



தமிழ்நாடு தமிழ்நாடு TAMILNADU

EC 371264

எஸ். அப்துல் ரஹ்மான்

முத்திரைத்தாள் விற்பனை

தங்கை

உரிமம் எண் 18/1997

தமிழ்நாடு

23.04.2024

Muslim College of Education  
Thiruvithancode


## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (herein after refers to (WoU) is made on this day the 18th December 2021 between Muslim College of Education, No 1 New Street, Thiruvithancode, Kanyakumari District Tamil Nadu-629174 and Dr. Rajan's Life Care Foundation, 34 Eagle Gate, Court Road, Nagercoil, Kanyakumari District-629001.


WHEREAS the parties hereto have decided to enter into Memorandum of Understanding with the following terms and conditions.

### 1. OBJECTIVE OF THE AGREEMENT

The objective of this agreement is to mutually associate in providing training on the core competence areas for the students and faculty members of Muslim College of Education, No 1 New Street, Thiruvithancode, Kanyakumari District Tamil Nadu-629174

  
Principal  
Muslim College of Education  
Thiruvithancode



  
Dr. PRAJAN  
Consultant Psychologist  
Dr. Rajan's Lifecare Foundation  
34 Eagle Gate, Nagercoil  
Principal  
Muslim College of Education  
Thiruvithancode



## .. PERIOD OF AGREEMENT

Unless sooner cancelled, revoked, or changed by mutual written consent between the Parties, this agreement will take effect from the date of its signature and shall be valid for an infinite amount of time beginning on that date. Furthermore, this agreement shall be valid for an indefinite period of time.

## 3. AREAS OF CO-OPERATION

With due regard to the laws, rules, regulations and policies from time to time in force, governing the subject matter, each party will endeavour to explore the following avenues of cooperation and establish arrangement for furthering higher education, capacity building including resource sharing for the mutual benefits of both the parties in the following areas.

- Student Orientation Programmes
- Faculty Enrichment Programmes
- Out bond training programmes
- Life Skill Training Programmes
- Value Added training Programmes

## 4. RESPONSIBILITIES OF DR. RAJAN'S LIFE CARE FOUNDATION


- Dr. Rajan's Life Care Foundation, 34 Eagle Gate, Court Road, Nagercoil, Kanyakumari District-629001 shall prepare training programme for the faculty of the College.
- Dr. Rajan's Life Care Foundation, 34 Eagle Gate, Court Road, Nagercoil, Kanyakumari District-629001 shall develop training modules and provide resource materials to the faculty to conduct the classes.
- Dr. Rajan's Life Care Foundation, 34 Eagle Gate, Court Road, Nagercoil, Kanyakumari District-629001 shall conduct the assessment of the students and award certificate to those who completed the courses successfully.
- Dr. Rajan's Life Care Foundation, 34 Eagle Gate, Court Road, Nagercoil, Kanyakumari District-629001 shall undertake periodic follow-up as necessary and evaluate the effectiveness of training.

## 5. TERMINATION


Either party shall have the right to terminate this MoU, if the other party commits a material breach of any terms and conditions of the MoU and fails to rectify the same within 30 days of being required by a notice to do so. In the eventuality of termination or non-renewal of the MoU on the expiry of the MoU, it would be the responsibility of the parties to complete the unfinished obligations of the agreement already entered into.

## 6. NOTICES AND COMMUNICATION

Any notice or other communication required to be sent under this Contract shall be sent or delivered to the receiving party at the postal address and e-mail set forth below, or at such other addresses as the Parties may from time to time designate in writing. Any and other communications provided for in this Memorandum shall be in writing and shall be first transmitted by registered post with pre-paid postage.

  
Principal  
Muslim College of Education  
Thiruvithamcode



  
Principal  
Muslim College of Education  
Thiruvithamcode  
Dr. RAAJAN  
Consultant Psychologist  
Dr. Raajan's Lifecare Foundation  
34, Eagle Gate, Nagercoil-1

knowledge due or by a reputed courier service, in the manner as elected by the Party giving such notice.

## 7. SURVIVAL

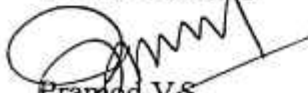
In the event of termination, none of the Parties hereto shall have any rights, obligations or claims against the other Parties, except as set out herein.

## 8. ARBITRATION

If any dispute and/or difference whatsoever between the parties arises relating to the financial assistance or effect of this agreement or the validity of the breach thereof, the same shall be settled through Arbitration and for this purpose the provisions of the Arbitration and Conciliation Act, 1996 as amended from time to time shall apply. The venue of the Arbitration shall be at Nagercoil, Tamil Nadu.

IN WITNESS WHEREOF THE PARTIES HERETO HAVE SET THEIR HANDS AND SEALS ON THIS MEMORANDUM OF UNDERSTANDING ON THE DAY, MONTH AND YEAR FIRST ABOVE WRITTEN.

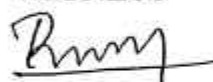
### FIRST PARTY

  
Pramod V.S.  
Principal  
Muslim College of Education

Principal  
Muslim College of Education  
Thiruvithamcode



### WITNESS

  
B. Bency  
Asst. Prof in Education  
Muslim College of Education


### SECOND PARTY

  
Dr. Rajan  
Dr. Rajan's Life Care Foundation  
Nagercoil


Lion Dr. P. RAAJAN  
Consultant Psychologist  
Dr. Raajan's Lifecare Foundation  
34, Eagle Gate, Nagercoil-1



### WITNESS

  
L. Valsala  
Asst. Prof in Education  
Muslim College of Education



  
Principal  
Muslim College of Education  
Thiruvithamcode







കേരളം KERALA

DY 647335



### MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING is made on the 10th November, 2023 between Council for Educational Administration and Management (hereinafter referred as CEAM) Trivandrum - 695004, Kerala, India and Muslim College of Education, Thiruvithancode, Azhagiyamandapom, Kanyakumari District - 629174, Tamil Nadu, India.

(Page 1 of 4)

2223 11 10 2023.  
Council for Educational  
Administration and  
Management (CEAM)





## **1. STATUS OF MEMORANDUM OF UNDERSTANDING**

- 1.1. This document is not intended to be legally binding.
- 1.2. This document may be the basis for the preparation of formal contracts or agreement between the parties for the purpose of implementing each specific contractor agreement activity, both institutions shall prepare the necessary documentation which shall be the object of a Specific Agreement / Contract, to be executed by the concerned parties.
- 1.3. The parties do not intend to enter into any legal relationship unless and until such formal contracts or agreements are executed.

## **2. OBJECTIVES OF THE PARTIES**

- 2.1. The CEAM and Muslim College of Education, Thiruvithancode, Azhagiyamandapom, Kanyakumari District - 629174, Tamil Nadu, India desires to enhance the knowledge and capabilities of their students and faculties.
- 2.2. The CEAM and Muslim College of Education, Thiruvithancode, Azhagiyamandapom, Kanyakumari District - 629174, Tamil Nadu, India agree to organize Joint Conferences, Workshop and Staff development programmes.
- 2.3. The CEAM and Muslim College of Education, Thiruvithancode, Azhagiyamandapom, Kanyakumari District - 629174, Tamil Nadu, India agree for student's mobilization to enrich with Life Skill training and extension activities.

## **3. IMMEDIATE INTENT**

- 3.1. To fulfil the aims of this MoU,  
CEAM will

(a) Host Seminar / Conferences / Workshop on a regular basis.

Muslim College of Education, Thiruvithancode, Azhagiyamandapom, Kanyakumari District - 629174, Tamil Nadu, India will

(a) Impart Life skill training and extension activities for faculty and students.



  
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Muslim College of Education  
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### **3.2. General Agreements**

- a) Both parties agree to promote academic programs / events mutually in their respective institutions. Both parties must seek necessary approval from each other for any use of logos and collaterals.
- b) Both parties agree to provide information mutually regarding the academic courses and career preferences of their graduating students.
- c) Both parties are not allowed to assign rights and obligations stipulated in this MoU to any third party except whenever there is a written permission and agreement by both parties.

### **4. PROMOTIONAL MATERIAL**

All promotional material used by either party relating to this MoU must be submitted to the authorized representatives of the other party for approval in writing prior to publication.

### **5. DURATION AND TERMINATION**

- 5.1. This Memorandum of Understanding shall become effective on the date this document is executed by the parties and shall remain in force until the date which is Three (3) years from the date on which this MoU is executed.
- 5.2. Upon the completion of this term, the MoU may be revised, upon the assent of both Institutions and such renewal shall take the form of a new Memorandum of Understanding or of a specific Agreement or Contract.
- 5.3. Either party may terminate this Memorandum without any reason by giving 6 months prior written notice to the other.

### **6. RELATIONSHIP BETWEEN THE PARTIES**

- 6.1. Nothing contained in this document shall be construed as constituting a joint venture, partnership or formal business arrangement of any kind between the parties or of appointing either party as an agent of the other.



  
**Principal**  
**Muslim College of Education**  
**Thiruvithamcode**

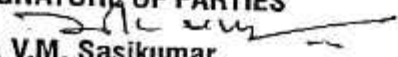
## 7. NOTICES


- 7.1. Any notice, or any form of communication between the parties to this MoU shall be in writing and shall be considered to have been served:
- (a) In the case of delivery by hand, on the day of the delivery;
  - (b) In the case of delivery by post, on the 7 business day after posting;
  - (c) In the case of communication by facsimile, upon the sender receiving a transmission report confirming the successful transmission of that facsimile; and
  - (d) In the case of communication by email, at midday on the day following the successful dispatch of the message.

## 8. VARIATION


- 8.1. This MoU may be varied or amended by mutual consent of the parties, in writing, and such variation or amendment shall become part of this MoU upon the giving of that consent.


### SIGNATURE OF PARTIES

  
**Dr. V.M. Sasikumar**  
Founder & President, CEAM  
PTRA -77, Plamoodu,  
Pattom, Trivandrum - 695 004  
Kerala, India

  
**Lion. Dr. H. Mohamed Ali**  
Secretary  
Muslim College of Education  
Thiruvithancode, Azhagiyamandapom,  
Kanyakumari District - 629174  
Tamil Nadu, India

In the presence of:

  
**Dr. N. Johnson**  
National Treasurer - CEAM  
(HoD, Department of Lifelong  
Learning, Alagappa University,  
Karalkudi, Tamil Nadu

  
**Dr. V.S. Pramod**  
Principal  
Muslim College of Education  
Thiruvithancode, Azhagiyamandapom,  
Kanyakumari District - 629174  
Tamil Nadu, India

10th November 2023



  
**Principal**  
Muslim College of Education  
Thiruvithancode





കേരളം KERALA

DX 009808

MEMORANDUM OF UNDERSTANDING (MoU)

கல்வி மேம்பாட்டு கேந்திரம்

SHIKSHA SANSKRITI UTTHAN NYAS  
TAMILNADU

(Trust for the uplift of Education and Culture)

And

MUSLIM COLLEGE OF EDUCATION  
THIRUVITHANCODE

RECITALS  
Between



Principal  
Muslim College of Education  
Thiruvithamcode

Shiksha Sanskriti Utthan Nyas is a voluntary organization established in 2007 with the aim of coming out with India-centric and character - building education.

No 647  
12/6/2023 MCE  
Rs 100/-  
പെരുങ്കുടവിള വെണ്ടർ  
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13/6/23

Page | 1

12. 13/6/23

**Muslim College of Education**  
**Thiruvithamcode**



If either agency makes reference to the specifications of the other agency, such reference should follow the other agency's published policies regarding the same.

All data disseminated will remain non - exclusive for both organizations involved with rights to publication resting with the organization of origin.

#### **ROLE OF PARTIES:**

##### **MUSLIM COLLEGE OF EDUCATION, THIRUVITHANCODE**

- Shall provide accommodation and offline / web platforms for seminars / workshops and webinars respectively.
- Shall reimburse TA & DA expenses for all resource persons and office bearers for events conducted on the premises.
- Shall promote all events in viable platforms including press releases for optimal success and visibility of the same.

##### **SHIKSHA SANSKRITI UTTAN NYAS**

Shall invite and facilitate participation of students and staff of Muslim College of Education for other Shiksha Sanskriti Utthan Nyas initiatives and programs in the physical vicinity of the institution.

Shall provide resource persons and co-organizers on demand and reciprocatively for seminars, webinars, workshops etc.,

Shall share intellectual resources and research materials as applicable to the events and programs thus jointly conducted.

Shall offer to provide certificate courses on Value Education, Personality Development and Life Skills to both students and faculty.

Shall display and deliver valuable publication material of Shiksha Sanskriti Utthan Nyas from all associated streams and disciplines sharing of knowledge & confidentiality both the parties should be transparent in sharing of knowledge between them. However, necessary confidentiality should be maintained for intellectual property when providing consultancy to the third party.



Page 13  
Principal  
Muslim College of Education  
Thiruvithancode

## GENERAL CONSIDERATIONS

- This MoU supersedes all prior discussions and constitutes the entire MoU between the parties with respect to the subject matter.
- Neither party acquires any intellectual or industrial property rights under the MoU through any disclosure here under except where expressly stated in this MoU.
- No license to any patent, trade mark, copyright or other proprietary right is granted under this MoU or through any disclosure hereunder except where expressly stated in this MoU or the normal operation of the organization's respective policies and procedures.
- Nothing contained herein shall be deemed to obligate either party to incorporate the materials presented by the other party. It is expressly declared that this MoU and the relationships between the parties established hereby does not constitute a partnership, joint venture, agency or contract of employment between them.

## LIABILITIES

None of the parties shall be liable for any claim made directly or indirectly through a third party, by the other party for the losses or damages occurred while working on this joint program.

## TERMS AND TERMINATION

This Agreement / MoU shall come into force on the effective date and shall, subject to termination hereunder, remain in force for a period of Three [3] years from the effective date. This MoU may be terminated by either party upon thirty [30] day's written notice to the other party.

*[Signature]*  
13/6/23

*[Signature]*  
13/06/23



*[Signature]*  
Principal  
Muslim College of Education  
Thiruvithamcode  
Page | 4



## DECLARATION & AGREEMENT

IN WITNESS WHEREOF, the partners have caused this MoU to be executed by their respective duly authorized representative as of the date mentioned.

Muslim College of Education

Name: Dr. Pramod.V.S.

Principal

Muslim College of Education

Thiruvithancode

629174

  
13/6/2023

Signature

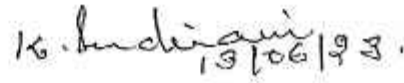
Shiksha Sanskriti Utthan Nyas

Name: Dr. K. Indirani

State President

Shiksha Sanskriti Utthan Nyas

Kanyakumari- TamilNadu.

  
13/06/23

Signature

Seal



Thiruvithancode

13/06/2023

Witness One

A. Derrinji

Witness Two

R. Jaculin Subi




Dr. K. INDIRANI, M.Sc., B.Ed., M.Phil., Ph.D., PGDCA.,  
State President,  
Shiksha Sanskriti Utthan Nyas (SSUN),  
Tamil Nadu  
Mob: 93642 29595

Seal

  
Principal  
Muslim College of Education  
Thiruvithamcode



# MUSLIM COLLEGE OF EDUCATION

Accredited with 'B' Grade by NAAC

Affiliated to Tamil Nadu Teachers Education University-

Chennai. CC : 10915, 10936, Recognised by SRC (NCTE) New Delhi

web : [www.muslimcollegeofeducation.in](http://www.muslimcollegeofeducation.in), Email: [muslimcollegeofeducation@gmail.com](mailto:muslimcollegeofeducation@gmail.com)

No.1, New Street, Thiruvithancode,

Azhagiamandapam - 629 174, Ph: 7598353331

## CERTIFICATE COURSE IN LIFE SKILL EDUCATION



Course Co-ordinator  
**Valsala L.**

Resource Person

**Lion.Prof.Dr.P.Rajan**

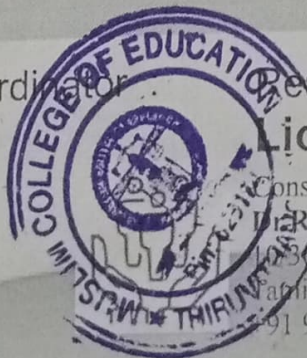
Consultant Psychologist & Life Skill Trainer

Dr.Rajan's Life Centre

1036, Thengamputhur

Madurai, India

91 9786575715 email: [raajanp99@gmail.com](mailto:raajanp99@gmail.com)



**Principal**  
**Muslim College of Education**  
**Thiruvithancode**

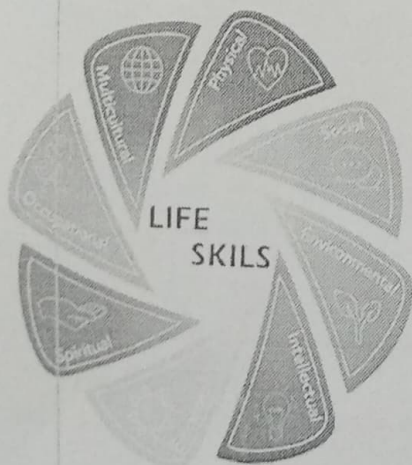


# life skill training

## What are Life Skills?

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". The UNICEF definition is based on research evidence that suggests that shifts in risky behaviour are unlikely if knowledge, attitudinal and skills-based competency are not addressed.

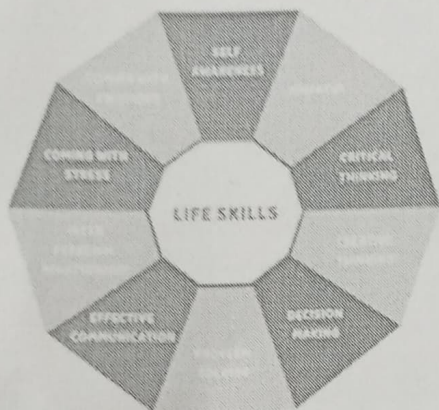


Life skills are essentially those abilities that help promote mental well-being and competence in people as they face the realities of life. Most professionals in the field of development concur that life skills are typically applied in the context of health and social events. They can be utilised in numerous content areas, including drug abuse prevention, sexual violence prevention, teen pregnancy prevention, HIV/AIDS prevention, and suicide prevention. The definition includes, among others, consumer education, environmental education, peace education, education for development, means of subsistence, and income generation. In conclusion, life skills empower youth to take positive action to protect themselves, promote health, and cultivate positive social relationships.

## II. What are the Core Life Skill Strategies and Techniques?

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as:

- ★ Problem Solving
- ★ Effective Communication Skills
- ★ Creative Thinking
- ★ Self-Awareness Building Skills
- ★ Coping with Stress and Emotions.
- ★ Critical Thinking
- ★ Decision-Making
- ★ Interpersonal Relationship Skills
- ★ Empathy



Understanding one's strengths and weaknesses requires self-awareness, self-respect, and self-confidence. As a result, the individual is able to recognise opportunities and prepare for potential threats. This results in the development of a social awareness of one's family and society's concerns. Consequently, it is possible to recognise family and societal issues. With life skills, a person is able to consider

alternatives, weigh pros and cons, and make logical decisions when confronted with a problem or issue. In addition, it requires the ability to form positive interpersonal relationships with others.

Life skills enable effective communication, such as the ability to distinguish between hearing and listening and transmitting messages accurately to avoid miscommunication and misinterpretation.

## III.. What are the Main Components of Life Skills?

The World Health Organisation (WHO) categorizes life skills into the following three components:

### Critical thinking skills/Decision-making skills

It consists of decision-making/problem-solving and information-gathering abilities. Additionally, the individual must be adept at predicting the future outcomes of their own and others' actions. They must be able to determine alternative solutions and evaluate the impact of their own and others' values.



**Principal**  
**Muslim College of Education**  
**Thiruvithamcode**



## **Interpersonal/Communication skills**

It consists of verbal and nonverbal communication, active listening, and the ability to express emotions and provide feedback. Also included are negotiation/refusal skills and assertiveness skills, which have a direct impact on one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Respecting those around us is an integral part of teamwork and the ability to cooperate. This skill set development enables the adolescent's social acceptance. These abilities lead to the acceptance of social norms, which serve as the basis for adult social behaviour.

## **Coping and self-management skills**

It refers to skills that increase an individual's internal locus of control so that they believe they can affect change and make a difference in the world. Self-esteem, self-awareness, self-evaluation skills, and the capacity to set goals are also included in the broader category of self-management abilities. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma.

**Stress and time management are key**, as are positive thinking and relaxation techniques.

**UNICEF promotes the understanding that the life skills approach can be successful, if the following are undertaken together:**

### **a) The Skills –**

This involves a collection of interconnected psychosocial and interpersonal abilities. For instance, decision-making is likely to incorporate elements of creative and critical thinking as well as values analysis.

### **b) Content**

To effectively influence behaviour, specific content-area-specific skills must be utilised. "What are we making decisions about?" The learning of decision-making will be more meaningful if the material is current and consistent. Such subject matter may include drug abuse, HIV/AIDS/STI prevention, suicide prevention, or sexual abuse. Regardless of the subject matter, a balance of three elements must be considered: knowledge, attitudes, and skills.

### *c) Methods*

In the absence of participant interaction, skill-based education is impossible. It relies on the effectiveness of groups of individuals. It is impossible to acquire interpersonal and psychosocial skills through reading alone. All three components must be present for this strategy to be successful: life skills, content, and method. This implies that the acquisition of life skills is possible through the use of specific methods and tools.

## **IV. Criteria for using Life Skills.**

UNICEF identifies the following criteria to ensure a successful life skills-based education:

- It should address not only changes in knowledge and attitude, but also, and most importantly, changes in behaviour.

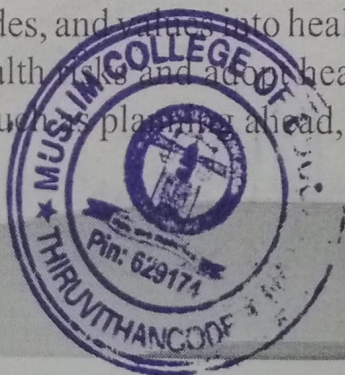
- Generally speaking, traditional "information-based" approaches are insufficient to effect changes in attitudes and behaviours. A lecture on "safe behaviour," for instance, will not necessarily result in the practise of safe behaviour. Therefore, the lecture should be supported by exercises and situations in which participants can practise safe conduct and experience its effects. The adult learning theory emphasises that adults learn best when they can make connections between new information and their prior experience and practise.

- It will function optimally when augmented or reinforced. If a message is given once, the brain remembers only 10 percent of it one day later, but if it is given six times, the brain remembers 90 percent. Thus the need for repetition, review, reinforcement, and recapping.

- It will be most effective when combined with policy development, access to suitable health services, community development, and media.

## **V. How can Life Skills Help Young People make Better Choices concerning their Health?**

Developing life skills enables adolescents to translate their knowledge, attitudes, and values into healthy behaviour, such as the ability to reduce special health risks and adopt healthy behaviours that improve their lives in general (such as planning ahead, career planning, decision-making,



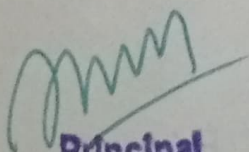
**Principal**  
**Muslim College of Thiruvitham**



and forming positive relationships). Modern adolescents are exposed to contradictory messages regarding sexuality, substance abuse, alcohol consumption, and adolescent pregnancy. On the one hand, parents and teachers warn about the dangers of early and promiscuous sexual activity, adolescent pregnancy, HIV/AIDS, drugs and alcohol, while on the other hand, messages and behaviour from entertainers and peer pressure contradict these messages. Frequently, they encourage the opposite behaviour. Teenagers can combat these obstacles and protect themselves from teen pregnancy, HIV/AIDS, drug-related violence, and sexual abuse through the development of life skills. Developing life skills among adolescents will hopefully empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behaviour, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, particularly parents, to listen to and respond to young people, assist youth in avoiding risks and adversities, and involve them in decisions that affect their lives.

## VI. Outcomes of Life Skills-Based Education

Programmes designed to foster the development of life skills have produced the following results: increased ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and enhanced constructive conflict resolution with peers, imitators, and authority figures. Studies have also demonstrated that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use, delay in sexual debut, delay in the onset of alcohol and marijuana use, and in developing attitudes and behaviours necessary for preventing the spread of sexually transmitted diseases of HIV/AIDS.



**Muslim College of Education**  
**Thiruvithamcode**





**MUSLIM COLLEGE OF EDUCATION**  
Accreditad with 'B' Grade by NAAC  
No.1, New Street, Thiruvithancode,  
Azhagiamandapam - 629 174



**Dr. Rajan's Life Care**  
10/36, Thengamputhoor,  
Kanyakumari District,  
Tamilnadu, India.+91 9726575715  
email: raajanp99@gmail.com

## CERTIFICATE COURSE IN LIFE SKILL EDUCATION

This is to certify that.....

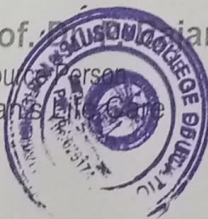
has successfully completed

***CERTIFICATE COURSE IN LIFE SKILL EDUCATION***

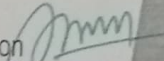
in collaboration with **Dr. Rajan's Life Care.**

**Valsala. L**  
Course Co-ordinator  
Muslim College of Education

**Lion. Prof. Dr. Rajan**  
Resource Person  
Dr. Rajan's Life Care



**Dr. V.S. Pramod**  
Principal  
Muslim College of Education

  
**Principal**  
Muslim College of Education  
Thiruvithamcode





# MUSLIM COLLEGE OF EDUCATION

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web : [www.muslimcollegeofeducation.in](http://www.muslimcollegeofeducation.in), Email: [muslimcollegeofeducation@gmail.com](mailto:muslimcollegeofeducation@gmail.com)

No.1, New Street, Thiruvithancode,

Azhagiamandapam - 629 174, Ph: 7598353331

## CERTIFICATE COURSE IN LIFE SKILL EDUCATION



Course Co-ordinator :  
**Valsala L.**

Resource Person :  
**Lion.Prof.Dr.P.Rajan**



Consultant Psychologist & Life Skill Trainer

**Dr.Rajan's Life Care**

10/30, Thengamputhoor

Tamil Nadu, India.

Pin: 625124 Ph: 786575715 email: [raajanp99@gmail.com](mailto:raajanp99@gmail.com)

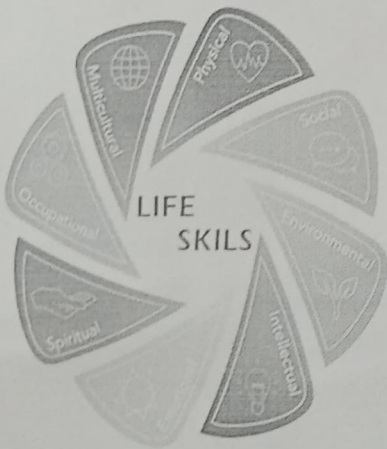
**Principal**  
**Muslim College of Education**  
**Thiruvithancode**

# life skill training

## What are Life Skills?

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". The UNICEF definition is based on research evidence that suggests that shifts in risky behaviour are unlikely if knowledge, attitudinal and skills-based competency are not addressed.



Life skills are essentially those abilities that help promote mental well-being and competence in people as they face the realities of life. Most professionals in the field of development concur that life skills are typically applied in the context of health and social events. They can be utilised in numerous content areas, including drug abuse prevention, sexual violence prevention, teen pregnancy prevention, HIV/AIDS prevention, and suicide

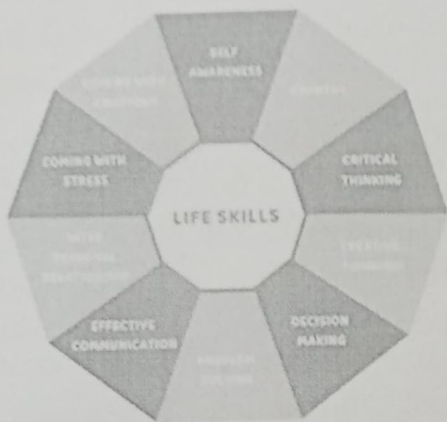
prevention. The definition includes, among others, consumer education, environmental education, peace education, education for development, means of subsistence, and income generation. In conclusion, life skills empower youth to take positive action to protect themselves, promote health, and cultivate positive social relationships.



## II. What are the Core Life Skill Strategies and Techniques?

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as:

- ★ Problem Solving
- ★ Effective Communication Skills
- ★ Creative Thinking
- ★ Self-Awareness Building Skills
- ★ Coping with Stress and Emotions.
- ★ Critical Thinking
- ★ Decision-Making
- ★ Interpersonal Relationship Skills
- ★ Empathy



Understanding one's strengths and weaknesses requires self-awareness, self-respect, and self-confidence. As a result, the individual is able to recognise opportunities and prepare for potential threats. This results in the development of a social awareness of one's family and society's concerns. Consequently, it is possible to recognise family and societal issues. With life skills, a person is able to consider

alternatives, weigh pros and cons, and make logical decisions when confronted with a problem or issue. In addition, it requires the ability to form positive interpersonal relationships with others.

Life skills enable effective communication, such as the ability to distinguish between hearing and listening and transmitting messages accurately to avoid miscommunication and misinterpretation.

## III.. What are the Main Components of Life Skills?

The World Health Organisation (WHO) categorizes life skills into the following three components:

### Critical thinking skills/Decision-making skills

It consists of decision-making/problem-solving and information-gathering abilities. Additionally, the individual must be adept at predicting the future outcomes of their own and others' actions. They must be able to determine alternative solutions and evaluate the impact of their own and others' values.



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### **Interpersonal/Communication skills**

It consists of verbal and nonverbal communication, active listening, and the ability to express emotions and provide feedback. Also included are negotiation/refusal skills and assertiveness skills, which have a direct impact on one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Respecting those around us is an integral part of teamwork and the ability to cooperate. This skill set development enables the adolescent's social acceptance. These abilities lead to the acceptance of social norms, which serve as the basis for adult social behaviour.

### **Coping and self-management skills**

It refers to skills that increase an individual's internal locus of control so that they believe they can affect change and make a difference in the world. Self-esteem, self-awareness, self-evaluation skills, and the capacity to set goals are also included in the broader category of self-management abilities. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma.

**Stress and time management** are key, as are positive thinking and relaxation techniques.

**UNICEF promotes the understanding that the life skills approach can be successful, if the following are undertaken together:**

#### **a) The Skills –**

This involves a collection of interconnected psychosocial and interpersonal abilities. For instance, decision-making is likely to incorporate elements of creative and critical thinking as well as values analysis.

#### **b) Content**

To effectively influence behaviour, specific content-area-specific skills must be utilised. "What are we making decisions about?" The learning of decision-making will be more meaningful if the material is current and consistent. Such subject matter may include drug abuse, HIV/AIDS/STI prevention, suicide prevention, or sexual abuse. Regardless of the subject matter, a balance of three elements must be considered: knowledge, attitudes, and skills.



### c) Methods

In the absence of participant interaction, skill-based education is impossible. It relies on the effectiveness of groups of individuals. It is impossible to acquire interpersonal and psychosocial skills through reading alone. All three components must be present for this strategy to be successful: life skills, content, and method. This implies that the acquisition of life skills is possible through the use of specific methods and tools.

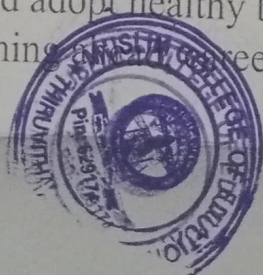
## IV. Criteria for using Life Skills.

UNICEF identifies the following criteria to ensure a successful life skills-based education:

- It should address not only changes in knowledge and attitude, but also, and most importantly, changes in behaviour.
- Generally speaking, traditional "information-based" approaches are insufficient to effect changes in attitudes and behaviours. A lecture on "safe behaviour," for instance, will not necessarily result in the practise of safe behaviour. Therefore, the lecture should be supported by exercises and situations in which participants can practise safe conduct and experience its effects. The adult learning theory emphasises that adults learn best when they can make connections between new information and their prior experience and practise.
- It will function optimally when augmented or reinforced. If a message is given once, the brain remembers only 10 percent of it one day later, but if it is given six times, the brain remembers 90 percent. Thus the need for repetition, review, reinforcement, and recapping.
- It will be most effective when combined with policy development, access to suitable health services, community development, and media.

## V. How can Life Skills Help Young People make Better Choices concerning their Health?

Developing life skills enables adolescents to translate their knowledge, attitudes, and values into healthy behaviour, such as the ability to reduce special health risks and adopt healthy behaviours that improve their lives in general (such as planning, career planning, decision-making,



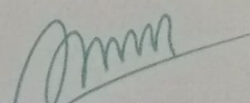
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and forming positive relationships). Modern adolescents are exposed to contradictory messages regarding sexuality, substance abuse, alcohol consumption, and adolescent pregnancy. On the one hand, parents and teachers warn about the dangers of early and promiscuous sexual activity, adolescent pregnancy, HIV/AIDS, drugs and alcohol, while on the other hand, messages and behaviour from entertainers and peer pressure contradict these messages. Frequently, they encourage the opposite behaviour. Teenagers can combat these obstacles and protect themselves from teen pregnancy, HIV/AIDS, drug-related violence, and sexual abuse through the development of life skills. Developing life skills among adolescents will hopefully empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behaviour, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, particularly parents, to listen to and respond to young people, assist youth in avoiding risks and adversities, and involve them in decisions that affect their lives.

## VI. Outcomes of Life Skills-Based Education

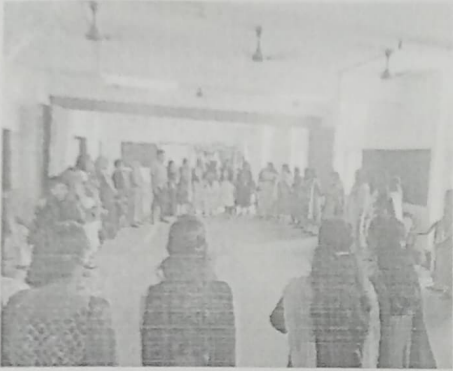
Programmes designed to foster the development of life skills have produced the following results: increased ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and enhanced constructive conflict resolution with peers, imitators, and authority figures. Studies have also demonstrated that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use, delay in sexual debut, delay in the onset of alcohol and marijuana use, and in developing attitudes and behaviours necessary for preventing the spread of sexually transmitted diseases of HIV/AIDS.

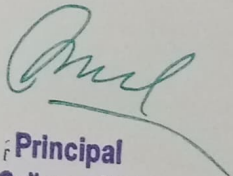


  
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