

2.2 Objectives

After going through the unit the learner will be able to

- explain the concept of life skills
- Describe life skills as conceptualized by different organizations
- Will be able to explain the need for life skill.
- Will be able to explain the importance of life skill in daily living.
- Will be able to explain how life skills can be important tools in facing the challenges of life.
- Describe the different types of core life skills.
- Describe the other life skills as explained by NCERT
- Will be able to describe the importance of family and household related skills
- Will be able to explain the importance of accessing public services

2.3 Evolution of life skills

Life skills are abilities that enable the individuals to effectively handle the demands and challenges of everyday life. These life skills have always been very important for the proper growth and development of people especially growing children and young individuals.

In the primitive times the technology was not developed the whole aim of life was to gather food and clothing to survive. This kind of gathering things was mainly done by the parents or the head of the family because he wanted his members of the family to get all the comforts and to survive well. There were no problems in life especially because the problems were only natural and very basic and people didn't have to put too much of mind and thinking power into things other than basic survival needs. The concepts of education, having a good standard of living or competition among each other for better acquisition were not present during those times.

With the advancement of time technical skills developed. People started doing their work with extra efforts. They also started trying to get deeper knowledge about everything. They

also started working in groups and this team works started getting appreciated. People also started foreseeing the problems that could come in future and in due course of time they also developed the ability of problem solving.

In modern times there is a lot of advancement in technical and digital fields. Now days there are an urgent need for digital literacy because everyone needs to works with the computers now and then. Young minds also need emotional intelligence, adaptability and good creative thinking.

2.4 Historical context of life skills

The starting of the society and changes coming in them have always been a basis of the educational curriculum and the way the things have to teach the students. The evolution of life skills have to be seen under the three followings heads:

1. **Primitive Societies:** These primitive societies focused on their survival instinct. Their skills were primarily based on the survival practices for them hunting, farming and building their houses were essential because people were only concerned on how they could satisfy their hunger, quench their thirst and have a roof over their heads so that they can safeguard themselves from the extreme weather conditions and wild animals. In these societies people did everything for themselves and their families, and they hunted and did farming alone. This way there was no teamwork involved and as a result people did not compete with each other and they also did not have to accommodate and adjust to the other people of the society. In these conditions no education system was involved and so life skills like creative thinking and problem solving etc were not required. The area of human development was only limited to physical and motor development and areas like social, cognitive and emotional development were totally forbidden. So life skill education and development were not important in these societies.
2. **Industrial Era:** In this era the emphasis shifted to team work. People started working in groups. So that they could do more work to lesser time and earn better. Some technical advancement also came into focus with the development of technology many aspects like problem solving and creative thinking developed. Now instead of working all alone people started working with others and so during this course especially the young people had to adjust and care for others feelings. Sometimes people were also faced with difficult situation of life and they had to choose best possible alternatives and for this they had to do decision making. So to deal with all these situations life skills had to be developed although they were still not a part of the school curriculum.
3. **Modern Times:** In modern times because of industrialization and globalization most of the times people have to move out of their parental houses and have to live on their own. They have to just adjust with their working group, neighborhood and also to other people whom they live with and work. The digital advancement and the excessive use of social media a times put a lot of mental stress on the mind of the young people and there is a constant need for emotional intelligence, adoptability and digital literacy. So in the modern times the life skill education has become essential especially for the younger people who have to face the challenges into their daily life.

2.5 Concept of core life skills

In modern times the life skills have become very important for managing day to day life and for overall development of young minds in such a way that they can tackle the life situations calmly and do problem solving with help of creative thinking and good decision making.

Life skill can be grouped into 3 categories:

- 1 **Social Skills:** Every human being lives in a society. The societies can be small or big, rural or urban, related and unrelated to each other or they may be educated or not educated but they are a group of people who stay and interact with each other daily. These people also help each other in times of crises and they also have a cultural bonding and they celebrate and enjoy the various cultural functions and festivities of life together.

In this context it is very important for the people of the society specially the younger section of the society to have strong bonding among each other, so that they can live with the lot of peace of mind for this it is important for them to have good skills of interpersonal communication and they should also have the ability and skill of relationship building.

- 2 **Emotional Skills** - In now days time when the world is running at a fast pace and everybody is working for his or her personal growth and achievement. Sometimes there is a lot of competition among people to succeed and to be better than one and another.

In the school also the children are faced with regular challenges sometimes regarding their studies or career and at times regarding relationship with their friends. This is a time when there is a transition for children from childhood to adolescence. This transition also puts a lot of pressure on their young minds as they have to be self aware and have to decide what they want to become in life.

In this time it is very important for the growing children and young minds to be emotionally strong and for this life skills like managing stress, self awareness and emotional resilience are very important.

- 3 **Cognitive Skills** – the young minds have to regularly face the challenges of life and at times they have to face a situation where they have to choose the best alternative among the many available options. They have to solve daily day problems and think critically to avoid any difficult situation and solve the problems.

These cognitive skills helps the students to overcome any difficult situation of life with lot of calm and strength and at the same time they also have to show empathy towards others meaning that they have to share and understand others feelings also. Thus the skills of problem solving, decision making and critical thinking are important for the proper social emotional and cognitive skills of the young people.

Check your progress exercise

Q1. Comment on evolution of life skills.

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Q2 Give a brief account of historical context of life skills.

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Q3 How the concept of life skill has changed during the modern times.

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Q4. Explain the categories of life skills with suitable examples.

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Q5 What do you understand by the emotional skills.

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Q6 What do you understand by the social skills. How they are important in bringing about better social developments of young minds.

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2.6 Classification of core life skills:

The core areas of life skills have been declared by WHO, UNESCO and UNICEF.

2.6.1 Creative thinking

Creative thinking refers to the concepts when we look at the things differently beyond the things that are obviously going to happen. The definition of creative thinking is “Creative thinking is when the person is able to look at the things in a different manner. It helps us to find new ways of solving our problems.

Creative thinking is very important because most of the problem might require an approach where we can think of different techniques to solve that problem. It is a skill which many people have and those people can think of new ideas to achieve their goals. The process of creative thinking is achieved with the use of certain following techniques.

Creative Thinking Technique

These techniques are effective to help people come up with new ideas to solve the problems. The best creative thinking technique is as follows:

A. Lateral Thinking

Sometimes when we have a problem, the solution to the problem is not in front of us but beside it. This means that lateral thinking involves coming up with new innovative programs and creative skills to solve a problem. We have to think in some lines of reasoning where we can think of alternative solutions and think of the path that either have not been tried so far or people do not generally like to try out those solutions. Creatively some new innovative ideas could be the answer to the problems.

B. Brain Storming:

This technique is very important where the creative solutions to problems are required. In brain storming a group of people is formed who send their own ideas either through documents or through sending messages. The group of the people can also seek professional guidance to do this session. The entire participant in the group should be well aware of the problem and should know how the brain storming works. In the brain storming method there is an excess of potential solutions from which we have to reach to one with the highest level of quality. In the end all the ideas should be registered through proper documentation.

C. Mind Mapping:

A mind map is a chart where people put ideas and connect them. It should either have a possible solution to a problem and can be the best course of action to deal with the solutions.

In this method we think and collect all the ideas put them on a piece of paper and start applying them.

2.6.2 Decision Making

Whenever we have a problem or situation in front of us and we have to deal with them. We have to consider all the possible solutions on which we can work to get the desired results. It's a situation where we consider all possible available options that are available and we pick up the best possible option from there.

Decision making is an ability to access the advantages and disadvantages of the alternatives. So, that we can choose the best alternative out of them. Effective decision making also involve taking responsibility for the consequences of the decisions.

2.6.3 Problem Solving

When we face a problem we have to make decisions and most of the time we have to know the possible options, we have to choose the one which is best suited and we have to work through the process till a positive outcome is achieved.

For developing this skill we should have complete knowledge of all the options and we also have to evaluate the future consequences of our actions for ourselves and others.

2.6.4 Critical thinking

According to WHO to deal with a problem or solve it we have to look at the information in an objective manner, We now have to analyze information and our experiences regarding the problem in an objective manner. When we have to develop critical thinking we have to see and analyze the various influences on the problem and we also have to see all the factors that influence values, social skills and beliefs etc.

2.6.5 Self awareness

To be a responsible, effective, successful and a well appreciated personality we have to know all the aspects of our personality very well. With the quality of self awareness we understand our character fully well. We know what we can do or what we cannot and we also know what we like or what we dislike. It is learning about us as a special person. It is an important requirement for effective communication, interpersonal relationship and developing empathy.

2.6.6 Empathy

It is the feeling of thinking about others before we think of ourselves. It helps us to know what others may be feeling who are into a similar situation like ours. Empathy is an ability to imagine what life is like for another person even in a situation that we may not be familiar with? It helps us to understand and accept others and their behavior that may be very different from ourselves i.e., understanding how people are alike and how we differ. It includes skills like- Ability to listen, understand another's needs and circumstances, ability to express that understanding.

2.6.7 Effective communication

It is a quality where we can show our feeling and what we think about a given situations either verbally or non verbally. With this quality we can express our likes and dislikes, desires, opinions and fears and we can also seek help and advice whenever required.

2.6.8 Coping with stress

Most of the time when we face a problem and we are under tension or depression for this we called it stress. The stressful situation has profound effect on our physical and mental being and to be calm and successful. We have to learn to control levels of stress

in our life. We have to develop various techniques to control stress. This may involve identifying stress, time management, positive thinking and taking action to reduce some stress for example changes in physical environment, life styles, learning to relax et. We need to go into the details of the skills as this is the important skill to be developed in children of the present world.

What is stress? Stress is the body's response to any unpleasant situation. Anything which we do not like or anything that we feel is not good for a natural being can be stressful to us. Stress is a common phenomenon in daily life. It is a natural.

Stress can cause both physical and mental fatigue and it can cause positive and negative effects. As a positive outcome it can motivate us to work hard and desired outcomes and as a negative effect it can cause anger, depression and effects on our health like body headache, stomach upset and suicide attempts etc.

Stress can reduce our working ability. It can reduce concentration and increase forgetfulness.

To be successful we all must know how to deal with stress and problems in an effective manner.

2.6.9 Coping with emotions

We have to always recognize our emotions and we also have to recognize and care for others emotions. We have to always deal with negative emotions. So that we can works effectively towards our goals. Dealing with emotions includes managing anger, being able to cope with loss, trauma and abusive situations. We all have to understand the ways and means of coping with stress.

2.6.10 Interpersonal relationship

It is a skill that helps us to understand our relations with others and relate in a positive reciprocal manner with them. It helps us to value and maintain relationships with friends and family members and also be able to end relationships constructively. It helps in working with others and understanding roles and constraints of others.

Check your progress exercise-2

Q1. Explain briefly the classification of core life skills.

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Q2 How are the life skills of decision making and problem solving important for young learners to face challenges of life.

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Q3 “Effective communication can help to build up better relationship within the family and community” Explain the above statement.

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Q4 Why coping with stress and emotions is an important skill for stronger mental health.

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Q5 Explain critical thinking and its important areas in detail.

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2.7 Other life skills (NCERT)

Apart from the core life skills the following life skills are discussed by members of **National Council of Education Research and Training**.

2.7.1 Family related skills

With these skills we learned to manage our families. These include the knowledge about the following

- Family Planning
- Aids awareness
- Sex education
- Menstrual health and hygiene
- How to stop family violence
- Control of child abuse
- How to stop sexual harassment
- First aid for various emergency conditions such as burn, injuries, snake bites, Drowning, poisoning etc.

2.7.2 Household related skills

These skills those are required for our daily life. These include the following skills.

- **Activities related to health and hygiene-** These activities helps an individual to be aware of the rules of common health and hygiene. With the help of these a person can protect himself and his family against various kinds of food and water intoxications and food infections. He can also make the community people aware of the benefits of having safe and wholesome foods and clean portable water. It is more important for the young learners to be aware of health and hygiene because they are regularly exposed to situations in which they can catch infections. For them it is more important to know and to be aware of rules of health and hygiene to lead an active and disease free life.
- **Cooking -** Knowledge of cooking is important not only for the female members of the society but also for the young boys and men so that whenever required they can make and consume healthy wholesome food.



- **Washing clothes-** Activities like washing and taking care of clothes helps the person to be clean and well groomed always.
- **Sweeping and cleaning-** To live in a healthy, clean and disease free environment is most essential for all the human beings. For this purpose an individual must know the techniques and rules of sweeping and cleaning
- **Kitchen gardening** – It is a very important skill because it helps the person to grow his own fruits and vegetables. With the help of these a person can have a healthy wholesome diet full of healthy fruits and vegetables which give the whole family important antioxidants and immunity boosting vitamins and other nutrients, without spending anything.



- **Stitching and Mending-** It is important for any person to take care of his clothes and other belonging to be confident, well groomed and to feel good about him. It is therefore that stitching and mending are important.
- **Making Balanced diet-** To be healthy and protect oneself from the diseases it's important for a person to consume a balanced diet. The knowledge of nutrients and balanced diet helps the person and his family to get a diet full of essential nutrients within the family budget.
- **Shopping** – The knowledge of the shopping skill is important because when buying an item for himself or his family a person has to make decisions and select the best product out of the many available options. It is therefore important for a person to know the techniques of shopping.
- **House hold remedies-** In a family, community or in a workplace a person can face any problem like snakebite, bee sting, cuts, burns, attacks etc. The knowledge of household remedies can prove to be great helps during these situations.



2.7.3 Accessing public services

If we are aware of the public services provided to us by the government we can benefit ourselves and our families. We can also improve our quality of life.

This includes the following services:

- Post and telegraph operation
- Banking Operations
- Knowledge about traffic rules
- Computer operations
- Internet ticket booking
- Health and sanitation service
- Rail and bus service.

2.7.4 Environmental awareness

To live meaning fully and successfully in a society we have to protect, conserve and preserve our environment. We also have to understand the relationship between people, their activities and the environment they live. The environmental related skills are as follows:

- Identification of pollution causing hazards and polluting agents.
- Knowledge about how to conserve our resources
- Knowledge of three R's means How to **Reduce, Reuse and Recycle.**
- How to care for plants and animals
- How to use ecofriendly techniques
- Knowledge about disaster managements.

2.7.5 Legal Literacy

We should always be aware about the rules and laws that govern human life. These laws are made by the government to essentially reduce or put an end. The deep seated in equalities of cast, class, religion and gender. During school education only the children should be made to understand the different laws. These include the skills and knowledge about the following.

- Knowledge about the consumer education
- Rights of the women and children
- Right to education
- Benefits of Consumer education
- Human Rights
- Labor Laws
- Laws related to crime against women
- Public interest litigation.

Check your progress exercise – 3

Q1. What do you understand by the family related skills and why they are important?

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Q2 Why the knowledge of household related skills such as cooking and diet planning etc important for a person.

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Q3 Explain the meaning and importance of accessing public services.

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UNIT 3 THEORETICAL PERSPECTIVES AND MODALS TO UNDERSTAND LIFE SKILLS EDUCATION

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Problem Behavior Theory**
- 3.4 Social Learning Theory**
- 3.5 Social Influence Theory**
- 3.6 Risk and Resilience Theory.**
- 3.7 Behavioral Theory**
- 3.8 Cognitive Theory**
- 3.9 Constructivist Theory**
- 3.10 Models in life skill education**
- 3.11 Check your progress exercise**

3.1 Introduction

There are many theories about life skill development which have been given by the various exponents in this area. These theories provide us with the knowledge and concept and they also explain relationship between the concepts. With the deeper knowledge about the concepts of the theories we can understand the importance, relevance and benefits of life skills to the human beings and to the society.

Various social scientists have given theories about life skill developments. The deeper knowledge about these theories makes us understand in which conditions and how a human being learns.

3.2 Objectives

The study of theories related to life skill development can be very beneficial for the learners because they can understand the conceptual ground works of the life skill development process. After going through this unit the learners will be able to explain the following.

- Explain the social learning theory of life skills
- Describe problems-behavior theory of life skills
- Discuss the social influence theory of life skills
- Narrate the risk and resilience theory of life skills.
- Explain the other theories related to life skill education.

3.3 Problem Behavior Theory

This theory was developed by Richard Jessor during the 1960's. This theory basically deals with the behavioral problems of the adolescents. This theory deals

with the social and physiological problems of the adolescents and it also explains how the adolescents develop the following problems.

- Antisocial behavior
- Alcohol Abuse
- Risky Sexual behavior
- Anger
- Suicidal Behavior
- Juvenile Delinquency

According to Jessor if the adolescent develop problem behavior. They will not be able to achieve their goals in life. This prevents the adolescent from the following.

- From full filling their expected social and family roles.
- From achieving developmental tasks
- Full filling the social roles expected by them
- It restrict the natural development of interpersonal relationships
- It hampers development of strong bonds of the adolescents with family members, colleagues, Pears and community people.
- It restricts their feelings to be expressed successfully among a group of people.
- It hampers transitioning from adolescent to adulthood.

The important features of PBT theory are that it emphasizes three systems: (i) the perceived-environment system, (ii) the personality system, (iii) the behavior system.

- i) **The Perceived Environment System:** The perceived environment system explains the environmental factors which influences problems behavior. According to this system the environmental factors which influence the behavioral problems among the adolescents are (a) peers who support and about the problem behavior; (b) parents who do not discourage problem behavior; and (c) lack of parental influence on the adolescent.
- ii) **The Personality System:** This is related to intrinsic factors which influence problem behavior. These are religiosity, low-esteem and high value of independence.
- iii) **The Behavior System:** It emphasizes on behaviors that contribute to problem behavior, these are experimental or regular use of substance abuse, irresponsible driving or driving below the permissible age and risky sexual activities.

In adolescence there are many behavioral changes that take place during transition from childhood to adolescence. Often these behaviors depart from the regulatory standards deciding what is appropriate for that age or stages in life.

These transitions in adolescence are the base for problem behavior theory and the developer of this theory Richard Jessor points out that many times the behavioral problem among the adolescents are because of their social and psychological framework. This framework helps to explain the nature and development of many unsocial habits among the adolescents.

3.4 Social Learning Theory

The social learning theory was given by Albert Bandura. Bandura considered that all the people of the society live in a social environment. Therefore human behavior should be analyzed and studied in a social contact and not in the laboratory.

Bandura always emphasized that learning of an individual cannot be maximized just by observing that person. A person's motivation and mental condition also influence learning.

The social learning theory created by Bandura states that both external and internal factors shape the learning process of an individual. Thus he was of an opinion that learning is not always affected by external conditions rather learning is a result of internal reinforcement as well.

Social learning theories suggest that children learn by observing other's behaviors. For example if people around the child are behaving in an angry and aggressive manner. The children also learn to show those kinds of behaviors.

According to Bandura the children always do their activities by observing other and so they show their behavior by actual reproduction of observe activities.

The four pillars of social learning theory- The four most important and basic aspects and pillars of social learning theory are as follows. These pillars are essential components of behavior modeling process.

1. **Attention:** According to Bandura effective and intense learning takes place only when the person who is learning pays attention to the learning situation. If the learner gets attracted or if the learner is not paying enough attention it will not promote effective learning especially in children. Therefore the children have to be motivated in such a manner that their attention is drawn towards the teaching process. This is critical to learning. If learner has to imitate a certain behavior he has to first give attention to the teaching process.
2. **Retention:** The meaning of retention is how well the behavior of other is remembered by the learner. When the learner sees a person behaving in a particular way a memory of that behavior is formed within him. In future he sometimes recalls it. Therefore the social learning process is not immediate it takes time and for that retention is very important.
3. **Reproduction:** When a learner forms a memory within himself of a particular behavior he sometimes reproduces it. We see many behaviors by different people in our daily lives but we cannot always remember and reproduce all those behaviors. The reproduction of these behaviors depends totally on physical and mental abilities of the learner. This means the ability of a learner to reproduce or perform the demonstrated behavior influences the learning process.

Components of Behavior Modeling process

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|-------|-----------------|
| _____ | 1. Attention |
| _____ | 2. Retention |
| _____ | 3. Reproduction |
| _____ | 4. Motivation |

4. **Motivation:** To learn and imitate a behavior depends upon whether a learner will be rewarded or punished by the imitation act. If the learner or observer is getting motivated or rewarded by the imitating process. He is likely to do so many times in the future. But if he is getting punished he will not imitate the above behavior again and again.

Bandura has identified three basic models of observational learning.

- 1. **A Symbolic Model:** In this type of model a behavior is displayed by real or fictional characters.
- 2. **A Live Model:** In this method a real individual demonstrates or acts out a behavior in front of learners.
- 3. **Verbal instructional Model:** In this type of model a particular behavior is described and explained verbally in front of the listeners.

The social learning theory totally ignores some biological factors which influence behavior. Biological factors such as effect of hormones or genetic influences influence the behavior of the person. That’s why this theory is criticized for being too mechanical.

Check your progress exercise 1

Note: Write your answer precisely

Question 1 What do you understand by problem behavior theory?

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Question 2 What are the main principles of problem behavior theory?

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Question 3 Who was the founder of problem behavior theory and what are the social and psychological context of this theory.

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Question 4 What do you understand by social learning theory?

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Question 5 Write about any two pillars of social learning theory?

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Question 6 Explain perceived environment system in problem behavior theory.

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3.5 Social Influence Theory

The Social Influence Theory was given by Kelman. According to Kelman, an individual's attitudes, beliefs and actions or behaviors are influenced by three factors such as compliance, identification, and internalization. Kelman (1958) described three primary processes of influences such as compliance, identification and internalization. These processes are described below:

- **Compliance** is said to occur when an individual accepts influence from another person or from a group. This is due to the reason that he or she may be interested in getting certain rewards or avoiding certain punishments. Therefore, the satisfaction derived from compliance is because of “social effect” of adhering to influence.
- **Identification** is said to happen when an individual accepts or adopts the induced behavior of another person or group in order to create or maintain a desired and beneficial relationship with the person or with the group. So when the individual accepts the behavior of other people and the group. The bond between them becomes stronger. They start understanding and motivating others and in this path of thinking they confirm their relationship with others.

- **Internalization** is said to occur when an individual accepts influence of others because the induced behavior is synergy with his or her value system.

According to Kelman each of the above written three processes can be represented by the following three determinants of influence.

1. **The relative importance of anticipated effect:** When a person is influenced by another person he tries to imitate him or her but how well he will imitate depends upon of the effect of that particular behavior.
2. **The power of influencing agents:** If the influencing agent is strong enough. The learner will imitate the behavior again and again.
3. **The pre potency of the induced responses:** If the particular individual who is learning believes that imitation of the behavior will be rewarded. He tries to learn and imitate the activities always.

3.6 Risk and Resilience Theory

This is a very important theory of life skill education. Risk factors mean those factors which can influence the likelihood of the learner being harmed or damaged.

Resilience is the pattern of positive adaptation in the conditions of significant risk or adversity. It is the ability of individuals to remain healthy and happy even in the presence of risk factors. It is an ability of decreasing the risk factors and increasing protective factors by creating resilience in individuals and families at risk.

Some of the major risk factors are as follows:

1. **The school risk factors:** These include the following
 - Ineffective school leadership and poor school management and administration
 - Availability of tobacco, alcohol, or other drugs, inside and just outside the school premises
 - Little or lack of advice and counseling support to the students by the teacher
2. **Peer risk factors:** They include the following
 - Mixing with friends who have drug abuse, alcohol or tobacco addiction
 - Supporting and indulging with friends who engage in violence
3. **The individual risk factors:** They include the following
 - Alienation and isolation from social bonding
 - Early starting of taking tobacco, alcohol, or another drug abuse
 - Academic failure and lack of interest in pursuing education and going to the school
 - Favorable attitudes towards tobacco, alcohol or other drugs, and delinquency
 - Early onset of violent behavior and antisocial behavior.
4. **Family risk factors:** They include the following
 - Lack of favorable attitude among the family members to dissuade the young people towards the abuse of tobacco, alcohol or other drugs, or violence
 - Family history of smoking, the abuse of alcohol or other drugs, or indulgence in violence

- Lack of monitoring by the parents of their children and failure to punish for indulgence in such activities.

Protective Factors

Apart from the risk factors there are protective factors also which brings up resilience to fight against the odd situations. They are as follows

1. **The school Protective factors:** They include the following
 - Regular parents teacher meetings
 - Taking care of any behavioral problem among the students
 - Giving example of successful individuals and students to the youth and asking them to follow their path.
 - Having high expectations from youth.
 - Giving the youth clear standards and rules for appropriate behavior.
 - Having strong bond between the teacher and students.
 - Strong school management and leadership.
 - Having regular co-curricular activities in the school.
 - Regular checking and dismantling any shop which sell drugs, alcohols or other substances outside the school premises.
 - Giving adequate support and required guidance to any student in need.
2. **Family Protective factors:** They include the following
 - Promoting children participation in decision making
 - Positive bonding among family members
 - Involvement of parents in homework and school related activities
 - Parenting need to include high levels of warmth and avoiding severe criticism and having trust with the children
3. **Individual Protective factors:** They include the following
 - Developing interest towards education
 - Avoiding friendship with those persons who have habits of substance abuse and violence
 - Following healthy practices such as yoga and exercise and avoid taking drugs and substance abuse

3.7 Behavioral Theory

This theory was given B.F. Skinner. According to Skinner the life skill education can be imparted to the students with the help of real life situations. Every person in his life experiences positive or negative reinforcements and it is through these experiences that a person learns how he can use these experiences to go ahead in life.

Components of Behavioral theory: The main components of this theory are learning through motivation.

- **Core Idea:** The core Idea of this theory is that learning at any stage happens through reinforcements. There are experiences which a person gains by doing many activities in

life. Sometimes the reinforcement can be positive which means that a person gets rewarded for the activity that he is doing. Sometimes these reinforcements can be negative that means a person will get punished for the activity that he is doing.

When a person is learning he also remembers whether he got rewarded or punished for a particular activity. Especially when he is repeating any activity he will always remember what response he got with the same activity last time. Learning is basically dependent upon these experiences.

- **Application in life skill:** When a person does some activity and he gets a positive response he is motivated. Positive reinforcement motivates individuals to repeat desirable behaviors, such as Team work or effective communication.

This clearly shows that when a person is motivated for his good activities he would like to do it again and even in face of crisis he would remember how he was rewarded and motivated for the same activity last time. That is why it can be said that motivating any person for his good behavior is very important.

- **Examples of Behavioral Theory:**
 - Rewarding a child for showing good manners socially
 - Rewarding a student for helping peers so that he is encourage for co-operative behavior.
 - Encouraging and motivating adolescent for doing good team work.
 - Encouraging children to have effective communication among family members.

Check your progress exercise

Question 1. What is the core idea of Behavioral theory?

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Question 2. How effective learning can take place through positive reinforcements.

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Question 3. What is the core idea of risk and resilience theory?

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Question 4. Describe some of the risk factors for learners according to risk and resilience theory.

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Question 5. What are the positive factors for learning according to risk and resilience theory.

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Question 6. Give some examples of positive reinforcements which can motivate the learners.

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3.8 Cognitive Theory

This theory was postulated by Jean Piaget. He mainly worked in areas of Cognitive development and how the cognitive development takes place through various stages of life.

Core Idea of cognitive theory:

According to Piaget cognitive development progresses through stages and during these stages we acquire the various life skills. The various stages of life in which we acquire various skills are as follows.

1. Sensorimotor Stage (0-2 years): Learning through sensory experiences.
2. Preoperational Stage (2-7 years): Development of symbolic thinking and imagination
3. Concrete Operational Stage (7-11 years): Logical reasoning and understanding cause-effect relationships.
4. Formal Operational Stage (12+ years): Abstract and critical thinking evolve.

Relevance to life skills:

Problem-solving and decision-making become more refined during the formal operational stage.

3.9 Constructivist Theory

- **Core Idea:** Social interaction plays a crucial role in learning.
- **Zone of Proximal Development (ZPD):** Skills within the ZPD can be mastered with guidance from mentors or peers.
- **Application:** Collaborative learning activities help students acquire life skills.

3.10 Models in life skill education

Life skill education is very important in all spheres of life especially in the growing years and in the adolescent years. Many important organizations like WHO and UNICEF have made different kind of models for teaching and inculcating life skill education for school going children and adolescent. Some of the important models for life skill education are as follows:

1. **UNICEF model of life skills:** UNICEF has design many approaches for the life skill education. It has been conceptualized and directed by UNICEF about how these programs will be inculcated at various stages of school curriculum and in various groups of the community.

There are the following directions about life skill education tell us how this can be inculcated at various stages of community and school education.

- i) **Formal Education:** Life skill education can be added in the formal primary or secondary school curriculum. It can be facilitated by a teacher who is trained in the content and the method.

It can be taught by a relevant trainer with time designated in the schedule. It may or may not be accessed like a regular curriculum subject.

This addition in the curriculum may be complemented by the following.

- Guest speaker specializing on the subject
- Outside resource people
- Extracurricular projects may be added alongside curriculum to facilitate the learning of life skills.
- Activities specially those being done in the community itself may be added to the curriculum
- Pilot projects on life skills may be added for example projects on life skills and HIV-Aids education may be added in primary schools.
- Aids action program may be started for schools

- ii) **Non Formal education:** Apart from adding life skill education in the curriculum it can also be taught through community participatory programs. The techniques can be as follows.

- Programs can be delivered in the community settings where it can be attended by the people of the community.
- Programs may be organized by different organization of the community such as health centers, drop-in centers, churches and other religious places, and coaching centers etc.
- Programs can also be organized at places like women and young people's groups and club like girl guides and Boy Scout club etc.
- In these programs students can act as educators, counselors or learners.
- The nongovernmental organizations (NGO) and other community based organizations can play an active role in delivering the life skill education.

- iii) **Life skill education in emergency situations:** The curriculum for these types of programs is typically developed by international agencies, non-governmental or community based organization rather than the government. The example for such

programs is UNICEF program for peace education and the environment or program designed for HVI-Aids prevention.

- iv) **Cross over program for life skill education:** These types of programs are extracurricular programs which are affiliated with schools but not necessarily delivered in schools. Participants may be reached through schools.

The school resources and facilities may be used for the program either during or out of school time.

These programs may be facilitated by somebody who is trained in content and methods. It is usually a teacher, peer educators, guidance counselors or social workers etc.

- v) **Use of technology/media for life skill education:** Life skill educations can be delivered through technology in the following ways.

- Educational messages, stories and activities can be delivered through local or national communication channels.
- Messages and knowledge can be delivered through various audio visual aids such as TV, Radio, Videos, comic books, Story books, audiocassettes, posters, internet and newspaper etc.
- Technology/Media may provide educational activities or materials that can be used in the schools.

- vi) **Life skill education in involuntary environment:** In this method the life skill education is provided within an institution or involuntary setting such as detention centers and transition houses. These include programs that must be completed as a penalty such as drunken driving counseling courses.

The characteristics of these programs are as follows:

- They may be voluntary or involuntary
- They require facilitators who are experienced in working with the participant groups.
- Sometimes participant may be wanted to be there but to make them participate is the greatest challenge.
- These programs are useful to make links with programs delivered outside the involuntary environment including transition programs and livelihood program.

- vii) **The piggy back approach program:** In this type of program the issues are addressed and designed for another purpose such as

- Livelihood programs
- Vocational training programs

These programs are best delivered when facilitator are experienced in livelihood and the issues of interest. In these programs two sets of expert may be used who specialize in different areas.

2. **WHO Life skill model framework:** This frameworks provide a structure approach for integrating the core life skills into educational and health programs.

This type of program is delivered into various settings like schools, adult education program center, Public health centers and women and child health awareness center etc.

3. **Holistic life skills model:** This life skill model of education combines the cognitive, emotional and social domains for the comprehensive and overall development of a human being. This type of education can be provided at any center associated with education or community development program.
4. **CASEL Framework model:** This type of model focus on the following five competencies.
 - Self awareness
 - Self management
 - Social awareness
 - Relationship skills
 - Responsible decision making.
5. **Experiential learning model:** This model of learning life skills was conceptualized by David Kolb. This model suggests learning through a cycle of four stages.
 - **Concrete Experience:** Engaging in practical activities.
 - **Reflective Observation:** Analyzing outcomes and feedback.
 - **Abstract Conceptualization:** Forming generalizations and theories.
 - **Active Experimentation:** Applying new knowledge in future scenarios.

Check your progress exercise

Q1. What do you understand by the modals of life skill education? Comment on WHO framework of life skill education.

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Q2 Write a detail note on UNICEF model of life skill education.

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Q3 Describe the various stages of David Kolb's model of life skill education.

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Q4 What is Holistic life skill model?

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HNSEC-01

LIFE SKILL EDUCATION

उ० प्र० राजर्षि टण्डन
मुक्त विश्वविद्यालय, प्रयागराज

Block:2 COMPONENTS FOR PLANNING & ORGANIZING LIFE SKILLS PROGRAMS

Unit-4:	Understanding group characteristics and needs	47
Unit-5:	Analyzing the gender nuances	60
Unit-6:	Skills: interpersonal communication skills, coping with stress and emotions; self-management skills etc.	72

Introduction - Block 2

Components for planning and organizing life skills programs

Block 2 deals with the cultural practices that govern everyday life. There are many important self components to imparting life skills programs. In this block the learners shall understand about the critical thinking and decision making skills. They will also learn the importance of interpersonal communication skills because the communication skills are very important to maintain a healthy and full filling social life.

In modern times the world is full of competition and everybody has to make a space for himself if he wants to survive in the community. One has to learn to cope with stress and emotions. This is especially important for growing children and youth. The self management skills and the interpersonal communication skills help the individual to be empathetic and companionate towards others, to maintain loyalty and commitment and to maintain positive attitude and behavior.

This block specially helps the learners to be a good citizen.

UNIT 4 UNDERSTANDING GROUP CHARACTERISTICS AND NEEDS

Structure

4.1 INTRODUCTION

4.2 OBJECTIVES

4.3 CHARACTERISTICS OF A GROUP

4.4 TYPES OF GROUP

4.5 IMPORTANCE OF STUDYING COMMUNICATION IN GROUP AND TEAMS

4.6 CULTURAL SENSITIVITY, MEANING AND IMPORTANCE

4.7 STAGES OF INTERCULTURAL SENSITIVITY

4.8 DIMENSIONS OF CULTURAL SENSITIVITY

4.9 SKILLS NEEDED TO BE CULTURALLY COMPETENT

4.10 IMPLICATIONS OF CULTURAL SENSITIVITY

4.11 CHECK YOUR PROGRESS EXERCISE

4.1 INTRODUCTION

A man is a social individual so he needs to be in community and group all the time. Even when he is living in a family he has to live with the all family members and he also has to adjust to the norms of the family. That is why it is very important to study and know the characteristic and types of various groups.

This unit also explains the meaning, concept and importance of cultural sensitivity and the learners develops an understanding that people are not all the same as they might appear to be. Cultural sensitivity is referred by different terms such as:

- Cultural Awareness
- Cross cultural awareness
- Sensitivity towards different cultural identities
- Acceptances of different culture

Cultural sensitivity in today's society is directly related and dependent upon communication and communication is an integral part of interpersonal relationship and public relations. Cultural sensitivity is a naturally effort that one has to make to become culturally competent. It also helps in communication development, business communication and in the field of public relation. So that public relation professionals can work at their most effective levels between two individuals. The understand of the cultural sensitivity helps in the following.

- Understanding others culture effectively
- Competency in effective public dealing
- Making strong interpersonal environment
- For building a skill to adjust and adapt with other social and cultural groups for any kind of activity
- For any person to become adjusted with other people
- To develop cultural competency with friends, neighbors' and to the whole community.
- To be culturally sensitive to the problems of other people

4.2 OBJECTIVES

After reading this unit the learners are expected

1. To know the characteristics of the group.
2. Understand the types of group.
3. Understand the meaning of cultural sensitivity
4. Explain the importance of cultural sensitivity
5. Understand the stages and dimension of cultural sensitivity
6. Describe the skills needed to be culturally competent

4.3 CHARACTERISTICS OF A GROUP

- **Interdependence.** Groups cannot simply be identified as a cluster of three or more individuals engaging in conversation or gathering together. Instead, a key feature of groups is that their members rely on one another for the group's survival and success in achieving its objectives. Essentially, interdependence involves the acknowledgment by group members of their reliance on each other (Lewin, 1951; Cragon, Wright & Kasch, 2008; Sherblom, 2002). For instance, imagine participating in a basketball game solo against a team of five players. Even if you're hailed as the best basketball player globally, it's highly improbable that you could win against five opponents. You need to depend on four teammates to make the game successful.
- **Interaction.** It might seem evident that interaction is essential for groups to form. However, what particular type of interaction must occur? Given that we communicate daily, there must be something that sets group interaction apart from other communication forms. Cragon, Wright, and Kasch (2008) assert that the primary distinguishing feature of group interaction is its purposefulness. They further categorize purposeful interaction into four types: problem-solving, role-playing, team-building, and trust-building. Without purposeful interaction, a genuine group does not exist. Through interaction, roles, norms, and relationships among members develop. For example, if you find yourself in a group for a class project, your initial interaction likely revolves around sharing contact information, scheduling meeting times, and beginning to concentrate on the task at hand. This is purposeful interaction aimed at achieving a specific goal.
- **Synergy.** One of the benefits of working in groups and teams is that they enable us to achieve things we could not accomplish individually. Systems Theory presents that "The whole is greater than the sum of its parts." This encapsulates the essence of synergy

(Sherblom, 2002). In an orchestra or band, each individual contributes to the overall performance, creating music in a manner that cannot be achieved without the collaborative effort of every member.

- **Common Goals.** Interaction and synergy would serve little purpose in groups without a shared objective. Individuals in groups come together for a specific reason or intent. While most group members have personal aims, a group is primarily defined by the collective goals it pursues. For example in a school the common objective in a class group is to learn, complete an assignment, and achieve a satisfactory grade. Although there may be variations in individual goals within the group (such as acceptable final grades) or in the methods to attain the common goals, the group is fundamentally characterized by the common goals it upholds.
- **Collective Expectations.** When individuals come together for a specific aim, they create collective expectations to help accomplish their objectives. Even when a goal is present, random interactions alone do not define a group. Group interactions are typically shaped by the norms that the members have set for acceptable conduct. Norms are, in essence, the expectations of group members, which can be intentionally formal or subconsciously informal. Examples of group norms include the expectation that all individuals attend group meetings, the requirement for members to concentrate on group matters rather than personal issues (such as silencing phones and minimizing distractions), and the obligation for members to complete their assigned tasks by the agreed deadline. When group members breach these norms, it can lead to frustration among others and may impact the group's overall objectives.
- **Group Unity.** A key way that members grasp the concept of communication within groups and teams is by experiencing a feeling of unity with fellow group members. When we sense that we belong to a larger entity, we experience a feeling of togetherness or completeness and may discover a purpose that extends beyond our individual aspirations and ambitions. It is this sensation of connection and engagement that distinguishes group interactions from those among loosely affiliated individuals. If you've ever been part of a group that successfully reached its goal, you likely recall your feelings of connection with the other group members.

4.4 TYPES OF GROUP

Not all groups are identical or created for the same purposes. Brillhart and Galanes (1998) classify groups "based on the reasons for their formation and the human needs they fulfill." Let's explore this further!

- **Primary Groups.** Primary groups are those that we establish to fulfill our human needs, such as belonging and emotional connection. They generally do not exist to achieve a specific task but instead to help us satisfy our essential needs as social beings like acceptance, love, and care. These groups tend to last longer than other types and include familial ties, roommates, and other relationships that regularly meet together (Brillhart & Galanes, 1998). The important individuals in your life form primary groups because they

provide enduring love and support, which is why primary groups are often considered more significant than secondary ones.

- **Secondary Groups.** In contrast to primary groups, secondary groups are formed with the intention of accomplishing work, performing tasks, resolving issues, and making decisions (Brilhart & Galanes, 1998; Sherblom, 2002; Cragan, Wright & Kasch, 2008). Larson and LaFasto (1989) indicate that secondary groups have “a specific performance objective or recognizable goal to be attained; and coordination of activity among the members of the team is required for the achievement of the team goal or objective.”
- **Activity Groups.** Activity Groups are established for the purpose of engaging in various activities. For instance, the campus may have numerous clubs organized specifically for activities. In a campus one Gaming Club may be there where members gather to organize game sessions, plan events, and decide on gaming locations.
- **Personal Growth Groups.** Personal Growth Groups are formed to receive support and feedback from others, as well as to develop personally. Such groups can be like therapy groups. A familiar example might be Alcoholics Anonymous, where individuals struggling with alcoholism can share their experiences and receive support from others affected by the issue. There are many personal growth groups designed to aid in our personal development through interaction with others, such as book clubs, weight loss groups, and spiritual gatherings.
- **Learning Groups.** Learning Groups primarily focus on acquiring new information and enhancing knowledge. If people have been assigned to a group in a college course, chances are it was learning groups aimed at facilitating interactions that help members learn more about the subject matter.
- **Problem-Solving Groups.** These groups are specifically formed to address a certain problem. The very act of bringing people together in this type of group is to collaboratively devise effective solutions to their shared issues. Committees represent a prime example of individuals united to tackle problems.

Upon examining the different types of groups, we may easily recognize how much of our everyday interactions happen within group contexts. The truth is, we invest a significant amount of our time engaging in groups, and understanding the types of groups we belong to, as well as their respective purposes, significantly enhances your ability to function effectively as a contributory member.

4.5 IMPORTANCE OF STUDYING COMMUNICATION IN GROUP AND TEAMS

One of the motivations for communication for scholars to investigate groups and teams is the significant amount of time spent engaging in group interactions within professional environments. A growing number of organizations are adopting group and team frameworks as a fundamental method for conducting business and achieving objectives. Even roles that may appear solitary, such as a college professor, are filled with collaborative tasks. The process of creating a book involves teamwork as the authors and their students collaborated in groups to bring this work to the readers. Each participant had designated roles and responsibilities to fulfill.

Another crucial aspect of group communication involves analyzing social change or social movement organizations. Groups like People for the Ethical Treatment of Animals (PETA), the National Association for the Advancement of Colored People (NAACP), and the National Organization for Women (NOW) are all organizations united by a common social and political cause — to advocate for the rights of nonhuman animals, African-Americans, and women, respectively. While individuals can advocate for these causes, the collective social, political, and legal rights gained by such groups would not have been achievable through individual efforts alone. Change occurred when collectives of individuals with shared beliefs and goals joined forces, pooling their skills and resources. Nearly every Interest Group you can imagine maintains a presence in Washington D.C. and commits funds to sustain that presence.

The exploration of social movements highlights the significance of groups in achieving objectives. Bowers, Ochs, Jensen, and Schulz (2010) in *The Rhetoric of Agitation and Control* emphasize on seven progressive and cumulative strategies through which movements evolve toward success. Three of these seven strategies emphasize group communication—promulgation, solidification, and polarization. Promulgation pertains to “a strategy where agitators publicly declare their goals and includes methods aimed at garnering public support.” Without a robust group, individual protest actions are likely to be overlooked. The solidification strategy “primarily occurs within the agitating group” and is “mainly utilized to unify supporters.” The objective is to bring group members together and provide adequate motivation and encouragement. The communication that takes place through collective actions such as singing or chanting serves to create unity among group members. Given that the effectiveness of social movements relies partly on the ability to draw in a large following, many utilize the polarization strategy, which aims to persuade neutral individuals or “fence sitters” to align with a group. The essence of this strategy is encapsulated in Eldridge Cleaver’s statement: “You are either part of the problem or part of the solution.” Collectively, these three strategies emphasize that the key to a group’s success lies in the ongoing collaboration of its members through communication

Check your progress exercise.

Q1 what do you understand by a group? Explain with the help of suitable example.

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Q2 Explain the characteristics of the group?

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Q3.Explain the various types of group.

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Q4.What is the importance of communication in a group.

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4.6 CULTURAL SENSITIVITY, MEANING AND IMPORTANCE

Meaning of Cultural Sensitivity: It is being aware that there are cultural differences and similarities between people but they should not be valued as positive or negative, better or worse or right or wrong. Cultural Sensitivity tells us that people are not all the same and we should understand that our culture is the same as the any other culture and it is not better or worse.

Every country has different perspectives which are as follows..

- Different languages
- Different cultures
- Different religious
- Different ethnic groups including tribal communities
- Various geographical locations
- Different indigenous communities

When a person is at work place, educational institutions, media and organizations of all types he is required to be culturally sensitive to all the people of different cultures were present there.

Cultural sensitivity is defined as the different groups understanding and respecting each other’s characteristics. This can be a challenge in big countries with large population size where the dominant culture is itself very heterogeneous in nature.

Cultural sensitivity is the competence where people start gaining knowledge, awareness and acceptance of other’s cultures. This means that it is the ability to appreciate respect and ability to adjust with people with different backgrounds.

Cultural sensitivity can also be defined as “the ability, willingness and sensitivity required understanding people with different backgrounds this means the people must accept all forms of social and cultural diversity.”

In a nut shell for being culturally sensitive any individual must have the following characteristics.

- Knowledge of other culture
- Awareness of other culture
- Acceptance of other culture apart from his own culture
- Ability to appreciate and respect other peoples culture
- He should be able to adjust with people of different backgrounds
- He should have the willingness, ability and sensitivity required to understand people with different background
- Should be able to accept all forms of social and cultural diversity.
- He should be flexible to learn, respect, accept and appreciate different cultures, languages, etiquettes, living, dressing and food habits.

Importance of cultural sensitivity: Some of the important benefits of cultural sensitivity are as follows.

1. It is one of the important instruments to strengthen social and cultural integration in a diversified society where people belonging to different community and practicing different culture co-exist.
2. Cultural sensitivity promotes cultural diversity and cultural pluralism. Owning once own culture and respecting other's culture promotes cultural pluralism.
3. It is vital to promote inclusive development to be sensitivite to one another culture is the feature of inclusion and it builds a cohesive society.
4. Cultural sensitivity helps the nation to resolve the communal conflict and peace building.
5. Cultural sensitivity broadens the attitude of the people
6. It promotes communication among the people of different culture.
7. It helps to develops healthy understanding between people.
8. It encourages cultural heritage and cultural capitals
9. It plays an important role in national integration.

4.7 STAGES OF INTERCULTURAL SENSITIVITY

The following are the 6 stages of being more culturally sensitive.

- 1) **Denial:** In this primary denial stage an individual finds that only his own believe, values and behaviors are real. The person does not noticed other's cultures and may look at other culture in a very vage way.
- 2) **Defense:** In this stage one is able to acknowledge that there may differences in two different cultures but he must respect all the cultures equally. One sees his own culture as the most evolved or least evolved. Sometimes the bigger groups also start attacking on smaller group people.
- 3) **Minimization:** People in this stage start to categorize the differences in to more generalized categories in order to see similarities. For example one can say "After all we are all

humans”. Sometimes people also generalize on the basis of religion and they may say we are all creature of god.

- 4) **Acceptance:** Within the acceptance stage people may not agree with the view of the other culture but they acknowledge and agree that other cultures also have values and they identify with it. People in this stage start accepting the view and opinions of others culture as well.
- 5) **Adaptation:** In this stage people start to experience another culture and they behave according to what is culturally appropriate. Behaving according to cultural rules make one self more empathetic with other people.
- 6) **Integration:** The last stage of becoming culturally sensitivity is integration. At this stage one has the ability to stay true to one self but also move in an out of different cultures appropriately and easily.

Check your progress exercise.

Q1 Explain with help of examples the meaning cultural sensitivity.

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Q2 What is the importance of being culturally sensitive?

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Q3. What are the major stages in becoming culturally sensitive?

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4.8 DIMENSIONS OF CULTURAL SENSITIVITY

People in a community have to understand and respect each other as they interact with each other for day to day activity. People must be aware of the cultural differences and similarities between the people of the society. People should understand and respect other people’s culture, habits, religious practices and other daily day rituals and practices such as food, housing and clothing practices.

It is very important to develop a framework to understand the various stages of cultural sensitivity or intercultural sensitivity that a person may experience. People must develop empathy for others culture. One of the main purposes of becoming more culturally competent is to become more effective in relationship with neighbors, colleagues, consumers and client.

A few dimensional cultural sensitivities are as follows:

1. **Cultural Pluralism**

This can be defined as an arrangement in a society where a number of small cultures assimilate in main stream society but they also maintain their cultural uniqueness without being homogenous by the dominant culture.

The difference in cultural pluralism can be observed in two types of societies.

- **Homogeneous Societies** like South Korea, Japan, and Israel etc which have only one dominant culture and hence there is no need to accommodate other cultures.
- **Heterogeneous Societies** like United States of America, India and United Kingdom etc. while a lot of heterogeneous societies have multiple cultures that does not necessarily mean that they are also culturally plural because cultural pluralism requires not just the existence of different cultures within a society but also respect for these cultures by the dominant culture.

India is a culturally plural society. Everywhere in India there are different types of food, languages and dress sense but people all over the country respect each other and their cultural heritage. They also get an equal space in the cultural display. There is religious pluralism in India. There is prevalence of mosques, Gurudwaras, Buddhist, Jain and Parsi temples and there religious celebrations are joined by their Hindu friends. This is an example of India's religious pluralism.

2. **Cultural Diversity**

People in one society are culturally different from each other and they should accept that. Sometimes people equate diversity with race and culture. Whereas diversity extends far beyond race and culture to include a number of dimensions of differences.

There are two major dimensions of diversity..

- The primary dimension that are thinks that we cannot change such as
 - Physical Qualities
 - Age
 - Race
 - Ethnicity
 - Family structure
 - Gender
 - Sexual orientation
- The secondary dimension includes factors that can be changed. Such as
 - Religious belief
 - Geographical locations
 - Income
 - Education
 - Parental Status
 - Marital Status

These are the dimensions which make people different from each other.

3. Cultural Assimilation

Cultural assimilation is a process in which the language or culture of a group or individual starts resembling those of another groups. In this term we can refer to both individual and group. In assimilation there can be either a quick or gradual change depending upon circumstances of the group. Full assimilation is said to occur when new members of a society become indistinguishable from members of the other group.

Cultural Assimilation is a form of cross cultural communication. It's a field of study that looks at how people from different cultural background communicate in similar and different ways among themselves. It helps to bring together the relatively unrelated fields of culture with established area of culture. It involves understanding different ways in which culturally distinct individuals communicate with each other. Cross cultural communication thus means communication between people who have differences in any one of the following.

- Age
- Nationality
- Ethnicity
- Working
- Race
- Gender
- Sexual Orientation

4.9 SKILLS NEEDED TO BE CULTURALLY COMPETENT

There are many skills that are needed to become inter culturally sensitive. The following qualities or skills are needed in an individual to be able to respect and appreciate other cultures.

- 1) **Self Awareness:** When a person has to respect and appreciate other's culture first he should be aware of his own culture then only he will be able to understand similarities and differences of his own culture and other cultures. First he should understand his own cultural values, beliefs and attitude, before being appreciative of other's culture.
- 2) **Open attitude:** One should have a global mindset if he has to have open attitude. The requirements to achieve open attitude and mindset are to tolerate ambiguity, exercise patience, pursue learning and always avoid quick judgment. This means that the individual must be willing to learn, try and experience new things.
- 3) **Verbal Language:** This is an important factor of culture which can bring people together and without this understanding and communication between cultures is impossible.
- 4) **Non Verbal behavior:** This comprises 80 to 90 percent of a culture's communication. With the help of non verbal behavior an individual can show his anxiety, anger, appreciation, liking or disliking, understanding and acceptance of a situation. It is a good way to show whether a person is appreciative of the other culture or not.
- 5) **Silent languages:** These five silent languages were established by Hall, through his research (Hall, 1976). These languages are the part of the communication styles of the individuals of a culture. They are agreements, time, space, material things and friendship.

- 6) **Space:** This language of space is the special relationship individual has between each other. This means the physical space between humans. When we greet a person or get introduced through gestures like handshakes etc. These become the common invitations into a person's personal space.
- 7) **Time frame:** In each culture there is a distinct view of time. So understanding the influence of time on one's own culture and the different cultures is an important concept when we are trying to create successful communication between cultures.
- 8) **Material Things:** The material things offer a visible display of what a culture belief. This language is used when an individual assess individuals from different cultures. He sees the clothes and individual wears. The house of person owns or the car he drives. A person appreciates or dislikes a person sometimes by the material things he owns.
- 9) **Friendship:** When we have friendship with people of other culture. We start to appreciate their qualities and the differences. Friendships are essentially how a culture values relationship with others.
- 10) **Agreement:** The language of agreement is silent but has an important role in becoming culturally sensitive. Especially in communication and business world. The ability to trust and appreciate an individual's is indirect agreement with the cultural competent.

If a person has all these skills he can be culturally sensitive and competent to appreciate other cultures.

4.10 IMPLICATIONS OF CULTURAL SENSITIVITY

Cultural sensitivity has larger implications and effect on the development of the society, the nation and the individuals. Some of the implications of cultural sensitivity are as follows:

- 1) It is important for an individual to be culturally sensitive and culturally competent to become an educated global citizen.
- 2) Cultural competency is a necessary attribute of a sensitive person.
- 3) It allows the individual to become good and effective in inter cultural communication.
- 4) Cultural competence comes when a person knows both his culture and he also has an understanding of other cultures.
- 5) With cultural competency a person gets the understanding of good verbal and non verbal language.
- 6) A culturally sensitive person knows the rules and norms that govern the society.
- 7) A culturally sensitive person knows when and how the various behaviors should be used.
- 8) With the guidance and understanding of culture there can be better interpersonal communication between the public relations professionals. So that better interpretation of messages is done from diverse cultures.
- 9) Some of the factors of cultural competency such as open mindedness, friendships and good behavior can help in bringing about better and harmonious relationship.

It is clear that the main objective in communication is to communicate in a way that is understandable, meaningful and memorable to audience around the globe. By becoming culturally

sensitive and competent an individual and a global citizen will be able to respect and analyze other cultures and provide multiple cultural view points.

Check your progress exercise

Q1 Explain the various dimensions of cultural sensitivity.

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Q2 What do you understand by cultural pluralism? How is it important to be culturally sensitive?

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Q3 What is cultural diversity? Explain the two dimension of cultural diversity.

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Q4 What do you understand by cultural assimilation.

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Q5 Explain the different skills needed to be culturally competent.

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Q6 Explain the various implications of cultural sensitivity.

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UNIT- 5 ANALYZING THE GENDER NUANCES

Structure

- 5.1 Introduction**
- 5.2 Objectives**
- 5.3 Gender nuances that exist within the group**
- 5.4 Meaning of Decision making**
- 5.5 Importance of Decision making**
- 5.6 Models of Decision making**
- 5.7 Skills required for effective decision making**
- 5.8 Steps in decision making**
- 5.9 Critical thinking**
- 5.10 The critical thinking skills**
- 5.11 Check your progress exercise**

5.1 Introduction

Decision making is a process in which we try and find out the best solution for a problem which is in front of us. Whenever we are faced with a problem we have to make choices regarding decisions. In these situations we have use a step by step decision making process in which we gather all the information, organize relevant information, assess the alternatives and select the best alternative possible. Decision making is a mental process in which all the human being is involved throughout their lives. The process of decision making is based on the following aspects.

- Cultural Belief System
- Human Perceptions
- Personal Values
- Attitudes
- Personality
- Knowledge
- Insight of the deciders

5.2 Objectives

After reading this unit the learners will be able to

- Analyze the gender nuances that exist within the group

- Will be able to understand the self components to imparting life skills programs
- Will be able to understand the meaning and importance of decision of making
- Understand meaning and importance of decision making
- Analyze factors influencing decision making
- Describe perspective and models of decision making
- Explain steps in decision making
- Understand the meaning of critical thinking skills
- Understand why critical thinking is important for life skill education
- Understand the following 10 critical thinking skills
 1. Research
 2. Analysis
 3. Interpretation
 4. Inference
 5. Identification
 6. Curiosity
 7. Evaluation
 8. Communication
 9. Open-mindedness
 10. Problem-solving

5.3 Gender nuances that exist within the group

In some parts of India girls are the second class and disadvantaged sex by birth but in some other areas low retention rate of boys is a serious problem. Wherever the life skill education is given the gender roles attitudes and action along with structured believes that discriminate girls should not be reflected in life skill education. This reflection would make girls more passive and boys greatly active. Similarly the boys might feel that nurturing one and cooperative skills are not important and they may start acting in aggressive and competitive way. This would hinder the personality development of both boys and girls.

For proper personality development equal opportunities should be given to both boys and girls and the life skill education is meant to develop equal competencies and positive attitudes among the genders. The approach should be gender inclusive and the life skill education should be given equally to both sexes so that when they leave school they are taught the necessary skills to critically think, analyze and independently make decision regarding their life. The approach in this case should prevent gender analysis which usually has negative effect on both the sex.

Solutions to Gender inequality

It is essential to enhance the worth of girls by investing in and empowering them through education, life skills, sports, and various other means. By elevating the status of girls, we can contribute collectively to achieving specific outcomes: some immediate (such as improving access to education and decreasing anaemia), some intermediate (like ending child marriage), and some long-lasting (including the abolition of gender-biased sex selection).

Shifting the perspective on the value of girls must involve men, women, and boys. This change needs to engage multiple sectors within society. Only when societal perceptions evolve will the rights of all girls and boys in India be honored.

Empowering girls demands targeted investments and collaboration. Providing them with essential services, safety, education, and skills can lessen the dangers they encounter, enabling them to fully realize their potential and contribute to India's development.

Girls often encounter significant barriers in accessing crucial resources, information, and social networks in their daily lives. Programs tailored to the unique needs of girls—focusing on education, life skills development, combating violence, and including the voices of vulnerable groups like those with disabilities—can bolster the resilience of millions. Sustainable solutions designed with input from girls can further enhance this resilience and pave the way for transformative, lifelong opportunities.

Every girl, particularly adolescents, requires outlets to express the difficulties they face in daily life and to discuss solutions that work for them, which allows them to create better futures for themselves and their communities.

UNICEF India's 2018-2022 Country Programme has been shaped in response to the deprivations faced by Indian children, including those rooted in gender disparity. Each programmatic outcome is dedicated to a gender priority explicitly mentioned in its plan, budget, and anticipated results. These priorities include:

Health: Decreasing excess female mortality under five and promoting equal healthcare-seeking behavior for both girls and boys (for instance, encouraging frontline workers to urge families to promptly seek hospital care for sick baby girls).

Nutrition: Enhancing the nutrition of women and girls, especially through the promotion of equitable eating habits (for example, women's cooperatives creating and executing their own micro-plans for better nutrition in their communities).

Education: Offering gender-responsive support to facilitate learning for out-of-school girls and boys, while also enabling more gender-sensitive curricula and instructional methods (such as identifying vulnerable out-of-school youth and revamping textbooks to eliminate gender stereotypes in language, images, and messages).

Child protection: Eradicating child and early marriage (for instance, assisting panchayats in becoming "child-marriage free" and establishing clubs for girls and boys that teach non-traditional activities like sports, photography, and journalism).

WASH: Enhancing girls' access to menstrual hygiene management by providing well-equipped separate toilets in schools (for example, formulating gender guidelines through the Swacch Bharat Mission and aiding states in executing menstrual health management policies).

Social policy: Assisting state governments in developing gender-responsive cash transfer initiatives and fostering women's leadership in local governance (for instance, implementing a cash transfer

program in West Bengal that helps girls remain in school and creating a Resource Centre for women panchayat leaders in Jharkhand).

Disaster risk reduction: Facilitating better gender-disaggregated information management for disaster risk reduction and increasing the involvement and leadership of women and girls (such as enhancing women's leadership roles in Village Disaster Management Committees).

Additionally, three overarching themes will underpin all outcomes:

Collaborative C4D-Gender strategy: The Communication for Development (C4D) team at UNICEF creates social and behavior change communications to aid each outcome. These communications emphasize initiatives aimed at altering detrimental gender norms, such as unequal food distribution, imbalanced investment in young girls and boys, harmful menstrual hygiene management practices, and the ongoing perception of girls as having less value than boys due to dowry practices.

Promoting the equal significance of girls: UNICEF's Communications, Advocacy, and Partnerships team collaborates with media, influencers, and key stakeholders to promote UNICEF's priorities. Within the 2018-2022 programs, this includes advocating for the Equal Value of Girls and Boys. Enhancing and ensuring the safe mobility of girls and women: UNICEF India has initiated efforts in several states to establish new programs with fresh partners aimed at increasing the mobility and freedom of women and girls, enabling them to access essential government services, such as schools and healthcare facilities.

5.4 Meaning of Decision-Making

Decision making is a process of selecting the best among the many alternatives available to a person. Whenever a person is faced with a problem or a situation in which he has to take a decision. He has to weigh the pros and cons of different alternatives and then choose the best among them. So decision making can be defined as a selection and choice of best available alternative.

Decision making is one of the most important functions of management process.

5.5 Importance of Decision Making

1. **Helpful in planning and policy making:** Whenever any policy or plan is made the best among the many available alternatives have to be selected. Without decision making no policies or plans can be finalized. In the very primary planning stage appropriate decisions have to be taken to make a perfect plan.
2. **Implementation of Management process and Managerial Functions:** There are various important steps of management process. They are planning, Controlling, Organizing, Directing and Staffing. All these steps have to be done through effective decision making.
3. **Proper functioning of Organization:** To run any organization smoothly in all functions of the organization good decisions have to be taken. Without proper decision making no organization can run properly.

4. **Successful running of Business and other departments:** In this fast world which is full of competition every individual department or organizations have to take the best decision. Correct decision help in smooth and successful running of business and various departments.
5. **Helpful in daily life:** In our daily life also we are regularly faced with difficult situations and problems. To overcome these problems we have to regularly take good decisions to select the best among the available alternatives.

5.6 Models of Decision Making

1. The Rational Model: This model consist of the following steps:

- i) **Intelligence:** Finding occasions for making a decision.
- ii) **Design:** Inventing, developing, and analyzing possible courses of action.
- iii) **Choice:** Selecting a particular course of action from those available; and
- iv) **Review:** Assessing past choices.

2. The Instrumentalist View

The logical instrumentalist view involves a step-by-step process of incremental actions and keeps the strategy open to adjustment. According to this model a person should always work towards solving the existing present problems rather than working towards the final goals.

3. The Organizational Procedures View

According to this view when people work on definite procedure the decisions are pre-programmed in the existing procedures. This view says that the decision making is routine thinking of the people involve.

Factors Influencing Decision Making

Varied factors are involved in decision-making. Some authors suggest considering most decisions as unconscious. According to these authors, human beings simply decide without thinking about it too much. In controlled environments, such as classrooms, instructors may try to persuade students to weigh cons and pros before deciding. This strategy is called Franklin's rule. However, with respect to the need of enough time, cognitive resources, and full access to related information about decision subjects, this rule is not able to describe deciding mechanisms of individuals, well. In a general manner, the influencing factors on decision making could be classified as follows:

- i) **Rational factors:** Quantitative factors such as price, time, predictions, etc. People usually tend to consider such factors and forget non-quantitative ones.
- ii) **Social factors:** Others agree, especially those who influence decision, is matter of importance. Considering these issues reduces other's resistance against the decision.
- iii) **Psychological factors:** Human participation in decision making is obvious. A few factors like the deciders personality, attitude, his or her capabilities, goals in life, perceptions, experiences and roles are important psychological factors in decision making.

5.7 Skills required for effective decision making

1. **Active Listening:** One should not only speak but also be a good listener.
2. **Interpersonal Skills:** One should be able to communicate well, interact with others
3. **Collaboration:** Team work, working together is important
4. **Communication:** Communication should not be just a one way process but a two way process
5. **Logic:** Decisions should be made with logical reasons and not just by emotions
6. **Problem Solving:** Best possible solutions should be taken
7. **Critical Thinking:** One should be able to take decisions after weighing all the pros and cons of a given situation or situations.
8. **Time Management:** One should take decision on time and never postpone it as it can lead to negative consequences

Systematic approach to Decision Making

- **Define the Problem:** What is the problem should first be recognized
- **Generate various possible solutions:** Best possible solutions for the common good should be decided so that in the long run it is the most beneficial for all
- **Evaluate costs and benefits, its pros and cons:** This is a very important step as decisions should not be made in haste and all the possible consequences should be examine
- **Select Solution:** The most appropriate solution to benefit the maximum should be selected
- **Implement the select Solution:** The solution must be implemented otherwise it will only be in papers and disappear in thin air
- **Assess its impact:** The impact of the decisions should be properly examine and one must see if it served its purposes
- **Modify course of action:** If the decisions did not provide solutions then the gaps should be identified and correct course of actions must be taken.

5.8 Steps in decision making

1. **Arkansas Programme**
 - **Creation of common space:** Development, reinforcement and nurturing of relationships, values, norms, and processes that influence problem understanding and exchange. This step takes place before or concurrently to the confrontation with decision-making.
 - **Perception:** Understanding and recognition of the presence of a problem which makes decision making necessary.
 - **Identification:** Identification of conflicting and counter explanation of the problem and evaluation of underlying drives of these interpretation.
 - **Judgment:** Inspection and choosing between varied actions or responses and identifying and choosing the more justifiable ones.
 - **Motivation:** Examining different alternatives which can affect the results of decision making, prioritization, and commitment in values that are beyond individual, organizational or social values.

- **Action:** Taking a decision and going forth with the more supported, and better justifiable action, Integrity would be achieved by the ability to cope with distractions and obstacles, development of executive skills, and ego strength.
- **Reflection in action:** Execution of decided decisions in actions after decision making.
- **Reflecting on action:** Influence on interpretations, imaginations, and future decision-making actions.

2. OCER Method

- **Orientation (O):** The members of a decision-making group meet each other for the first time and announce their viewpoints with other members.
- **Conflicts (C):** After announcing their points of views with each other, debates, incogruencies, controversies, and tangles are common which will be gradually solved.
- **Emergency (E):** The group starts to identify ambiguous viewpoints and members discuss them. Then, priorities of decision-making and consensus will be clarified.
- **Reinforcements (R):** Finally, group members decide and provide their choices with explanations.

Check your progress exercise:

Q 1. What do you understand by decision making? Explain with the help of suitable examples.

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Q 2. Explain the importance of decision making with special reference to working environment and organizations.

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Q 3. Explain briefly any one model of decision making.

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Q 4. Explain the factors influencing decision making.

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Q 5. What are the skills required for decision making.

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Q 6. What are the steps in decision making.

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Q 7 What do you understand by OCER method of decision making.

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Q 8 How does planning helps decision making.

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5.9 Critical Thinking

Critical thinking abilities involve the capacity to assess, judge, and understand information in a rational and organized manner. These skills enable individuals to recognize underlying assumptions, assess reasoning, and reach sound conclusions. Critical thinking skills are vital for success in academic pursuits, professional endeavors, and personal growth.

Why Is Critical Thinking Important?

In today's society, the ability to think critically is increasingly vital. Given the overwhelming amount of available news, it's crucial to filter through information and assess what is credible and pertinent. Skills in critical thinking enable us to make well-informed choices, tackle intricate challenges, and communicate effectively with others.

When a student finds it difficult to link various subjects and he finds it even more difficult to generate interpretations he has to dedicate time and efforts to improve his critical thinking skills. It is necessary to improve his grades. This is because in college a student is required to analyze and appraise information while forming his own view points.

Critical thinking skills are appreciated not just in educational settings. In the workplace, employers greatly value individuals who can assess complex information, innovate, and make well-informed choices. These skills are also vital for addressing issues and fostering innovation, which hold increasing importance in today's fast-evolving job landscape. Consequently, nurturing critical thinking abilities is essential for both students and professionals. This development requires dedication and practice, but the benefits are substantial. By improving the critical thinking skills an individual can enhance his success in academic, personal, and professional spheres.

5.10 Critical Thinking Skills

Critical thinking is very important as it enables the individual to become successful in daily life as well as at work place. When a person becomes enthusiastic about critical thinking he tries to discover more about critical thinking methods and ways to enhance them. With some efforts and commitment one can achieve significant progress in becoming a successful and all rounder person because every action and individual takes towards personal growth is a step toward his or her more promising future.

1. Research Research skills are crucial for students to collect information from different sources and evaluate the credibility and significance of that information. Enhancing research skills involves learning practical strategies, including identifying pertinent keywords, employing advanced search methods, and assessing sources for reliability, credibility, and bias. Additionally, the student can improve his research abilities by practicing efficient note-taking, summarizing and synthesizing information, and utilizing citation tools for proper documentation of sources.

2. Analysis Analytical abilities are essential for decomposing complex information into manageable components and assessing their interrelations. To enhance these skills, an individual should learn to spot patterns and connections, formulate hypotheses, and apply logical reasoning to draw conclusions. Additionally, practicing with data analysis tools and techniques, such as crafting tables and charts, employing statistical methods, and utilizing visualization tools, can aid in effectively analyzing and interpreting information.

3. Interpretation Interpretation skills are vital for understanding and clearly conveying the significance of data from various sources. They encompass analyzing, synthesizing, and evaluating intricate concepts while recognizing patterns and trends. These abilities are critical in professional settings for processing extensive data, understanding reports, and sharing findings. In academia, interpretation skills are necessary for analyzing research articles and presenting results to peers and

faculty. In daily life, these skills assist in navigating information overload, distinguishing between fact and opinion, and making informed choices. Enhancing interpretation skills allows individuals to gain a better understanding of the world, communicate efficiently, and make knowledgeable decisions that influence their lives.

4. Inference Inference skills are important for drawing logical conclusions based on evidence and reasoning. To improve these skills one must learn to recognize assumptions and biases assess evidence and arguments, and make informed judgments based on that information. Moreover, practicing deductive and inductive reasoning can help with making predictions, arriving at conclusions, and testing hypotheses.

5. Identification Identification skills enable an individual to recognize and differentiate among various types of information, such as facts, opinions, and hypotheses. If one struggle with identification skills and wishes to enhance them, one should learn to discern the purpose and target audience of different information types, differentiate between fact and opinion, and evaluate the reliability of sources. Additionally one should practice identifying different types of biases, such as confirmation and selection bias, and develop methods to avoid them.

6. Curiosity Curiosity is a significant thinking skill that motivates individuals to explore and understand their surroundings. This skill encompasses a desire for knowledge, a willingness to investigate new concepts, and the readiness to ask questions. To foster one's curiosity, it is beneficial to pose thought-provoking inquiries, pursue diverse and enriching experiences, and explore unfamiliar subjects or topics. Engaging in these activities can expand his intellectual boundaries and enhance his perspectives on life.

7. Evaluation Evaluation skills enable an individual to gauge the quality and reliability of information and arguments. This involves identifying biases and assumptions, assessing evidence, and determining the relevance of data. One can enhance your evaluation skills by practicing the analysis and assessment of information and arguments from a variety of sources, including both print and digital media.

8. Communication Communication skills involve articulating ideas, opinions, needs, and information clearly and effectively, both verbally and in writing. Deficiencies in these abilities can result in various issues. Research indicates that 42% of employees face burnout due to communication-related challenges in the workplace. To enhance the communication skills an individual should practice expressing his thoughts and opinions clearly and effectively, listening attentively, and responding thoughtfully to others.

9. Open-mindedness Open-mindedness is an important skill as it allows an individual to approach new ideas and situations without preconceptions or biases and to consider different perspectives when making decisions. Here are some reasons why improving open-mindedness is essential:

- Enhances problem-solving
- Fosters creativity
- Increases empathy and understanding
- Improves decision-making
- Facilitates personal growth

Ways to enhance open-mindedness include being curious, actively listening, questioning assumptions, and practicing mindfulness, as well as engaging in diverse experiences, reading widely, and embracing discomfort.

10. Problem-solving

Problem-solving skills entail recognizing problems, analyzing the circumstances, and developing and implementing effective solutions. To enhance these skills, you should practice identifying and analyzing problems.

Check your progress exercise

Q 1 What do you understand by critical thinking skills.

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Q 2 Why is critical thinking important.

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Q 3 How students can be benefited by critical thinking.

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Q 4 Explain the importance of critical thinking for education institutions.

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Q 5 Explain briefly the 10 critical thinking skills

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Q 6 Explain the role of problem solving in critical thinking.

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UNIT 6 SKILLS: INTERPERSONAL COMMUNICATION SKILLS, COPING WITH STRESS AND EMOTIONS; SELF-MANAGEMENT SKILLS ETC

Structure

- 6.1 Introduction**
- 6.2 Objectives**
- 6.3 Importance of effective interpersonal communication**
- 6.4 Elements of communication process**
- 6.5 Characteristics of effective interpersonal communication**
- 6.6 Barrier to effective communication**
- 6.7 How to overcome the barrier in communication**
- 6.8 Importance of Stress management**
- 6.9 Causes, Symptoms and effects of stress**
- 6.10 Ways and methods of stress management**
- 6.11 Meaning and importance of self confidence**
- 6.12 Meaning concept and importance of self reliance**

6.1 INTRODUCTION

Effective communication is very important for growth and good interpersonal relationship. Man is a social being and human beings communicate with each other to share their ideas, problems, opinions, thoughts, emotions, knowledge and information. In a way communication is a process of sharing information. If a person wants to be successful professionally and personally it is very important for him to communicate in an effective and appropriate way.

In today's world of being busy and in constant competition with others a person is bound to have stress at some points. So it's essential to learn the technique of self control to stay calm and be successful in life.

To deal with everyday life a person has to learn self management skills also especially self confidence and self reliance have to be practiced by a person to go ahead in life. They simply means believing in one self so that one can complete his work in a given period of time and should also recognize that they can face any challenge of life successfully.

6.2 OBJECTIVES

After reading this unit the learner would be able to

- Explain the elements of communication process and barriers to effective communication
- Understand the meaning of effective communication and importance of communication in business
- State the reasons to overcome these barriers to communication
- State the salient feature for effective communication
- Understand the meaning of stress management
- Describe the importance, symptoms and causes and effects of stress
- List the methods to reduce stress

- Understand the self management skills
- Understand self confidence and self reliance
- Explain characteristics and importance of Self Reliance

6.3 IMPORTANCE OF EFFECTIVE INTERPERSONAL COMMUNICATION

Communication can be described as transferring information from one person to another.

Means of Communication: Communication can take place through the following means

- **Verbal Means** – Writing and talking
- **Non Verbal Communication** – Facial expressions, body language, Signs, tone, gestures, Pitch of voice and behaviors.
- **Visual Communication** – Use of text, images or pictures, Maps, charts, Logos other means such as painting, Photography, videos or films etc.
- **Electronic communication** – Electronic mail, Telephone calls, Television, Social Media or Satellite broadcasts etc.

Communication can take place through any of these means or a combination of any of these.

Importance of Effective Interpersonal Communication

The following points will help us to understand the importance of Effective communication in workplace:

- 1) **Team Building:** People work together in the organization as teams to fulfill the goals. Thus effective communications helps in boosting their morale, increases their self-confidence, motivates them to work hard and helps them to create a sense of belonging towards their organization.
- 2) **Increase Productivity:** Effective communication helps increase productivity of the organization as the employees are well communicated with respect to the work assigned to them. They have clear cut job roles defined which in turn saves time, money and resources.
- 3) **Trust and confidence:** Effective communication encourages the flow of ideas, viewpoints and suggestions from employees to their managers and this creates a sense of trust and confidence that their opinions are being equally heard and valued.
- 4) **Problem Solving:** Effective communication can help resolve many kinds of problems or disputes which take place between the employers and the employee. Such kind of difficult situations can be controlled and tackled by the way of good communication

6.4 ELEMENTS OF COMMUNICATION PROCESS

- **Message:** A message can be written, spoken or in unspoken form. It's basically an idea, thought, feeling or emotion of one person (Source) which he wants to communicate to another person or a group of person (Receivers). The message can be in the form of symbols like words or phrases which one can use to communicate their ideas. It could also be facial expression, gestures, physical contact or tone of voice etc.
- **Sender/Source:** A source can be
 - Any person
 - Group
 - Any organization

Any one of these can transmit a message that can be understood by the intended receiver.

- **Encoding:** After the message has been prepared by the source the mode to convey the message to the receiver has to be decided. Encoding thus is a process of translating a message into a language or a form which can be communicated.
- **Channel:** A channel is the medium to carry the message between the sender and the receiver. The communication channels can be in the form of the following
 - Face to face discussions
 - Text messages
 - Telephone calls
 - Individual person or a conference call
 - Hand written or typed letter
 - Electronic medium like E-mail or Fax
 - Messenger, Twitter accounts, Video Conferencing or Blogs etc
 - Magazines, radio or television etc

The sender has to decide upon the type of channel.

- **Decoding:** It is the process where the receiver tries to interpret the exact meaning of message. In fact decoding is the opposite of the Encoding process.
- **Receiver/Listener:** Is that individual or the group of people who attached meaning to the messages.

6.5 CHARACTERISTICS OF INTERPERSONAL COMMUNICATION

Interpersonal communication is not just sending message from the sender but it is also important that the message has some qualities so that it will well interpreted by the receiver. For effective communication the message should have the following characteristics:

- **Considerate:** Empathy with the listeners is essential for effective verbal communication. The sender should adopt a humane approach and be sensitive to the needs and emotions of the receiver/listener. This way he can understand things from their perspective and make communication more effective.
- **Coherent:** The message to be communicated should be consistent, in sequential order and logical. The conversation should not get deviated from one topic to the other.
- **Clarity:** The sender must have clarity in term of thought and expression about what, why, to whom, when and how the message needs to be communicated. The message must be communicated in clear and simple language.
- **Conciseness:** The message should be crisp and short. It should not include any irrelevant, repetitive or superfluous details.
- **Correctness:** The message to be communicated should be accurate in terms of language, contents, words, and facts.
- **Careful use of body language:** While communicating in face-to-face mode, proper use of body language is very important so as to reach the right message. There should be proper use of facial expressions, the right kind of eye contact and proper posture with a positive approach.
- **Completeness:** The message delivered should be complete i.e. it should be supported by facts, figures and observations. There should not be any ambiguity in the message.
- **Courteous:** The language or the tone used in communicating the message should be friendly, respectful and polite.

6.6 BARRIER TO EFFECTIVE COMMUNICATION

Communication is very important in a daily life and in any organization. If there is any disturbance in a smooth communication it may cause misunderstanding. The following type of barriers can effect communication.

- **Physical Barrier:** If the sender and the receiver are staying very far from each other, they have to depend totally on technology and the interpersonal communication cannot be effective.
- **Physiological Barrier:** If the sender and receiver are not in a good state of mind or they are under stress, anger bad emotions or have low esteem, the communication cannot be effective.
- **Language Barrier:** For effective communication the sender and receiver should understand each other's language clearly. They should not be any use of slangs, abbreviations, acronyms or Jargons.
- **Systematic Barrier:** Everybody in the house hold or in the organization should be clear about their roles in the communication process and they should know what exactly is expected from them. If this is not done the communication cannot be clear and effective.
- **Poor Listening:** If the speaker is speaking something the receiver or listener should listen it attentively. Poor listening account for incomplete information and poor attention.
- **Shortage of time:** There should be no lack of time to convey the information effectively.

6.7 HOW TO OVERCOME COMMUNICATION BARRIERS

It is important that the message by the sender should be understood by the receiver clearly. The following methods can be used to overcome the communication barriers.

- **Use of simple language:** Use of simple and lucid language should be encouraged. Avoid using any kind of jargons or any acronyms leading to ambiguity.
- **Simple organizational structure:** The more complex the organizational structure i.e. too many hierarchical levels, the more distorted and difficult is the communication process. The simpler the structure with optimum hierarchy, the more effective will be the communication.
- **Reduction and elimination of noise levels:** Noise is the main communication barrier which must be overcome on priority basis. It is important that the message can be heard clearly to be received by the receiver.
- **Effective and Active listening:** Listening actively, attentively and carefully can overcome the barrier to effective communication. There is a difference between "listening" and "hearing". Active listening means hearing with proper understanding of the message that is heard. By asking questions the speaker can ensure whether his/her message is understood or not by the receiver in the same terms as intended by the speaker.
- **Ensure proper feedback:** A proper and constructive feedback helps in improving communication process.
- **Emotional State:** During the process of communication, make proper use of body language. If the message is backed by proper gesture, tone of voice and emotions then the receiver will definitely interpret the message in a positive and good manner.

- **Use of proper channel/media selection:** Communication requires different channels/media which can be used for effective communication. The sender should try to use face to face interaction in case any simple message, meeting or any kind of negotiation, persuasion is to be conveyed or communicated. For a message which needs to be communicated to a large audience, use of visuals or oral communication will be very effective. Any kind of formal communication, written means is the best form of communication.
- **Avoid overloaded information:** The information to be communicated should be to the point, crisp and short.
- **Follow an open communication policy:** The organization should be allowed to follow an open communication policy wherein the subordinates are encouraged to communicate directly with their superiors on matters related to the organization so that communication gap can be avoided.

Check your progress exercise

Q1. What do you understand by interpersonal communication? Explain briefly its importance.

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Q2. Explain the elements of communication process.

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Q3. Through light on characteristics of effective interpersonal communication.

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Q4. What are the barriers to effective communication?

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Q5. Explain the techniques to overcome the barriers in communication.

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6.8 IMPORTANCE OF STRESS MANAGEMENT

Stress management is critical for dealing with challenges and setbacks. It helps people bounce back from failure and forge ahead. Some of the importance of stress management is discussed below:

- 1) **To improve communication:** To handle stress it is very important to see one's problem clearly and to untangle the problems with the handling of the stress the communication process improve. People open up more and they express their feelings with others. Misunderstandings with other people are also clear.
- 2) **To improve health:** When a person is under stress his health is also affected. Many life style diseases like diabetes, Hypertension, heart disease and cancer are all related to stress. It also causes weight gain and obesity. That is why it is important to identify and treat stress early to lead a healthy life.
- 3) **For stronger relationship:** Under stress people cannot behave with others properly that is why their relationship starts collapsing. It is very important to rebuild the trust and bonding again to bridge the communication gap. To become calm stress management techniques are important.
- 4) **For better Performance:** When a person is under stress his ability to work and perform goes down considerably. At times when a person is in depression he starts feeling worthless and also has low self confidence. Stress management can help a person to feel good about him and it also helps a person to perform well and succeed.
- 5) **To go ahead in life:** For a person well being it is important for him to go ahead in life and not stuck to the things of the past and bad experiences and memories.
- 6) **For a better life:** when a person learns stress management skills and applies them to everyday life, it helps him to control of his life. He can think of solutions to his problems and with the positive attitude he can go ahead in life.

6.9 Causes, Symptoms and effects of stress

Causes of Stress – Stress can be caused by many factors they can be stresses from daily life and can be related to future planning also. Sometimes a small thing like being stuck in a traffic jam can also cause a stress.

Some of the major causes of stress are as follows:

- Difficult career choices of students
- Expectation by parents and teachers
- Pressure of the studies
- Peer pressure

- Inability to cop up with vast syllabus
- Death of a close family person
- Accident or a disability of a close family friend or family member
- Financial issues leading to guilt, anxiety and arguments.
- Politics and favoritism in the work place.
- Failure in personal relationship
- Improper communications
- Hectic lifestyles
- Discord in married life

Symptoms of stress

Symptoms of stress can be both physical and mental. The symptoms of stress are as follows:

1. **Physical Symptoms**
 - Headache
 - Feeling of vomiting and Nausea
 - Acidity
 - Indigestion
 - Sweaty hands
 - Sleep problems
2. **Mental and Behavioral Symptoms**
 - Irritability
 - Panic attacks
 - Loss of interests
 - Fear of losing out
 - Changes in the immune system

Effects of Stress

If untreated stress can have profound effect on physical and mental being of a person. It interfere with the digestive and immune system and stress related disorders can lead to increase blood pressure, stroke or cardiac arrest and a person become more suitable to allergies and infections.

6.10 Ways and methods of stress management

1. **Time for fun and laughter:** One of the ways to avoid stress is to do a lot of fun and laughter. The fun and laughing with the friends and other Kiths and kins will reduce tension and stress. Laughing is one of the best methods of relaxing and reducing mental tension and stress.
2. **Exercise and Proper sleep:** Daily exercise like walking during morning and evening hours is essential for reduction of stress. Besides, walking exercise can be done for avoiding stress and thinking. Moreover, proper sleeping in the night is also required for the prevention of stress. Excessive drinking of tea and coffee may hamper sound sleep.
3. **Time management:** The first thing one has to do for the prevention and coping up with the stress is time management. Times management include time spend in the house with the

children and household activities and management of time with official workload. The effort need to be that one should not be under stress about things that are beyond one's control.

4. **Eat balanced diet:** Continuous stress can lead to high blood sugar. Changes in blood sugar can lead to mood swings or feeling anxious and depressed. When an individual is in stress they maintain their blood sugar by eating small amount, but frequently. Some of the suggested foods are fish, walnuts, beans, yogurt, oatmeal, leafy greens, etc.
5. **Positive Environment:** Always try to be positive and create a positive environment in your workplace as well as in the home. Negativity is the cause of depression. It will not only enhance someone's stress but it can be shared with others if he or she is exposed to the negative environment.
6. **Communication and social relationship:** Talking to the friend and communicating with colleagues and relative and expansion of social relationship will be helpful to reduce stress. Loneliness is one strong reason of stress enhancement. It is rather advised that when someone is in stress one need to avoid loneliness.
7. **Relax and breathing:** One of the easy way to reduce stress is to relax from the busy schedule and all type of engagement. Even within the working hours sometime may be allocated for relaxation. Secondly breathing exercise will also help to make the individual stress free. Regular breathing exercise is essential for the individual who is going under continuous stress.
8. **Yoga and meditation:** The stress can be managed through yoga and meditation. These two spiritual exercises relaxed body and mind. Yoga is essential for the body and meditation is required for the peace of mind. Most of the tension and stress affect the body and mind.
9. **Spend time with optimistic people:** In order to avoid stress it is advisable that spend time with the optimistic people. These people can give positive thoughts and brighter side of the life. Spending time with optimistic people will reduce stress and on the other continuous interactions with the pessimistic people can enhance stress.
10. **Avoid drugs and alcohols:** Those who are experiencing mental tension and stress need to avoid drugs and alcohols. The alcohols and drugs can depress the stress for sometime but would enhance it later on. Therefore, someone who is feeling stress need to avoid alcohols.

6.11 MEANING AND IMPORTANCE OF SELF CONFIDENCE

The meaning of self confidence believes in one self. A person is said to be self confidence when he has his own personal judgment, ability and power etc. A persons self confidence increases from experiences of having satisfactorily completed particular activities. It is a positive believe that in the future one can generally accomplish what one wishes to do.

Self confidence can be classified into tow aspects.

- Specific Self Confidence means the subject is confident with respect to the decision in hand.
- General self confidence means the extent to which a person believes himself to be capable, significant, successful and worthy.

Importance of self Confidence

1. A self confidence person has high self esteem
2. Confident person has better health
3. He has a better social life

4. Confidence gives the person protection against mental disorders
5. A confident person can tackle social problems well
6. A confident person has better mental well being
7. Children with high self confidence perform better at school
8. Youth have higher job satisfaction in middle age
9. Confident people are generally happy
10. Confident people have greater sense of self worth
11. They have greater enjoyment in life and in activities
12. Confident people are free from self doubts
13. They have freedom from fear and anxiety
14. They are free from social anxiety
15. They have less stress
16. Confident people have more energy and motivation to act
17. Confident people get more enjoyable time interacting with other people at social gathering
18. Confident people are relax and confident so other's feels at ease around them.

6.12 CHARACTERISTICS AND IMPORTANCE OF SELF RELIANCE

The following five characteristics of self-reliance show the close links between this philosophy and the sustainability concept.

- i) **Simplicity-** This concept comes from the original idea of the value and pride in the things and ideas that are present. Gandhi's philosophy argues for modest consumption and material possessions and he resents consumerism ("The more I have, the less I am", see Gupta, The Hindu, 2005 and Joshi, 1993:53). Another implication from simplicity is the nature of technology that a community uses or in Gandhi's words technology has to be "home-scale". This allows full control by people over the technology, avoids technological determinism, dominance and dependence and most importantly protects the natural environment. The negative social and environmental impacts of large-scale centralized industrialization can thus be avoided. In most non-western communities' human resources are abundant and the aim should be to provide a meaningful way of life for the satisfaction of the fundamental human needs, hence for simple living. For example, organic agriculture, including urban agriculture, can provide a high level of satisfaction as well as a means to guarantee a better future.
- ii) **Responsibility:** A person or community has to be self reliance in whatever it does. Whatever work a person or a community is doing has to be done in a thoughtful manner. So that the person doing should be responsible for any consequences. A self reliance individual or community takes the responsibility for its actions in creating and using goods as much as possible in a self sufficient circle.
- iii) **Respect:** This characteristic shows how the fellow human beings as well as the living and non living natural world should be respected as a source of enjoyment and inspiration for the community. We should always respect the social cultural norms and traditions so that we can always take help and advice from our elders and also respect the norms of the community.

- iv) **Creativity:** While being self reliant a person needs to be willing to change. New innovative solutions are the key to success for implementing such a chain. The concept of self reliance says that a community is a constant source of creativity and ideas about how the present can be make better.

Importance of self reliance

The benefits of self reliance are as follows

1. Self reliance promotes empowerment
2. To be self reliant promotes self confidence and empowerment
3. Self reliance helps an individual as well as an organization to reach to its full potential. It helps to promote efficiency and effectiveness among the people.
4. It helps an individual to look within and able to identify his or her potential and promote inner self.
5. It helps to develop strength so that one looks one's affair oneself without depending much on the other.
6. The self reliance cultivates strong character and builds confidence.
7. It helps to achieve success and reduce the chances of failure.
8. It makes an individual more knowledgeable, more skilled and more content by promoting attitude to hard work for self development and sustainability.
9. It makes an individual and institution to become more courageous.
10. It is one of means to promote sustainable development and can build sustainable family, society and nation states.
11. One of the benefits of self reliance is that it is based on the principle of refusal to conform mindlessly. It makes an individual to be more factual and practical.
12. It helps and individual as well as organization to reach to its full potential. As it helps to promote efficiency and effectiveness among the people working in the organization.

Check your progress exercise

Q1. What do you understand by stress? What is importance of stress management?

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Q2. Explain briefly the various causes of stress.

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Q3. What are the symptoms and effects of stress.

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Q4. Explain the ways and methods of stress management.

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Q5. Explain the meaning and importance of self confidence.

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Q6. Through light on the concept and importance of self reliance.

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HNSEC-01

LIFE SKILL EDUCATION

उ० प्र० राजर्षि टण्डन
मुक्त विश्वविद्यालय, प्रयागराज

Block:3 IMPORTANCE OF COMMUNICATION IN IMPARTING LIFE SKILL EDUCATION

Unit-7:	Concept and importance of communication	85
Unit-8:	Core approaches and strategies to implement life skills	100
Unit-9:	Life skills and youth development	110

Introduction - Block 3

IMPORTANCE OF COMMUNICATION IN IMPARTING LIFE SKILL EDUCATION

In block 3 the learner's will learn the core approaches and strategies to implement the life skills. They would learn how to organize a life skill program. They will learn the full details including determining the purpose, collecting material, organizing content and getting prepared for the presentation.

In this block the learners will be explained how to develop life skill assessment scales and various quantitative techniques.

This block also deals with effect of life skills on youth development. It tells us the role of youth in society and tells us the challenges of adolescence and youth development. The learner will learn the formal and non formal approaches to youth development and will also learn the ways to have a positive youth development.

Unit- VII CONCEPT AND IMPORTANCE OF COMMUNICATION

Structure

- 7.1 Introduction
 - 7.2 Concept of Communication
 - 7.3 Importance of Communication
 - 7.4 Aspects to develop social potential
 - 7.4.1 Effective listening
 - 7.4.2 Effective speaking
 - 7.4.3 Building and maintaining relationships
 - 7.4.4 Understanding group dynamics
 - 7.4.5 Functioning in groups and delegating responsibilities
 - 7.5 Let us sum up
 - 7.6 Check your progress
-

7.1 INTRODUCTION

Human life depends on the social process of communication. Through spoken words, written material, nonverbal signals, body language, facial expressions, and even dance, or an amalgamation of these, communication enables the interchange of ideas, views, and meanings. Since so much can be learned so rapidly in modern society, communication skills have become crucial. The world is going through an explosion and revolution in communication. All human associations depend on communication. Effective communication involves more than just issuing commands; it also entails building understanding. It seeks to both transmit knowledge and assist others in gaining a clear understanding of its significance. This unit covered the concept of communication. The term "communicate" comes from the word "common" and means to share, trade, send along, transmit, discourse, put in use, relate, write, gesture, and so on.

7.2 CONCEPT OF COMMUNICATION

Sending messages to others in a clear and concise manner is the foundation of effective communication, along with this receiving information from others with minimizing misinterpretation is another aspect of it. This requires efforts on the part of both the message sender and the recipient. Additionally, there is a chance that the procedure will be rife with mistakes, with the sender misinterpreting the messages or the recipient misinterpretation. Ignorance of this may lead to a great deal of misunderstanding, lost effort, and missed opportunities. The truth is that communication is only successful when the sender and the recipient have the same understanding of the information that was sent. Figure 7.1 demonstrated the process of communication.

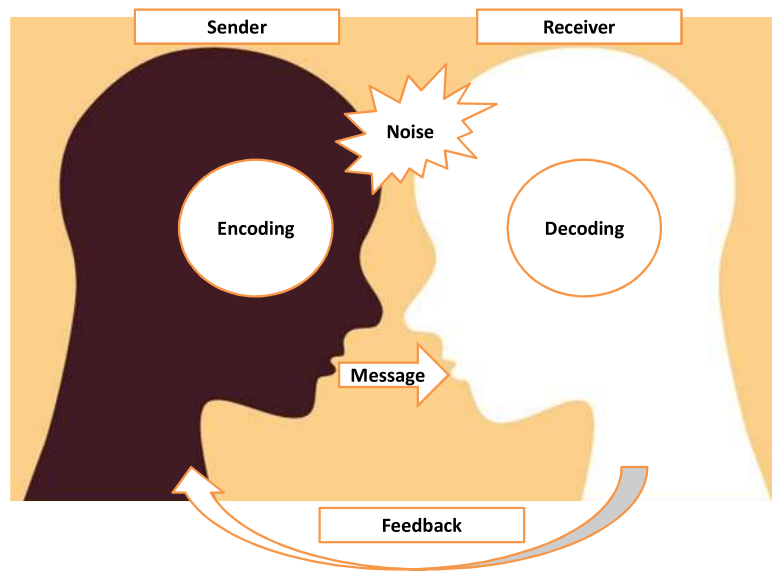


Fig 7.1. The communication process

Communication can also be defined as the exchange of facts, information, ideas, suggestions, orders, requests, grievances, and other information between individuals in order to provide the recipient with a comprehensive understanding of the communication's subject matter and the intended response from the recipient. Below are several widely accepted definitions of communication:

1. According to Oxford English Dictionary communication is “the process of communicating or sharing ideas and information.”
2. Peter Little describe that communication as “the method to transfer information among individual and groups in an understanding manner.”
3. According to Allen Louis, communication is “the culmination of all the actions one person takes to foster clarity in the mind of another person. It serves as a bridge of meaning. It entails a methodical telling, listening, comprehending, and reacting procedure.”

Based on the above definitions and associated information, it can identify the following significant elements of the concept of communication:

- i. Effective communication is essential to all management and educational roles. It nevertheless plays a crucial role in the guiding process and becomes more important at that point.
- ii. Communication is an ongoing process that lasts a lifetime. It serves as the foundation for optimal operation.
- iii. Communication is only a full and logical process when the person receiving the message is aware of the topic being discussed. Communication is really the transfer of understanding from the sender to the recipient, which is a necessary condition of communication from the standpoint of human interactions.

- iv. Communication is often a two-way process. This focuses on the feedback element of communication, meaning that the sender of the message needs to receive the appropriate response (or reaction) from the recipient.
- v. All communication is done with a goal, i.e., to get the intended reaction from the person receiving it. If a superior communicates a work order to a subordinate, for instance, the subordinate must follow the order and take the required steps to put the order into effect.
- vi. The process of communication necessitates the presence of at least two parties: the sender and the recipient. Naturally, one person was not going communicate with themselves.

7.3 IMPORTANCE OF COMMUNICATION

Communication is necessary for the transfer of people, things, and ideas from one location to another as well as for intimate, compassionate connections in society. The teaching-learning process in a classroom is made up of messages and counter-messages, which are connected to the meaning of communication. This includes commencement, as well as feedback-giving receipt and reaction.

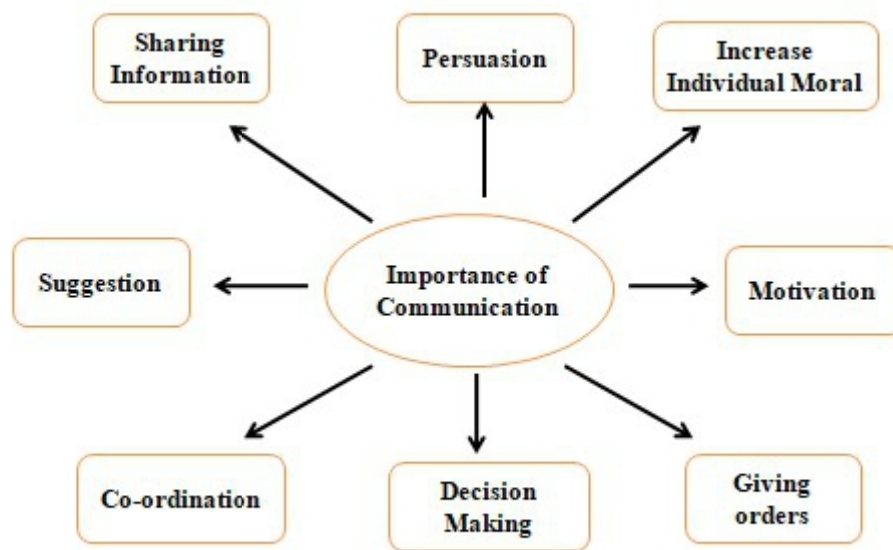


Fig 7.2. Importance of Communication

7.4 ASPECTS TO DEVELOP SOCIAL POTENTIAL

The term "social potential" describes a person's capacity to engage with and impact others in social settings. It is a crucial component of social and emotional intelligence and may greatly affect a person's relationships, professional achievement, and general quality of life. A person's social skills, communication ability, emotional intelligence, self-confidence, and personality are all factors that might affect their social potential. Strong social potential frequently

enables people to establish and preserve wholesome connections, express their ideas and emotions clearly, and move through social situations with ease. Learning and using social skills like assertiveness, empathy, and active listening are essential to maximizing a person's social potential. It also entails developing emotional intelligence, which includes the capacity to identify and control personal emotions as well as comprehend and react to the emotions of others. All things considered, social potential is a significant component of a person's social and emotional growth and is essential to their capacity to engage with and affect others in a range of social contexts. Social potential can be developed by effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups along with delegating responsibilities. All these social potentials are discussed below:

7.4.1 Effective listening:

A crucial step in the communication process is effective listening. Oral communication requires the listener to pay attention to what is being said. If the message is not adequately listened to, it is likely that the meaning will be unclear, confusing, or deceptive, and it will undoubtedly be forgotten. Indeed, listening is a skill that benefits the individual as well as the company. A listener can only completely understand a message if and when they pay careful attention to what the speaker is saying. In order to listen, one must hear, explain, and remember. The listener gives the speaker their entire attention. Hearing, assisting someone in understanding and remembering are all parts of listening. Hearing with a goal involves a variety of processes, including hearing, elaborating or explaining, assessing, focusing, and remembering, according to various sites. The first step in the listening process is to hear the information, comprehend it, assess it, and then react to it.

The tendency for most people to prefer listening to their own voices over listening to others is one of their vulnerabilities. In a group discussion, listening is just as crucial as speaking; without listening, listener are unable to support the communication's stated goal. Listening intently is crucial since only then will you be able to pick up the conversation and carry on. A person can only be a good leader if they actively participate in the group as a listener. Panel members choose a leader.

There are several types of listening, including:

- i. Active listening: This type of listening calls for immediate response to a message after hearing it. During this phase, the listener eagerly and interestedly accepts the message.
- ii. Content listening: This technique aims to fully comprehend the message and store it in a secure location. Therefore, the listener must focus on the message's primary topics.
- iii. Sensitive listening: When a listener engages in physical, emotional, and psychological activity to understand a message, his goal is to assess the message.
- iv. Critical listening: The audience evaluates the communication in a variety of ways in an effort to identify any flaws or mistakes. It encompasses argumentative logic, factual accuracy, and validity credibility.
- v. Attentive listening: As the name suggests, the audience focuses their attention on the speaker and listens intently.

- vi. Selective listening: This theory holds that the audience only pays attention to what is crucial and ignores what is not. In this sense, the audience is extremely picky about what they accept and what they reject.
- vii. Passive listening: Ineffective listening occurs when the audience shows little interest in the message.

Building effective listening abilities:

Information exchange is only one aspect of effective communication. It involves comprehending the feelings and motivations underlying the information. In addition to being able to communicate ideas properly, people must listen to others in a way that allows them to fully understand what is being said and makes them feel heard. It would seem that effective communication should come naturally. However, when someone attempt to communicate with others, things frequently goes wrong. Conflicts, dissatisfaction, and misunderstandings arise when individuals say one thing and the other person hears something else. This may lead to issues in relationships at work, school, and home.

For many people, developing a few key skills is necessary to communicate more effectively and clearly. Learning these abilities may strengthen the relationships with others, increase trust and respect, enhance problem-solving and cooperation, and improve the general social and emotional well-being, whether someone attempting to communicate better with their spouse, children, employer, or coworkers. Major obstacles to successful communication include:

- i. Stress and unmanageable emotions: Stressed-out or emotionally overburdened persons are more prone to misinterpret others, give off unclear or unsettling nonverbal cues, and revert to dangerous automatic behavioral habits. Learning how to rapidly cool down before continuing a discussion might help to avoid conflict and misconceptions.
- ii. Lack of focus: Individuals are unable to effectively converse and multitask simultaneously. If someone is daydreaming, checking their phone, or getting ready to say something else, they are likely to miss nonverbal cues during a conversation. People who wish to speak effectively must stay focused and stay away from distractions.
- iii. Inconsistent body language: What is being said should be supported by nonverbal clues rather than contradicted. If someone says one thing but uses body language to communicate a different meaning, the audience is likely to see it as dishonest. For example, it is impossible for someone to say "yes" and shake their head "no".
- iv. Negative body language: People may use negative body language, such as crossing their arms, avoiding eye contact, or tapping their feet, to reject what is being stated if they don't agree with it. Although they don't have to agree with or even enjoy what is being said, it's crucial to avoid delivering the wrong message in order to communicate successfully and keep the other person from becoming defensive.

7.4.2 Effective Speaking:

Everyone wants to be able to communicate effectively in a second language. In order to do this, people must be aware of the abilities needed to become proficient speakers. Following things are necessary for proficient speaking skill depicted in figure 7.3.

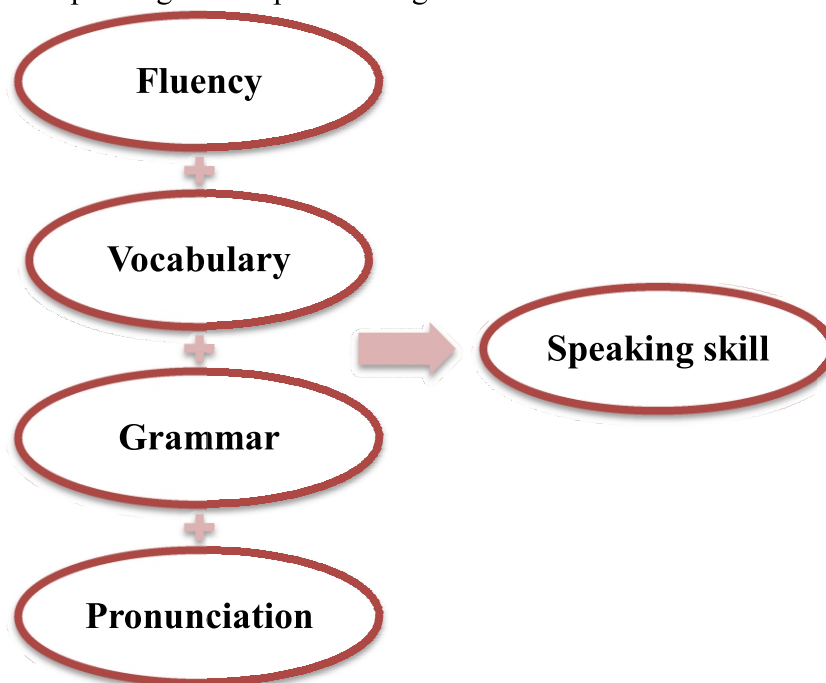


Fig 7.3. The four proficient speaking skills

- i. **Fluency:** Fluency is the ability to speak English or other languages with ease and confidence; if someone can speak for a long time, it is a sign of strong fluency. It also involves demonstrating a clear connection between each point being made, which ensures that the listener can follow along and not become lost.
- ii. **Vocabulary:** Having a large vocabulary is essential to becoming a successful speaker. The stronger a person's speaking abilities, the more intriguing terms they know. The best way for someone to increase their vocabulary is to read in English or a language they want to speak and keep a vocabulary notebook in which they may write down new words they come across.
- iii. **Grammar:** Since grammar is crucial, a person's speaking abilities will improve the fewer mistakes they make. It seems sense to ensure proficiency in the essential tenses.
- iv. **Pronunciation:** A variety of sub-skills can be practiced in the difficult field of pronunciation. The basic concept is that the typical speaker can communicate and be understood. A proficient speaker can enhance and strengthen the expressive impact of their speech by utilizing the sub-skill of pronunciation. Pronunciation sub-skills include intonation, rhythm, word and phrase emphasis, and the utilization of a language's unique sounds. Anyone can enhance their pronunciation by copying. Simply listen to someone who pronounces words correctly and attempt to mimic them as accurately as you can.

7.4.3 Building and maintaining relationship:

In interpersonal interactions, communication is an essential process that enables the sharing of thoughts, feelings, and information. Effective communication is the primary foundation for establishing wholesome and fruitful interpersonal connections in both the personal and professional spheres. How effectively the other person receives and comprehends the message is frequently a good indicator of how effective a conversation was. Therefore, the ability to establish harmonious and mutually supporting relationships is greatly influenced by the quality of communication. Communication that is open, sincere, and sympathetic is necessary for positive interpersonal interactions. For instance, in interpersonal relationships, couples with strong communication skills are more likely to overcome common obstacles, settle disputes amicably, and deepen their emotional ties. Some relationship building skills is depicted in figure 7.4. The same is true in a professional setting, when reaching common goals and boosting output depend heavily on efficient communication between teams or coworkers.

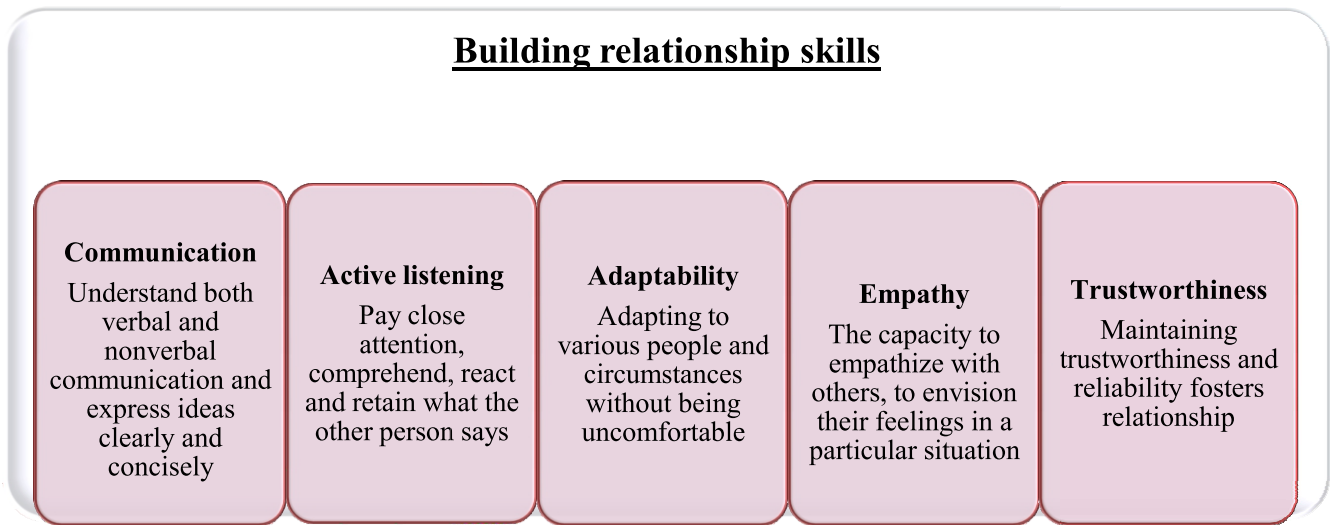


Fig 7.4. Effective relationship building skills

Effective communication involves both the message being communicated and the manner in which it is communicated. Recent studies demonstrate that communication success is significantly influenced by elements including empathy, feedback, openness, and message clarity. Deep connections and respect are often simpler to establish for those who can listen intently and react empathetically. Nonverbal cues including body language, tone of voice, and facial expressions all influence how people interpret messages. According to recent research in the field of communication psychology, nonverbal communication accounts for 55% of the signals that people receive. This indicates that using body language correctly is crucial to making sure that messages are understood. This highlights that communication involves more than just words; it also involves context and delivery style.

Establishing a strong and cooperative team in the workplace is based on excellent communication. There are often less internal disagreements and higher performance from teams with open and honest communication. Good teamwork will increase the organization's overall performance, but poor communication is frequently the primary reason for lower team satisfaction and productivity.

Ineffective communication, on the other hand, can result in a number of issues in interpersonal and professional interactions. Conflicts are frequently the result of misunderstandings brought on by imprecise or confusing communication. Furthermore, misleading or manipulative speech can undermine trust, which can eventually negatively affect relationships over the course of time. Ineffective communication between the parties is frequently the root cause of improperly handled conflicts. Conflicts may be settled more swiftly and amicably via the use of efficient communication, which eventually improves interpersonal ties. As a result, people in a variety of life situations urgently need to improve their effective communication abilities. Nowadays, a lot of businesses spend money on teaching their staff how to communicate since they know that effective communication not only strengthens interpersonal bonds but also advances the organization's performance as a whole.

7.4.4 Understanding group dynamics

Group dynamics is the social process by which individuals interact and act in a group setting. It is the study of how behavior, power, and personality affect group dynamics. Does each person's relationship help the organization to achieve its objectives? Is the group's size and structure a benefit in carrying out its maintenance and job functions? How is consensus-building and decision-making accomplished via the use of formal and informal power? Does the correct culture result from the confluence of individuals? We may examine and comprehend group performance better by understanding the interactions between these people, cultures, and internal factors.

Groups may be classified into two categories: 1) formal groups, which are organized to accomplish a certain goal, and 2) informal groups, which develop organically in response to member or organizational interests. These interests might be anything from a team of researchers tasked with creating a new product to a collection of employees that spontaneously get together to enhance member or social activities. We will mostly focus on formal groups, which are defined by member nomination and assigned power and duty, even if we can learn a lot about leadership and motivation from informal groups.

Group Structure and Size

The size and makeup of the group have a significant impact on how well the group performs. There might be as few as two individuals in a group (which lends credence to the adage "two heads are better than one") or as many as three or four hundred. Group sizes should be as small as possible without compromising productivity or goal attainment. Because of the diversity of opinions, limited possibilities for social relationship building, lower participation rates, and lack of opportunities for individual recognition, larger groups are more likely to have conflict.

When building a group, individual performance and talents must be taken into account. How many workers will be needed to guarantee that everyone has the skill sets needed to complete the task? As with assembly line manufacturing, will a subpar worker slow down the task? Is there a mix of leaders and followers in the group that will reduce the likelihood of member rivalries and conflicts? Both skill requirements and group development are influenced by diversification. It's possible that a group of mostly white men will mature more swiftly than a group of men and women from different racial and cultural backgrounds. However, the former group might not be varied enough to suit all organizational or community demands, even though it might be better equipped to communicate,

create norms, and develop as a cohesive unit. Due to cultural differences, linguistic barriers, and differing perspectives on the task at hand, a more diverse group may take longer to reach peak performance. However, once they do, diverse groups are equally productive and may even be more creative in their problem-solving because members have access to a wider range of ideas.

Group Development

Effectiveness in accomplishing group objectives is not guaranteed when people are appointed to a group based on their compatibility, variety, or area of competence. Initially, a group is made up of individuals with various traits, demands, and influences. These people need to spend time getting used to their surroundings, the task, and one another in order to be productive.

Before they reach their peak performance, new groups go through many stages, according to organizational experts and practitioners. The participants must conquer several obstacles at each level in order to advance to the next one. Forming, storming, norming, performing, and adjourning are the stages that have been recognized (Fig 7.5).

1. **Forming:** Members are focused on getting to know the task and other group members during this initial phase of development. Because members frequently rely on outside expertise for direction, job description, and work analysis, this stage is commonly referred to as the dependent stage.
2. **Storming:** At this point, the group faces conflict as members critique and challenges one another as well as the way the group is approaching their goal. Roles and duties, operating guidelines and protocols, and the need for each person to have their talents and abilities acknowledged are among the issues that come up. Members of this stage, also known as the counter-dependent stage, have a tendency to “flex their muscles” in an attempt to find their identity. In some situations, the group could struggle to pass this phase. This might happen if the organization has trouble defining its task, reaching a consensus on their objective or mandate, or determining how to move forward. Their incapacity to advance above this point may also be attributed to a lack of aptitude, skills, or abilities.
3. **Norming:** At this stage, participants begin to form their social agreements and work through the problems that are causing the disagreement. The members establish unity, acknowledge their interdependence, and decide on the standards that will enable them to work together efficiently in the future.
4. **Performing:** When the group has sorted out its social structure and understands its goals and individual roles, it will move toward accomplishing its task. Mutual assistance and creativity become prominent themes at this stage. The group, sensing its growth and maturity, becomes independent, relying on its own resources.
5. **Adjourning:** The group will use closure techniques at this phase, such as event-appropriate ceremonies and rituals. Socials, parties, ceremonies that show emotional support or celebrations of their accomplishments are a few examples.

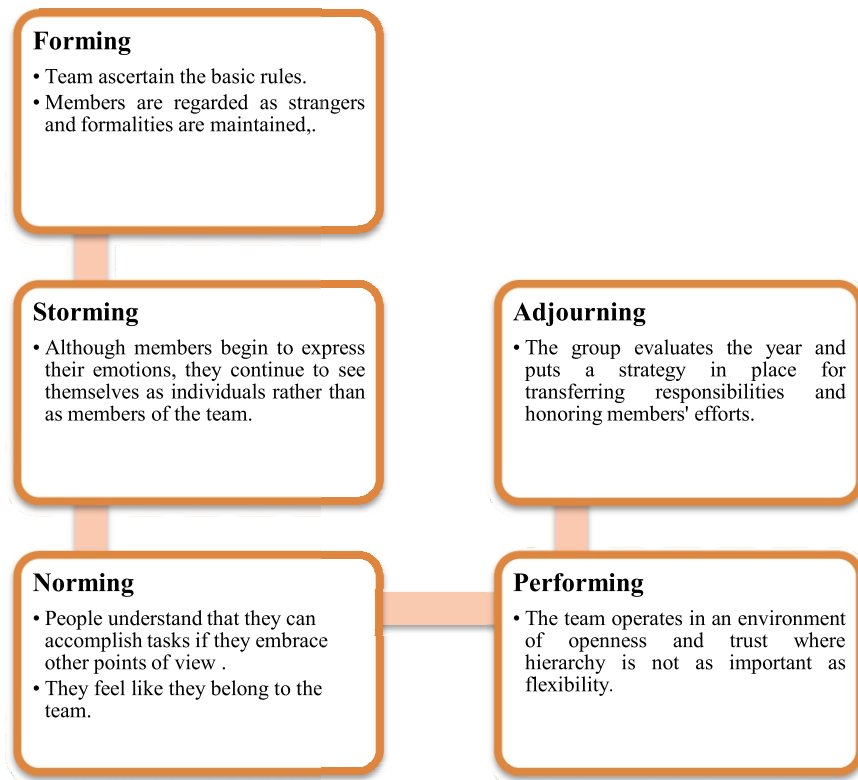


Fig 7.5. Five stages of group development

7.4.5 Functioning in groups and delegating responsibilities

Task functions, maintenance functions, and self-interest functions are three factors that affect a group's efficacy and productivity.

Task functions

This is the main justification for starting an organization. They need members who play any or all of the following roles in order to complete the task:

- a) Initiating: by outlining objectives or duties, identifying issues, and offering solutions;
- b) Information seeking: by asking for facts, pertinent data, and thoughts or proposals;
- c) Information giving: by presenting information, facts, opinions, and recommendations or concepts;
- d) Clarifying ideas: by providing examples, pointing out alternatives, and analyzing and clarifying input;
- e) Bringing closure: by restating, summarizing, and providing answers;
- f) Consensus testing: by sending up "trial balloons" and looking for agreements.

Maintenance Behavior

To be successful, each group requires social and emotional support. Some group members will be in charge of offering this assistance, which includes the following:

- a) Encouraging: by valuing other participants and responding favorably to their efforts;
- b) Improving group atmosphere: via exchanging emotions, identifying relationships and moods, and expressing group sentiments;

- c) Harmonizing: by settling disputes and lowering stress within the group;
- d) Compromising: by acknowledging mistakes and seeking alternatives;
- e) Gate-keeping: by acknowledging mistakes, making an effort to maintain communication, encouraging others to participate, and proposing protocols for exchanging ideas; for alternatives;
- f) Standard setting: by reminding participants of the roles, norms, and regulations of the group.

Self-interest behavior

Some members exhibit this third function, which typically detracts from group performance and impacts job completion at the group's expense. The following activities can be used to spot self-interested behavior:

- a) Dominating and controlling: by acting disrespectfully toward others, interrupting them, not paying attention, and restating other members' ideas in a way that is different;
- b) Blocking: by suppressing a line of reasoning and shifting the subject back to his or her own interests or away from the point of view;
- c) Manipulating: by offering information that is biased in their favor or a single viewpoint intended to influence a conclusion that supports their viewpoint;
- d) Belittling: by disparaging remarks, mocking the opinions of others, or making light of a fellow member's contribution;
- e) Splitting hairs: by identifying faults, looking for little issues that impedes a solution, or disparaging the opinions of others.

Group norms

Establishing social norms and appropriate group conduct takes up a significant amount of time in the early phases of group growth. These standards, which can be both official and informal, are known as group norms. Norms are widely held beliefs about how a group should operate rather than specific behaviors. For instance, when a new person enters a group, they could first look for hints regarding appropriate behavior. What attire is expected? How should I speak to my managers? What is appropriate behavior? Which conversations or subjects are appropriate or inappropriate? Since these standards give both individual and collective behavior regularity and predictability, it is crucial to recognize them.

While other norms could address the acceptableness of adjusting personal space or helping coworkers, bosses are more likely to insist on standards about work performance or attendance. Loyalty norms, such as the idea that managers must work on the weekends and holidays or take transfers to demonstrate their commitment to the business, are examples of group norms. Depending on the company or establishment, dress codes might range from bikinis to shirts and ties to uniforms. Perquisites or advantages that occur from either individual or collective achievement are included in reward norms. Productivity levels, loyalty, equality (everyone receives the same reward), and social responsibility (those who need it most) are a few examples of criteria.

Roles

Groups might have two different types of roles. First, roles are allocated. Titles like treasurer, manager, secretary, and chairperson are among them. The second types, known as emergent roles,

are brought about by the social or emotional demands of the community. Confidant, group clown, gossip, mentor, and scapegoat are some examples. The efficiency of organizational roles is affected by two factors: role conflict and role ambiguity. Role ambiguity arises when an individual is unsure of their responsibilities, when performance instructions are unclear, when tasks are given without context, or when a supervisor's behavior and instructions convey conflicting meanings. Role conflict arises when a group member believes that their job description is unclear or that their work responsibilities overlap with those of others.

Status

The majority of organizations assign members a rank or status based on a variety of criteria. These status symbols frequently serve to uphold the group's hierarchy, authority, and incentive structure. Moving from a cubicle to an inner office, then to a window office, and lastly to a corner office are clear instances. As one advances through these levels, power, decision-making, and status also rise. These symbols are intended to reward devoted and productive service, boost motivation (Maslow's hierarchy of wants), and recognize the degree of decision-making authority bestowed upon the individual.

Cohesiveness

Group cohesiveness is one of the main determinants of group performance. Groups' primary responsibility is to function as a cohesive entity and deliver work with professionalism and commitment. A group that can collaborate, share responsibilities, and acknowledge each member's contributions will be more successful than one that is enmeshed in conflict, role uncertainty, and low motivation. In addition to attracting top achievers and offering chances for individual recognition in a group context, group cohesiveness makes it appealing for members to belong. High levels of social-emotional support, external dangers, or internal accomplishments can all contribute to cohesiveness. Cohesion can also be impacted by group size. If an organization is too big, its members might not be able to receive the attention they desire. Members may withdraw or withhold input as a result of the development of cliques or subgroups. He or she may believe that their accomplishment is being used to boost the group's reputation or that members are not doing their fair share of the work, therefore it is an act of protest. This self-interested strategy undermines teamwork and performance, as we have observed before.

Support

For every team or organization to be successful, support is necessary. While coaching, team discipline, and training camps are necessary for a successful sports team, same requirements also apply to other work teams. First, the necessity of training must be acknowledged. To optimize their contribution to the group task, members may need to modify their unique abilities that they bring to the table. In what ways do the talents complement one another? Is there duplication and overlap? Is there a need to close the skills gap? Second, team-building abilities can be required. Does a previous environment need adaptation? A nurse entering a new facility, for instance, must familiarize themselves with the new protocols being employed there as well as the unit members they would be interacting with. Every organization must be able to recognize its accomplishments. Usually, this takes the shape of incentives that honor achievements. Members of the group should

be aware of the expectations and incentives. Are there chances for personal recognition? What are the group incentives, how will performance be evaluated, and what performance standards must be met to receive these incentives? Group performance is significantly influenced by management. What effect does this have on formal managers, and is the group self-managed? "Old school" managers' comfort levels with more conventional methods may be threatened by attempts at novel and creative techniques. Instead of acting as though "the boss knows best," managers should view their positions as coaches who make sure that all required skills are present, that systems and processes are described, and that objectives and visions are comprehended. It's common for teams to consist of individuals with comparable skill sets. There is a claim that groups that include individuals from several departments inside the company may function more effectively. This adds diversity and enables the team to consider all facets of the task as well as the requirements of other departments within the company that could be impacted by the group's efforts. It also assists members in recognizing the necessity and significance of other organizational activities in accomplishing the organization's overarching objectives.

Transactional analysis

Group participation is referred to as transactional analysis as it involves a social exchange between people. In the 1950s, Eric Berne recognized these encounters as ego states. Berne distinguished three distinct ego states: parent, adult, and child.

- **Parent:** People who function from a parent state may exhibit a role that is guiding, critical, nurturing, controlling, or protecting. They can say, "You know the rules, now follow them," in reference to standards or regulations.
- **Adult:** People that adopt this style will come out as logical, analytical, factual, and emotionless. Research, facts, data processing, and probability estimation are all necessary for decision-making.
- **Child:** Those who exhibit this behavior exhibit feelings reminiscent of childhood. It is frequently identified by its emotional tone and might be defiant, impulsive, dependent, or creative. This state seeks acceptance and instant gratification, much like a toddler.

Usually, we can identify the behavior by its posture, gestures, and facial expressions in addition to its tone. We might also observe that discussions can be conflicting or complementing. Two people conversing in an adult-to-adult condition will be highly sensible and logical. Since they regard themselves as equals, they will both look for the best answers to issues. Interactions can be complementary or conflicting. Parent-child, adult-to-child, or adult-to-parent interactions can all exhibit contradictory behaviors. An employee who exhibits a parent-to-child pattern in an interaction with a supervisor may mimic a child's behavior and react accordingly to reward and punishment schemes that model it.

However, when each person takes an undesirable stance, a parent-to-adult contact may end in disagreement and discord. Other contacts can be beneficial, but the most preferred are complementary ones, like those between adults, children, or parents. There may be positive, conflict-free relationships if both sides embrace parent-child or adult-child connections. For instance, the employee and supervisor may continue to collaborate well if they are at ease with the parent-to-child arrangement. Regretfully, the worker does not develop and evolve, and they could

only learn how to contribute to the degree that their boss approves of. The following claims on interpersonal interactions are the result of these behaviors. While passive individuals can see a relationship as "I'm not OK-you're OK" or "I'm not OK-you're not OK," aggressive people might see it as "I'm OK-you're not OK." The passive individual begins with the presumption that "I'm not OK" in both situations. "I'm OK-you're OK" is the most appealing and offers the most potential for adult-to-adult interactions. It demonstrates a good acceptance of oneself and other people.

Individuals' performance in a group is influenced by their personality type, whether they are aggressive, forceful, or submissive. The passive individual is obedient, non-resisting, and compliant. He or she can seem at ease with the circumstances, but being "pushed around" may be causing them to become more stressed and anxious. Nonetheless, aggressive people can be unfriendly, violent, and involved in conflict because they either move forward without regard for others or "blow-up" at the first sign of pressure. An assertive person is confident, upbeat, and will defend their own rights while also respecting those of others. They also behave with honesty and confidence.

Effective teams

Successful teams are carefully assembled from a collection of highly qualified, highly driven individuals who have a clear understanding of their objectives and can provide concrete proof of their accomplishments. High achievers seeking success will be drawn to a high-pressure setting. Since success breeds more success, a group's reputation is also a key selling factor. Individual achievement must be possible while still adhering to the group's objectives. Professionalism must be acknowledged by peers, coworkers, and the general public. There is no reason to believe that other groups will react any differently because these are the elements that go into successful sports teams.

7.5 LET US SUM UP

In this unit you have learned about the term communication which means the process by which people or groups exchange ideas, feelings, and information. It uses both spoken and written words as well as non-verbal cues including body language, facial emotions, and even gestures. Since it enables individuals to comprehend one another, make choices, work together, and solve issues, communication is essential in all facets of human existence, including interpersonal and professional settings.

Building relationships, resolving conflicts, collaboration and teamwork, influence, and persuasion are all significantly impacted by communication, which acts as a bridge for human contact, education and development by practicing a number of skills that are essential for both individual and group success in social settings, including active listening, nonverbal communication, empathy, clarity and conciseness, adaptability, assertiveness, cultural awareness, emotional intelligence, and feedback. Stronger relationships; career advancement, more social confidence, positive societal impact, and conflict resolution are all outcomes of developing social potential through communication.

To sum up, communication is an essential skill for negotiating and improving social relationships. People may increase their social potential and create a more united community by concentrating on developing skills like emotional intelligence, empathy, and active listening.

7.6 CHECK YOUR PROGRESS

Short questions

1. What is the concept of communication?
2. Briefly explain the importance of communication.
3. What are the major obstacles in effective communication process?
4. What do you understand by group dynamics?
5. What is transactional analysis?

Long questions

1. Write a brief note about the concept and importance of communication.
2. What are the chronological stages of group development?
3. What are the major aspects to develop social potential?
4. What are the three factors that affect a group's efficacy and productivity?
5. Give a brief description about the group dynamics.

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UNIT 8 CORE APPROACHES AND STRATEGIES TO IMPLEMENT LIFE SKILLS

Structure

- 8.1 Introduction**
- 8.2 Objectives**
- 8.3 Understanding the concept and importance of program development**
- 8.4 Organizing and planning of life skill program.**
- 8.5 Methods and participatory techniques of life skill development program.**
- 8.6 Methodology and techniques for program**
- 8.7 Check your progress exercise**

8.1. INTRODUCTION

Life skills play an important role in the physical and mental wellbeing of individual and more particularly among the children and youth. The education system today emphasizes on life skills education intending to promote the same among the children. Customarily, life skills aim to promoting abilities which would be helpful to promote physical and mental well-being among the children and youth. They will also enhance competence in young people to face the realities of life more effectively and efficiently. Life skills help in multi-dimensional development of young people. The life skills help in multi-dimensional development of young people. The life skills are utilized in different areas- social and health to focus the attention on important issues life prevention of drug abuse, HIV/AIDS control of sexual violence, crime and suicides. The UNICEF has rightly remarked that the term ‘life skills’ has gained currency in the fields of health, education and social policy, yet remains without a full and widely accepted definition. Thus, imparting life skill education to the children and young people is vital from the perspective of individual and social development of the nation. The New Education Policy 2020 of government of India has also laid emphasis on life skill education. This course gives an insight into life skills.

Life skills are a set of abilities, attitudes, knowledge, behaviors and values that the person uses to reach an aim. It also refers to a positive behavior which comes a life through the possession of certain skills and knows how to do something positively.

The strength of the positive behavior depends upon the depth of the skills acquired by the individual. The OCED (Organization for economic corporation and development) has defined life skills on three general criteria which are as follows.

- a) Life skills contribute to an overall successful life and a well functioning society.

- b) Life skills are instrumental in meeting important challenges in a wide spectrum of relevant context.
- c) They are important to all individuals.

Apart from these life skills certain key competencies are also required which are as follows.

- a) Living and functioning in socially heterogeneous groups.
- b) Acting individually
- c) Using tools interactively

Competency is just more than knowledge and skills. It involves the ability to meet complex demands and tackle any situations that comes in front of an individual.

8.2 Objective

After reading this unit the learners will be able to

- Understand the meaning and importance of life skill development programs.
- Will gain self competency and confidence
- They will understand how a life skill program can be beneficiary for them
- The learners will understand the steps of life skill development programs
- They will identify common communication problems that may be holding the learners back
- They will learn how to communicate and develop a relationship with the fellow participants
- They will understand the importance of empathetic learning
- Will be able to explore communication beyond language

8.3 Understanding the concepts and importance of program development

Life skills are defined as the behavior use appropriately and responsibly in the management of personal and professional affairs. They are also a set of human skills acquired via learning or direct experience that are use to handle problems and questions commonly encountered in day to day personal and professional life. It is said that life skills are the core skills that each individual must acquire and inculcate both internally and externally for the betterment of self and others.

Life skills as defined by the world health organizations are “The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

The UNICEF has also defined life skills as “A behavior change or behavior development approach designed to address a balance of three areas which are knowledge, Attitudes and skills. “

Life skills therefore are the means to empower young minds in demanding situations in personal, professional and social life.

In view of this the life skill development programs are made with an aim to inculcate in the students both personal and professional skills in the following areas

- understanding of the self and others

- interpersonal skills
- high performance
- leadership potential
- communication and presentation skills
- Techniques of problem solving
- Decision making
- Fostering creativity
- The innovation for personal and professional excellence
- Stress management
- Time management
- Conflict management
- Inculcation of human values.

The programs are made with the active participation of facilitators, mentors and trainers. Participants are selected and made to engage actively in the program. Various activities are incorporated in the course which can be as follows.

- Oral presentation
- Impromptu (Extempore Speaking)
- Quizzes and debates
- Case studies
- Creative thinking
- Team building exercises
- Field visit and projects
- Psychometric analysis

With the help of all these activities the participants are able to understand the modalities of the life skills fully.

1. **Foundational** – Literacy, Numeracy and digital skills.
2. **Transferable skills** – These can be applied in different situations such as communications, creativity, problem solving, empathy, respect for diversity and critical thinking.
3. **Job specific skills** – These skills allow performance in a particular job such as carpentry, coding, accounting or engineering.

If an individual become competent in life skills he can acquire all the above mentioned life skills.

For an individual to be successful in life it is important for him to walk hand in hand with the other community people. Young people facing inequalities and exclusion are particularly incapacitated from creating, accommodating and using knowledge resulting in a fragile knowledge society.

It is therefore most important for society people to develop a strong curriculum having the teachings of life skill education.

Check your progress Exercise

Q1. Throw light on the concept of life skill development program.

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Q2. Write down the importance of planning and developing a life skill development program.

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Q3. Which personal and professional life skills should be specially emphasized in the life skill development programs.

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Q4. List the various activities that can be incorporated in the programs.

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8.4 ORGANIZING AND PLANNING OF LIFE SKILL PROGRAM

Life skills are necessary in helping children and young people feel a deep sense of empowerment. The empowered individual are able to recognized their own identity and worth as well as that of others. They are able to bring together group strengths to contribute to the personal and social transformation. This is especially applicable in the context of achieving social and gender parity. For example an empowered individual can address issues around girls who have been marginalized in Indian communities.

The framework provides the foundation in constructing an operational strategy that takes up practices at various platforms where different groups of individuals having different background

are culturally and socially accepted and treated equally. To make this empowerment sustainable the process requires long lasting solutions to problems.

ACCESS TO LIFE SKILLS PROGRAMS

For making life skills programs the following points should be kept in mind.

- The program should provide access to life skill building programs that are delivered in safe and secured environment and platforms.
- They should be flexible and should have convenient timing to facilitate the life skill building platforms both in the communities and also in school or out of school to ensure regular participation to children and young people.
- The life skill program should be embedded into the existing social protection schemes to motivate children and young people to participate and complete the program.

OPERATIONALIZATION OF THE LIFE SKILLS PROGRAMS

The ongoing operations of life skill programs should include the following points.

- 1) **Training and development** – Regular training and support should be provided to responsible functionaries and groups. Who have a potential to support building skills in children and young people. In schools settings there are head teachers and school management committees. In the community there are child protection committees, self help groups and local governance (Panchayati Raj Institutions). They need to be oriented and trained in different skills and the ways to support the children and young people within their capacities, roles and jurisdictions. The training program must nurture sensitivity, listening skills and participatory approach in these functionaries and groups.
- 2) **Platforms** – The following platforms may be used for teaching life skill education.
 - 1) The life skill program must be embedded within the existing curricular, co-curricular and vocational activities in schools for synergy, impact and feasibility of using classroom time effectively. The skills are better learned when they are embedded in the methods use to teach curricular subjects which includes not only math's, literacy and science but also sports and arts etc.
 - 2) Established platforms for life skill development both in communities and in schools for children and young people.
 - 3) The programs can be run either out of school or in school.
 - 4) The platforms that may be used in schools include leadership platforms, sports, morning assembly, cultural activities, drama and debate forums, children governance, children committee and others.
 - 5) Out of school platforms include community based adolescent groups, sports, cultural activities and civic action.
 - 6) A series of planned activities and experiences should be provided to children and young people through these programs.

- 7) Training and development programs should also be implemented for the power holders in the community, parents, administration, school management committee and others.
- 3) **Gathering material content and measurement** – For giving life skill educations the programs should use gender focused, content or curriculum to break gender stereotype both for community based and in school programs. The material and content should be suitable for all age groups especially for children and young people some specific material and content should also be there to teach life skills like critical thinking, problem solving, decision making, empathy and cooperation.
Measure of the life skill based outcome is important because the further strategies should be developed based on evaluating the previous programs. Pre and continuous measurement of skills for every child and young persons who goes through the life skill building framework is important.
- 4) **Collaboration** – For successful running of a life skill program in an out of school or any other organization is important the collaboration has to be done with the community and community people. The collaboration needs to be done at following platforms.
 - i) Close community linkages should be established to influence parents and community on critical gender and social issues in order to create an enabling environment for children and young people.
 - ii) For all those who delivered and participate in life skill programs, trust, value and compassion should be nurtured.
 - iii) Collaboration should be done with private sector, civil society and government for synergistic and accelerated efforts.
 - iv) To bring life skills into practice the organizer must engaged with private sector or potential employers to established platforms that helps translating life skills into practice.
 - v) Internship opportunities and letter linking internship to job opportunities should be volunteered
 - vi) A collaborative accountability framework should be developed which should assigned roles and responsibilities of every stake holder and enabler.

8.5 Methods and participatory techniques of life skill development program.

Before starting any program some of the point have to be decided before hand e.g. to organize a life skill development program at the onset the participants have to be selected. After this step the strategic planning for the program needs to be done. The methodology for the program delivery needs to be decided.

The steps of the programs will be as follows.

- a) **Selection of the beneficiaries** – Before starting any program it has to be decided as to who all will be trained in the life skill development program. A careful selection needs to be done as the group should preferably be homogenous in terms of age and knowledge.
- b) **Facing of the program** – The program should run in the following three phases.
 1. **Preparatory Phase** – During this phase the following things should be decided.
 - The propose date for the program

- Selection of venue
 - Selection of participants
 - Identification of resource persons
 - Selection of facilitators and trainers
 - Invitation to participants, resource persons, facilitators and trainers.
 - Arrangement of other logistics, equipments and reading and learning material
2. **Implementation Phase** – During this phase the curriculum and time table of the program has to be decided so that there is smooth conduct of training as per plan.
 3. **Documentation Phase** – Proper documentation should be made for the life skill training program. The detailed physical and financial report including photographs and press clippings should be kept and made available to the authorities whenever required.

The strategy for the program

The strategic planning for the program needs to be done according to the above mentioned phases. It has to be done under following steps.

1. Following the guiding principles of the program the participant will be selected. The selected participant shall be engaged in different kinds of works according to the decided curriculum.
2. According to the proposed curriculum the trainers and counselors will be selected
3. The duties will be proposed and assigned to the facilitators, trainers and instructors.
4. Programming and delivery of the package of activities will be done through academic, participatory and demonstrative methodologies for giving life skill education and other information to the participants.
5. In addition to these resource person and trainer one counselor will be deputed as resource person for group of participants to cover the counseling and programmatic and managerial issues during the training program.
6. During the life skill program emphasis should be given for life building, man making, character making and assimilation of ideas for overall development.
7. Action photographs should be taken of everyday programs, the workshops, the lectures, the participation, games and the outdoor activities and the visit.
8. The final report should be prepared by trainers. Evaluation and routine monitoring reports should be prepared by the director of the program. The final report should be made on the basis of the report sent by the trainers.
9. The subjects to be dealt with in the program needs to be decided before starting the program. They can be selected or all of the following subjects.
 - All the core life skills
 - Subjects related to general health
 - Reproductive and child health
 - Awareness and knowledge about HIV, AIDS, STDs and other ailments
 - Food and nutrition
 - Substance consumptions, abuse and alcoholism
 - Norms and imperatives of a healthy family

- Healthy moral life
- Gender issues
- Regular counseling
- Different schemes of government of India.

8.6 Methodology and Techniques of the Program (Part 1)

All the used methodology and techniques of the program will be as follows.

1. **Academic Methodology and Techniques** – The following methods and techniques will be use under Academic Methodology.
 - i) **Lectures** – Lectures shall be delivered by the subject's specialist. The subjects shall be chosen from the above list of subjects. Apart from the lectures to assist the understanding of the subjects the specialist will use the required Audio Visual aids.
 - ii) **Class discussions** – The lectures will be followed by discussions, lateral thinking, Questions and answers etc. During the discussion session the participants shall be allowed to ask question relevant to the subjects so that all their doubts regarding the discussions can be cleared.
 - iii) **Story telling in the class** – During the session of the story telling the demonstrator takes a subject and selects a story which is relevant and related to the subject. During the narration of the story he can take help of various aids and also make the participants understand with the help of actions and gestures.
 - iv) **Story reading session in the class** – In this session any story will be read by the demonstrator to the participants. Analysis of the story shall be followed by the participants. Learning points will be evolved out of the analysis and discussions.
2. **Participatory Methodology and techniques** – In this methodology following methods will be there.
 - i) **Discussion** – The discussion methods comprises of the following techniques
 - a. **Direct Thematic discussion** – In this technique discussions on the direct intended topics are done in which the participant as well as demonstrator share their views.
 - b. **Question Box technique** – In this technique the subject is made clear to the participant with the help of question and answer.
 - c. **Brain Storming** – In this technique the participants are given the topic and they are asked to prepare and speak on it.
3. **Demonstrative Methodology** –
 - i) **Projector, slides show, Audio and Visual** – In this technique the subject is made clear to the participant with the help of projector and slide show. The slide show should be relevant to the subject and they should be in a language and form which is easily understandable by the group of participants. In between the projector show the different slide should be explained by the demonstrator during the break period the participants should be ask to discuss their doubts and make any questions regarding the subject.

- ii) **Charts preparation etc** – in this technique the participants are given a subject. They are asking to make a chart or posture on the subject during the given period. After the completion of the period the participants are ask to present their chart/postures in front of the rest of the groups. They can also speak while showing the chart or posture.
- iii) **Visits of educational and entertaining nature** – in this technique the participants make field visit to the proposed area. There they get first hand information regarding any problem or recent activity going on in the community. These field visits are educative as well as entertaining also. The demonstrators and trainers usually accompany the groups of the participants.
- iv) **Work on the wall magazine** – Creative articles like poem, arts, write ups, stories can be prepared by the participants. They can also click photographs related to the subjects. This can be a very enriching and learning experience by them.
- v) **Demonstration of models and flip charts, pictures etc.** – In this technique various models are demonstrated and explained followed by discussion and noting down the learning points.
- vi) **Movies** - Motivational and inspirational movies can be shown to the participants to make the subject clear to them.
- vii) **Case studies** – Situation analysis activities may be initiated by the trainers. The demonstrator or trainer may select a few cases pertaining to the subjects and explain it to the participants.

Methodology and Techniques of the Program (Part 2)

Following methodology will be use to organize the participant and for creation of environment within the community for successfully executing the program.

- Meeting of the gram sabhas
- Workshop with parents of the participants
- Assertive invitation to parents to join the **Pedogogy** sessions
- Using Pedogogy to associate the entire program of life skill education with the family and community by assertively using instances and techniques of individual and family life towards strengthening socialization of the participants.
- Regular (daily) games, adventure activities and yoga sessions.
- Role play

The trainer can take any other activity if he feels it necessary to be taken up in connection with the training program.

Methodology and Techniques of the Program (Part 3)

During this phase the day to day program of training has to be decided most of the time it can be a cyclic program in which day wise activities are decided and written before hand.

Outcome of life skill education Training program

- The participant will get updated information on various life skill issues.
- They will also get additional information on other important subjects like gender issues, substance abuse and high risk behavior etc.
- The participant will get familiar with each other and with their trainer and will be able to identify their personal roles as peer educators.
- The participants will understand the modality of acquiring ten core life skill techniques for shaping their life.

Check your progress exercise

Q1. What are the important characteristics of a successful life skill development program?

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Q2 Write down the steps of a life skill development program.

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Q3. What do you understand by participatory techniques of a life skill program?

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Q4 Write down the strategy for a life skill program.

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Q5 Throw light on the methodology and techniques of a life skill development program.

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Unit- IX LIFE SKILLS AND YOUTH DEVELOPMENT

Structure

- 9.1 Introduction**
- 9.2 Definition and meaning of adolescence and youth**
- 9.3 Conception- socio cultural perspective**
- 9.4 Youth demographics and role in society**
- 9.5 Challenges of adolescence and youth development**
 - 9.5.1 Biological Challenges**
 - 9.5.2 Cognitive challenges**
 - 9.5.3 Psychological challenges**
- 9.6 Formal approaches to youth development**
- 9.7 Non-formal approaches to youth development**
- 9.8 Positive youth development**
 - 9.8.1 Defining PYD**
 - 9.8.2 Principles of PYD**
 - 9.8.3 Models of PYD**
 - 9.8.4 PYD program**
 - 9.8.5 Specific PYD program**
- 9.9 References**

9.1 Introduction

Adolescence is the stage of life when a person is neither a kid nor an adult. Life fills up with excitement. Curiosity and experimenting might lead to uncertainty, but they can also pave the way for success. The experiences, information, and abilities gained throughout adolescence have significant ramifications for adulthood, making this a pivotal period in life. Since the beginning of human history, philosophers, intellectuals, and sociologists have been captivated to the adolescent stage. According to Aristotle (4th century BC), teenagers believe they know everything and are pretty certain of it. According to Rousseau (16th century), adolescence is when reasoning develops. Adolescence is a time of conflict and mood swings, according to Stanley Hall, the founder of adolescent scientific study.

9.2 DEFINITION AND MEANING OF ADOLESCENCE AND YOUTH

The term adolescence is derived from the Greek word "adolescere," which meaning "to grow into maturity." Some psychologists refer to it as an era of transition in life. During this transitory stage, the youngster goes through a variety of changes. The interval between childhood and maturity is also referred to as the adolescent years. In another word, puberty and a general physical growth

spurt are two signs of adolescence, in this time significant physical transformation occur. It is also a period of cognitive, physical, social and moral development along with hormonal changes (Fig. 9.1). In this stage adolescent starts to think about abstract ideas like freedom, fear, and love as well as new possibilities.

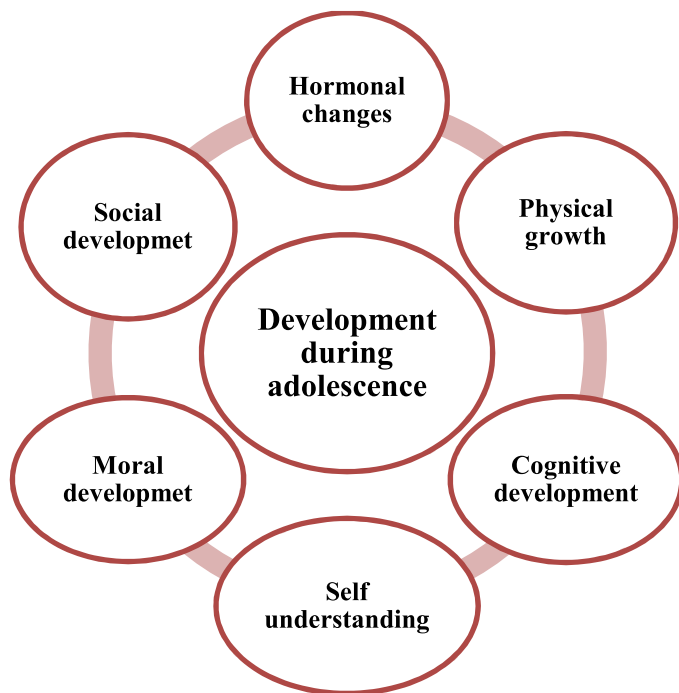


Figure 9.1 Different developments in adolescent

According to the definition above, adolescence is a process rather than a phase or time. The process is more continuous and dynamic. It continues undetectably. It is a crucial time in human development. This stage of human growth is crucial. Adolescence is defined by certain phases or eras, according to those who view it as a developmental approach. These phases include pre-adolescence or early adolescence, middle adolescence, and late adolescence. Pre-adolescence, often known as pubescence, usually starts two years before puberty. Sexual maturity is ushered in by bodily changes that occur throughout this period. It is distinguished by the physical growth surge.

The word puberty comes from the Latin word *pubertas*, which means "age of manhood." It is indicated by a particular level of sexual maturity during the development and hormonal processes. It indicates when secondary sex traits start to manifest and when the reproductive organs start to work. There is less certainty in late adolescence. It continues until comparatively full physical development is achieved. Physical development may continue for an average of 19–20 years.

Adolescence is defined chronologically, according to age groups. For instance, the early adolescent age range is 11–14 years, the middle adolescent age range is 14–16 years, and the late adolescent age range is 16–19 and occasionally 21 years (Fig. 9.2). Since no two people are alike, periodization presents a challenge. Individuals differ greatly from one another. A person may have a child's mentality but have teenage physical characteristics. The sexual drive is nearly dormant in late adolescence since the teenager is more engaged in exploring his surroundings at this time. Giving him a social sense of direction is also appropriate at this time.

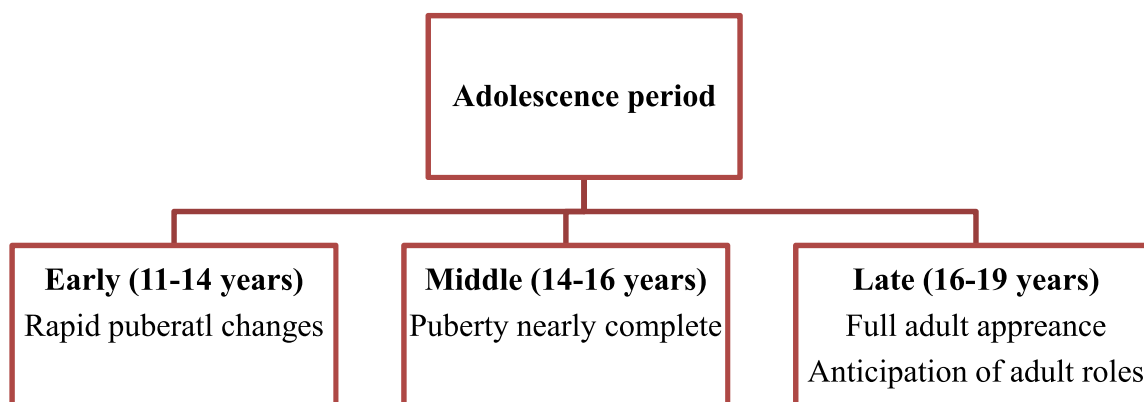


Figure 9.2: Stages of Adolescence

Adolescence is the era of mental, social, and physical changes that occur throughout the transition from childhood to maturity, whereas youth is the time of gaining independence. According to the World Health Organization (WHO), adolescents are defined as those who are between the ages of 10 and 19 and youth as those who are between the ages of 15 and 24. Although the two terms are frequently used interchangeably, the United Nations defines "youth" as a broader period that includes late adolescence and early adulthood, whereas "adolescent" corresponds particularly to the life stage between childhood and adulthood; in other words, all adolescents are considered youth, but not all youth are adolescents. Adolescence has been characterized differently by several authors, who have taken into consideration the biological, social, and psychological characteristics of the time period.

- G. Stanley Hall coined the word "adolescence" and described it as the period between puberty and maturity. Hall saw this as a difficult period.
- According to Erik H. Erikson, adolescence is a "moratorium" in contemporary Western society, a time when youth are free from obligations and may try new things.
- According to the WHO, adolescence is a special period of human development that is crucial for establishing the groundwork for long-term health.
- According to AT Jersildm, "the period of years during which boys and girls transition from childhood to adulthood, mentally, emotionally, socially, and physically."
- Some psychologists claim that it is the time frame within which a person is capable of bearing children. It indicates that a person is considered an adolescent after they have acquired the ability to reproduce their own kind.

Various words are associated with different phases of life, such as childhood, youth, young people, and teenage, each with distinct meanings.

- Child refers to individuals below 14 years of age, as defined by the Census of India.
- Youth is defined by the United Nations as individuals between 15-24 years of age, while the National Youth Policy of India includes those aged 13-35 years.

- Young people are those in the age group of 10-24 years.
- The term teenage is synonymous with adolescence, a phase of life recently recognized for its distinct characteristics and specialized needs.

Adolescents are those who have outgrown their childish social standing but have not yet received the adult privileges of maturity and social connections. Despite of this, they are neither a child nor a man yet. In certain cultures, a person's role defines his or her level of maturity. There are differences in what an adolescent is even within one culture.

9.3 CONCEPTION- SOCIO CULTURAL PERSPECTIVE:

Combining social and cultural elements to explain behavior or even societal problems is known as socio-cultural perspective. Since people are social creatures, their behavior is influenced by their surroundings. Lev Vygotsky created this viewpoint in the 1930s and applied it to psychology, stating that a person's conduct is influenced by their culture and past experiences. People will behave and even learn differently depending on their culture or way of life, according to the socio-cultural perspective. Values and customs, age, financial status, language, and location are examples of cultural influences. Cultural groupings govern how people should behave, learn, and interact with others based on their norms (good or poor conduct) and values (standards of behavior). Depending on their surroundings, people from various cultures will have different perspectives on conduct. For instance, if someone comes from a particularly religious society, they might not engage in premarital sex because of the ideals they were taught while growing up in that culture. In addition to this, a socio-cultural conception of adolescence highlights how the social and cultural context in which a person lives greatly shapes the experience of adolescence. This includes elements such as family structure, peer groups, societal expectations, and cultural values, which result in a variety of expressions of adolescent development across different societies. Some of the key characteristics of this perspective are the emphasis given to social roles and identity formation, the influence of peer groups, the different rites of passage that signify the transition into adulthood, and the influence of cultural norms on behaviors and decision-making. The socio-cultural perspective seeks to comprehend human behavior through an analysis of people's cultures and the groups they are a part of. A person's culture encompasses their common language, customs, values, and even location. More significantly, these common lifestyles educate the individuals what was and wasn't acceptable conduct.

The socio-cultural perspective is one method for figuring out why people act in certain ways. It also looks at how people behave and how their personalities evolve by analyzing the norms of the social groups and subgroups they belong to. These regulations, which frequently serve as unspoken norms, govern how people behave. Important aspects of a socio-cultural perspective on adolescence include:

- Through their relationships with friends, family, and the larger society, adolescents actively explore and develop their identities. These interactions are impacted by cultural norms about gender roles, socioeconomic status, and ethnicity.
- Peer interactions become crucial during adolescence and have a big influence on decision-making, attitudes, and social conduct. The cultural rituals or activities known as "rites of

passage" that commemorate the passage from childhood to adulthood can differ widely among cultures and have an impact on how adolescents are seen.

- Adolescent behavior is influenced by a culture's values and beliefs, which include standards for social conformance, independence, and responsibility.
- The experiences and developmental trajectory of adolescents can be greatly influenced by their social situation, educational opportunities, and community resources.

9.4 YOUTH DEMOGRAPHICS AND ROLE IN SOCIETY:

One of the main factors influencing a nation's economic standing is its demographic composition. The population's age distribution and the proportion of young people in the population are significant because they influence the expansion of the labor force and the demands placed on the economy to create jobs. In fact, governments and politicians frequently see young people as a source of labor market constraints that are hard to resolve rather than as assets, and a high youth unemployment rate is seen as a possible contributor to political instability and social unrest. Achieving sustainable, inclusive, and stable communities and preventing the biggest dangers and obstacles to sustainable development—such as the effects of climate change, unemployment, poverty, gender inequality, war, and migration—require the active participation of young people.

According to the Ministry of Health & Family Welfare's Report of Technical Group on Population Projections for India and States 2011-2036, 27.3 percent of India's population is between the ages of 15 and 29, making it one of the youngest nations in the world. The country's population reached 1211 million in 2011 and is expected to reach 1363 million in 2021. In terms of absolute numbers, the country's demographic pyramid will change between 2011 and 2036 as a result of falling fertility and rising life expectancy. It is anticipated that the number of people over the age of 15 would rise, while the percentage of those under that age will fall. The young population is predicted to rise at first, but then begin to fall in the second half of the 2011–2036 timeframe. From 222.7 million in 1991 to 333.4 million in 2011, the overall number of youth is expected to rise to 371.4 million by 2021 before falling to 345.5 million by 2036.

In the years that follow, the population distribution across various age groups is impacted by changes in fertility and death rates. The TFR and CDR both exhibit a downward tendency, which causes the population to shift from youthful (up to 29 years old) to middle-aged (30–59 years old) and elderly. After rising from 26.6 percent in 1991 to 27.9 percent in 2016, the percentage of young people in the overall population is expected to begin a declining trend and drop to 22.7 percent by 2036. The old population's share, on the other hand, has grown from 6.8% in 1991 to 9.2% in 2016 and is expected to reach 14.9% in 2036. Consequently, it is reasonable to assume that a higher percentage of young people now will lead to a higher percentage of old people in the population later on. As a result, there will be a need for improved healthcare facilities and the creation of senior assistance programs. From 949 in 1991 to 928 in 2011, the population's sex ratio, measured as the number of females per 1000 males, has decreased.

Although the number of young people is increasing globally, there are significant differences in the age distribution of the population and the proportion of young people. Fertility and the proportion of the population with dependents under the age of 18 drop when nations undergo a demographic

transition brought on by increased industrialization, urbanization, and skills-dependent economic activity. A phenomenon known as the "youth bulge" occurs when population see an increase in young people as a percentage of the total population as the relative number of children declines. As a cohort study, this demographic bulge then moves through the population as a whole in subsequent bulges until, as is now the case in developed countries, the largest proportions of the population are composed of older people and those who are of retirement age.

Regarding the state-by-state scenario, it is evident that the youth population as a percentage of the total population peaked in 2011 and then began to decline in the majority of the states. However, in Kerala, the peak was reached in 1991, and the decline is expected to be 11 percentage points between 1991 and 2036. The young population in Tamil Nadu is likewise smaller in 2011 than it was in 2001, and it has been on the decline ever since. The state of Kerala's elderly population is expected to make up 16.5% of the overall population, compared to 22.1 percent of the youth population in 2021. By 2036, their proportion (22.8%) is expected to surpass that of the youth (19.2%). By 2036, it is anticipated that the elderly would outnumber the youth in Tamil Nadu and Himachal Pradesh. The percentage of young people in the states of Bihar and Uttar Pradesh increased until 2021, at which point it is anticipated to begin to decline. More than half (52%) of the nation's young are expected to reside in these two states, along with Maharashtra, Madhya Pradesh, and Rajasthan. According to demographic projections for 2021, Andhra Pradesh, Gujarat, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, and West Bengal have the lowest percentages of young people in comparison to the rest of India. It is evident that the percentage of females in practically every state is lower than the percentage of males in the young population, but it exceeds the percentage of males in the elderly. The longer life expectancy of women in the nation is one of the primary causes of the trend.

Malnutrition affects adults in India in two ways: abnormally thin and overweight or obese. According to the NFHS 5 study, one of these two nutritional issues affects 39% of Indian men and 43% of Indian women between the ages of 15 and 49. The body mass index (BMI), which is calculated by dividing weight in kilograms by height in meters square (kg/m^2), can be used to evaluate malnutrition in adults. Chronic energy shortage or undernutrition is indicated by a BMI below 18.5. Adults are deemed too thin for their height if their BMI is less than 18.5. Adults are classified as overweight or obese if their BMI is 25 or above. A BMI of 18.5-24.9 indicates a normal weight for height.

With a BMI of less than 18.5, over 40% of women and men aged 15 to 19 are undernourished in 2019–21, showing a significant prevalence of nutritional deficiencies. In a similar vein, 15% of men and 21% of women in the 20–29 age range are undernourished, having a BMI below 18.5. The number of undernourished youths between the ages of 15 and 29 decreased in 2019–21 compared to 2015–16. However, both men and women in the 15–19 and 20–29 age categories saw a modest rise in overweight/obesity in 2019–21 compared to 2015–16.

Lack of iron, Anemia, is among the most prevalent types of malnutrition worldwide. It can negatively impact a person's health and is characterized by a low level of hemoglobin in the blood. Low hemoglobin levels make it more difficult for the blood to transport oxygen from the lungs to other tissues and organs. In addition to increasing the risk of infectious illness morbidity, anemia in

young children can affect cognitive function, behavioral development, language acquisition, coordination, and academic performance. A lack of iron and other vital minerals and vitamins in the diet, as well as illnesses like sickle cell disease and malaria, can result in anemia. Since anemia is linked to a higher risk of preterm delivery and low birth weight in children, as well as the potential to become an underlying cause of maternal and perinatal death, it is especially concerning for young girls.

In 2019–21, 31% of males and 59% of women between the ages of 15 and 19 are anemic. There are more women with mild anemia (26%), moderate anemia (30%), and severe anemia (2.6%) than males in the 15–19 age range (mild – 25%, moderate – 5%, and severe –0.3%). Adolescent girls aged 15–19 and women aged 20–29 have about equal prevalence of anemia; however, among males, the prevalence is higher among teenage boys than among males aged 20–29. Anemia is more common in women than in males, as might be expected. The prevalence of moderate and severe anemia has grown among women between 2015–16 and 2019–21, but mild anemia has increased among males.

9.5 CHALLENGES OF ADOLESCENCE AND YOUTH DEVELOPMENT:

Adolescence is the most challenging period in life. Teenagers go through many physical, physiological, and emotional changes throughout this period. A significant shift occurs in the adolescent's life, including elevated hormone levels, altered mental patterns, and a change in social interactions. It may be quite difficult for the youngster to cope up with all of these changes at once. It is the period of a young person's life when they transition from reliance on their parents to maturity, independence, and autonomy. The young person starts to transition from the family group as their primary social structure to the family playing a less role and being more attracted to joining a peer group, which will ultimately cause the young person to stand alone as an adult.

There is no denying that this period may be thrilling and intimidating especially for anyone dealing with changes in their life on a biological, cognitive, psychological, social, moral, and spiritual level. Greater independence leads to greater freedom, but freedom also entails obligations. Close relatives may feel as though they are living with a stranger when views and opinions shift. Some major developmental challenges that occur in this period are discussed below and depicted in table 1:

Challenges facing by adolescence and young people
<ul style="list-style-type: none"> • Seeking spiritual pathways (organized or cult religions) • Defying authority • Taking risks • Finding employment • Experimenting with drugs, alcohol, and sex • Changing educational institutions and environments • Questioning society's moral and social structures • Forming bonds with others • Asserting rights • Comprehending sexuality • Accepting personal and collective responsibility

- Renegotiating regulations at home

Some major challenges in adolescence and youth are:

9.5.1 Biological Challenges

Adolescence starts with puberty, the first distinct developmental event. During puberty, the biological changes that signal the passage from childhood to adolescent take place. The body produces a number of hormones, including growth hormone, testosterone in males, and estrogen in women, which control this process. These hormones are essential for the development of secondary sexual traits as well as for young people's physical development. The emergence of secondary sexual traits throughout puberty is among the most noticeable alterations. In girls, this involves the onset of the first menstrual cycle, pubic and armpit hair, and breast development. Boys have an increase in the size of their testicles, shoulder widening, and facial hair development. Sex hormones, which promote the development of the reproductive organs and other physical traits specific to each sex, are responsible for these alterations.

Physical growth is another significant biological development that takes place during adolescence. A growth spurt is the term for the sudden increase in height and weight that young individuals experience throughout puberty. Growth hormone stimulates the long bones to lengthen, which is the primary cause of this height gain. Although the duration and severity of this process might differ from person to person, it typically happens between the ages of 10 and 16 for girls and 12 and 18 for boys. Adolescence also brings about changes in body composition. Girls have higher body fat percentages, particularly in the thighs and hips, which help to create feminine curves. Boys exhibit a redistribution of body fat and an increase in muscular mass, giving them a more athletic image.

In adolescence, the development of the reproductive system is one of the most important biological changes. Puberty signals the onset of ovulation and menstruation in girls, it is a sign that they are ready to reproduce. In boys, sperm production and testicular morphology alter to allow for reproduction. The growth of sexual glands, such as the ovaries in girls and the testicles in boys, as well as the maturity of the internal and external reproductive organs take place during adolescence. In biological terms, these changes signal the transition to maturity and are essential to an individual's ability to reproduce. These biological challenges include the alterations brought on by the release of the sexual hormones that influence emotions. Increased mood swings may have an effect on interactions at home with parents and siblings as well as in social situations or at school.

9.5.2 Cognitive challenges

Cognitive development is the term used to describe the psychological changes that occur in the brain over the course of the life of an individual. Thinking, learning, memory, information retrieval, and emotion processing are just a few of the cognitive skills that may become more sophisticated as one develops cognitively. As a person grows through infancy, toddlerhood, childhood, adolescence, and adulthood, cognitive development and brain expansion continue, starting before birth. Cognitive growth is crucial because it enables people with normally developed cognitive capacities to acquire and comprehend more complicated information as they mature. A solid basis for cognitive growth in adolescents may be established by promoting cognitive development in

newborns, toddlers, and kids by offering a caring atmosphere with chances for play, social contact, and high-quality educational access.

Adolescent cognitive changes include a transition from concrete to abstract and complicated thinking. Cognitive development challenges during adolescence are mostly caused by the frontal cortex, which is still developing. These issues include trouble controlling impulses, making emotional decisions, inconsistent reasoning, taking risks, and planning and prioritizing while navigating challenging social situations and forming an identity. The frontal cortex is one of the last parts of a child's brain to fully mature. The young person cannot acquire full maturity till they are in their mid- to late-20s. This area of the brain regulates executive functions such as organizing, prioritizing, and controlling urges. Adolescents are prone to making bad choices since they grow so late. Mood swings and risk-taking behaviors may increase. Due to the still-developing prefrontal cortex, the part of the brain in charge of executive functions like impulse control, "hot cognition" in adolescence refers to decision-making that is highly influenced by emotions and frequently results in impulsive behavior, whereas "cold cognition" involves more thoughtful and rational decision-making where emotions play a less significant role.

Adolescence has a higher level of brain growth than children. Children can only reason about the tangible, or the present moment. These boundaries are crossed by adolescents, who are able to think beyond what they perceive to be real and consider what could actually be true. They are capable of handling abstractions, testing theories, and seeing endless possibilities. Adolescents still, however, frequently exhibit egocentric attitudes and behaviors. Adolescent cognitive development involves the fast growth of a large number of neurons. These nerve bundle connections become more pronounced in the adolescent body. This makes it possible to think in more intricate and advanced ways. Adolescence, according to Piaget's theory of social development, is when young people transition cognitively from "concrete operations" to "formal operations." Thus, they can handle abstract theories, concepts, and ideas. It takes time to gain confidence in applying these newly learned abilities, and they could make poor decisions. The difficulty of the adolescent's learning process includes learning from both success and disappointment.

Improved mental traits that emerge throughout adolescence include:

- Abstract reasoning
- The capacity for reasoning
- Control of impulses
- Creating thinking
- Capabilities for solving problems
- Capacity for making decisions

9.5.3 Psychological challenges

Accompanying the physical changes that characterize the beginning of adolescence, there are psychological and social changes that make this time a crucial transitional stage toward adulthood. Adolescence is included in a number of models or ideas that put human development from birth to death. The majority of these are "stage" models; the person must finish each step before going on to the next. All of the models identify many "tasks" that define adolescence. Focusing on

psychosexual development, Freud considered adolescence as a recapitulation of the formation of sexual consciousness in infancy. The shift to independent adult functioning, according to Piaget, would be made possible by the development of cognitive skills. According to Erikson's most recent research, the tensions surrounding the development of personal identity are central to the concept of adolescence. More practically, the bio-psychosocial approach acknowledges that adolescence has biological (puberty and sexual development) as well as psychological and social components.

Adolescents face psychological challenges as they move from infancy to maturity. With the emergence of a new individual, the rules will likely alter and he or she may be given additional duties, requiring adherence to a new standard of behavior. Parental and legal expectations around accountability are growing. As they continue on their journey of self-discovery, adolescents must continually adjust to new circumstances as well as other physiological and social changes. This might lead to stress and anxiety. Teenagers may thus be less tolerant of change, which makes it more difficult for them to regulate their conduct, which can occasionally show up as inappropriate mood swings and angry outbursts.

9.6 FORMAL APPROACHES TO YOUTH DEVELOPMENT:

Building important life skills like competence, confidence, connection, character, and caring is a common focus of formal approaches to youth development, which are mainly defined as structured programs and initiatives that use evidence-based strategies to cultivate positive outcomes in young people. One such framework is "Positive Youth Development (PYD)". Important components of formal methods to juvenile development:

- i. **Developmental focus:** Recognizing many phases of adolescent growth and adjusting programs in accordance with them, taking into account variables such as age, social setting, and cognitive ability. A holistic approach involves addressing a young person's intellectual, social, emotional, and physical well-being, among other areas of their life.
- ii. **Strength-based perspective:** Rather than concentrating just on deficiencies, this approach acknowledges and builds upon young people's current strengths and good traits.
- iii. **Community engagement:** Working together to establish conditions that are conducive to youth development with families, schools, community groups, and other stakeholders.
- iv. **Formal methods to juvenile development include:** Positive Youth Development (PYD): The "5 Cs", competence, confidence, connection, character, and caring; are highlighted in this popular concept as important markers of healthy childhood development.
- v. **Youth mentoring programs:** Assigning adolescents to adult mentors who serve as role models, advisors, and supporters.
- vi. **Programs for leadership development:** Giving young people the chance to sharpen their leadership abilities via instruction, seminars, and volunteer work.
- vii. **After-school programs:** Organized exercises that support social skills, academic success, and healthy living choices.
- viii. **Programs for job exploration:** Assisting youth in learning about various career options and acquiring essential skills.
- ix. **Initiatives for community service:** Getting young people involved in voluntary activities to promote civic engagement and a sense of belonging.

Crucial factors to take into account when putting formal youth development techniques into practice:

- a) *Making decisions based on data:* Applying data to evaluate the efficacy of programs and make well-informed modifications.
- b) *Cultural sensitivity:* Adapting initiatives to the particular requirements and backgrounds of various young people.
- c) *Youth engagement and voice:* Giving young people the tools they need to actively participate in the planning and execution of programs.

9.7 NON-FORMAL APPROACHES TO YOUTH DEVELOPMENT:

In order to empower young people and meet their unique needs, non-formal approaches to youth development refer to educational and developmental activities that take place outside of the traditional school system, frequently in community settings. These activities emphasize the development of skills, knowledge, and personal growth through adaptable and participatory methods, such as youth clubs, volunteer programs, life skills workshops, and community projects. Important traits of informal youth development strategies include:

- i. **Community-based:** Events are planned and carried out locally, frequently with the participation of stakeholders and local leaders.
- ii. **Flexible structure:** With adjustable times and places, programs may be tailored to participants' requirements and availability. Youth actively participate in planning, making decisions, and carrying out activities as part of participatory learning.
- iii. **Holistic development:** Emphasizes life skills including communication, leadership, problem-solving, critical thinking, and social responsibility in addition to academic abilities. Learning via practical exercises, projects, and real-world encounters is known as experiential learning. Non-formal youth development initiatives include, for example: Youth clubs that offer a venue for social interaction and skill development include debate, art, sports, and environmental groups.
- iv. **Volunteer programs:** Involving young people in community service projects to solve social concerns and foster civic engagement.
- v. **Leadership development:** Courses and initiatives to provide young people leadership abilities.
- vi. **Training in life skills:** Classes covering subjects including career planning, health and hygiene, financial literacy, and conflict resolution.
- vii. **Community projects:** Starting and overseeing initiatives to solve issues in the area, such as community gardens, environmental cleanups, or awareness-raising campaigns.
- viii. **Mentorship programs:** Assigning young people to seasoned mentors in order to provide them with support and direction. Camping, hiking, and team-building exercises are examples of outdoor education activities that foster personal development and resilience.

Benefits of non-formal youth development:

- a) *Increased engagement:* Provides possibilities for adolescents who might not be actively involved in traditional schooling systems.

- b) *Development of relevant skills*: Emphasizes the practical abilities required for everyday living and future employment.
- c) *Empowerment*: Encourages young agency and involvement in decision-making.
- d) *Social cohesion*: Provides chances for young people from different backgrounds to interact and work together.
- e) *Positive youth development*: Encourages prosocial conduct, self-worth, and personal development.

9.8 POSITIVE YOUTH DEVELOPMENT

For statistical reasons, youth are defined by the United Nation (UN) as those who are between the ages of 15 and 24. It acknowledges that youth is a dynamic condition since different nations and cultures may have different age groups. The World Health Organization (WHO) defines young people as those between the ages of 10 and 24. This age range comprises adolescents (10–19 years old) and youth (15–24 years old). According to UNICEF's Convention on the Rights of the Child, a child is defined as someone under the age of eighteen. According to Indian law, a person is still considered a kid until they turn eighteen. According to India's National young Policy 2014, young are defined as those who are between the ages of 15 and 29. According to estimates, India's young population (those aged 15 to 24) will reach 25 crore by 2021 (National Commission on Population, 2019). Because of its large number of youthful people, India is seen as a young nation. The age range that designates the stage of youth varies. Nonetheless, it is generally understood to represent a stage of transition between childhood and maturity. The era of dependency in childhood gives way to independence in maturity.

Erikson's (1994) psychosocial theory of development states that creating a sense of identity is a critical effort throughout the adolescent era. Identity versus role uncertainty is the problem that adolescents encounter at this developmental period. They attempt to comprehend themselves as they experience different changes in their physical, cognitive, moral, social, and emotional aspects. The dynamic interplay between the adolescent as an individual and the many contexts and situations in which they live and operate has an impact on this identity formation.

The young people must accomplish other developmental goals in addition to creating a sense of identity, such as finishing school successfully, landing a respectable job and career, falling in love, learning how to interact with others, gaining workplace values and attitudes, becoming more independent, being socially responsible, and giving back to the community. They progressively become more economically and psychologically independent. However, there could be differences in how quickly young people achieve this. For example, young people in rural and tribal areas could become economically independent sooner than those in cities, which might be pursuing further schooling and still figuring out their employment alternatives. Therefore, when attempting to comprehend young people and making plans for their improvement and well-being, it is crucial to take into account their socio-cultural background.

Youth is undoubtedly a crucial time in a person's life when many changes take place at once and peer, family, and community influences are strong. The youth may experience a range of difficulties associated with these influences, including substance misuse, bullying, anxiety, domestic violence,

abuse, disputes, negative peer pressure, and a number of mental health issues. For example, young people are among the most susceptible categories when it comes to suicide, accounting for 33% of all police-recorded suicide cases (MoSPI, 2017). The adolescent must acquire the necessary abilities to deal with these detrimental effects on their development.

The young person is also filled with promise, vigor, aspirations, and a will to succeed. Despite all the odds, there are numerous examples of people from all walks of life that have achieved success and realized their aspirations. Kids development must thus be approached from three angles: intervention (concentrating on remediation), prevention (concentrating on at-risk kids and preventing negative outcomes), and positive development (concentrating on all adolescents enhancing their character qualities and abilities) which is illustrated below in Fig 9.3. Therefore, fostering good experiences and qualities in young people as well as fostering a favorable culture in the main socio-cultural institutions in their lives, including their families and schools, are the foundations of positive youth development.

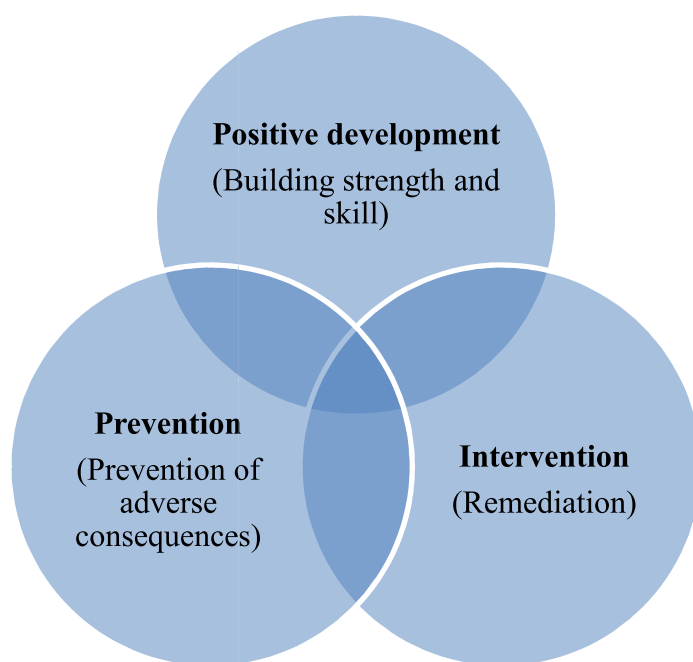


Figure 9.3 Three angles of youth development approach

9.8.1 Defining PYD

Any nation's young are a valuable resource. What are the societal expectations for young people, then? What strategy and vision does a country have for its young people? The prevailing perspective in the past was that young people were troublesome and that their problems needed to be resolved (for example, the portrayal of "the angry young man" in older Bollywood films or the idea that young people were prone to drug and alcohol abuse and wandering). However, health does not necessarily exist when issues and sickness are absent. There are ways to lessen the issues and difficulties that need to be resolved. To assist the youth achieve self-actualization and progress toward fulfillment, empowerment, and constructive contributions to society, this is insufficient on its own. This necessitates concentrating on the youth's good traits and strengths.

Addressing the concerns and difficulties of young people is crucial. Problem-free does not, however, imply that young people are equipped to handle life's challenges, have developed moral principles, reached their full potential, are active and empowered, or make significant contributions to society. It takes more than just the absence of mental disease to achieve optimal psychological well-being. Parents want their children to be safe, healthy, happy, moral, actively involved in life, and useful members of their communities, and merely free from illness or problems.

Positive youth development brings in a balanced perspective by highlighting the positive attributes in the youth and highlighting the person-context interaction in helping the youth to excel and thrive. As Damon (2004) has stated, positive youth development recognizes the good in young people, focusing on each child's unique talents, strengths, interests, and future potential. This is in contrast to the traditional medical model of health, which focuses on the absence of psychological distress and disorder, but also requires equal attention to the other side, which focuses on the psychological well-being and positive functioning of individuals. Instead than correcting, curing, or treating maladaptive tendencies or so-called impairments, its primary goals are to comprehend, educate, and involve children in constructive activities.

Thus, positive youth development (PYD) is based on a strengths-based approach that emphasizes the youngster's abilities and assets and is derived from the positive psychology perspective. It is interdisciplinary in nature as a variety of fields, including psychology, sociology, anthropology, social work, economics, public administration, and others, are interested in youth and their well-being in relation to many issues. According to the doctrine of positive psychology, PYD encompasses all adolescents and young people, not only those who are at risk. It seeks to realize everyone's potential, offer pleasant experiences, and help each person develop a healthy connection and environment. Basic characteristics of PYD are depicted in Fig 9.4 given below.

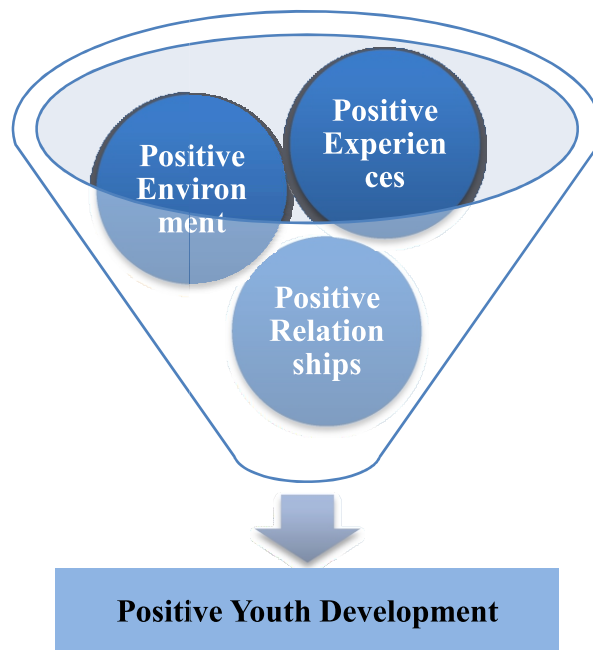


Figure 9.4 Characteristics of Positive Youth Development

9.8.2 Principles of PYD

1. Positive growth and development are innate abilities of all young people. They may flourish in the face of hardship because they are inherently robust.
2. In contrast, resilience functions within a context and is impacted by environmental elements. The negative effects of events are lessened by the care and support of family members and other outside factors, which also helps the young people become more robust and tough. This suggests a favorable growth trajectory and emphasizes the significance of protective factors in the youth's life.
3. As a result, protective variables encompass both human (personality characteristics, attitudes, character qualities, etc.) and environmental (family and role model relationships, school belongingness, hobbies, etc.) assets.
4. The individual assets and environmental features, such as contexts and ecologies, have a dynamic interaction. These combine with the risk variables in a person's life to decide whether or not they will succeed. Therefore, it is crucial that programs for positive youth development concentrate on cultivating a variety of good traits.
5. As a result, it is critical that young people operate in environments, relationships, and ecologies that are rich in nutrients. This benefits all young people, even those who are at danger.
6. The community is important and a "critical delivery system" for the development of young people.

9.8.3 Models of PYD

The community programs on PYD are guided by a number of positive youth development models. These models make the assumption that adolescents and young people may succeed even if this developmental time is viewed as one of struggle and difficulties on a number of levels, including their relationships, academic performance, career, and personal growth. Positive youth development aims to improve young people's abilities and include them in communities while acknowledging and emphasizing their talents, resources, and potential. Effective PYD programs may thus be developed and implemented with input from positive youth development. Below are descriptions of four such models.

i) Developmental assets model

According to the concept, there are 40 developmental assets—20 internal and 20 external—that, when taken as a whole, contribute to the youth's wellbeing and pleasant experiences. Internal assets are the personal characteristics or attributes that assist young people make the right decisions and steer them in the right path, such as a good identity, social and emotional skills, and a dedication to learning. The youth's external environment, which includes their family, neighbors, community, and others, may help them grow and succeed by offering them support, care, direction, and encouragement.

ii) The 5Cs/6Cs Model

Competency, confidence, connection, character, caring, and the additional sixth C of contribution are its main points of emphasis. There are numerous characteristics that show beneficial growth make up each C.

- a) Competence: a feeling of ability in particular domains, such as academic, cognitive, vocational, and social.
- b) Confidence: a universal sense of self-worth and self-efficacy.
- c) Connection: a constructive and mutually beneficial relationship with family, peers, school, and community.
- d) Character: morality, values, and integrity.
- e) Care: entails empathy and compassion for others.
- f) Contribution: refers to the results of all the other Cs that enable the youth to further their own development and make contributions to society as a whole.

Accordingly, a thriving youth is described by the 5C/6Cs model in terms of these six elements. The five Cs have been extensively researched and are thought to be signs of flourishing. It serves as a theoretical framework for creating programs or goals.

iii) The Social and Emotional Learning (SEL) Model

The development of social and emotional skills, which are essential for efficient daily functioning, is emphasized by this paradigm. It encompasses both interpersonal and intrapersonal competences, including social awareness, empathy, and relationship skills, as well as self-awareness, self-management, and motivation. The Collaborative of Academic Social and Emotional Learning (casel.org) offers the SEL approach.

iv) 'Being' Model of PYD

The 'being' approach emphasizes the individuality of adolescents by highlighting their character qualities, values, spirituality, meaning, and purpose in life, as opposed to 'doing', which is the acquisition of skills and accomplishments.

9.8.4 PYD PROGRAMS

Positive youth development (PYD) is defined in at least three ways: (1) as a developmental process, (2) as a philosophy or approach to youth programming, and (3) as examples of youth programs and organizations that promote the healthy or positive development of youth. PYD, as a developmental process, focuses on critical traits for youth development. This section discusses PYD as a methodology that may guide the creation of youth initiatives, as well as particular programmes that focus on PYD outcomes. Positive youth development programs are based on the positive psychology concept. Positive psychology gives the PYD a wide purpose of assisting youngsters to succeed.

What exactly mean by "thriving adolescent and youth"? One part of it focuses on building individual psychological traits, such as character strengths, competences, positive emotions, flow, and life satisfaction. According to Seligman et al. (2005), a healthy young person experiences positive emotion, is satisfied with their life, recognizes their strengths, and contributes to a social community. In short, the youth can reach their full potential, have a positive impact, be an active member of the community, and make meaningful contributions to society. PYD programs generally

include opportunities for skill development, positive relationships, and leadership and empowerment.

When creating an effective program, PYD programs must take into account three variables: the individual, context/environmental factors, and the ways in which the two interact. The youth's cultural and developmental contexts have a significant impact on their wellbeing and potential. The youth's personal traits interact with the elements of their family, school, neighborhood, and community, which may or may not have a good effect. The social, developmental, and personal circumstances of certain young people must be appropriately matched.

9.8.5 Specific PYD Program

The needs of young people, their preparation to be good citizens, their development into disciplined people with moral principles and good character, and their contribution to the common good have always been the main priorities of society. During the 1985 International Year of Youth, the Indian government created a dedicated Department of Youth Affairs and Sports, which was later transformed into a distinct Ministry of Youth Affairs and Sports in 2000. The Indian government's most recent National Youth Policy (NYP, 2014) aims to empower young people to participate in the process of nation-building. In order to do this, it promotes the holistic development of young people with an emphasis on their health, education, athletics, job-related skill development, and involvement in the community, public institutions, governance, policies, and social justice domains. One of the main initiatives of the Indian government is the National Adolescent Health Strategy (Rashtriya Kishore Swasthya Karyakram).

The Scouts and Guides at the school level, the National Cadet Corps (NCC) and National Service Scheme (NSS) at the college level, the Young Men's Christian Association (YMCA), Young Women's Christian Association (YWCA), and other organizations have all taken steps to help the youth develop and become an essential part of the nation-building exercise. The Rotary Club and Lions Club also work to help the youth develop character, values, and a service attitude. A variety of life skills-based programs, like life skills education (LSE), aim to give the youth the skills and abilities they need to grow and become productive members of society. Young people have a duty and a right to actively contribute to determining the course of the country (Youth in India, 2017).

PYD programs may generally be divided into three categories: remedial, preventative, and promotion. As a result, they can support or strengthen positive attitudes and values in young people. They may also be utilized to avoid the detrimental effects of risk factors on young people, as well as to correct or introduce changes in young people and appropriate adjustments in their surroundings.

- The National Young Leaders Program (NYLP) aims to develop leadership qualities among the youth so that they can participate and contribute optimally in the nation's development and progress.
- The Youth for Development program (YFDP) engages youth in "shramadaan," or community service, which helps develop the youth's personality and sense of dignity of labor.
- In order to get young people involved in the advancement of their own communities and nation, Nehru Yuva Kendra Sangathan (NYKS) operates centers throughout India and

engages in activities pertaining to a variety of topics, including literacy, sanitation, family welfare, social issues, rehabilitation, justice, the environment, and entrepreneurship.

- The Ministry of Youth Affairs and Sports founded the Rajiv Gandhi National Institute of Youth Development (RGNIYD), a designated university and leading authority on youth development in Sriperumbudur, Tamil Nadu. In the fields of education, research, training, and extension pertaining to youth development, functioning, and well-being, it is playing a fundamental role.

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), the Prime Minister's Employment Generation Programme (PMEGP), the National Programme for Youth and Adolescent Development (NPYAD), the Tribal Youth Exchange Programme, youth hostels nationwide, and the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) are just a few of the other programs, facilities, and schemes of the Indian government that offer youth opportunities for the development of their personalities, character, skills, and community engagement. Numerous private and non-governmental organizations (NGOs) are also involved in youth development, youth participation, and youth engagement in their own and the country's growth. Examples of these include the Azim Premji Foundation, Teach for India, and 3L Concept, a research organization based in Mumbai that offers indigenous positive youth development programs for K–12 education, higher education, and technical education.

International scenario

- a) In acknowledgment of the vital role that young people play on a local, national, and international level, the United Nations designated 1985 as the International Year of Youth with the theme "participation, development, and peace." Plans and initiatives pertaining to youth are also carried out by the different UN organizations. According to Youth in India (2017), the United Nations Educational, Scientific, and Cultural Organization (UNESCO) views youth as change agents who can bring about social reforms, peace, and sustainable development. To this end, UNESCO engages in a variety of initiatives. Through the United Nations Volunteers Program, the UN also gives young people the tools they need to develop their own skills, realize their potential, and serve as catalysts for change at the societal and policy levels.
- b) The Collaborative for Academic, Social, and Emotional Learning (CASEL) (casel.org) is the organization behind the popular and extensively studied SEL (Social and Emotional Learning) program. By implementing evidence-based techniques, it seeks to advance school children's social and emotional abilities. Through the development of essential skills and competences linked to academic performance, emotion management, prosocial conduct, interpersonal relationships, etc., the aim is to treat the child as a whole and prepare them for success in school and subsequently in life.
- c) The goal of the school-based PATHS (Promoting Alternative Thinking Strategies) program is to help students enhance their social and emotional skills over the course of 30 to 45 sessions. It includes exercises pertaining to social issue solving, self-awareness, and self-control.
- d) The Penn Resiliency Program: This 12-session school-based program focuses on avoiding depression in kids and teens by utilizing behavioral and cognitive skills.

- e) The results of a thorough evaluation of Project P.A.T.H.S., a PYD program in Hong Kong, based on several tactics, demonstrated that the program safeguarded youth from risky conduct and encouraged their well-being.

9.9 Lets sum-up

This unit covers life skills and youth development in this section, which aims to provide young people the tools they need to overcome obstacles in life, make wise decisions, and make valuable contributions to society. Adolescence and youth are pivotal developmental phases that influence future prosperity and overall health. Adolescence, which usually lasts from the ages of 10 to 19, is the time between childhood and adulthood marked by rapid changes in one's physical, mental, and emotional makeup. Youth, which lasts until early adulthood (up to 24 years old), is a time of social duty, skill development, and identity building. Young individuals deal with a variety of issues that affect their development, including biological, cognitive and psychological challenges. In addition to this, formal, non-formal techniques and positive youth development (PYD) are also discussed.

9.10 Check your progress:

Short Questions:

1. What is the difference between adolescence and youth?
2. What are the developmental changes occur during Adolescence?
3. Briefly describe the term Positive Youth Development (PYD).
4. What do you understand by 5Cs/6Cs Model of PYD?
5. Briefly describe the aims of National Youth Policy (NYP).

Long questions

1. How do you define formal and non-formal youth development techniques?
2. Describe the major challenges during adolescence and youth.
3. Describe the principles of PYD.
4. What are the benefits of non-formal youth development?

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HNSEC-01

LIFE SKILL EDUCATION

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Block:4 LIFE SKILL PROGRAMS, HEALTH AND NUTRITION THROUGH LIFE CYCLE

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Unit-12:	Nutrition through Life cycle	173

BLOCK: 4 LIFE SKILL PROGRAMS, HEALTH AND NUTRITION THROUGH LIFE CYCLE
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In this block learner's will learn about the different types of life skill programs. They would learn the different strategies for implementation of life skill program. They will learn the full details including determining the purpose, collecting material, organizing content and getting prepared for the presentation.

In this block the learners will be explained how to develop life skill assessment scales and various quantitative techniques.

This block also deals with effect of nutrition on health and development. It tells us the role of nutrition through life. The learner will be able to understand the importance of nutrition for the overall development. The fourth block will cover the

Unit-10 Organizing a life skill program and designing life skill assessment scales,

Unit-11 Life Style and Community Health and Unit 12 Nutrition through Life cycle..

UNIT 10 ORGANIZING A LIFE SKILL PROGRAM AND DESIGNING LIFE SKILL ASSESSMENT SCALES

10.1 Introduction

10.2 Objectives

10.3 Life skill education program – Communicating with the audience

10.4 Importance and types of Games for life skill development

10.5 Receiving feedback from the audience

10.6 Life skill development scale

10.7 Qualitative and Quantitative techniques for life skill assessments

10.8 Let us sum up

10.9 Check your progress exercise

10.1 Introduction

Life skills are very important to lead a successful life and to stay in touch with the family and with the community as a whole. Development and execution of life skill development programs can be of utmost importance in inculcating the life skill properties among the participant of the programs especially among youth. Games can be of great help and importance in developing life skills like self awareness, self confidence, decision making, problem solving, creative thinking and interpersonal skills etc.

After doing the various activities in the program feedback receiving is very important. During the course of feedback the participant of the program can ask any doubt and give their suggestions regarding the improvement of the program. In the life skill assessment scale, Questions can give lot of knowledge about the audience and it can prove to be very informative.

10.2 Objectives

After reading this unit the learners will be able to

- How to start a life skill education program
- How to communicate effectively with the audience
- How to develop activities like games etc which can prove to be useful for the participants of the program
- How to get the feedback from the audience
- To know about the qualitative and quantitative techniques of life skill assessments
- How to design a life skill assessment scale and how to use it to assess the life skills

10.3 Life skill education program – Communicating with the audience

Communicating with the audience of the program is very important for the researcher because this is how he can make the participant receive the message. The ability to communicate is very critical

but with the following tips the communicator can maximize his skills for the success of the program.

1. **Clear and concise messages** – For effective communication the messages and knowledge to be received by the audience should be clear and concise. The choice of words is very important and there should be absolute clarity in the message whether they are written or spoken.

The researcher must outline carefully what he wants to convey and how he can ensure that the participants are receiving all the necessary information. This will also help him to eliminate all the irrelevant details. The use of unnecessary words and overly flowery language should be avoided because this can distract the participant from the actual message.

2. **The program contents should be prepared ahead of time** - The person who is monitoring the program should prepare everything beforehand. He must know what he is going to say and how he is going to say before he begins any types of communication.

Preparation also involves the completion of the communication from starts to finish.

The researcher also must know how he is going to respond to questions and criticisms.

3. **To be mindful of non verbal communication** – The facial expressions, gestures and body language can often say more than words. It is very important for the researcher to be aware of the non verbal signal that he is giving to his audience.

4. **Watching the tone** – It is important for the researcher to not only see the contents of the program but also to see how he is going to say it. As with other non verbal clues his tone can add power and emphasis to his message or it can undermined it entirely.

Tone can be an especially important factor when there are disagreements and conflicts among the participants and between any participant and the researcher. A well chosen word with a positive tone creates good will and trust. A poorly chosen word with unclear and negative tones can quickly lead to misunderstanding.

When speaking tone includes volume, projection, intonation and word choice. It's very important to control tone to ensure that it matches the intend. Sometimes if the communication is going into wrong direction the tone can enable the researcher to alter it appropriately.

5. **To practice active listening** – Communication always involves two or more individuals therefore listening are just as important as speaking. When it comes to communicating successfully. But at times listening can be more challenging than we realize.

The goal of active listening is to ensure that the researcher can hear not just the word the person is saying but the entire message.

The following tips can helps the researcher in active listening.

- Giving the speaker full and undivided attention
- Clearing the mind of distractions, judgments and counter arguments
- Avoiding the temptation to interrupt with his own thoughts.
- Showing open, positive body language to keep his mind focused and to show the speaker that he is really being listened.

6. **Building emotional intelligence** – communication is built upon a foundation of emotional intelligence. One cannot communicate effectively with others until he can assess and understand his own feelings.

Researcher with the high level of emotional intelligence finds it easier to engage in active listening, maintain appropriate tone and use positive body language.

It is equally important for effective communication to have empathy for others. This means that the researcher must understand the problems of the other person.

7. **Create a positive culture** – The positive culture in which messages are been communicated plays a vital role in effective communication. In a positive environment there is transparency, trust, empathy and open dialogue. In this type of atmosphere communication is easier and more effective.

10.4 Importance and types of Games for life skill development

Importance of games for life skill development

Games have always helped children practice the life skills they need to thrive. Games can be played anywhere specially in the schools and in areas where children and youth come together. In now days time when digital media is so common the challenge is not just to introduce games that kids will love but also to ensure that a good number of children can share space safely come together and respect each other whether in a classroom, gym or outside.

Making play time run smoothly often start with game rules that prevent conflicts and unsafe behavior without making games any less fun. Shared norms for how to tag safely, how to resolve small disagreement or who can join also go a long way. The games should be such which can teach the life skills through them.

Life skills reinforce by the game – The games can teach the following life skills effectively.

1. **Self management** – To regulate thought, emotions and behaviors effectively in different situations and work towards setting and achieving goals. Game can teach how to manage stress, control impulses and motivate oneself. Game that support self management help student learn to control physical movement, manage frustration or disappointment or set small goal for completion.
2. **Positive relationship** – Games can teach to establish and maintain healthy and rewarding relationship with different individuals and groups. They can teach communicating clearly, listening actively, cooperating, negotiating conflict constructively and seeking and offering help when needed.
3. **Social awareness/ Empathy** – To take the perspective of an empathize with others from diverse backgrounds and to understand social norms for behavior, includes the ability to relate to others with acceptance and understanding. Games that support empathy encourage students to take the perspective of others or work collaboratively, include and accept everyone including people who are different or listen actively and pay attention to the behavior of others.

4. **Decision making** – The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of treating everybody with respect.
Games that support responsible decision making help players practice treating each others with respect and ensuring a safe environment for all. These include games that utilize strategies for safe tagging or that reinforce supportive language like “good job or nice try”.
5. **Problem solving** – The ability to plan and to see the alternative solutions and selecting the best alternative possible can be learned with the help of games. Games that support problem solving help player practice how to develop a plan, think logically, resolve conflicts or reflect on the result of their actions. Example includes games that involve trial and error, overcoming challenges and organizing actions over time.
6. **Team work** – The ability to collaborate and coordinate actions with others can be learning through games. Examples include core games such as kickball, basketball and other team games.

Types of Games

Game 1

Drop the cookie!

Support self management, positive relationship and decision making

Group size
6+ players

Age Group
1st – 3rd

Equipment
Cones

Time
5+ minutes

How to play

- Hand out cones to about one- third of the group.
- The players who do not have cones try to tag those who do.
- When a player tags another who is holding a cone, they yell, “Drop the cookie!”
- The player who is tagged must drop it and run away. Becoming a tagger.
- The tagger picks up the cone and is not a runner

Game 2

Find somebody who

Support self management, positive relationship and decision making

Group size
4+ players

Age Group
1st – 2nd

Equipment

Time

No equipment needed

10 to 15 minutes

How to play

- Facilitator tells the players to find somebody who -----
- This could be anything that is relatable (example who is wearing blue)
- Players that find one partner with that trait
- Players that find the most number of people having traits are winners

Game 3

Four square

Support self management, positive relationship and decision making

Group size

4+ players

Age Group

1st – 6rd

Equipment

One rubber playground ball

Time

10 to 15 minutes

How to play

- Explain that the object of the game is to hit the ball into another players square
- The game begins when the player in square one serves the ball
- To serve the player bounces the ball, then hits it under hand into another players square
- The receiver lets the ball bounce before hitting it into another player square
- Play continues until the ball
 - Bounces out of the bounds
 - Bounces twice before it is returned
 - Is not allow to bounce
 - Bounces on a line
- The player who causes any of these goes to the end of the line and a new player enter into square four.
- When a square is left open the person in the front advances in the next square and the remaining player close the gap. For example if the square one is open the player in square 2 would move into one. Square 3 moves into 2 and so on.
- New players always enter the game.

Check your progress exercise

Q1. What do you understand by effective communication? Why is it importance for a life skill education program?

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Q2. Throw light on importance of games for life skill development.

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Q3 Plan and write a few games for development of various life skills.

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10.5 Receiving feedback from the audience

After the program it is important to know how well the participant have received the messages given by the program coordinators. The following feedback form can help in this context because it can highlight any kind of understanding or other problem which the participants may have face during the course of the program. It will also help the coordinators to make necessary changes in the program schedule and contents so that the same kinds of mistake are not repeated again.

After the program and getting feedback from the participants a detailed report should be prepared by the coordinators regarding the effectiveness of the program.

(Questionnaire to be filled by the participant at the end of the program)

1. Name of the participant.....
2. What was your first feeling when you came on the first day of the program and what are your thoughts and impressions now?

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.....

3. Have you made any friend during this program? If yes how many and common areas of interest.

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.....

4. What impressed you most about this program?

Topic of the program.....

Running of the program.....
Culture.....
..
Program activities.....
Way of interaction of the resource person.....

5. Did this program enrich your knowledge about the life skills

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6. In what way do you think you can contribute in a bringing of responsible and productive society?

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7. What role you want to play after attending the life skill education program for main streaming the people specially youth in your locality.

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8. How would you disseminate the information you have accumulated in this program to your community groups for their benefits.

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9. What improvement would you suggest in the organization of life skill program?

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10. List the activities you wish to be added/excluded from the program.

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11. Your overall impression on :

- Running of the program

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- Program

activities.....
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- Interaction with resource

persons.....
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- Interaction with

participants.....
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12. Any other comment you would like to register apart from the above points.

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Report of the feedback

The detailed report of the life skill education program should come in the following way.

The contents of the life skill education program are as follows:

1. Front and back cover page
2. Relevant photographs
3. Any quotation that the organizer wish to put
4. Details of the participants
5. Details of the coordinators, resource persons and the modulators
6. Aims and objective of the program
7. Guidelines of the life skill education program
8. Implementing strategy
9. Material provided in the kit e.g., booklet etc
10. Details of the programs and activities
11. Financial implications
12. Feedback of the participants
13. Outcome and conclusion

14. The report should be duly supported by sample invitation cards, press clippings and audio video CD's.
15. List of the VIP and higher officials who attended the program
16. Collage of press clippings

10.6 Life skill assessment scale

Although there is enough theoretical framework on life skill education very less work has been done for life skill assessment. For early intervention purposes there is need for life skill assessment tools specially while working with large number of adolescents. This is because to identify the problems while providing life skill interventional services. It is highly essential for baseline assessment of life skills which the participants possessed and also to evaluate the result or efficacy of provided services post intervention. Thus it is very important to have the programs to teach the life skills and also to assess the effect of the programs.

Life skills assessment scale (LSAS)

Name of young person	Gender			Name of assessor	
Actual age	How old does the young person look?			Is the young person having working in a language other than his/her native language?	
Date of assessment	Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently
Interacting with others For example, does the participant interact appropriately with peers, staff, opposite sex? Does a person communicate effectively? Does the participant show sensitivity to others needs and feeling?					
Any other comments you would like to make:					
Overcoming difficulties and solving problems For example, does a person find a way around obstacles that arise? Does X ask for help appropriately? Does the person solve problems successfully?					
Any other comments you would like to make:					

Taking Initiative For example, does a person carry					
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out tasks without being told? Does a person show age-appropriate leadership?					
Any other comments you would like to make:					
Managing conflict For example, does a person show appropriate assertiveness? Does a person resolve disagreements appropriately? Does a person accept appropriate correction? Does a person do this without violence or foul language or running away?					
Any other comments you would like to make:					
Understanding and following instructions For example, Does a person understand appropriate instructions when given? Does a person comply with instructions? Does a person ask for clarification when needed?					
Any other comments you would like to make:					
Overall Score You get the Overall score by changing each √ into numbers Does not yet do = 1 Does with lots of helps = 2 Does with some help = 3 Does with a little help = 4 Does independently = 5 Add all the numbers and put the total in the box on the right, then divide by 5. This is the overall score. Put this in the overall score box	Total		=	Overall Score	
	5				
Any other comments you would like to make:					

Kennedy, F., Pearson, D., Brett-Taylor, L& Talreja, V. (2014). The life skills Assessment Scale

10.7 Qualitative and Quantitative techniques for life skill assessments

With the help of Qualitative and Quantitative techniques, we can come to a conclusion about how well the messages and teachings which have been conveyed have actually been received by the participants. They help us to assess the learning outcomes of the program. So that one can assess accurately how well the program is being received by the participants.

The Meaning and Differences between Qualitative and Quantitative techniques

Quantitative

Objective and measurable

Gathering data in organized, objective ways to generalize findings to other persons or populations.

Experimental – Cause and effect (if A, then B)

Quasi – experimental – also examines cause, used when not all variables can be controlled

Descriptive – examine characteristics of a particular situation or group

Co- relational – examine relationships between two or more variables

Qualitative

Subjective and structured

When inquiry centers on life experiences or meaning. Explore the complexity, depth, and richness of a particular situation.

Phenomenological – examines the lived experience within a particular condition or situation

Ethnographic – examine the culture of a group of people

Grounded theory – using a research problem to discover and develop a theory

Quantitative design methods

Quantitative design typically fall into four categories: experimental, quasi- experimental, descriptive, or co relational.

The independent variable is the variable that is being manipulated, or the one that varies. It is sometimes called the ‘predictor’ or ‘treatment’ variable.

The dependent variable is the outcome (or response) variable. Changes in the dependent variables are presumed to be caused or influenced by the independent variable.

Experimental

In experimental designs, there often treatment group and control groups. This study designs looks for cause and effects. When we are evaluating the result of the life skill development program, we compare the knowledge and attitude of the participants of the program and people outside. This is how we come to know how successful the program has been.

Quasi – Experimental

These studies also seek to identify a cause and effect relationship. Although they are less powerful than experimental designs.

Descriptive

Descriptive study gives us an accurate account of the characteristics of a particular situation of the group. They are often used to determine how often something occurs, the likelihood of something occurring or to provide a way to categorized information.

Co-relational

Co-relational research involves the study of the relationship between two or more variables. The primary purpose is to explain the nature of the relationship and not to determine the cause and effect.

Qualitative design methods

Qualitative methods delve deeply into experiences, social process and subcultures. Qualitative study generally falls under three types of designs which are as follows.

Phenomenology

In this approach the researcher has to understand and describe the lived experiences or feeling of persons with a particular condition or situation. For example the researcher might ask “What is it like for a adolescent to have a younger sibling with a terminal illness?”

Ethnography

These study focus on the culture of a group of people. The assumption behind ethnography is that groups of individuals evolve into a kind of culture that guided the way members of that culture of group view the world. In this kind of study, the research focuses on participant observation where the researchers become an active participant in that culture to understand its experiences. For example the researcher can study the background of the adolescents or school children who are taking part in a particular study. This would help the researcher to understand their problems better and have a solution for them.

Grounded theory

Grounded theory research begins with general research problems, selects person who are most likely to understand the questions, it uses the following techniques to discover and develop a theory.

- Interview
- Group techniques
- Observation
- Document review etc

Understanding the decision making process of the people of the group may help the researcher to tackle their problems later.

10.8 Let us sum up

In the above unit we learnt about the life skill education programs and how it is important to communicate effectively with the audience.

We also studied about the importance of games. Different games for development of various life skills like decision making, problem solving, having empathy for others and stress management are added into this unit.

This unit also emphasizes on receiving feedback from the audience after the completion of the program. A structured feedback form is given for the audience to fill so that the co-coordinators of the program can well understand if the participants are facing any kinds of understanding issues. A life skill development scale is provided in the unit to make the researcher understand how well the participants are benefited from the program.

In the end the meaning and importance of quantitative and qualitative techniques for life skill development are also given.

Check your progress exercise

Q1. Why is it important to receive feedback from the participants after the completion of the program?

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Q2. Design a life skill development scale to understand an access the outcome of the life skill development program.

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Q3. What do you understand by qualitative and quantitative techniques for life skills assessment?

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Q4. Enlist a few differences between qualitative and quantitative techniques

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Unit 11: Life Style and Community Health

Structure

Objectives

- 11.1 Introduction
- 11.2 Community health
- 11.3 Diet and Body Mass Index (BMI):
- 11.4 Improving Muscular Strength and Cognitive Function
- 11.5 Develop Health, Nutrition and Exercise Initiatives at Schools
- 11.6 Public education
- 11.7 Alcohol
- 11.8 Cigarette smoking
- 11.9 Drugs
- 11.10 Acquired immunodeficiency syndrome (AIDS)
- 11.11 Diet
- 11.12 Carbohydrates
- 11.13 Proteins
- 11.14 Fats
- 11.15 Vitamins and minerals
- 11.16 Chronic diseases
- 11.17 Let's Sum Up
- 11.18 Check your progress

Further readings

11.1 Introduction

Lifestyle is a way used by people, groups and nations and is formed in specific geographical, economic, political, cultural and religious text. Lifestyle is referred to the characteristics of inhabitants of a region in special time and place. It includes day to day behaviors and functions of individuals in job, activities, fun and diet. In recent decades, life style as an important factor of health is more interested by researchers. According to WHO, 60% of related factors to individual health and quality of life are correlated to lifestyle (1). Millions of people follow an unhealthy lifestyle. Hence, they encounter illness, disability and even death. Problems like metabolic diseases,

joint and skeletal problems, cardio-vascular diseases, hypertension, overweight, violence and so on, can be caused by an unhealthy lifestyle. The relationship of lifestyle and health should be highly considered.

Today, wide changes have occurred in life of all people. Malnutrition, unhealthy diet, smoking, alcohol consuming, drug abuse, stress and so on, are the presentations of unhealthy life style that they are used as dominant form of lifestyle. Besides, the lives of citizens face with new challenges. For instance, emerging new technologies within IT such as the internet and virtual communication networks, lead our world to a major challenge that threatens the physical and mental health of individuals. The challenge is the overuse and misuse of the technology.

Objectives

This is the ninth unit (Lifestyle and Community Health) of third block (Community food protection, Food Adulteration and Immunization). Under ninth unit, we have following objectives. These are as under:

- To know about **life style and community health**
- To know about public education, diet and health development
- To discuss alcohol, cigarette smoking, drugs and AIDS
- To discuss chronic diseases, fats, vitamins and minerals

Therefore, according to the existing studies, it can be said that: lifestyle has a significant influence on physical and mental health of human being. There are different forms of such influences. Consanguinity in some ethnicity is a dominant form of life style that it leads to the genetic disorders. Reformation of this unhealthy life style is a preventing factor for decreasing the rate of genetic diseases. In some countries, the overuse of drugs is a major unhealthy life style. Iran is one of the 20 countries using the most medications. They prefer medication to other intervention. Furthermore, in 15–40% of cases they use medications about without prescription. Pain relievers, eye drops and antibiotics have the most usage in Iran. While self-medications such as antibiotics have a negative effect on the immune system, if the individual would be affected by infection, antibiotics will not be effective in treatment. Overall, 10 percent of those who are self-medicated will experience severe complications such as drug resistance. Sometimes drug allergy is so severe that it can cause death. Finally, variables of lifestyle that influence on health can be categorized in some items:

11.2 Community health

Regardless to your interactions with your colivings you have an impact on your community. It may be good or bad both. We all are in a community together, there is no other way and so the health. Community [health](#) is the convergence of [health care](#) services, [economics](#) and social responsibilities. People residing in a particular reason more or less share similar kind of [health](#) risks and social and economic conditions. Community [health](#) is a medical practice which focuses on people's well-being in a particular geographical area. This essential [public health](#) sector covers programs to help neighborhood members in protecting and improving their health, deter the transmission of infectious diseases, and plan for natural disasters. For example a community may be exposed to pollutants from a nearby factory or [waste](#) dumping site or ground water contaminants.

Public wellness programs expand access to preventive [health](#) services, include people in [decision-making](#) on treatment, and seek reduced hospital costs. Community [health](#) is usually confused with population health. However, interrelated but have sufficient differences. Where community [health](#) refers the collective efforts of individual or organizations for the better [health](#) of a geographically or culturally defined group of people while, [population health](#) uses outcome driven approaches for the [health](#) benefits of specific group of people typically defined by attribution.

11.3 Diet and Body Mass Index (BMI):

Diet is the greatest factor in lifestyle and has a direct and positive relation with health. Poor diet and its consequences like obesity is the common healthy problem in urban societies. Unhealthy lifestyle can be measured by BMI. Urban lifestyle leads to the nutrition problems like using fast foods and poor foods, increasing problems like cardiovascular.

Exercise:

For treating general health problems, the exercise is included in life style (6). The continuous exercise along with a healthy diet increases the health. Some studies stress on the relation of active life style with happiness.

Sleep:

One of the bases of healthy life is the sleep. Sleep cannot be apart from life. Sleep disorders have several social, psychological, economical and healthy consequences. Lifestyle may effect on sleep and sleep has a clear influence on mental and physical health.

Sexual behavior:

Normal sex relation is necessary in healthy life. Dysfunction of sex relation is the problem of most of societies and it has a significant effect on mental and physical health. It can be said that dysfunctional sex relation may result in various family problems or sex related illnesses like; AIDS

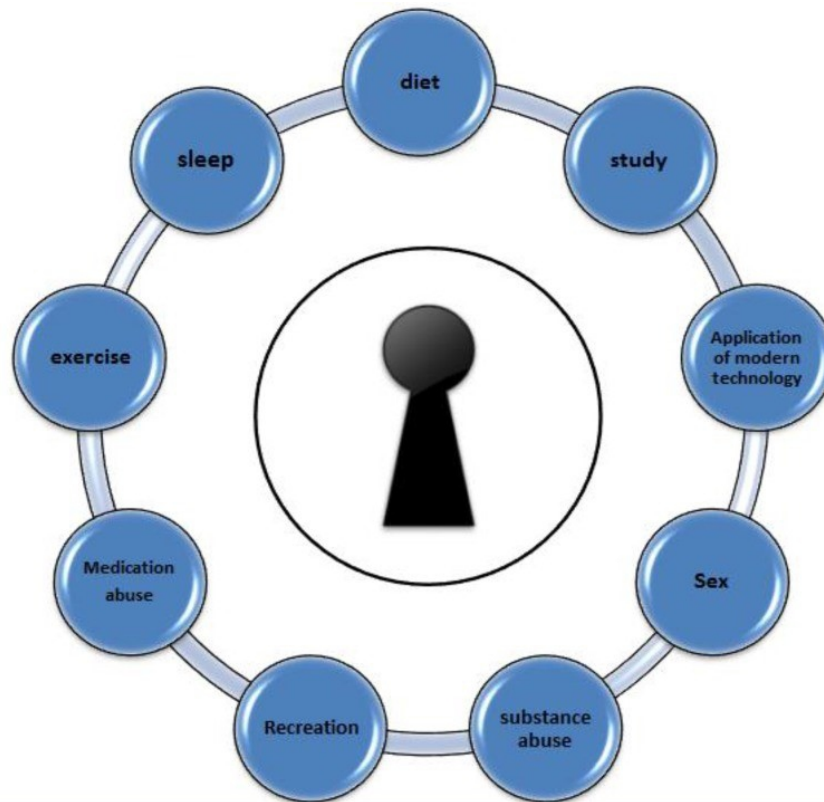


Fig.Nine key factors that forming healthy life style

Substance abuse:

Addiction is considered as an unhealthy life style. Smoking and using other substance may result in various problems; cardiovascular disease, asthma, cancer, brain injury. According to the resent studies in Iran, 43% of females and 64% of males experience the use of hubble-bubble. A longitudinal study shows that 30% of people between 18–65 years old smoke cigarette permanently.

Medication abuse:

It is a common form of using medication in Iran and it is considered as an unhealthy life style. Unhealthy behaviors in using medication are as followed: self-treatment, sharing medication, using medications without prescription, prescribing too many drugs, prescribing the large number of each drug, unnecessary drugs, bad handwriting in prescription, disregard to the contradictory drugs, disregard to harmful effects of drugs, not explaining the effects of drugs.

Application of modern technologies: Advanced technology facilitates the life of human beings. Misuse of technology may result in unpleasant consequences. For example, using of computer and other devices up to midnight, may effect on the pattern of sleep and it may disturb sleep. Addiction to use mobile phone is related to depression symptoms.

Recreation:

Leisure pass time is a sub factor of life style. Neglecting leisure can bring negative consequences. With disorganized planning and unhealthy leisure, people endanger their health.

Study:

Study is the exercise of soul. Placing study as a factor in lifestyle may lead to more physical and mental health. For example, prevalence of dementia, such as Alzheimer's disease is lower in educated people. Study could slow process of dementia.

Physical Activity and Its Role in Community Health

An unhealthy population strains the community's health organizations and reduces their overall quality of life. Community health should be a priority, but it can be challenging to figure out how to improve it. Learning how to promote physical activity in the community is a crucial part of promoting public health.

Preventing and Managing Chronic Conditions

According to the Centers for Disease Control, physical activity can help prevent chronic conditions. If you already have compromised health, regular exercise can help you manage your symptoms and make you feel better. Physical fitness helps people of all age groups stay healthy and enjoy a better quality of life.

Heart disease:

Regular exercise can improve overall heart health and help lower the risk of heart disease progressing. Likewise, exercising strengthens the heart muscle, preventing heart disease.

Arthritis:

Physical exercise can reduce the pain caused by arthritis while also improving physical function.

Diabetes:

Regular physical exercise can help insulin lower your blood sugar level more effectively.

Asthma: Exercise can sometimes help reduce the frequency of asthma attacks. People with asthma should consult a doctor before making drastic changes to their exercise routine.

Back pain: Low-impact aerobic fitness activities can increase your back strength, improve your range of motion and alleviate discomfort.

Dementia

People who stay active lower their risk of cognitive impairment. Exercise allows more blood to flow through the brain and requires extra concentration and focus.

11.4 Improving Muscular Strength and Cognitive Function

Physical activity is critical for adults and children. It helps strengthen muscles, bones and cognitive function. You need these things for balance, flexibility, endurance and day-to-day living.

Balance

Stronger muscles can help improve your balance, which reduces the risk of falls and injuries. Balance training is especially vital for older adults, for whom a fall could be risky.

Memory

Getting active and increasing your heart rate can also benefit your brain by sending more blood and oxygen through it.

Stress

Chronic stress can have several adverse effects on the brain. One of the benefits of exercise is the reduction of stress and feelings of depression and anxiety.

Sleep

Regular exercise can even help you sleep better, boosting your health, energy and mood.

Strategies to Increase Physical Activity in the Community

Promoting public health should be a priority for government, public and private organizations.

Design Activity-Friendly Routes

Promoting walking and biking in your community can be easier with activity-friendly routes. When sidewalks, trails and bicycle lanes all easily connect with public transit stops, grocery stores, schools and workplaces, people will be more likely to choose to be active. Activity-friendly routes to popular destinations make travel safer, more accessible and promote walking and biking. Safe routes allow people of all ability levels to access their destinations while getting fresh air and exercise. While creating safe routes to every major destination can seem like a daunting task, there are some routes to prioritize. Routes from residential neighborhoods to nearby schools and health care facilities are an ideal starting point. Then, create paths to parks and other destinations like grocery stores, neighborhoods and workplaces.

11.5 Develop Health, Nutrition and Exercise Initiatives at Schools

School-based health approaches help children start being active at an early age. Comprehensive school physical activity programs can help encourage physical activity before, during and after school.

Health initiatives:

Health centers in schools can help address students' complex health needs. However, it can be complicated to implement these programs. Local organizations and community members must cooperate to facilitate collaboration between the school and health sectors. Health initiatives can also include classes or workshops for students to attend. Teach kids the relationship between nutrition, exercise and health.

Nutrition education:

Educating kids about nutrition is a crucial part of improving community health. If kids don't learn about nutrition at home, school is the next best place. Kids should learn about the importance of a balanced diet and have access to healthy foods at lunchtime.

Exercise programs:

Exercise programs at schools can include various components, like physical education classes, recess and classroom activities. Comprehensive physical education classes help kids get the activity they need each day while also teaching them new skills and ways to exercise. Encouraging them to play during recess should also be a priority. Implementing after-school activities is another excellent option. Sports programs can also help kids stay active on the weekends during games or extra practices.

11.6 Public education

Education is one of the vital services that a modern state is expected to provide to its people. It is a service that every welfare democracy is obliged to give in the most accessible form. In simple terms, privatization of education refers to the state's policy of allowing educational institutions, both higher and lower, to be run by non-state or private parties for monetary benefits. In contemporary times, many liberal democratic countries across the world are increasingly trying to privatize this basic service. The public education system is the primary option for millions of students in India. These institutions have become more important as the pandemic takes a toll on the economy, putting fee-charging schools beyond the reach of many and forcing thousands to move to government schools.

However, education as a public good benefits spread across society in terms of employment, economic prosperity, health and social cohesion. The education system has been commercialized where the buyers purchase the ‘education’ at prices. **Economist Prabhat Patnaik** termed the process as ‘commoditization of education’. According to him, “the privatization of education which means handing the education sector to profit making entities. It is a desire to attract direct foreign investment. Likewise, in India, policy makers in education sector often talk about ‘the striving for excellence, which is nothing other than making education as a commodity.

COVID-induced financial woes have forced parents to shift their wards to public education institutions. About **51% students are in government schools and nearly 10% in aided schools**, yet there seems to be a bias against such schools amongst wider sections of the middle class.

11.7 Alcohol

Alcohol, sometimes referred to by the chemical name ethanol, is a [depressant drug](#) that is the [active ingredient](#) in [fermented drinks](#) such as [beer](#), [wine](#), and [distilled](#) spirits (hard [liquor](#)). It is one of the oldest and most commonly consumed [recreational drugs](#), causing the characteristic effects of [alcohol intoxication](#). Among other effects, alcohol produces [happiness](#) and [euphoria](#), [decreased anxiety](#), increased [sociability](#), [sedation](#), impairment of [cognitive](#), [memory](#), [motor](#), and [sensory function](#), and generalized depression of [central nervous system](#) (CNS) function.

Ethanol is only one of several types of [alcohol](#); other alcohols such as [methanol](#) and [isopropyl alcohol](#) are significantly more toxic. A mild, brief exposure to isopropyl alcohol (which is only moderately more toxic than ethanol) is unlikely to cause any serious harm, but methanol is lethal even in small quantities, as little as 10–15 milliliters. However, several [analogues](#) that naturally occur as [psychoactive alcohols in alcoholic drinks](#) are less toxic than ethanol. Unlike [primary alcohols](#) like ethanol, tertiary alcohols cannot be [oxidized](#) into [aldehyde](#) or [carboxylic acid](#) metabolites, which are often toxic. For example, the tertiary alcohol [2M2B](#) is 20 times more potent than ethanol, and has been used recreationally.

Alcohol has a variety of short-term and long-term [adverse effects](#). Short-term adverse effects include generalized impairment of neurocognitive function, dizziness, nausea, vomiting, and hangover-like symptoms. Alcohol is [addictive](#) to humans, and can result in [alcohol use disorder](#), [dependence](#) and [withdrawal](#). It can have a variety of long-term adverse effects on health, such as [liver](#) and [brain damage](#), and its consumption can [cause cancer](#). The adverse effects of alcohol on health are most important when it is used in excessive quantities or with heavy frequency. However, some of them, such as increased risk of certain cancers, may occur even with

light or moderate alcohol consumption. In high amounts, alcohol may cause loss of consciousness or, in severe cases, death. In 2021, there were 2,627 deaths in the US due to alcohol poisoning.

Alcohol works in the brain primarily by increasing the effects of [γ-Aminobutyric acid](#) (GABA), the major inhibitory [neurotransmitter](#) in the brain; by facilitating GABA's actions, alcohol suppresses the activity of the CNS. The substance also directly affects a number of other neurotransmitter systems including those of [glutamate](#), [glycine](#), [acetylcholine](#), and [serotonin](#). The pleasurable effects of alcohol ingestion are the result of increased levels of [dopamine](#) and [endogenous opioids](#) in the [reward pathways](#) of the brain. Alcohol also has toxic and unpleasant actions in the body, many of which are mediated by its byproduct [acetaldehyde](#).

Long-term effects

Prolonged heavy consumption of alcohol can cause significant permanent damage to the [brain](#) and other organs, resulting in dysfunction or death.

Brain damage

Alcohol can cause [brain damage](#), [Wernicke's encephalopathy](#) and [Alcoholic Korsakoff syndrome](#) which frequently occur simultaneously, known as [Wernicke–Korsakoff syndrome](#). [Lesions](#), or brain abnormalities, are typically located in the [diencephalon](#) which result in anterograde and [retrograde amnesia](#), or memory loss.

Liver damage

During the metabolism of alcohol via the respective dehydrogenases, [nicotinamide adenine dinucleotide](#) (NAD) is converted into reduced NAD. Normally, NAD is used to metabolize fats in the liver, and as such alcohol competes with these fats for the use of NAD. Prolonged exposure to alcohol means that fats accumulate in the liver, leading to the term 'fatty liver'. Continued consumption (such as in alcohol use disorder) then leads to cell death in the hepatocytes as the fat stores reduce the function of the cell to the point of death. These cells are then replaced with scar tissue, leading to the condition called [cirrhosis](#).

Birth defects

Ethanol is classified as a [teratogen](#). According to the U.S. [Centers for Disease Control and Prevention](#) (CDC), alcohol consumption by women who are not using birth control increases the risk of fetal alcohol syndrome. The CDC currently recommends complete abstinence from alcoholic beverages for women of child-bearing age who are pregnant, trying to become pregnant, or are sexually active and not using birth control.

Cancer

The [International Agency for Research on Cancer](#) lists ethanol in alcoholic beverages as a [Group 1 carcinogen](#) in humans and argues that There is sufficient evidence and research showing the carcinogenicity of acetaldehyde (the major metabolite of ethanol) which is excreted by the liver enzyme when one drinks alcohol. In 2020, alcohol was estimated to cause 750,000 cases of cancer worldwide, particularly [esophagus](#), [liver](#), and [breast cancer](#).

Other effects

Frequent drinking of alcoholic beverages is a major contributing factor in cases of elevated blood levels of [triglycerides](#).

Alcoholism

[Alcoholism](#) or its medical diagnosis alcohol use disorder refers to alcohol addiction, alcohol dependence, [dipsomania](#), and/or alcohol abuse. It is a major problem and many health problems as well as death can result from excessive alcohol use. Alcohol dependence is linked to a [lifespan](#) that is reduced by about 12 years relative to the average person. In 2004, it was estimated that 4% of deaths worldwide were attributable to alcohol use. Deaths from alcohol are split about evenly between acute causes (e.g., overdose, accidents) and chronic conditions. The leading chronic alcohol-related condition associated with death is [alcoholic liver disease](#). Alcohol dependence is also associated with [cognitive impairment](#) and [organic brain damage](#). Some researchers have found that even one alcoholic drink a day increases an individual's risk of health problems by 0.4%. Two or more consecutive alcohol-free days a week have been recommended to improve health and break dependence.

Alcohol withdrawal syndrome

Discontinuation of alcohol after extended heavy use and associated [tolerance](#) development (resulting in dependence) can result in withdrawal. Alcohol withdrawal can cause [confusion](#), [paranoia](#), [anxiety](#), [insomnia](#), [agitation](#), [tremors](#), [fever](#), nausea, vomiting, [autonomic dysfunction](#), [seizures](#), and [hallucinations](#). In severe cases, death can result. Delirium tremens is a condition that requires people with a long history of heavy drinking to undertake an [alcohol detoxification](#) regimen.

11.8 Cigarette smoking

A cigarette is a narrow cylinder containing a combustible material, typically [tobacco](#), that is rolled into [thin paper](#) for [smoking](#). The cigarette is ignited at one end, causing it to smolder; the resulting smoke is orally inhaled via the opposite end. Cigarette smoking is the most common method of tobacco consumption. The term *cigarette*, as commonly used, refers to a tobacco cigarette, but the

word is sometimes used to refer to other substances, such as a [cannabis cigarette](#) or an [herbal cigarette](#). A cigarette is distinguished from a [cigar](#) by its usually smaller size, use of processed leaf, and paper wrapping, which is typically white. Most modern cigarettes are [filtered](#), although this does not make the smoke inhaled from them contain fewer carcinogens and harmful chemicals.

There are significant negative health effects from smoking cigarettes such as [cancer](#), [chronic obstructive pulmonary disease](#) (COPD), [heart disease](#), [birth defects](#), and other [health problems](#) relating to nearly every organ of the body. [Nicotine](#), the [psychoactive drug](#) in tobacco, makes cigarettes [highly addictive](#). About half of cigarette smokers die of tobacco-related disease and lose on average 14 years of life. Every year, tobacco cigarettes kill more than 8 million people worldwide; with 1.2 million of those being non-smokers dying as the result of exposure to [second-hand smoke](#). These harmful effects have led to strict legislation that has prohibited smoking in many workplaces and public areas, regulated marketing and [purchasing age](#) of tobacco, and levied taxes to discourage cigarette use.

In the 21st century, a product called an [electronic cigarette](#) (also called an e-cigarette or [vape](#)) was developed, in which the substance contained within it (typically a liquid [solution](#) containing nicotine) is vaporized by a battery-powered heating element, as opposed to being burned. Such devices are commonly promoted by their manufacturers as safer alternatives to conventional cigarettes, although there are [some health risks associated with their use](#). Since e-cigarettes are a relatively new product, scientists do not possess data on their possible long-term health effects.

History

The earliest forms of cigarettes were similar to their predecessor, the [cigar](#). Cigarettes appear to have had antecedents in Mexico and Central America around the 9th century in the form of reeds and smoking tubes. The [Maya](#), and later the [Aztecs](#), smoked tobacco and other psychoactive drugs in religious rituals and frequently depicted priests and deities smoking on pottery and temple engravings. The cigarette and the cigar were the most common methods of smoking in the Caribbean, Mexico, and Central and South America until recent times.

The North American, Central American, and South American cigarette used various plant wrappers; when it was brought back to Spain, maize wrappers were introduced, and by the 17th century, fine paper. By 1830, the cigarette had crossed into France, where it received the name *cigarette*; and in 1845, the French state tobacco monopoly began manufacturing them. The French word made its way into English in the 1840s. Some American reformers promoted the spelling *cigaret*, but this

was never widespread and is now largely abandoned. Cigarettes are sometimes also called a *fag* in British slang.

Constipation

Smoking has become less popular, but is still a large public health problem globally. Worldwide, smoking rates fell from 41% in 1980 to 31% in 2012, although the actual number of smokers increased because of population growth. In 2017, 5.4 trillion cigarettes were produced globally, and were smoked by almost 1 billion people. Smoking rates have leveled off or declined in most countries, but is increasing in some low- and middle-income countries. The significant reductions in smoking rates in the United States, United Kingdom, Australia, Brazil, and other countries that implemented strong tobacco control programs have been offset by the increasing consumption in low income countries, especially China. The Chinese market now consumes more cigarettes than all other low- and middle-income countries combined.

Other regions are increasingly playing larger roles in the growing global smoking epidemic. The WHO Eastern Mediterranean Region (EMRO) now has the highest growth rate in the cigarette market, with more than a one-third increase in cigarette consumption since 2000. Due to its recent dynamic economic development and continued population growth, Africa presents the greatest risk in terms of future growth in tobacco use.

Within countries, patterns of cigarette consumption also can vary widely. For example, in many of the countries where few women smoke, smoking rates are often high in males (e.g., in Asia). By contrast, in most developed countries, female smoking rates are typically only a few percentage points below those of males. In many high and middle income countries lower socioeconomic status is a strong predictor of smoking.

Environmental effects

Cigarette filters are made up of thousands of polymer chains of [cellulose acetate](#), which has the chemical structure shown to the right. Once discarded into the environment, the filters create a large [waste](#) problem. Cigarette filters are the most common form of [litter](#) in the world, as approximately 5.6 trillion cigarettes are smoked every year worldwide. Of those, an estimated 4.5 trillion cigarette filters become litter every year

Other health concerns

Toxic chemicals are not the only human health concern to take into considerations; the others are cellulose acetate and carbon particles that are breathed in while smoking. These particles are

suspected of causing lung damage. The next health concern is that of plants. Under certain growing conditions, plants on average grow taller and have longer roots than those exposed to cigarette filters in the soil. A connection exists between cigarette filters introduced to soil and the depletion of some soil nutrients over time.

Another health concern to the environment is not only the toxic carcinogens that are harmful to the wildlife, but also the filters themselves pose an ingestion risk to wildlife that may presume filter litter as food. The last major health concern to make note of for marine life is the toxicity that deep marine topmelt and fathead minnow pose to their predators. This could lead to toxin build-up ([bioaccumulation](#)) in the food chain and have long reaching negative effects. Smoldering cigarette filters have also been blamed for triggering fires from residential areas to major [wildfires](#) and [bushfires](#) which has caused major property damage and also death as well as disruption to services by triggering alarms and warning systems.

Degradation

Once in the environment, cellulose acetate can go through [biodegradation](#) and [photodegradation](#). Several factors go into determining the rate of each degradation process. This variance in rate and resistance to biodegradation in many conditions is a factor in littering and environmental damage.

11.9 Drugs

A drug is any [chemical substance](#) that when consumed causes a change in an organism's [physiology](#), including its [psychology](#), if applicable. Drugs are typically distinguished from [food](#) and other substances that provide nutritional support. Consumption of drugs can be via [inhalation](#), [injection](#), [smoking](#), [ingestion](#), [absorption](#) via a [patch](#) on the skin, [suppository](#), or [dissolution under the tongue](#).

In [pharmacology](#), a drug is a chemical substance, typically of known structure, which, when administered to a living organism, produces a biological effect. A [pharmaceutical drug](#), also called a medication or medicine, is a chemical substance used to [treat](#), [cure](#), [prevent](#), or [diagnose](#) a [disease](#) or to promote [well-being](#). Traditionally drugs were obtained through extraction from [medicinal plants](#), but more recently also by [organic synthesis](#). Pharmaceutical drugs may be used for a limited duration, or on a regular basis for [chronic disorders](#).

Pharmaceutical drugs are often classified into [drug classes](#)—groups of related drugs that have similar [chemical structures](#), the same [mechanism of action](#) (binding to the same [biological target](#)), a related [mode of action](#), and that are used to treat the same disease. The [Anatomical Therapeutic Chemical Classification System](#) (ATC), the most widely used drug classification system, assigns

drugs a unique [ATC code](#), which is an alphanumeric code that assigns it to specific drug classes within the ATC system. Another major classification system is the [Biopharmaceutics Classification System](#). This classifies drugs according to their solubility and permeability or [absorption](#) properties. [Psychoactive drugs](#) are substances that affect the function of the [central nervous system](#), altering [perception](#), [mood](#) or [consciousness](#). These drugs are divided into different groups like: [stimulants](#), [depressants](#), [antidepressants](#), [anxiolytics](#), [antipsychotics](#), and [hallucinogens](#). These psychoactive drugs have been proven useful in treating wide range of [medical conditions](#) including [mental disorders](#) around the world. The most widely used drugs in the world include [caffeine](#), [nicotine](#) and [alcohol](#), which are also considered [recreational drugs](#), since they are used for pleasure rather than medicinal purposes. All drugs can have potential [side effects](#). Abuse of several psychoactive drugs can cause [addiction](#) and/or [physical dependence](#). Excessive use of stimulants can promote [stimulant psychosis](#). Many recreational drugs are [illicit](#) and international treaties such as the [Single Convention on Narcotic Drugs](#) exist for the purpose of their [prohibition](#).

Medication

A medication or medicine is a [drug](#) taken to cure or ameliorate any symptoms of an [illness](#) or medical condition. The use may also be as [preventive medicine](#) that has future benefits but does not treat any existing or pre-existing diseases or symptoms. Dispensing of medication is often regulated by [governments](#) into three categories—[over-the-counter](#) medications, which are available in [pharmacies](#) and supermarkets without special restrictions; [behind-the-counter](#) medicines, which are dispensed by a [pharmacist](#) without needing a doctor's prescription, and [prescription only medicines](#), which must be prescribed by a licensed [medical professional](#), usually a [physician](#).

In the United Kingdom, behind-the-counter medicines are called [pharmacy medicines](#) which can only be sold in registered pharmacies, by or under the supervision of a pharmacist. These medications are designated by the letter P on the label. The range of medicines available without a prescription varies from country to country. Medications are typically produced by [pharmaceutical companies](#) and are often [patented](#) to give the developer exclusive rights to produce them. Those that are not patented are called [generic drugs](#) since they can be produced by other companies without restrictions or licenses from the patent holder.

Pharmaceutical drugs are usually categorised into [drug classes](#). A group of drugs will share a similar [chemical structure](#), or have the same [mechanism of action](#), the same related [mode of action](#) or target the same illness or related illnesses. The [Anatomical Therapeutic Chemical Classification System](#) (ATC), the most widely used drug classification system, assigns drugs a

unique [ATC code](#), which is an alphanumeric code that assigns it to specific drug classes within the ATC system. Another major classification system is the [Biopharmaceutics Classification System](#). This groups drugs according to their solubility and permeability or [absorption](#) properties.

Control of drugs

Numerous governmental offices in many countries deal with the control and supervision of drug manufacture and use, and the implementation of various drug laws. The [Single Convention on Narcotic Drugs](#) is an international [treaty](#) brought about in 1961 to prohibit the use of narcotics save for those used in [medical research](#) and treatment. In 1971, a second treaty the [Convention on Psychotropic Substances](#) had to be introduced to deal with newer recreational psychoactive and psychedelic drugs.

The [legal status of *Salvia divinorum*](#) varies in many countries and even in [states within the United States](#). Where it is legislated against, the degree of prohibition also varies. The [Food and Drug Administration](#) (FDA) in the United States is a [federal agency](#) responsible for protecting and promoting [public health](#) through the [regulation](#) and supervision of [food safety](#), [tobacco products](#), [dietary supplements](#), [prescription](#) and [over-the-counter medications](#), [vaccines](#), [biopharmaceuticals](#), [blood transfusions](#), [medical devices](#), [electromagnetic radiation](#) emitting devices, [cosmetics](#), [animal foods](#) and [veterinary drugs](#).

In India, the [Narcotics Control Bureau](#) (NCB), an [Indian federal law enforcement](#) and [intelligence](#) agency under the [Ministry of Home Affairs](#), is tasked with combating [drug trafficking](#) and assisting international use of illegal substances under the provisions of [Narcotic Drugs and Psychotropic Substances Act](#).

11.10 Acquired immunodeficiency syndrome (AIDS),

Acquired immunodeficiency syndrome (AIDS), is an ongoing, also called chronic, condition. It's caused by the human immunodeficiency virus, also called HIV. HIV damages the immune system so that the body is less able to fight infection and disease. If HIV isn't treated, it can take years before it weakens the immune system enough to become AIDS. HIV is spread through contact with genitals, such as during sex without a condom. This type of infection is called a sexually transmitted infection, also called an STI. HIV also is spread through contact with blood, such as when people share needles or syringes.

It is also possible for a person with untreated HIV to spread the virus to a child during pregnancy, childbirth or breastfeeding. There's no cure for HIV/AIDS. But medicines can control the infection

and keep the disease from getting worse. Antiviral treatments for HIV have reduced AIDS deaths around the world. There's an ongoing effort to make ways to prevent and treat HIV/AIDS more available in resource-poor countries.

Symptoms

The symptoms of HIV and AIDS vary depending on the person and the phase of infection.

Primary infection, also called acute HIV

Some people infected by HIV get a flu-like illness within 2 to 4 weeks after the virus enters the body. This stage may last a few days to several weeks. Some people have no symptoms during this stage.

Possible symptoms include:

- ✓ Fever.
- ✓ Headache.
- ✓ Muscle aches and joint pain.
- ✓ Rash.
- ✓ Sore throat and painful mouth sores.
- ✓ Swollen lymph glands, also called nodes, mainly on the neck.
- ✓ Diarrhea.
- ✓ Weight loss.
- ✓ Cough.
- ✓ Night sweats.

These symptoms can be so mild that you might not notice them. However, the amount of virus in your bloodstream, called viral load, is high at this time. As a result, the infection spreads to others more easily during primary infection than during the next stage.

Clinical latent infection, also called chronic HIV

In this stage of infection, HIV is still in the body and cells of the immune system, called white blood cells. But during this time, many people don't have symptoms or the infections that HIV can cause. This stage can last for many years for people who aren't getting antiretroviral therapy, also called ART. Some people get more-severe disease much sooner.

Symptomatic HIV infection

As the virus continues to multiply and destroy immune cells, you may get mild infections or long-term symptoms such as:

- ✓ Fever
- ✓ Fatigue.

- ✓ Swollen lymph glands, which are often one of the first symptoms of HIV infection.
- ✓ Diarrhea.
- ✓ Weight loss.
- ✓ Oral yeast infection, also called thrush.
- ✓ Shingles, also called herpes zoster.
- ✓ Pneumonia.

Progression to AIDS

Better antiviral treatments have greatly decreased deaths from AIDS worldwide. Thanks to these lifesaving treatments, most people with HIV in the U.S. today don't get AIDS. Untreated, HIV most often turns into AIDS in about 8 to 10 years. Having AIDS means your immune system is very damaged. People with AIDS are more likely to develop diseases they wouldn't get if they had healthy immune systems. These are called opportunistic infections or opportunistic cancers. Some people get opportunistic infections during the acute stage of the disease. The symptoms of some of these infections may include:

- ✓ Sweats.
- ✓ Chills.
- ✓ Fever that keeps coming back.
- ✓ Ongoing diarrhea.
- ✓ Swollen lymph glands.
- ✓ Constant white spots or lesions on the tongue or in the mouth.
- ✓ Constant fatigue.
- ✓ Weakness.
- ✓ Rapid weight loss.
- ✓ Skin rashes or bumps.

Causes

HIV is caused by a virus. It can spread through sexual contact, shooting of illicit drugs or use of shared needles, and contact with infected blood. It also can spread from parent to child during pregnancy, childbirth or breastfeeding. HIV destroys white blood cells called CD4 T cells. These cells play a large role in helping the body fight disease. The fewer CD4 T cells you have, the weaker your immune system becomes.

How does HIV become AIDS?

You can have an HIV infection with few or no symptoms for years before it turns into AIDS. AIDS is diagnosed when the CD4 T cell count falls below 200 or you have a complication you get only if you have AIDS, such as a serious infection or cancer.

How HIV spreads

You can get infected with HIV if infected blood, semen or fluids from a vagina enter your body. This can happen when you:

- **Have sex.** You may become infected if you have vaginal or anal sex with an infected partner. Oral sex carries less risk. The virus can enter your body through mouth sores or small tears that can happen in the rectum or vagina during sex.
- **Share needles to inject illicit drugs.** Sharing needles and syringes that have been infected puts you at high risk of HIV and other infectious diseases, such as hepatitis.
- **Have a blood transfusion.** Sometimes the virus may be transmitted through blood from a donor. Hospitals and blood banks screen the blood supply for HIV. So this risk is small in places where these precautions are taken. The risk may be higher in resource-poor countries that are not able to screen all donated blood.
- **Have a pregnancy, give birth or breastfeed.** Pregnant people who have HIV can pass the virus to their babies. People who are HIV positive and get treatment for the infection during pregnancy can greatly lower the risk to their babies.

How HIV doesn't spread

You can't become infected with HIV through casual contact. That means you can't catch HIV or get AIDS by hugging, kissing, dancing or shaking hands with someone who has the infection. HIV isn't spread through air, water or insect bites. You can't get HIV by donating blood.

Risk factors

Anyone of any age, race, sex or sexual orientation can have HIV/AIDS. However, you're at greatest risk of HIV/AIDS if you:

- **Have unprotected sex.** Use a new latex or polyurethane condom every time you have sex. Anal sex is riskier than is vaginal sex. Your risk of HIV increases if you have more than one sexual partner.
- **Have an STI.** Many STIs cause open sores on the genitals. These sores allow HIV to enter the body.

- **Inject illicit drugs.** If you share needles and syringes, you can be exposed to infected blood.

Complications

HIV infection weakens your immune system. The infection makes you much more likely to get many infections and certain types of cancers.

Infections common to HIV/AIDS

- **Pneumocystis pneumonia**, also called PCP. This fungal infection can cause severe illness. It doesn't happen as often in the U.S. because of treatments for HIV/AIDS. But PCP is still the most common cause of pneumonia in people infected with HIV.
- **Candidiasis, also called thrush.** Candidiasis is a common HIV-related infection. It causes a thick, white coating on the mouth, tongue, esophagus or vagina.
- **Tuberculosis, also called TB.** TB is a common opportunistic infection linked to HIV. Worldwide, TB is a leading cause of death among people with AIDS. It's less common in the U.S. thanks to the wide use of HIV medicines.
- **Cytomegalovirus.** This common herpes virus is passed in body fluids such as saliva, blood, urine, semen and breast milk. A healthy immune system makes the virus inactive, but it stays in the body. If the immune system weakens, the virus becomes active, causing damage to the eyes, digestive system, lungs or other organs.
- **Cryptococcal meningitis.** Meningitis is swelling and irritation, called inflammation, of the membranes and fluid around the brain and spinal cord, called meninges. Cryptococcal meningitis is a common central nervous system infection linked to HIV. A fungus found in soil causes it.
- **Toxoplasmosis.** This infection is caused by *Toxoplasma gondii*, a parasite spread primarily by cats. Infected cats pass the parasites in their stools. The parasites then can spread to other animals and humans.
- Toxoplasmosis can cause heart disease. Seizures happen when it spreads to the brain. And it can be fatal.

Cancers common to HIV/AIDS

- Lymphoma. This cancer starts in the white blood cells. The most common early sign is painless swelling of the lymph nodes most often in the neck, armpit or groin.
- Kaposi sarcoma. This is a tumor of the blood vessel walls. Kaposi sarcoma most often appears as pink, red or purple sores called lesions on the skin and in the mouth in people with white skin. In people with Black or brown skin, the lesions may look dark brown or black. Kaposi sarcoma also can affect the internal organs, including the lungs and organs in the digestive system.
- Human papillomavirus (HPV)-related cancers. These are cancers caused by HPV infection. They include anal, oral and cervical cancers.

Other complications

- Wasting syndrome. Untreated HIV/AIDS can cause a great deal of weight loss. Diarrhea, weakness and fever often happen with the weight loss.
- Brain and nervous system, called neurological, complications. HIV can cause neurological symptoms such as confusion, forgetfulness, depression, anxiety and difficulty walking. HIV-associated neurological conditions can range from mild symptoms of behavior changes and reduced mental functioning to severe dementia causing weakness and not being able to function.
- Kidney disease. HIV-associated nephropathy (HIVAN) is swelling and irritation, called inflammation, of the tiny filters in the kidneys. These filters remove excess fluid and waste from the blood and pass them to the urine. Kidney disease most often affects Black and Hispanic people.
- Liver disease. Liver disease also is a major complication, mainly in people who also have hepatitis B or hepatitis C.

Prevention

There is no vaccine to prevent HIV infection and no cure for HIV/AIDS. But you can protect yourself and others from infection. To help prevent the spread of HIV:

- **Consider preexposure prophylaxis, also called PrEP.** There are two PrEP medicines taken by mouth, also called oral, and one PrEP medicine given in the form of a shot, called injectable. The oral medicines are emtricitabine-tenofovir disoproxil fumarate (Truvada) and emtricitabine-tenofovir alafenamide fumarate (Descovy). The injectable medicine is called cabotegravir (Apretude). PrEP can reduce the risk of sexually transmitted HIV infection in people at very high risk.

- PrEP can reduce the risk of getting HIV from sex by about 99% and from injecting drugs by at least 74%, according to the Centers for Disease Control and Prevention. Descovy hasn't been studied in people who have sex by having a penis put into their vaginas, called receptive vaginal sex.
- Cabotegravir (Apretude) is the first U.S. Food and Drug Administration-approved PrEP that can be given as a shot to reduce the risk of sexually transmitted HIV infection in people at very high risk. A healthcare professional gives the shot. After two once-monthly shots, Apretude is given every two months. The shot is an option in place of a daily PrEP pill.
- Your healthcare professional prescribes these medicines to prevent HIV only to people who don't already have HIV infection. You need an HIV test before you start taking any PrEP. You need to take the test every three months for the pills or before each shot for as long as you take PrEP.
- You need to take the pills every day or closely follow the shot schedule. You still need to practice safe sex to protect against other STIs. If you have hepatitis B, you should see an infectious disease or liver specialist before beginning PrEP therapy.
- **Use treatment as prevention, also called TasP.** If you have HIV, taking HIV medicines can keep your partner from getting infected with the virus. If your blood tests show no virus, that means your viral load can't be detected. Then you won't transmit the virus to anyone else through sex.
- If you use TasP, you must take your medicines exactly as prescribed and get regular checkups.
- **Use post-exposure prophylaxis, also called PEP, if you've been exposed to HIV.** If you think you've been exposed through sex, through needles or in the workplace, contact your healthcare professional or go to an emergency room. Taking PEP as soon as you can within the first 72 hours can greatly reduce your risk of getting HIV. You need to take the medicine for 28 days.
- **Use a new condom every time you have anal or vaginal sex.** Both male and female condoms are available. If you use a lubricant, make sure it's water based. Oil-based lubricants can weaken condoms and cause them to break.

- During oral sex, use a cut-open condom or a piece of medical-grade latex called a dental dam without a lubricant.
- **Tell your sexual partners you have HIV.** It's important to tell all your current and past sexual partners that you're HIV positive. They need to be tested.
- **Use clean needles.** If you use needles to inject illicit drugs, make sure the needles are sterile. Don't share them. Use needle-exchange programs in your community. Seek help for your drug use.
- **If you're pregnant, get medical care right away.** You can pass HIV to your baby. But if you get treatment during pregnancy, you can lessen your baby's risk greatly.
- **Consider male circumcision.** Studies show that removing the foreskin from the penis, called circumcision, can help reduce the risk of getting HIV infection.

11.11 Diet

Nutritious food is, thus needed to sustain life and activity. Our diet must provide all essential nutrients in the required amounts. Requirements of essential nutrients vary with age, gender, physiological status and physical activity. Dietary intakes lower or higher than the body requirements can lead to under nutrition (deficiency diseases) or over nutrition (diseases of affluence) respectively. Eating too little food during certain significant periods of life such as infancy, childhood, adolescence, pregnancy and lactation and eating too much at any age can lead to harmful consequences. An adequate diet, providing all nutrients, is needed throughout our lives. The nutrients must be obtained through a judicious choice and combination of a variety of foodstuffs from different food groups.

Carbohydrates, fats and proteins are macronutrients, which are needed in large amounts. Vitamins and minerals constitute the micronutrients and are required in small amounts. These nutrients are necessary for physiological and biochemical processes by which the human body acquires, assimilates and utilizes food to maintain health and activity.

11.12 Carbohydrates

Carbohydrates are either simple or complex, and are major sources of energy in all human diets. They provide energy of 4 Kcal/g. The simple carbohydrates, glucose and fructose, are found in fruits, vegetables and honey, sucrose in sugar and lactose in milk, while the complex polysaccharides are starches in cereals, millets, pulses and root vegetables and glycogen in animal foods. The other complex carbohydrates which are resistant to digestion in the human digestive tract are cellulose in vegetables and whole grains, and gums and pectins in vegetables, fruits and

cereals, which constitute the dietary fibre component. In India, 70-80% of total dietary calories are derived from carbohydrates present in plant foods such as cereals, millets and pulses.

Dietary fibre delays and retards absorption of carbohydrates and fats and increases the satiety value.

Diets rich in fibre reduce glucose and lipids in blood and increase the bulk of the stools. Diets rich in complex carbohydrates are healthier than low-fibre diets based on refined and processed foods.

11.13 Proteins

Proteins are primary structural and functional components of every living cell. Almost half the protein in our body is in the form of muscle and the rest of it is in bone, cartilage and skin. Proteins are complex molecules composed of different amino acids. Certain amino acids which are termed “essential”, have to be obtained from proteins in the diet since they are not synthesized in the human body. Other nonessential amino acids can be synthesized in the body to build proteins. Proteins perform a wide range of functions and also provide energy (4 Kcal/g). Protein requirements vary with age, physiological status and stress. More proteins are required by growing infants and children, pregnant women and individuals during infections and illness or stress. Animal foods like milk, meat, fish and eggs and plant foods such as pulses and legumes are rich sources of proteins.

Animal proteins are of high quality as they provide all the essential amino acids in right proportions, while plant or vegetable proteins are not of the same quality because of their low content of some of the essential amino acids. However, a combination of cereals, millets and pulses provides most of the amino acids, which complement each other to provide better quality proteins.

11.14 Fats

Oils and fats such as butter, ghee and vanaspathi constitute dietary visible fats. Fats are a concentrated source of energy providing 9 Kcal/g, and are made up of fatty acids in different proportions. Dietary fats are derived from two sources viz. the invisible fat present in plant and animal foods; and the visible or added fats and oils (cooking oil). Fats serve as a vehicle for fat-soluble vitamins like vitamins A, D, E and K and carotenes and promote their absorption. They are also sources of essential polyunsaturated fatty acids. It is necessary to have adequate and good quality fat in the diet with sufficient polyunsaturated fatty acids in proper proportions for meeting the requirements of essential fatty acids. The type and quantity of fat in the daily diet influence the level of cholesterol and triglycerides in the blood. Diets should include adequate amounts of fat particularly in the case of infants and children, to provide concentrated energy since their energy needs per kg body weight are nearly twice those of adults. Adults need to be cautioned to restrict

intake of saturated fat (butter, ghee and hydrogenated fats) and cholesterol (red meat, eggs, organ meat). Excess of these substances could lead to obesity, diabetes, cardiovascular disease and cancer.

11.15 Vitamins and minerals

Vitamins are chemical compounds required by the body in small amounts. They must be present in the diet as they cannot be synthesized in the body. Vitamins are essential for numerous body processes and for maintenance of the structure of skin, bone, nerves, eye, brain, blood and mucous membrane. They are either water soluble or fat-soluble. Vitamins A, D, E and K are fat-soluble, while vitamin C, and the B-complex vitamins such as thiamin (B₁), riboflavin (B₂), niacin, pyridoxine (B₆), folic acid and cyanocobalamin (B₁₂) are water-soluble. Pro-vitamin like beta-carotene is converted to vitamin A in the body. Fat-soluble vitamins can be stored in the body while water-soluble vitamins are not and get easily excreted in urine. Vitamins B-complex and C are heat labile vitamins and are easily destroyed by heat, air or during drying, cooking and food processing.

Minerals are inorganic elements found in body fluids and tissues. The important macro minerals are sodium, potassium, calcium, phosphorus, magnesium and sulphur, while zinc, copper, selenium, molybdenum, fluorine, cobalt, chromium and iodine are micro minerals. They are required for maintenance and integrity of skin, hair, nails, blood and soft tissues. They also govern nerve cell transmission, acid/base and fluid balance, enzyme and hormone activity as well as the blood-clotting processes.

11.16 Chronic diseases

Chronic diseases are long-lasting conditions that usually can be controlled but not cured. People living with chronic illnesses often must manage daily symptoms that affect their quality of life, and experience acute health problems and complications that can shorten their life expectancy. According to the [Centers for Disease Control](#), chronic disease is the leading cause of death and disability in the United States, accounting for 70% of all deaths. Moreover, chronic conditions such as back pain and depression are often the main drivers of decreased productivity and increased healthcare costs. Data from the [World Health Organization](#) show that chronic disease is the major cause of premature death around the world, even in places where infectious disease are rampant. The good news is that through effective behavior change efforts, appropriate medical management, and systematic monitoring to identifying new problems, chronic diseases and their consequences can often be prevented or managed effectively.

CMCD aims to help people prevent and control the effects of their chronic illness by putting them at the center of disease control solutions. When designs for patient education, service delivery, and payment systems all focus on building the capacity of individuals and families to manage disease effectively, disease control improves, health care costs go down, and family well-being gets better.

Characteristics of a Chronic Diseases

Chronic illnesses are mostly characterised by:

- Complex causes
- Many risk factors
- Long latency periods (time between the onset of the illness and feeling its effects)
- A long illness
- Functional impairment or disability.

Most chronic illnesses do not fix themselves and are generally not cured completely.

- Some can be immediately life-threatening, such as heart disease and stroke.
- Others linger over time and need intensive management, such as diabetes.
- Most chronic illnesses persist throughout a person's life but are not always the cause of death, such as arthritis

Here are some examples of chronic diseases that are included in CMCD's research agenda:

- Allergies and Asthma
- Alzheimer's Disease
- Cancer
- Cardiovascular Diseases
- Chronic Back Pain and Other Pain Syndromes
- Depression
- Diabetes
- Epilepsy
- Obesity
- Substance Abuse Disorders

11.17 Summary

Under this unit we have summarized the concept of community health, public education, diet, alcoholism, smoking and AIDS etc. Community [health](#) is the convergence of [health care](#) services, [economics](#) and social responsibilities. People residing in a particular region more or less share similar kind of [health](#) risks and social and economic conditions. Community [health](#) is a medical practice which focuses on people's well-being in a particular geographical area. This

essential [public health](#) sector covers programs to help neighborhood members in protecting and improving their health, deter the transmission of infectious diseases, and plan for natural disasters.

Health education is a profession of educating people about health. Areas within this profession encompass environmental health, physical health, social health, emotional health, intellectual health, and spiritual health, as well as sexual and [reproductive health education](#). Alcoholism is the continued drinking of [alcohol](#) despite negative results. Problematic use of alcohol has been mentioned in the earliest historical records, the [World Health Organization](#) (WHO) estimated there were 283 million people with alcohol use disorders worldwide as of 2016. The term alcoholism was first coined in 1852, but alcoholism and alcoholic are [stigmatizing](#) and discourage seeking treatment, so clinical diagnostic terms such as alcohol use disorder or [alcohol dependence](#) are used instead.

11.18 Terminal questions

Q. 1 What do you mean by life style and community health? Explain it.

Answer:-----

Q. 2 Write short notes on the following.

- (a) *Cigarette smoking*
- (b) Chronic diseases

Answer:-----

Q. 3 Write short notes on the following.

- (a) *AIDS*
- (b) Diet

Answer:-----

Q. 4 Describe acquired immunodeficiency syndrome (AIDS).

Answer:-----

Q. 5 Write short notes on the following.

(a) Drugs

(b) Alcholism

Answer:-----

Q. 6 What do you mean by drugs? Explain it.

Answer:-----

Further readings

- Biochemistry- Lehninger A.L.
- Textbook of Nutrition and Dietetics [Ranjana Mahna](#)
- Biochemistry fourth edition-David Hames and Nigel Hooper.
- Textbook of Biochemistry for Undergraduates - Rafi, M.D.
- Textbook of Nutrition and Dietetics- Monika Sharma

Unit 12: Nutrition Through Life Cycle

Structure

Objectives

- 12.1 Introduction
- 12.2 Nutrients
- 12.3 Types of Nutrients
- 12.4 Adulthood pregnancy
- 12.5 Lactation
- 12.6 Hormones for lactation
- 12.7 Infants
- 12.8 What is the Infancy Stage?
- 12.9 Characteristics of Infancy
- 12.10 Infant Growth and Development
- 12.11 Preschool
- 12.12 Adolescence
- 12.13 Old age
- 12.14 Let's Sum Up
- 12.15 Check your progress

Further readings

12.1 Introduction

Food also provides materials from which all the structural and catalytic components of the living cell can be assembled. Living organisms differ in the particular substances that they require as food, in the manner in which they synthesize food substances or obtain them from the surrounding environment, and in the functions that these substances carry out in their cells. Nevertheless, general patterns can be discerned in the nutritional process throughout the living world and in the types of nutrients that are required to sustain life.

The essential water-soluble vitamins include vitamins B1, B2, B3, B5, B6, B7, B9, B12, and C. The essential fat-soluble vitamins include vitamins A, E, D, and K. Minerals are inorganic micronutrients. Minerals can classify as macrominerals or microminerals. Macrominerals are required in amounts greater than 100 mg per day and include calcium, phosphorous, magnesium,

sodium, potassium, and chloride. Sodium, potassium, and chloride are also electrolytes. Microminerals are those nutrients required in amounts less than 100 mg per day and include iron, copper, zinc, selenium, and iodine. This article will review the following biochemical aspects of the essential nutrients: fundamentals, cellular, molecular, function, testing, and clinical significance.

Objectives

This is the fourth unit (Nutrition through life cycle) of second block (Nutrition through life cycle, principles of diet therapy and nutritional management) of nutritional management in health and diseases. Under fourth unit, we have following objectives. These are as under:

- To know about adolescence and adulthood pregnancy
- To discuss lactation and infancy stage with its characteristics
- To know the hormones for lactation
- To know about preschool and old age

Human bodies change significantly over time, and food is the fuel for those changes. People of all ages need the same basic nutrients—amino acids, carbohydrates, fatty acids, vitamins and minerals, water—to sustain life and health. However, the amounts of nutrients needed differ. Throughout the human life cycle, the body constantly changes and goes through different periods known as stages. In this unit, we will discuss the major changes that occur during each stage, focusing on the roles nutrition plays. The major stages of the human life cycle are defined as follows:

- **Pregnancy:** The development of a zygote into an embryo and then into a fetus in preparation for childbirth.
- **Infancy:** The earliest part of childhood. It is the period from birth through age 1.
- **Toddler years:** Occur during ages 2 and 3 and are the end of early childhood.
- **Childhood:** Takes place from ages 4 to 8.
- **Puberty:** The period from ages 9 to 13, which is the beginning of adolescence.
- **Older adolescence:** The stage that takes place between ages 14 and 18.
- **Adulthood:** The period from adolescence to the end of life. Begins at age 19.
- **Middle age:** The period of adulthood that stretches from age 31 to 50.
- **Senior years, or old age:** Extends from age 51 until the end of life.

12.2 Nutrients

Nutrients are chemical substances required by the body to sustain basic functions and are optimally obtained by eating a balanced diet. There are six major classes of nutrients essential for human health: carbohydrates, lipids, proteins, vitamins, minerals, and water. Carbohydrates, lipids, and

proteins are considered macronutrients and serve as a source of energy. Water is required in large amounts but does not yield energy. Vitamins and minerals are considered micronutrients and play essential roles in metabolism. Vitamins are organic micronutrients classified as either water-soluble or fat-soluble.

12.3 Types of Nutrients

Carbohydrates

Carbohydrates are essential macronutrients that are the primary source of energy for humans; 1 gram of carbohydrate contains 4 kcal of energy. Carbohydrates also play roles in gut health and immune function. Carbohydrates are present in plant-based foods like grains, fruits, vegetables, and milk. Carbohydrates are ingested in the form of simple carbohydrates, like monosaccharides and disaccharides, or complex carbohydrates, like oligosaccharides and polysaccharides. Monosaccharides are the basic building blocks of all carbohydrates and include glucose, fructose, and galactose. Glucose is the primary form to which carbohydrates become metabolized in humans. Disaccharides contain two sugar units and include lactose, sucrose, and maltose.

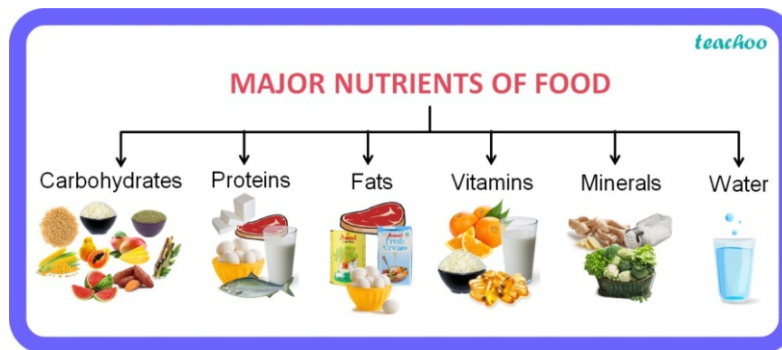


Fig. 1 Different nutrients of foods

Lactose is a carbohydrate found in milk, and sucrose is basic table sugar. Oligosaccharides consist of 3 to 10 sugar units and include raffinose and stachyose, which are in legumes. Polysaccharides include greater than ten sugar units and consist of starches, glycogen, and fibers, like pectin and cellulose. Starches like amylose are in grains, starchy vegetables, and legumes and consist of glucose monomers. Glycogen is the storage form of glucose in animals and is present in the liver and muscle, but there is little to none in the diet. Fibers are plant polysaccharides like pectin and cellulose found in whole grains, fruits, vegetables, and legumes but are not digestible by humans.

However, they play a major role in gut health and function and can be digested by microbiota in the large intestine. For healthy children and adults, carbohydrates should make up approximately 45 to 65% of energy intake based on the minimum required glucose for brain function. The recommended fiber intake is greater than 38 g for men and 25 g for women, which is the intake that research has

observed to lower the risk of coronary artery disease. Some carbohydrates are more nutritious than others. Optimal carbohydrate intake consists of fiber-rich, nutrient-dense whole grains, fruits, vegetables, legumes, and added sugar.

Proteins

Proteins are essential macronutrients that contribute to structural and mechanical function, regulate processes in the cells and body, and provide energy if necessary. Proteins are composed of amino acids and are available in food sources like meats, dairy foods, legumes, vegetables, and grains. 1 gram of protein contains 4 kcal of energy. The recommended protein intake is 0.8 to 1 gram per kilogram of body weight per day. For healthy children ages 1 to 3, ages 4 to 18, and adults, approximately 5 to 20%, 10 to 30%, and 10 to 35% of daily energy intake should come from protein, respectively, based on the adequate amount needed for nitrogen equilibrium.

Lipids

Lipids are essential macronutrients that are the main source of stored energy in the body, contribute to cellular structure and function, regulate temperature, and protect body organs. Lipids are found in fats, oils, meats, dairy, and plants and consumed mostly in the form of triglycerides. One gram of fat contains 9 kcal of energy. For healthy children ages 1 to 3, ages 4 to 18, and adults, approximately 30 to 40%, 25 to 15%, and 20 to 35% of daily energy intake should come from fat, respectively. Approximately 5 to 10% and 0.6 to 1.2% of the daily fat energy intake should consist of n-6 polyunsaturated fatty acids (linoleic acid) and n-3 polyunsaturated fatty acids (α -linolenic acid), respectively.

Vitamin B1 (Thiamin)

Thiamin, or vitamin B1, is an essential water-soluble vitamin that acts as a coenzyme in carbohydrate and branched-chain amino acid metabolism. Thiamin is in food sources such as enriched and whole grains, legumes, and pork. The RDA (Recommended Dietary Allowance) of thiamin for adults is 1.1 mg/day for women and 1.2 mg/day for men.

Vitamin B2 (Riboflavin)

Riboflavin, or vitamin B2, is an essential water-soluble vitamin that acts as a coenzyme in redox reactions. Riboflavin is present in food sources such as enriched and whole grains, milk and dairy products, leafy vegetables, and beef. The RDA of riboflavin for adults is 1.1 mg/day for women and 1.3 mg/day for men.

Vitamin B3 (Niacin)

Niacin, or vitamin B3, is an essential water-soluble vitamin that acts as a coenzyme to dehydrogenase enzymes in the transfer of the hydride ion and an essential component of the

electron carriers NAD and NADP. Niacin is present in enriched and whole grains and high protein foods like meat, milk, and eggs. The RDA of niacin for adults is 14 mg/day of NEs (niacin equivalents) for women and 16 mg/day of NEs for men.



Fig. 2 Sources of vitamins

Vitamin B5 (Pantothenic Acid)

Pantothenic acid, or vitamin B5, is an essential water-soluble vitamin that acts as a key component of coenzyme A and phosphopantetheine, which are crucial to fatty acid metabolism. Pantothenic acid is widespread in foods. The AI (adequate intake) of pantothenic acid for adults is 5 mg/day.

Vitamin B6 (Pyridoxine)

Vitamin B6, or pyridoxine, is an essential water-soluble vitamin that acts as a coenzyme for amino acid, glycogen, and sphingoid base metabolism. Vitamin B6 is widespread among food groups. The RDA for vitamin B6 for adults is 1.3 mg/day.

Vitamin B7 (Biotin)

Biotin, or vitamin B7, is an essential water-soluble vitamin that acts as a coenzyme in carboxylation reactions dependent on bicarbonate. Biotin is found widespread in foods, especially egg yolks, soybeans, and whole grains. The AI of biotin for adults is 30 mcg/day.

Vitamin B9 (Folate)

Folate, or vitamin B9, is an essential water-soluble vitamin that acts as a coenzyme in single-carbon transfers in nucleic acid and amino acid metabolism. Folate is in enriched and fortified grains, green leafy vegetables, and legumes. The RDA of folate for adults is 400 mcg/day of DFEs. The

recommendation is that women of childbearing age consume an additional 400 mcg/day of folic acid from supplements or fortified foods to decrease the risk of neural tube defects.

Vitamin B12 (Cobalamin)

Vitamin B12, or cobalamin, is an essential water-soluble vitamin that acts as coenzymes for the crucial methyl transfer reaction in converting homocysteine to methionine and the isomerization reaction that occurs in the conversion of L-methylmalonyl-CoA to succinyl-CoA. Vitamin B12 is only present in animal products because it is a product of bacteria synthesis. Many foods are also fortified with synthetic vitamin B12. The RDA of vitamin B12 for adults is 2.4 mcg/day. It is recommended for older adults to meet their RDA with fortified foods or supplements because many are unable to absorb naturally occurring vitamin B12.

Vitamin C (Ascorbic Acid)

Vitamin C, or ascorbic acid, is an essential water-soluble vitamin that acts as a reducing agent in enzymatic reactions and nonenzymatically as a soluble antioxidant. Vitamin C is found primarily in fruits and vegetables, except for animal organs like the liver and kidneys. The RDA of vitamin C for adult women and men is 75 mg/day and 90 mg/day, respectively. Smokers require an additional 35 mg/day of vitamin C.

Vitamin A (Retinol)

Vitamin A, or retinol, is an essential fat-soluble vitamin that plays numerous roles in vision, cellular differentiation, gene expression, growth, the immune system, bone development, and reproduction. Vitamin A is found primarily in animal products. Fruits and vegetables are a source of provitamin A carotenoids that can be converted to retinol in the body at a lesser amount. The RDA for vitamin A for adults is 900 mcg/day for males and 700 mcg/day for females.

Vitamin D (Cholecalciferol)

Vitamin D, or cholecalciferol, is an essential fat-soluble vitamin that plays an essential role in calcium metabolism, cell growth and development, and bone health. Vitamin D can be found in fish oils and in small amounts in plants in its less biologically active form. Interestingly, vitamin D synthesis occurs in the skin with exposure to UV light making dietary sources unnecessary in certain cases. The RDA for vitamin D for adults is 10 to 15 mcg/day.

Vitamin E (Tocopherol)

Vitamin E, or tocopherol, is a fat-soluble vitamin that is an antioxidant and may play roles in cell signaling, platelet aggregation, and vasodilation. Vitamin E, in the form of α -tocopherol, is found in certain vegetable oils, including sunflower, safflower, canola, and olive oil, whole grains, nuts, and green leafy vegetables. The RDA for vitamin E for adults is 15 mg/day.

Vitamin K (P hylloquinone; Menaquinone)

Vitamin K is an essential fat-soluble vitamin that is the coenzyme in the carboxylation of glutamic acid to form γ -carboxyglutamic acid reaction, which is essential to the proteins involved in blood coagulation. Vitamin K is present in green leafy vegetables, canola oil, and soybean oil. The RDA of vitamin K for adults is 120 mcg/day for men and 90 mcg/day for women.

Calcium

Calcium is an essential macromineral responsible for numerous structural components such as bones and teeth and physiological mechanisms in the body. Calcium exists in dietary sources such as dairy, cereals, legumes, and vegetables. The RDA for calcium for adults is 1,000 mg/day.

Magnesium

Magnesium is an essential macromineral responsible for numerous functions in the body, including signaling pathways, energy storage, and transfer, glucose metabolism, lipid metabolism, neuromuscular function, and bone development. Magnesium is present in food sources such as fruits, vegetables, whole grains, legumes, nuts, dairy, meat, and fortified foods like cereal. The adult RDA for magnesium is 400 mg/day.

Phosphorus

Phosphorus is an essential macromineral that is a structural component of bones and teeth, DNA, RNA, and plasma membrane of cells. It is also critical metabolically to produce and store energy. Phosphorus is pervasive throughout food sources, with the greatest contributors being milk, dairy, meat, and poultry. Phosphorus is also an additive in processed foods as a preservative. The RDA for phosphorus for adults is 700 mg/day.

Sodium

Sodium is an essential macromineral and electrolyte that plays critical roles in cellular membrane transport, water balance, nerve innervation, and muscle contraction as the most abundant extracellular cation. Sodium is available in dietary sources such as salt, processed foods, meat, milk, eggs, and vegetables. The AI for sodium for adults is 1,500 mg/day; however, the average sodium intake in industrialized nations is 2 or 3 fold by comparison, at 3,000 to 4,500 mg/day

Potassium

Potassium is an essential macromineral and electrolyte that plays critical roles in muscle contraction, nerve innervation, blood pH balance, and water balance as the most abundant intracellular cation. Potassium is obtainable in dietary sources such as fruits and vegetables. The AI for potassium is for adults is 4,700 mg/day.

Chloride

Chloride is an essential macromineral and electrolyte that plays critical roles in digestion, muscular activity, water balance, and acid-base balance as the most abundant extracellular anion in the body. Dietary chloride is almost always present in dietary sources associated with sodium in the form of NaCl or table salt. Chloride is in processed foods, meat, milk, eggs, and vegetables. The AI for chloride for adults is 1,500 mg/day.

Iron

Iron is an essential trace mineral that has a critical role in oxygen transport and energy metabolism. Dietary iron is from sources such as meat, fortified grains, and green leafy vegetables. Animal foods contain a more bioavailable form of iron called heme iron, while plant foods and fortified grains contain a less bioavailable form called non-heme iron. The RDA for iron for adults is 8 to 18 mg/day.

Zinc

Zinc is an essential trace mineral that functions structurally in proteins and catalytically as a component of over 300 different enzymes. Zinc appears in a variety of foods, especially shellfish and red meat. The RDA for zinc for adults is 10 mg/day.

Copper

Copper is an essential trace mineral that acts as a component of numerous proteins, including many important enzymes. Copper is in a variety of food sources but the highest concentrations in organ meats, nuts, seeds, chocolate, and shellfish. The RDA for copper for adults is 1 mg/day.

Iodine

Iodine is an essential trace mineral necessary for thyroid hormone synthesis. Iodine is present in meats and plant foods based on the soil content of the food production region. Otherwise, iodized salt is the main food source of iodine in regions with low soil iodine content. The adult RDA for iodine is 150 mcg/day.

Selenium

Selenium is an essential trace mineral that is an essential component of selenoproteins that play biological roles in antioxidant defense and anabolic processes in the human body. Selenium occurs in grains and vegetables, but the amounts vary based on the selenium content in the soil that the grains and vegetables were grown in. Brazil nuts are known for having high concentrations of selenium. The RDA for selenium for adults is 55 mcg/day.

12.4 Adulthood pregnancy

Adolescent pregnancy is a global phenomenon with clearly known causes and serious health, social and economic consequences. Globally, the adolescent birth rate (ABR) has decreased, but rates of change have been uneven across regions. There are also enormous variations in levels between and within countries. Adolescent pregnancy tends to be higher among those with less education or of low economic status. Further, there is slower progress in reducing adolescent first births amongst these and other vulnerable groups, leading to increasing inequity. Child marriage and child sexual abuse place girls at increased risk of pregnancy, often unintended.

Adolescent pregnancy is a global phenomenon with clearly known causes and serious health, social and economic consequences to individuals, families and communities. There is consensus on the evidence-based actions needed to prevent it. There is growing global, regional and national commitment to preventing child marriage and adolescent pregnancy and childbearing. Nongovernmental organizations have led the effort in several countries. In a growing number of countries, governments are taking the lead to put in place large-scale programmes. They challenge and inspire other countries to do what is doable and urgently needs to be done now.

In many places, barriers to obtaining and using contraceptives prevent adolescents from avoiding unintended pregnancies. There is growing attention being paid to improving access to quality maternal care for pregnant and parenting adolescents. WHO works with partners to advocate for attention to adolescent pregnancy, to build an evidence base for action, to develop policy and programme support tools, to build capacity and to support countries to address adolescent pregnancy effectively.

12.5 Lactation

Lactation is the process of producing and releasing milk from the mammary glands in your breasts. Lactation begins in pregnancy when hormonal changes signal the mammary glands to make milk in preparation for the birth of your baby. It's also possible to induce lactation without a pregnancy using the same hormones that your body makes during pregnancy. Lactation ends once your body stops producing milk. Feeding your baby directly from your breasts is called breastfeeding (or sometimes chestfeeding) or nursing. You can also feed your baby milk that you have expressed or pumped from your breast and saved in a bottle.

Where does human milk come from?

Human milk comes from your mammary glands inside your breasts. These glands have several parts that work together to produce and secrete milk:

- **Alveoli:** These tiny, grape-like sacs produce and store milk. A cluster of alveoli is called lobules, and each lobule connects to a lobe.
- **Milk ducts:** Each lobe connects to a milk duct. You can have up to 20 lobes, with one milk duct for every lobe. Milk ducts carry milk from the lobules of alveoli to your nipples.
- **Areola:** The dark area surrounding your nipple, which has sensitive nerve endings that lets your body know when to release milk. To release milk, the entire areola needs stimulation.
- **Nipple:** Your nipple contains several tiny pores (up to about 20) that secrete milk. Nerves on your nipple respond to suckling (either by a baby, your hands or a breast pump). This stimulation tells your brain to release milk from the alveoli through the milk ducts and out of your nipple.

It helps to think of the lactation system as a large tree. Your nipple is the trunk of the tree. The milk ducts are the branches. The leaves are the alveoli.

Why do people lactate?

The primary reason people lactate is to feed a baby. Lactation is a biological, hormonal response that occurs during and after pregnancy to feed a newborn baby. Your body triggers specific hormones to initiate milk production and ejection (releasing of milk). All mammals lactate for this purpose and it's possible to induce lactation in men and in non-pregnant women using the right hormone medications.

12.6 Hormones for lactation

The hormone prolactin controls the amount of milk you produce, and your body begins producing prolactin early in pregnancy. At first, the high levels of estrogen, progesterone and other pregnancy hormones suppress prolactin. Once you deliver the placenta, those pregnancy hormones drop and prolactin takes charge. When your baby suckles, it stimulates nerves that tell your body to release prolactin and oxytocin. Prolactin causes the alveoli to make milk and oxytocin causes muscle contractions that push out of the alveoli and through the milk ducts.

When milk is released, it's called a "letdown," and it takes about 30 seconds of suckling before the letdown occurs. Because you can't control which breast receives the hormones, the letdown can cause milk to drip from both nipples. Inducing lactation in people who aren't pregnant requires medication that mimics hormones your body makes during pregnancy. Suckling from the nipple can initiate lactation, either with a breast pump or by a baby. This is a complex process that involves working closely with a healthcare provider who understands the needs of non-pregnant people and has experience initiating lactation.

Difference between lactation and colostrum

Lactation describes the process of making and secreting milk from your breast. Colostrum is the first milk your breasts create during lactation and the first milk your baby drinks. It's thick, yellow and commonly called liquid gold. Colostrum is high in protein, minerals, vitamins and antibodies.

Hormone therapy for inducing lactation

Couples or families who wish to induce lactation, maybe because of adoption, surrogacy or other reasons, can try hormone therapy. Induced lactation means you're creating a milk supply without being pregnant. It's a process that involves taking estrogen and progesterone for several months to make your body believe it's pregnant. This helps prepare your breasts for lactation. Some medications and herbs are believed to help establish a milk supply, too. Several weeks before your baby arrives, begin pumping your breasts with a breast pump. This encourages your body to release prolactin, which produces milk. Ideally, you express your milk several times a day, just like you would if you had a baby. This helps establish a supply. You can also freeze any milk you produce for use once your baby arrives.

12.7 Infants

People prefer to use the term babies which is a more common term, as infants is a more formal or specialised synonym when they are very young and it is stage post the newborn stage. Infant, the term is a Latin derivative word from infans, meaning 'unable to speak' or 'speechless'. Infants in the infancy stage are as the name suggests do not possess the ability to speak and the birth giver has the responsibility to take care through the infancy period. To learn more about what you mean by infancy, let us define infancy and get an insight into the infancy period.

12.8 What is the Infancy Stage?

When a baby is born, for the first two months they can be referred to as a newborn. During this period as they are new entrants to the physical world, they totally rely on their mother for food and nutrition and during this period all they do is sleep, eat, poop and cry. The period after this is called the infancy period. From the ages of two months to one year, the baby is in the infancy stage and can be referred to as an infant. The first sign of infancy life stage development can be seen from the beginning of the infancy period. The baby is referred to as an infant even when it is in the newborn stage as the terms are described to be synonymous with each other.

12.9 Characteristics of Infancy

Characteristics of infancy, even though generalised, can also be very specific to each infants' growth and development depending on their birth. Before birth, when they are still in their mother's womb, they are referred to as a foetus. A normal infant is the one where they are conceived by normal pregnancy and the female has experienced a very safe period during all the trimesters. The labour and delivery too when are normal, the infant is said to be a normal infant. Their characteristics and developmental stage are also normal and natural, unlike the infants who are prematurely born.

When the foetus is not confined to the normal duration of 36 weeks or 9 months of pregnancy and due to some unprecedented circumstances that can be related to the mother or the foetus being born before this period. Such newborns are called premature babies and they are put in an incubation set up in the hospital till they reach their normal infancy life-stage development.

Certain Common Characteristics are-

- They have a distinctive appearance with a large head and arms and legs relatively short.
- The infants have narrower shoulders and hips.
- They have a slightly protruding abdomen.
- Downy, unpigmented hair called lanugo is found in many newborns on many areas of their body except feet and palm. But within a few weeks after birth, this usually disappears.
- They may have a head full of hair to almost no hair.
- The navel is formed after a few weeks when the stub of the umbilical cord that still remains dries and falls off.

12.10 Infant Growth and Development

Infancy life-stage development is very crucial as this initial period truly determines their health in all ways physical ability, immunity, physiologically, intellectual and even psychological development. The growth during the infancy period is astoundingly rapid and the baby may even appear anew each day as they tend to learn new things and grasp quickly.

Early Period

In his or her early days and weeks the infant spends their time experiencing different states of sleeping like deep sleep, light sleep, drowsy and even quiet alert sleeping patterns, they are always on an active alert mode and crying which is a very common response to things they experience but are unable to express due to their inability to speak yet. They sleep about 16 hours every day, but

this pattern of sleep is also constantly changing and may last for a few hours to sometimes a few minutes, the changes during this period is quite unpredictable.

In the period after these initial reactions and responses, the growth and development occur in many ways like cognitively, the language ability changes, they become physically able such as fine motor skills and gross motor skills are developed. And social skills are also developed by the end of the first year, which is the infancy stage.

12.11 Preschool

A preschool (sometimes spelled as pre school or pre-school), also known as nursery school, pre-primary school, play school or creche, is an educational establishment or learning space offering early childhood education to children before they begin compulsory education at primary school. It may be publicly or privately operated, and may be subsidized from public funds.

Preschool education in India is not yet officially recognized by the government and is largely run by privately held companies. The demand for play schools that cater to caring for very young children is high, with the rise in families in which both parents are working. However, a positive step forward in the direction of formalising preschool education has come forth through the NEP (National Education Policy) 2020. The NEP 2020 has placed a great deal of importance on early childhood care and education, advocating that the foundational stage (3 to 8 years) is critical and requires official/formal intervention. In fact, NEP 2020 has advocated replacing the traditional 10 + 2 schooling system with a 5+3+3+4 system.

In India there are not just the preschools as an individual institutions but there are hundreds of preschools who operate as a chain of preschools. These preschools work on franchise models and let other entrepreneurs operate preschool under their brand. In 2021 there are almost 450 preschool franchise providers in India.

The demand for preschool teachers in India has been steadily increasing as the importance of early childhood education is widely recognized. With a growing awareness among parents about the crucial role that preschool education plays in a child's overall development, there has been a surge in the number of preschools across the country. This rise in preschools has, in turn, led to a heightened demand for qualified and skilled preschool teachers. These educators are responsible for creating a nurturing and stimulating environment that fosters the social, emotional, and cognitive growth of young children. As the government also emphasizes the significance of early childhood education in its policies, the demand for well-trained preschool teachers is expected to continue to

rise. The need for individuals who can cater to the unique needs of pre-schoolers and facilitate their learning experiences makes preschool teaching (as a pre primary teacher which is also known as nursery teacher) a promising and rewarding career choice in India.

Terminology

Terminology varies by country. In some European countries the term kindergarten refers to formal education of children classified as ISCED level 0 – with one or several years of such education being compulsory – before children start primary school at ISCED level 1. The following terms may be used for educational institutions for this age group:

- **Pre-primary or creche** from 6 weeks old to 6 years old- is an educational childcare service a parent can enroll their child(ren) in before primary school. This can also be used to define services for children younger than kindergarten age, especially in countries where kindergarten is compulsory. The pre-primary program takes place in a nursery school.
- **Nursery school** (UK and US) from 0 months to 5 years old- is a pre-primary educational child care institution which includes preschool.
- **Daycare** (US) from 0 months to 2½ years old – held in a Nursery School, but can also be called a child care service or a crèche.
- **Preschool** (US and UK) from 2 to 5 years old- held in a Nursery School; readiness has to do with whether the child is on track developmentally, and potty training is a big factor, so a child can start as early as 2 years old. Preschool education is important and beneficial for any child attending nursery school because it gives the child a head start through social interactions. Through cognitive, psychosocial and physical development-based learning a child in preschool will learn about their environment and how to verbally communicate with others. Children who attend Preschool learn how the world around them works through play and communication.
- Pre-K (or Pre-Kindergarten) from 4 to 5 years old- held in Nursery School and is an initiative to improve access to pre-primary schools for children in the USA. There is much more than teaching a child colors, numbers, shapes and so on.
- Kindergarten (US) from 5 to 6 years old- held in a Nursery School and/or some primary elementary schools; in many parts of world (less so in English speaking countries) it refers to the first stages of formal education.

12.12 Adolescence

Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. 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.

12.13 Old age

Old age is the range of ages for persons nearing and surpassing life expectancy. People of old age are also referred to as: old people, elderly, elders, seniors, senior citizens, or older adults. Old age is not a definite biological stage: the chronological age denoted as old age varies culturally and historically. Some disciplines and domains focus on the aging and the aged, such as the organic processes of aging (senescence), medical studies of the aging process (gerontology), diseases that afflict older adults (geriatrics),¹ technology to support the aging society (gerontechnology), and leisure and sport activities adapted to older people (such as senior sport).

Old people often have limited regenerative abilities and are more susceptible to illness and injury than younger adults. They face social problems related to retirement, loneliness, and ageism. In 2011, the United Nations proposed a human-rights convention to protect old people.

Definitions

Definitions of old age include official definitions, sub-group definitions, and four dimensions as follows.

Official definitions

Most developed Western countries set the retirement age around the age of 65; this is also generally considered to mark the transition from middle to old age. Reaching this age is commonly a requirement to become eligible for senior social programs.

Old age cannot be universally defined because it is context-sensitive. The United Nations, for example, considers old age to be 60 years or older. In contrast, a 2001 joint report by the U.S. National Institute on Aging and the World Health Organization regional office for Africa set the beginning of old age in Sub-Saharan Africa at 50. This lower threshold stems primarily from a different way of thinking about old age in developing nations.

Unlike in the developed world, where chronological age determines retirement, societies in developing countries determine old age according to a person's ability to make active contributions to society. This number is also significantly affected by lower life expectancy throughout the developing world. Dating back to the middle ages and prior, what certain scholars thought of as old age varied depending on the context, but the state of being elderly was often thought as being 60 years of age or older in many respects.

Sub-group definitions

Gerontologists have recognized that people experience very different conditions as they approach old age. In developed countries, many people in their later 60s and 70s (frequently called early old age) are still fit, active, and able to care for themselves. However, after 80, they generally become increasingly frail, a condition marked by serious mental and physical debilitation.

Therefore, rather than lumping together all people who have been defined as old, some gerontologists have recognized the diversity of old age by defining sub-groups. One study distinguishes the young-old (60 to 69), the middle-old (70 to 79), and the very old (80+). Another study's sub-grouping is young-old (65 to 74), middle-old (75 to 84), and oldest-old (85+). A third sub-grouping is young-old (65 to 74), old (74 to 84), and old-old (85+). Describing sub-groups in the 65+ population enables a more accurate portrayal of significant life changes.

Two British scholars, Paul Higgs and Chris Gilleard, have added a fourth age sub-group. In British English, the third age is "the period in life of active retirement, following middle age. Higgs and Gilleard describe the fourth age as an arena of inactive, unhealthy, unproductive, and ultimately unsuccessful ageing.

Dimensions

Key Concepts in Social Gerontology lists four dimensions: chronological, biological, psychological, and social. Wattis and Curran add a fifth dimension: developmental. Chronological age may differ considerably from a person's functional age. The distinguishing marks of old age normally occur in all five senses at different times and at different rates for different people. In addition to chronological age, people can be considered old because of the other dimensions of old age. For example, people may be considered old when they become grandparents or when they begin to do less or different work in retirement.

Senior citizen

Senior citizen is a common euphemism for an old person used in American English, and sometimes in British English. It implies that the person being referred to is retired. This in turn usually implies that the person is over the retirement age, which varies according to country. Synonyms include old age pensioner or pensioner in British English, and retiree and senior in American English. Some dictionaries describe widespread use of senior citizen for people over the age of 65.

When defined in a legal context, *senior citizen* is often used for legal or policy-related reasons in determining who is eligible for certain benefits available to the age group. It is used in general usage instead of traditional terms such as old person, old-age pensioner, or elderly as a courtesy and to signify continuing relevance of and respect for this population group as citizens of society, of senior rank.

Age qualifications

The age of 65 has long been considered the benchmark for senior citizenship in numerous countries. This convention originated from Chancellor Otto von Bismarck's introduction of the pension system in Germany during the late 19th century. Bismarck's legislation set the retirement age at 70, with 65 as the age at which individuals could start receiving a pension. This age standard gradually gained acceptance in other nations and has since become deeply entrenched in public consciousness. The age which qualifies for senior citizen status varies widely. In governmental contexts, it is usually associated with an age at which pensions or medical benefits for the elderly become available. In commercial contexts, where it may serve as a marketing device to attract customers, the age is often significantly lower.

In commerce, some businesses offer customers of a certain age a senior discount. The age at which these discounts are available varies from 55, 60, 62 or 65 upwards, and other criteria may also

apply. Sometimes a special senior discount card or other proof of age needs to be produced to show entitlement. In the United States, the standard retirement age is currently 66 (gradually increasing to 67). The AARP allows couples in which one spouse has reached the age of 50 to join, regardless of the age of the other spouse.

In Canada, the Old Age Security (OAS) pension is available at 65 (the Conservative government of Stephen Harper had planned to gradually increase the age of eligibility to 67, starting in the years 2023–2029, although the Liberal government of Justin Trudeau is considering leaving it at 65), and the Canada Pension Plan (CPP) as early as age 60.

Signs

The distinguishing characteristics of old age are both physical and mental. The marks of old age are so unlike the marks of middle age that legal scholar Richard Posner suggests that, as an individual transitions into old age, that person can be thought of as different people "time-sharing" the same identity. These marks do not occur at the same chronological age for everyone. Also, they occur at different rates and order for different people. Marks of old age can easily vary between people of the same chronological age. A basic mark of old age that affects both body and mind is slowness of behavior. The term describes a correlation between advancing age and slowness of reaction and physical and mental task performance. However, studies from Buffalo University and Northwestern University have shown that the elderly are a happier age group than their younger counterparts.

12.14 Let's Sum Up

Under this unit we have summarized adolescence, adulthood pregnancy, infancy stage, preschool and old age etc. Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. Pregnancy is the term used to describe the period in which a fetus develops inside a woman's womb or uterus. Pregnancy usually lasts about 40 weeks, or just over 9 months, as measured from the last menstrual period to delivery. Health care providers refer to three segments of pregnancy, called trimesters. Following a healthy, safe diet; getting regular exercise as advised by a health care provider; and avoiding exposure to potentially harmful substances such as lead and radiation can help reduce the risk for problems during pregnancy and promote fetal health and development.

Infancy is defined as the first year of life and is the period of most rapid growth after birth. As a toddler, humans develop motor skills, such as the ability to walk, and communication skills.

Preschool education, Childhood education during the period from infancy to age five or six. Institutions for preschool education vary widely around the world, as do their names (e.g., infant school, day care, maternal school, nursery school, crèche, kindergarten). The first systematic theory of early childhood pedagogy was propounded by Friedrich Froebel, the founder of the kindergarten. Other influential theorists include Maria Montessori and Jean Piaget. Of major concern in preschool education is language development; teachers often conduct listening and language games.

4.15 Check your progress

Q. 1 What do you mean by adulthood pregnancy? Explain it.

Answer:-----

Q. 2 Describe nutrients with their types.

Answer:-----

Q. 3 What is the infancy stage? Explain the characteristics of infancy.

Answer:-----

Q. 4 Write short notes on the following.

(a) Lactation

(b) Infancy

Answer:-----

Q. 5 What do you mean by adolescence? Explain adulthood pregnancy.

Answer:-----

Q. 6 Write short notes on the following.

(a) Adolescence

(b) Preschool

Answer:-----

Further readings

- Biochemistry- Lehninger A.L.
- Textbook of Nutrition and Dietetics Ranjana Mahna
- Biochemistry fourth edition-David Hames and Nigel Hooper.
- Textbook of Biochemistry for Undergraduates - Rafi, M.D.
- Textbook of Nutrition and Dietetics- Monika Sharma