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**Life Skills integration in Self Learning Materials of Social Science: A Quality Measure**

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**Abstract**

EFA Goals had suggested “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes” as well as “Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and **essential life skills**”. It is now widely accepted that ‘Life Skills’ is an important aspect of quality education. The relevance and significance of life skills education cannot be denied.

In the face to face formal system, learners have the opportunity to learn life skills from teachers. However, ODL learners are deprived of this, as they are not a part of face to face teaching-learning set up. NIOS, India came up with an innovation for enabling the learners of secondary level (class 10) to learn life skills by integrating them in the self learning material in all subjects. The author was a part of this Project (which was completed in 2012-13) in the capacity of author, editor and mentor in the subject of Social Science. Before all the study materials were revised and life skills incorporated, a project was undertaken by NIOS with UNFPA support, wherein a few model lessons were developed. This project was reported by NIOS in PCF6, which was held in Kochi, India.

In this paper, the focus will be on Social Science study materials. How life skills were incorporated in it will be demonstrated through examples. The participants will be encouraged to discuss the importance of life skills, life skills integration in self learning materials of NIOS, Examples of life skill integration in Social Science study materials, etc. The sub-theme is Equity and Inclusion and the strand is Quality.

**Key Words**

- Life Skills
- Importance of Life Skills in Quality Education
- Integration of Life Skills in ODL self learning Materials
- Life Skills in Social Science self learning materials

## Full Paper

### 1. Life Skills

**WHO** (World Health Organization) defines '**Life Skills**' as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". 'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behaviour' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."

**Life skills** are distinct from '**Livelihood Skills**' (or occupational/vocational skills), which refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Key Life Skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of life skills - those related to thinking termed as "thinking skills"; and skills related to dealing with others termed as "social skills". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. "Emotional Skills" help not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, first coming to terms with oneself is important. Thus, self management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people need both thinking and social skills for consensus building and advocacy on issues of concern.

Thus, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

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

- Self Awareness
- Empathy
- Critical Thinking
- Creative Thinking
- Decision Making
- Problem Solving
- Effective Communication
- Interpersonal Relationship
- Coping with Stress
- Coping with Emotion

## 2. Importance of Life Skills in Quality Education

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

Life skill education is a value addition programme for the youth to understand self and able to assess their skill, abilities and areas of developments, which also enable them to analyse their capacity to enhance the function in a most productive way. Life skills development is a fundamental part of the process of socialization and school education is an integral part of this process. Individuals apply the acquired life skills in different contexts differently. Life Skills may be defined as psycho-social abilities that enable individuals to translate knowledge, attitude, and values into action. These skills empower individuals to connect with self and others, develop a healthy life style and positive behaviour. They also enable people to deal with the stresses and pressures of life, and equip them with competencies to manage challenging situations and optimize opportunities. Enhancing the coping resources, the personal and social competencies of individuals' life skills enable people to respond to situations in logical, sensitive, and positive ways without harming self or society. In everyday life, the development of life skills helps students to:

- Find new ways of thinking and problem solving
- Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyse options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others
- Help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.

## 3. Review of Related Literature

- **National Life Skills Education Framework (Ministry of Education and Vocational Training, United Republic of Tanzania, December 2010)**

The overall goal of NLSF is to ensure that: “All children and young people in Tanzania are provided with quality life skills education and utilise the life skills in an environment which encourages and enables them to do so for their own benefit and for the benefit of their society, with particular emphasis on adopting attitudes and practices that protect them against HIV infection”.

The report is divided into five main sections. Section A provides a very brief overview of the global context and theoretical underpinning for life skills education. Section B briefly reviews the situation in Tanzania. Section C summarises the main areas of contention for developing the NLSEF, capturing the fact that there is a wide diversity of views on best approaches. Section D provides a narrative overview of the key results and strategies, as well as those risks and assumptions that will have to be addressed if the NLSEF is to guide the effective implementation of life skills education. Section E provides an overview of institutional arrangements required for the effective co-ordination, monitoring and evaluation of the NLSEF. Sections D and E are supported by three key annexes, which

are critical reference documents to guide the implementation of the NLSEF in future. These are: Annex 1: Log frame for NLSEF; Annex 2: Monitoring and evaluation framework; and Annex 3: Roles and responsibilities.

- **Life Skills Education & CCE (Central Board of Secondary Education, MHRD, Govt. of India, New Delhi, 2003)**

This is a publication of the Central Board of Secondary Education meant to be a reference as well as guidelines for schools affiliated to the Board on Life Skills Education and Continuous & Comprehensive Evaluation in the context of adolescents. It contains sections on Key Issues & Concerns of Adolescent Students, Understanding Life Skills – A Teacher’s Perspective, Key Life Skills, Important FAQs, Key Steps in Life Skills Application, Matrix of Life Skills in a Classroom, Life skills-Commandments to Remember. It explains Life Skills in detail. It is a useful guide for school teachers.

- **Partners in Life Skills Education - Conclusions from a United Nations Inter-Agency Meeting (Department of Mental Health, World Health Organization, Geneva, 1999)**

This document is the product of a United Nations Inter-Agency Meeting held at WHO headquarters in Geneva on 6-7 April 1998. The aim of the meeting was to generate consensus among United Nations agencies as to the broad definition and objectives of life skills education and strategies for its implementation, in order to facilitate collaboration between the various organizations working to support the advancement of life skills education.

- **New Vision for Education: Fostering Social and Emotional Learning through Technology (World Education Forum in collaboration with The Boston Consulting Group 2016)**

To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy. In 2015, the World Economic Forum published a report that focused on the pressing issue of the 21st-century skills gap and ways to address it through technology (New Vision for Education: Unlocking the Potential of Technology). In that report, we defined a set of 16 crucial proficiencies for education in the 21st century. Those skills include six “foundational literacies”, such as literacy, numeracy and scientific literacy, and 10 skills that we labelled either “competencies” or “character qualities”. Competencies are the means by which students approach complex challenges; they include collaboration, communication and critical thinking and problem-solving. Character qualities are the ways in which students approach their changing environment; they include curiosity, adaptability and social and cultural awareness.

**Evidently, SEL, in this report, is akin to Life Skills.** They have identified three key opportunities to use technology to advance SEL: i) **Capitalize on what works.** Parents, educators and caregivers can benefit from existing “ed-tech” products with features that already promote SEL. Standards based on SEL-related features can help identify products with the potential to have the greatest impact on teaching social and emotional skills. (ii) **Embed SEL into foundational ed-tech products.** Creatively embedding SEL features into products that support foundational academic skills such as literacy and numeracy can extend SEL to areas where the vast majority of investment is already flowing. Iii) **Expand the realm of the possible.** Innovative new technologies – such as wearable devices, virtual reality and apps – can enable students to master important social and emotional skills. Not only do these technologies embrace and extend tried-and-true ways of fostering SEL, they offer potential for exciting new learning strategies.

- **Life Skills Education for Children and Adolescents in Schools - Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programmes (Division of Mental Health and Prevention of Substance Abuse, World Health Organization, Geneva, 1997)**

The purpose of this document is to outline a framework for life skills programme development, both conceptually and practically. The materials focus on the teaching of life skills to children and adolescents in schools. It is targeted at those agencies involved in school curriculum development, health education, and the development of school-based health and social interventions. Life skills education is relevant to everyone and the contents of this document, although directed at schools, can be adapted and interpreted to guide the development of life skills education for children that are not in schools, as well as for adult education and as part of community development projects. The document has two parts - Introduction to Life Skills for Psychosocial Competence and Guidelines: The Development and Implementation of Life Skills Programmes. The material in these training workshops is not related to classroom activities and is not intended to help individual teachers who may wish to introduce life skills education into their own teaching programmes; it is primarily to assist the training of those people who will be involved in the development and implementation of life skills programmes at national or subnational level. This document was circulated as part of the life skills project of the Programme on Mental Health, WHO, Geneva.

#### **4. Integration of Life Skills in ODL self learning Materials**

One of the major challenge faced by the open and distance education system is to provide distance learners the benefits of hidden curricula. How does one build Life Skills enhancement into the open and distance education curricula?

NIOS (National Institute of Open Schooling), India observed that most of these concerns get addressed in the hidden curricula of a school. While the school curriculum is acknowledged as a formally planned course with specific objectives, the hidden curricula are recognized as the socialization process of schooling.

Several studies have explained the scope of *hidden curriculum*. In his book, *Life in Classrooms* (1968), Philip Jackson defines the hidden curriculum as ‘Learning to wait quietly, exercising restraint, trying, completing work, keeping busy, cooperating, showing allegiance to both teachers and peers, being neat and punctual, and conducting oneself courteously.’ According to Drebeben, students from different backgrounds encounter the norms of schools that prepares them to involve in the life of the public sphere(s). He defines these norms as ‘independence’, ‘achievement’, ‘universalism’, and ‘specificity’. These norms are required by young people in modern industrial society. In his *Theories of Reproduction and Resistance in the New Sociology of Education* (1983), Henry Giroux says that the hidden curriculum includes those unstated norms, values, and beliefs embedded in, and transmitted to students through the underlying rules that structure the routines and social relationships in the school and the classroom.

Since open learners are essentially self-learners, with no teachers to guide them on a regular basis, the learning materials become ‘teachers in print.’ Cognizant of the organization’s realities, life skills were effectively integrated within the existing subjects offered in the secondary Programme of NIOS. In 2009, NIOS took an informed decision to undertake a pilot project to integrate life skills in selected lessons and subjects at the secondary level. In order to maximize the reach of the integrated lessons, the most popular subjects of Home Science, Social Science, Science, Hindi and English were identified for integration in this pilot project. The selection of subjects was based on the analysis of the subject-wise enrolment trend for year 2007–2008 amongst the learners. The most enrolled subjects were English (90.5 per cent), Social Studies (75.2 per cent), Hindi (74.5

per cent), Science (61.9 per cent), and Home Science (42.9 per cent). These subjects also had the intrinsic capability of lending themselves to integration.

Curricula of these five subjects at secondary level were revised with the objective of weaving the hidden curricula of life skills and gender. The lessons were rewritten with a **gender responsive life skills based education approach** giving enough opportunity to challenge gender stereotypes. During revision, it was ensured that girls and/or women are not being shown only as care takers or nurturers or always passive. Same was done for boys making them understand that aggression, competitiveness etc. are not something that is always expected from them. As the assessment of life skills is considered a difficult task, special efforts were made to develop innovative assessment tools within the integrated lessons that go beyond rote learning and recall mechanisms. The purpose of the evaluation items was to empower learners through participatory, process-oriented learning approaches that build on the experiences of the learners and provide them with opportunities to critically think, analyse, and infer key learning.

Thus, NIOS adopted the curricular approach of seamless integration to ensure the effective internalization of life skills. Integration was achieved, initially, in these five subjects at the Secondary level; later it was done in all subjects. The lessons developed aimed at promoting lifelong learning, thereby enhancing excellence in education. In the process, advocacy and training of nearly hundred lesson writers and academic officers was undertaken. Over two hundred tutors were also trained to conduct effective Personal Contact Programmes in this context.

## 5. Life Skills in Social Science self learning materials

The Social Sciences self-study materials of NIOS at Secondary Stage consist of two books – Book 1 and Book 2. Book 1 consists of two Modules:

- Module 1 - India and the World Through the Ages
- Module 2 - India: Natural Environment, Resources and Development

Book 2 also consists of two modules:

- Module 3 – Democracy at work
- Module 4 – Contemporary India: Issues and Goals

There are 27 lessons in all – 8 in Module 1, 6 in Module 2, 8 in Module 3 and 5 in Module 4. For the purpose of this paper, the author has picked up four lessons for analysis - one lesson from each module. These are:

1. Lesson 6 - Religious and Social Awakening in Colonial India
2. Lesson 14 – Population: Our Greatest Resource
3. Lesson 22 – People’s Participation in the Democratic Process
4. Lesson 24 – National Integration and Secularism

It is mainly through ‘**Activities**’ (given after each sub-section, along with Intext Questions) that Life Skills are addressed. Effective communication in writing is being developed in all these activities as a report/write-up is required to be written in all.

### 4.1 Lesson 6 - Religious and Social Awakening in Colonial India

#### 4.1.1 Learning Objectives

The Learning Objectives of this Lesson are to:

- identify the social practices that existed in our (Indian) society during the 19th century;

- discuss the importance of socio-religious reform movements during the 19th and early 20th century (in India) in raising awareness about prevalent social practices;
- explain the efforts of the reformers (in India) to deal with issues like caste system, child marriage, sati pratha (custom), through legislation and other means;
- discuss the role of reformers from the 19th century onwards (in India) in promoting school education in India;
- analyse the impact of the reform movement on Indian society.

#### 4.1.2 Illustrative Activities

##### Activity 6.1

According to the 2011 census, the states with the highest and the lowest sex ratio is Kerala with 1084 females per 1000 males, and Haryana with 877 females per 1000 males. Find out any 5 states having sex ratio of less than 914 females per 1000 males. (Visit the website [www.censusindia.gov.in](http://www.censusindia.gov.in) for information.) Find out the possible reasons for this. You may talk to people, search on the net, read books, etc. Also reflect on possible ways of correcting this. Write a report, giving your ideas on gender discrimination, the malpractices in this regard and how they can be curbed)

(This activity is directly linked with gender discrimination and helps in developing self awareness, Critical thinking, Decision making, problem solving and effective communication in writing.)

##### Activity 6.2

Cite at least two instances where you observed caste-based discrimination. Note down your reactions in 50 words. Reflect on possible remedies and write a report.

(This activity is directly linked with discrimination on the basis of caste, which is like racial discrimination and helps in developing self awareness, empathy, critical thinking, problem solving.)

##### Activity 6.3

Identify any two social practices or superstitions which are still prevalent despite several reform movements and government regulations. What can you, as an individual do to challenge these social practices or superstitions? Clue: Social practices or superstitions like dowry, gender discrimination, illiteracy, child marriage, female infanticide. Possible Action: Lead by personal example, organise group discussion; write a letter to the newspaper, assist people in distress in public places etc. Take up one of these activities against any one such malpractice. Write a report.

(This activity will help the learner in developing critical thinking, decision making, problem solving, discrimination between good and bad, as well as taking action against malpractices in society and effective communication in writing.)

## 4.2 Lesson 14 – Population: Our Greatest Resource

### 4.2.1 Learning Objectives

The Learning Objectives of this Lesson are to:

- analyze population not in terms of simple numbers and a problem, but as the greatest resource of the country;
- explain factors that make population a human resource;

- identify areas of high, moderate and low density of population and locate the same on the outline map of India;
- analyze the factors affecting the distribution and density of population;
- examine the implications of the population change and population composition, rural-urban composition, age composition, sex composition and literacy;
- appreciate needs of adolescents as a critical population group and the growing potential human resource;
- recognize the need for empowerment of women in India; and
- evaluate population policies adopted by the Government of India, especially in the context of human resource development.

#### 4.2.2 Illustrative Activities

##### Activity 14.1

Look at the Figure 14.2 (**Map showing Density of Population in India**). Identify and name the States having high (more than 500 persons per sq km), moderate (100-500 persons per sq km) and low (less than 100 persons per sq km) density.

States having high density States having moderate density

States having low density Can you state the reasons for such a variation in density among States? Hints: Unfavorable/harsh climatic conditions, rugged terrain and poor soil fertility are mainly responsible for the low density. Rich soil, abundance of rainfall, developed irrigational facilities, moderate climate and urbanization support high density of population. The areas of average fertility, modest rainfall, less developed irrigational facilities and, to some extent, stony/sandy surface sustain moderate density of population. Now find out some socio-cultural reasons for this. Make a survey in your locality and calculate the average number of members in a family. Calculate the density also. Write a report.

(This activity will help in the skill of map-reading as well as in critical thinking skills and effective communication in writing.)

##### Activity 14.2

Study the maps of physiographic divisions of India, the great northern mountains and the peninsular plateau of India in lesson 11. The smiling face of our Mother Land. Read these maps along with the data given in the figure numbers 14.1 (Map showing Distribution of Population in India), 14.2 (Map showing Density of Population in India) and 14.4 (Factors affecting Distribution of Population) showing the distribution and density of population, respectively.

Co-relate and analyze the maps and identify the areas where physical conditions are favourable for people.

(Activity for map reading, critical thinking skills and effective communication in writing.)

##### Activity 14.3

Look into the data given in Table 1.1 (Adolescents (10-19 Years) by Sex (in thousands) in India, 1991 and 2001) and search answers for the following:

1. What is the trend in terms of percentage of male and female adolescents during 1991 and 2001?
2. Why is the number of adolescent girls less than adolescent boys, though biologically the number of girls should have been more? Talk to some people. Link it up with Lesson 3, Module 1 in this course. Write a report.
3. Why are the adolescents considered as under-served population group?
4. You are yourself either an adolescent or have undergone that stage recently. Prepare a list of the needs of adolescents that must be addressed by society? Reflect upon how they can be fulfilled. Write a report.



(Activity for interpretation of data, critical thinking, self awareness, empathy, problem solving and effective communication in writing)

### 4.3 Lesson 22 – People’s Participation in the Democratic Process

#### 4.3.1 Learning Objectives

The Learning Objectives of this Lesson are to:

- understand people’s participation in democratic processes;
- explain the meaning and importance of public opinion;
- list the agencies which help formulate public opinion;
- describe the electoral system that operates in India;
- discuss the meaning of elections and their types;
- assess election malpractices and measures to check them;
- identify various electoral reforms; and
- explain the meaning of universal adult franchise and its importance.

#### 4.3.2 Illustrative Activities

##### Activity 22.1

Ask the following questions to three people who are 18-years old or above and write their answers in the table given below.

	Person 1	Person 2	Person 3
Did you vote in last election, why or why not?			
Did you participate in the election process by campaigning for a party/ candidate?			
If the elected person did not fulfill his/her promise, did you make in any public response eg. write to a newspaper, or participate in a protest rally .			

Analyze the answers. Compare the attitude of the three persons. Which one of them, according to you has the best attitude and why? Write a report on the analysis, giving reasons for your judgment on the attitude of these three persons.

(Activity for effective communication, interpretation of data, critical thinking skills and democratic outlook.)

##### Activity 22.2

You may have watched the Hindi film, '*Rang De Basanti*'. Its story is about 5 young men whose friend gets killed in a fighter aircraft crash. The corruption in government appears to be the root cause of the incident. This event changes them from being carefree to passion-driven individuals who are determined to avenge their friend's death by using violent means.

In another Hindi film, '*Lage Raho Munnabhai*', a Mumbai (Bombay) underworld don begins to see the spirit of Mahatma Gandhi. Through his interactions with the image of Gandhi, Munna Bhai begins to practice what he calls Gandhigiri (focused on satyagraha, non-violence and truth) to help ordinary people solve their problems.

In both the films the lead actors were working towards a cause using different methods. Which method do you like more? Give your reasons. Write a report.

Note: This question can be answered even if students have not seen the films.

(Self awareness, critical thinking, decision making and effective communication in writing)

### Activity 22.3

Mukund Das, a politician is a two time MLA from Pratappur. He is associated with one of the prominent regional parties of Uttar Pradesh. He has 100% attendance in the Legislative Assembly. However, in terms of his active participation in the Assembly, he has never raised any question in the Assembly nor participated in debate on any issue. Out of Rs. 6 crore (60 million) that he had in his MLA Development Fund, he has been able to spend only a small amount on development of roads and sewers in his locality.

Devika Sen became an MLA from Durgapur, West Bengal. She is an independent MLA not belonging to any political party. Her family owns a cloth mill in the area. She has 100% attendance in the Assembly. She has often raised questions in the Assembly relating to rights of women and on policies related to trade unions. Out of the Rs. 6 crore (60 million) from her MLA Development Fund, an amount of Rs. 4 crores (40 million) was spent on improving the schools in the area and the remaining two crores (20 million) on developing infrastructure like roads, community centers, etc. around the cloth mills.

1. Based on the above information, write in the table below, whom you would vote for. Give reasons for your choice and suggest two ways in which the two candidates can improve their performance.

Candidate	My Vote and reasons	Suggestions for improvement
Mukund Das		
Devika		
Neither		

Write a detailed report.

(Self awareness, critical thinking, decision making, discrimination between right and wrong, democratic outlook and effective communication in writing)

#### 4.4.1 Learning Objectives

The Learning Objectives of this Lesson are to:

- understand the meaning and the importance of national integration;
- appreciate how national movement against British Rule helped in national integration;
- analyse how the provisions in the Indian Constitution promote national integration;
- identify the challenges to national integration in our country;
- understand the implications of secularism; and
- appreciate the role of a learner as a citizen of India and an agent of change in promoting national integration and secularism in our country.

#### 4.4.2 Activities

##### Activity 24.1

It is claimed that cricket is like a religion in India. You also must have experienced that almost the whole nation is glued to the TV when the game of cricket is in progress. Our cricket players hail from all parts of India and belong to diverse socio-cultural and economic settings, but they play as a single unit for the country. People of all the regions remain completely engrossed with it. They celebrate every victory of the Indian Team and express their disgust, whenever it is defeated. Can there be a better example of national integration? Based on this experience, collect the views of at least 5 young persons who are easily available such as your classmates or young persons in your neighbourhood on the following questions:

1. Why do Indians behave like the way it is stated above?
2. Why do the people almost worship every great cricketer of India, even though the player does not belong to their own region, state, community, caste, or religion?
3. What are the other occasions when every person thinks and behaves like an Indian and not as a Bihari or Maharashtrian or Telugu or Brahmin or Dalit?

Analyse the responses. Write a report, appreciating the importance of national integration and ways and means of achieving it.

(Self awareness, critical thinking, analytical skills, empathy, problem solving, democratic outlook, nationalism/patriotism/love for the country and effective communication in writing)

##### Activity 24.2

As you may be aware, people of every part of India participated in the freedom struggle and many of them sacrificed their lives. Many of those freedom fighters must be from the State to which you belong. Prepare a list of freedom fighters who belonged to your State. You may consult the elders in your family, neighbourhood, teachers and others. Find out more about these freedom fighters – their life and contribution – and write a report. Also write what inspiration you get from them, bringing out the importance of freedom and patriotism (what they mean to you).

(Effective communication, self awareness, nationalism/patriotism/love for the country, critical thinking skills)

##### Activity 24.3

1. Identify at least three major communal riots that took place in India after independence. Try to gather the details of those riots through books, magazines or internet. Find out the reasons for these riots.

2. Have you watched a movie or heard the name of a movie that is based on a communal riot that occurred in India? If not, some of your elders or friends must have seen such a movie. Try to gather the details of that movie through those who saw it. You may also get such information through internet.

Prepare a write-up on each of the above, explaining what you think about communal riots, what are the reasons and how communal harmony can be brought about.

(Self awareness, empathy, Critical thinking, analytical skills, decision making, problem solving, love for peace and harmony, love for humanity and effective communication in writing)

## 5. Conclusion

It has been observed that learners learn, understand and appreciate when some critical thinking is involved. Once they understand the importance and relevance of this methodology, they start looking at events, issues and problems, not only in a different way but also develop a problem solving attitude to life. This is essentially the spirit behind bringing life skills to specially those learners who do not have a face to face interaction with the teacher in a regular classroom situation.

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