



# EMPOWERING ADOLESCENT GIRLS WITH LIFE SKILLS EDUCATION

**Kahkasha**

Assistant Professor  
Department Of Education  
Amrapali University  
Haldwani, Uttarakhand

**Abstract:-** Empowering girls through life skills education is crucial for their personal growth, self-confidence, and overall well-being. By providing them with the necessary tools and knowledge, they can better navigate life's challenges, make informed decisions, and become active contributors to society. This education fosters gender equality, promotes social and economic development, and ultimately leads to a brighter future for both girls and their communities. By equipping them with essential life skills and strategies, they can effectively manage personal affairs, face challenges, and enhance their problem-solving techniques, ultimately leading to a successful and meaningful life.

**Key Words:-** Life Skills Education, Adolescent Girls, Empowerment of girls

**Introduction:** - **Sujit Kumar Biswal** in his article said that Life skills-based education (LSBE) is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. **Hendricks(1996)** said, "Life skill education facilitates a complete and integrated development of individuals to function effectively as social beings." Life skills have been defined by the World Health Organization **The World Health Organization (WHO) in 1997** defined health-enhancing abilities as adaptive and positive behaviors that empower individuals to efficiently face and overcome the challenges and demands of daily life, promoting overall well-being and resilience. The modern education system in India, while focusing on achievements, often overlooks the individual needs of children and their holistic development. In today's rapidly globalizing and urbanizing society, it is crucial to empower children with skills to navigate challenges such as academic stress, violence, drug abuse, and social divides.

To better prepare today's youth for the challenges of the globalized world, it is crucial to integrate life skills training into the traditional education system. By focusing on life skills development for adolescent girls, we can nurture essential qualities such as honesty, assertiveness, self-confidence, tolerance, and responsibility. These skills not only contribute to their personal growth but also foster good interpersonal relationships, adaptability, and resilience. By emphasizing life skills education, we can equip our young generation with the necessary tools to thrive in an ever-evolving society and create a more harmonious and progressive future **Smitha (2018)**. **In 1986, the Ottawa Charter** for Health Promotion acknowledged life skills as essential components for making informed and beneficial health decisions, emphasizing their importance in improving overall well-being and quality of life. **Ishita Guha & et. al. (2021)** study says that Community- based adolescents For health action model for the rural adolescent girls can empower and enhances their life skills with minimum resource and intensive. It is imperative to transform the education system into a skills-based approach, fostering students' growth and equipping them with the necessary tools to succeed in today's world **Kalita Pranjit (2022)**.

**The World Health Organization (WHO) identified ten core life skills that contribute to better health choices and overall well-being** ( **Garima Srivastava 2015**)

**Self-awareness** is a prominent aspect of personal growth, allowing individuals to understand their own character, strengths, weaknesses, desires, and dislikes. By cultivating this skill, adolescents can identify when they face stress or pressure, ultimately leading to better communication, interpersonal relationships, and empathy towards others.

**Empathy** foster healthy relationships during adolescence and beyond. By learning to understand and care about others' feelings, adolescents can effectively communicate, receive support, and build stronger connections with diverse individuals in various life situations. This skill not only enhances their social experiences but also contributes to a more harmonious society.

**Critical thinking** Cultivating critical thinking in adolescents empowers them to objectively evaluate various influences like values, peer pressure, and media, thereby fostering a more informed and independent decision-making process in their attitudes and behaviors.

**Creative thinking** is a multifaceted process that involves generating fresh ideas, adapting perspectives, inventing novel concepts, and expanding upon existing thoughts. This unique approach to problem-solving is comprised of four essential components: fluency, flexibility, originality, and elaboration, which collectively foster innovative and imaginative solutions.

**Decision making** by the Effective decision-making skills adolescents navigate through various life choices. By evaluating available options and contemplating their potential consequences, young adults can make well-informed decisions that positively impact their lives and personal growth.

**Effective problem-** in adolescents enable them to approach issues with a clear mind, evaluate various solutions, and make informed decisions by considering the advantages and disadvantages of each option. This empowers them to tackle challenges more confidently and adapt to various situations in their personal and academic lives.

**Interpersonal relationship:-** Developing strong interpersonal relationship skills during adolescence is crucial for fostering positive connections with friends, family, and peers. These skills not only contribute to one's mental and social well-being but also help in maintaining healthy relationships and learning how to navigate the complexities of ending relationships in a constructive manner.

**Effective communication:** Effective communication with adolescents involves understanding and respecting their diverse cultural backgrounds and adapting to various situations. It entails fostering an environment where they feel comfortable expressing their thoughts, feelings, and needs, as well as seeking guidance and assistance when required.

**Coping with stress** Developing stress management as a life skill involves identifying stress triggers, understanding their impact, and adopting effective strategies to regulate stress levels. This includes embracing healthy coping methods, transforming passive approaches into active ones, and potentially modifying your surroundings or daily routine. Additionally, mastering relaxation techniques plays a crucial role in maintaining a balanced emotional state.

**Coping with emotions** Developing emotional coping mechanisms involves identifying and understanding one's emotions as well as those of others, comprehending the impact of emotions on behavior, and learning to respond effectively to various feelings. A crucial part of this process is mastering the art of managing intense emotions, such as anger or sadness, as they can potentially harm our well-being if not addressed adequately.

**Objectives of the Study:** - To study the schemes to empower adolescent Girls with life skills education.

**Significance of the Study:** - Education plays a pivotal role in empowering girls, as it equips them with knowledge, skills, and confidence to make informed decisions, contribute to their communities, and secure better opportunities. By investing in girls' education, we not only uplift their lives but also foster a more prosperous, equitable, and sustainable society. Transforming the education system to focus on life skills can significantly improve the daily lives of adolescent girls. By equipping them with essential tools to navigate societal changes and adapt healthily, these girls can better face various challenges and make informed decisions, ultimately promoting their overall well-being. This holistic approach not only aids in their personal growth but also helps them navigate their career paths with confidence and resilience.

**Methodology:** - The analytical method employed here involves synthesizing information from various secondary sources, such as research papers, books, magazines, journals, and the internet.

#### **Life Skills Education schemes to empower the adolescent girls**

UNICEF's efforts to promote girls' education involve working closely with various stakeholders to dismantle barriers and foster gender equality in education. They prioritize secondary education for girls, ensuring they receive the necessary support to complete pre-primary, primary, and eventually secondary education. Their strategies include tackling discriminatory norms and practices, promoting gender-responsive policies and budgets, improving learning assessment data, providing social protection measures, offering gender-sensitive teacher training, removing stereotypes in learning materials, and addressing additional obstacles like distance to school, re-entry policies for young mothers, and menstrual hygiene management.

**The Kishori Shakti Yojana** is a comprehensive Indian government initiative designed to uplift adolescent girls by providing them with holistic education, health, and skill development opportunities. Through this program, young girls receive essential knowledge on health, hygiene, and nutrition, while also being equipped with life skills and vocational training. Additionally, it offers guidance for career choices and awareness programs, fostering an environment that encourages their overall growth and empowerment.

**Scheme for Adolescent Girls was sanctioned in the year 2010**, under the Ministry of Women and Child Development, aims to empower and educate girls aged 11 to 14 years, breaking the cycle of disadvantage and promoting self-development. The program focuses on improving nutrition, health, and life skills, while also facilitating their re-entry into formal education or skill training. Initially implemented in 205 districts, it has since expanded nationwide, replacing the Kishori Shakti Yojana.

**The Girls' Education Challenge (GEC)**, initiated by the UK government, targets enhancing access to quality education for underprivileged girls in developing nations. With a goal to benefit over one million girls, the program works towards overcoming obstacles like poverty, early marriages, and traditional beliefs that restrict girls' education. GEC supports creative projects that offer secure learning spaces, scholarships, mentorship, and vocational skills to empower these girls and ensure their educational success.

**The Malala Fund**, spearheaded by Nobel laureate Malala Yousafzai, focuses on promoting girls' education globally. Although not a government initiative, it emphasizes the significance of international collaborations in this crucial cause. The organization strives to deliver

high-quality education, initiate policy changes, and elevate the suppressed voices of girls who face obstacles in accessing education due to various societal, economic, or political constraints.

**The SABALA** initiative aims to empower adolescent girls aged 11-18 in Tangi-Choudwar, Mahanga, Nischintakoili, Salipur, and Narasinghpur areas of Cuttack District. By working with 750 girls, they aim to enhance their knowledge and awareness on reproductive health, personal hygiene, cleanliness, nutrition, and overall health. This program particularly targets out-of-school girls, providing them with education on life skills, reproductive health, menstrual hygiene, personal cleanliness, sanitation, and nutrition to improve their well-being and empower them for a better future.

**Conclusion:** -Life skills education, by providing individuals with essential tools and knowledge, serves as an effective approach to promote social and psychological adjustment. This comprehensive learning experience empowers people to navigate challenges, build healthy relationships, and make informed decisions, ultimately contributing to their overall well-being and personal growth. This education plays an important role in empowering adolescents physically and mentally. It equips them with the necessary tools to navigate through various challenges and make informed decisions. By fostering self-confidence, emotional intelligence, problem-solving, and critical thinking abilities, this education empowers them to face life's complexities and contribute positively to society. Integrating life skills into the curriculum not only enhances their mental health but also prepares them to become well-rounded, functional individuals capable of achieving their goals in the modern world.

## BIBLIOGRAPHY

A. Smitha Mary & Vineetha Thomas (2108). A Study On Awareness of Life Skills Among Post Graduate Students, IJCRT, Volume 6, Issue 1 March 2018 ISSN: 2320-2882

Bharath S, Kishore Kumar KV, Vranda MN. *Activity Manual for the Teachers on Health Promotion using Life Skills Approach, 8th Standard*. Bangalore: NIMHANS; 2002.

Bikkrama Daulet Singh and Rashmi Menon (2015). Background paper prepared for the Round table on Life Skills <https://medha.org.in/user-content/uploads/2020/10/Life-Skills-in-India-CSF.pdf>

Dinakaran J. & Gabriel M. (2014). Life Skills Education Among Adolescent Girls In Kemp's Town At Trichirappalli Municipal Corporation—A Descriptive Study, Volume – 4, Issue - 12 , ISSN No- 2249-555X

Garima Srivastava (2015) The importance of life skills for adolescents <https://www.whiteswanfoundation.org/life-stages/adolescence/the-importance-of-teaching-your-adolescent-life-skill>

Guha, Ishita, Maliye, Chetna Gupta, Subodh Garg, Bishan 2021 Life Skills of Adolescent Girls in Relation to their Self-concept Developed through Kishori Panchayat: An Adolescents for Health Action Model VL - 8, IJAMR. 211-20

Kaushik Kumari Vijaya, Sharma S.R.: Principles of Education. Anmol Publication PVT. LTD. New Delhi-11002 (India)

Umesh Dr., Kaur Navkiran: International Journal of 360 Management Review, Volume-7, 2019

WHO Programme on Mental Health: Life Skills in Schools. WHO/MNH/PSF/93.7A Rev. Geneva: WHO, Division of Mental Health and Prevention of Substance Abuse; 1997.

<https://www.unicef.org/education/girls>

<https://deepai.org/chat/text-generator>

<https://www.who.int/teams/health-promotion/enhanced-wellbeing/first-global-conference>

[https://nhrc.nic.in/sites/default/files/UNCRC\\_2020.pdf](https://nhrc.nic.in/sites/default/files/UNCRC_2020.pdf)

<https://vikaspedia.in/social-welfare/women-and-child-development/child-development-1/girl-child-welfare/scheme-for-adolescent>

<https://margcompusoft.com/m/government-schemes-for-girls/>

<https://wcd.nic.in/sites/default/files/Administrative/guidelines/for/implementation/of/Scheme/for/Adolescent/Girls.pdf>

<http://utkalsevakSAMAJ.org/index.php/our-wroks/where-we-work-our-areas-of-operation/education/life-skill-education-to-adolescent-girls/>

[Empowering adolescents with life skills education in schools – School mental health program: Does it work? - PMC \(nih.gov\)](#)

[https://www.academia.edu/36251444/LIFE\\_SKILLS\\_EDUCATION](https://www.academia.edu/36251444/LIFE_SKILLS_EDUCATION)

[https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)

[https://en.wikipedia.org/wiki/Life\\_Skills-Based\\_Education/](https://en.wikipedia.org/wiki/Life_Skills-Based_Education/)