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Anekan Institute of Management Studies (AIMS)
Baramati**



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Anekant Education Society

Anekant Education Society is established in 1961 under the able guidance of Late Shri Fulchandji Gandhi, Education Minister of the Former Hyderabad State. The founder President of the Society Late Shriman Seth Lalchand Hirachand Doshi, founder President of Premier Automobiles Ltd., and Walchand Group of Industries was determined on attracting the best talent to institutions operating under the auspices of AES. The society has chosen the Jain concept of "Siddhirnekantat" and "Anekantvad" in the nomenclature of the Society. The Society started Undergraduate Programs in Baramati in the year 1962. The college eventually was renamed as Tuljaram Chaturchand College. In a span of about 5 decades of its presence, Anekant Education Society has touched upon the lives of almost every household in and surrounding areas of Baramati.

Anekant Institute of Management Studies (AIMS), Baramati

Anekant Education Society has added another feather to its cap by starting AIMS to provide MBA course. AIMS is certainly working beyond excellence in all the accreditations, affiliations and Certifications of the nominated authorities. The initiative is to develop management professionals with a view to excel in the corporate world as well as take it to new heights. The need is to nurture the talents and hone their skills which are achieved only through AIMS. Since its inception, AIMS is providing quality education and in a period of few years the Institute has made its mark on academic, cultural and social environment of Baramati.

About the 12th National Conference

Education is an important pillar of any society, fundamental to achieving full human latent potentials for developing an equitable and just society and promoting national development. The new National Education Policy-2020 (NEP-2020) envisions to bring about significant reforms in higher education to cater to the changing landscape of knowledge, Skills, Attitude and create global standards of education. This requires a deep dive and thorough understanding of the provisions and the approach for effective implementation of the same.

This conference aims at providing a common platform to all the stakeholders namely, management, faculty members, researchers, students, parents and corporate to deliberate on diverse perspectives of the New National Education Policy-2020. Further, to understand role of NEP-2020 in transforming higher education and to discuss the practical challenges that may be encountered during the implementation of this policy.

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Impact of Life Skills and Values on Human well-being National Education Policy 2020 perspective

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Abstract: The growth is very much intrinsic and in-built characteristic of living things more particularly of human life. The natural growth with skills and values by virtue of education is essential for human being at large. The National Education Policy 2020 really a great process to implement the same. The progression and enrichment of manners, etiquettes, life skills and values among the children really a life time program and learning. This kind of holistic and pragmatic education is embedded in NEP 2020. This research paper is all about the being a humane by virtue of NEP 2020 reflections. In real-term the NEP 2020 focuses on children as resourceful assets by grooming them on platform of life skills and values.

Key words: Life Skills and Values, Fulcrum Role, 4-H Skills, Right Learning at Right Time, Role of Schools.

Introduction: The Child has the natural power of cynosure in the family and a very important, valuable and charismatic. Who has fulcrum role in the growth of family and continuity of human generation? Thus, the development and grooming of child is very much essential by keeping all aspect of personality, values, skill-set, and soft skills in mind. These are the core obvious driving force for the Life Skill Education.

Thus, life skills are a set of human skills acquired by way of learning or direct experience that are used to handle commonly encountered in daily life. The term 'Life Skills' refers to the skills use for better quality of life, they help us to live better with optimum potential and complimentary to other for happy life. There are few definitions of life skills let us understand that,

World Health Organization defines as 'the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life'.

UNICEF defines life skills as 'a behavior development approach designed to address a balance of three areas: knowledge, attitude and skills.

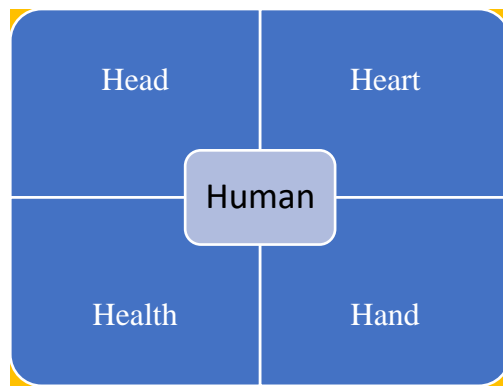
The study reveals that, the history of life skills learning for the last 20 years. And of late the targeting life skills model created by Dr. Patricia A. Hendricks in the 1998, represents the skills for youths by participating 4-H. The model is used to identify desired learning and action

outcomes of a positive youth. Soft Skills that Foster Youth Workforce Development (Arnold et al., 2016).

Further, the Targeting Life Skills Model which is popularly known as 4-H participation classified into 8 categories with 35 life skills. Let us get acquaint with them in very simple way. The 4-H participants are,

Table / Diagram No. I

4-H Participants in Life Skill



Source: Secondary data

The 4-H indeed plays very much significant role in learning the life skills. The integrations and coordination among them increase the speed of learning and occurrences on time. The 8 categories are denoted herein,

Table /Diagram No. II

8 Categories of Life Skills



Source: Secondary data

The 4-H necessarily needs to be put into its functioning and utilization by virtue of the life skill education, learning and practical experience at hard wiring stage of the child.

Head: The primary function of the head which need to be read as brain. Thinking positively while facing the challenges and must manage to handle the situation to the best of it. It is Think-tank to entire functions of body.

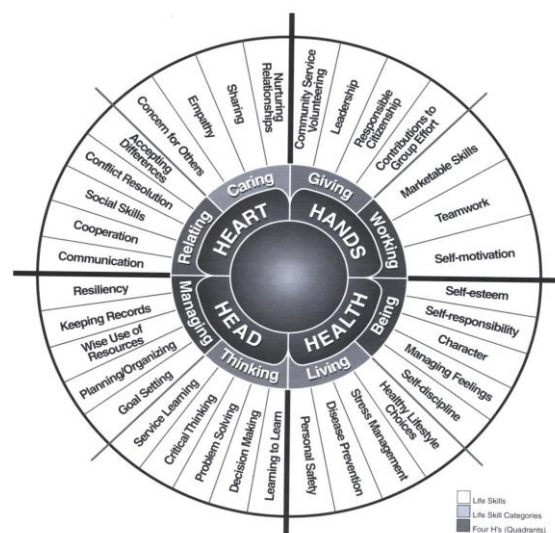
Heart: In real speaking heart is the full factor driving force in skill learning. Hence it must relate the situations and must do caring of the same. It may implies the nurse and nurture, complimentary and keep others happy because it is an in natural acceptance of every single human being.

Hand: The prime function of hand is working and emphatically giving and helping other for their happiness and goodness of their lives. Thus, it makes human more about responsible citizen.

Health: Skills derived from the health, makes us more about self-responsibility, self-discipline, to lead better living and wellbeing to the society. Sound health means sound decisions.

An in-depth examination of Pat Hendricks model depicts altogether 35 life skills, which are the offshoots of the above table No. II. The same is discussed as under in table No. III.

Table / Diagram No. III
35 kinds of Life Skills



Source: Secondary data

As per the above diagram the skills one can learn from 4-H are discussed herein.

Head skills basically thinking and managing and other skills are as below,,

- 1) Resiliency
- 2) Keeping records
- 3) Wise use of resources
- 4) Planning / organizing
- 5) Goal setting
- 6) Service learning
- 7) Critical thinking
- 8) Problem solving
- 9) Decision making
- 10) Learning to learn

Head Skills are basically relating and caring and other skills are as below,

- 11) Nurturing relationships
- 12) Sharing
- 13) Empathy
- 14) Concern for others
- 15) Accepting differences
- 16) Conflict resolution
- 17) Social skills
- 18) Cooperation
- 19) Communication

Hand Skills are basically working and giving and other skills are as below,

- 20) Community service volunteering
- 21) Leadership
- 22) Responsible citizenship

- 23) Contribution to group efforts
- 24) Marketable skills
- 25) Team work
- 26) Self-motivation

Health Skills are basically for good living and wellbeing for others and other skills are as below,

- 27) Self-esteem
- 28) Self-responsibility
- 29) Character
- 30) Managing feelings
- 31) Self-discipline
- 32) Healthy lifestyle choice
- 33) Stress management
- 34) Disease prevention
- 35) Personal safety

Thus, in precise and in concise the right interpretation of the life skills is all about, utilizing the organs of body (4-H) to its right way by positively grooming to its best.

Research Methodology: It is a comprehensive study, a blend of actual occurrence at the ground level and first hand empirical analysis. As a matter of fact the author of this paper has made an extensive and relevant study of literature and has used right size of integrated experience. It is of great interest that, author is personally into the life skill training and coaching. That is the most driving force to ink this this paper.

The all data have been obtained from right sources and judiciously used to arrive at fruitful findings and conclusion. This paper being a conceptual one, simple statistical tools have been in placed wherever necessary to right size the information.

Objectives: The simple and important objectives of study are,

- a) To study importance of Life Skills on personality of child.
- b) To understand the strength of Life Skill Education in handling situations.
- c) To examine the Life Skill tools while achieving targets.

Statement of the Problem: At present we are living in the digital mode of life and environment. Instead of techno-savvy culture, which basically aims to save time

with productivity. But at the end of the day we don't have time for the primary and essential responsibilities. Otherwise it has paucity of time for family and child grooming.

It is experienced that both spouse are out for a job and leave their child to servant-maid or crèche. In this scenario the parenting is totally missing and that is the real gap. But NEP 2020 takes over that gap.

The National Education Policy 2020 has inbuilt opportunities of life skills in the curriculum itself. It indeed gives great pave way of Life Skills learning at school itself by virtue of NEP 2020.

Interpretation:

In NEP 2020 the education of life skill has very pivotal role, for the overall personality development of child. It makes child strengthen, courageous and confidence to face and handle the situation for betterment. Since the life skills basically pertain to learning of day today skills of life by using 4-H. It is ability of learning right things to groom oneself for happiness and prosperity in the life. The life skills can be summarized as,

The life skills is all about the group of psychosocial competencies and interpersonal skills that help people make decisions, build healthy, solve problems, communicate effectively, and think critically and creatively.

Child needs a set of social features and personal capabilities to interact with himself and others around his environment and make a decision that requires high ability, also to find solutions to various kinds of problems. It requires to deal positively with any condition to get the desired outcome is called life skills. Life skills can be developed through encouragement to adapt to society and promote positivity in personal behaviours and adopt a positive perspective towards environment.

Significance of Life Skill Education:

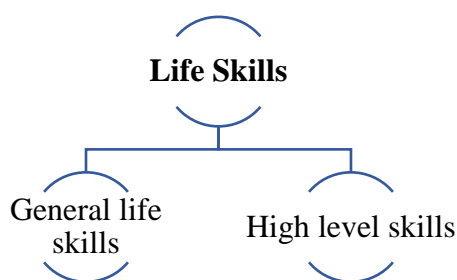
Life skills education is one such type of skill. Under this, the child develops the ability to discharge his life appropriately and to organize the activities related to life in a systematic manner. It is a type of education in which

skills are developed to make the child efficient in such a way that he can make decisions in odd situations by his ability and intelligence.

If we want to live life successfully, then we need to understand the importance of life skills. And it is also very important to implement it in our life. If this happens then our life can move in a simple and right direction. Life skills make us competent to know how to make our life easy and simple, how to create a positive life, and how life can be spent in the right way. Therefore, life skills are very important in our life.

The study determined two types of skills that can be thought in the schools viz,

Table / Diagram No. IV
Type of Life Skills



The **General Life Skills** are denoted below,

- a) Confidence skills.
- b) Decision-making skills.
- c) Stress alleviation skills.
- d) Adjustment skills in adversity.
- e) Self-awareness skills.
- f) The skill of negative tendency towards wrongdoing.
- g) Positive behaviour.
- h) Critical Thinking.
- i) Society's skills towards each other

The **High-level Life Skills** are as follows,

- a) Excellent warmth and high mental level.
- b) Way of thinking.
- c) Mental and physical relaxation.
- d) Goal Setting and Problem Solving.
- e) Right way of communication.
- f) Social support for positive goals.

- g) Standard of living with health.
- h) Interpersonal skills
- i) Analytical thinking

Conclusion:

Without any doubt Life Skills, one has to learn at the tender age and hard wiring age so that the goodness and values of life skills will be in practice until our lives.

Certainly the life skills shape the personality of child to handle the situational and issues to its best. The teachings of life skills in schools really make the child stronger, positive and very much analytical on the contemporary issue. It is very much significant that life skills achieve the target in thoughtful manner. The wholesome of life skills at school education depicted in the following diagram.

Table / Diagram No. V
Life Skill Education



Thus, learning life skills is very essential to lead happy, joyful and prosperous life with best citizenship. And the role of schools and NEP 2020 has greater pull.

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End