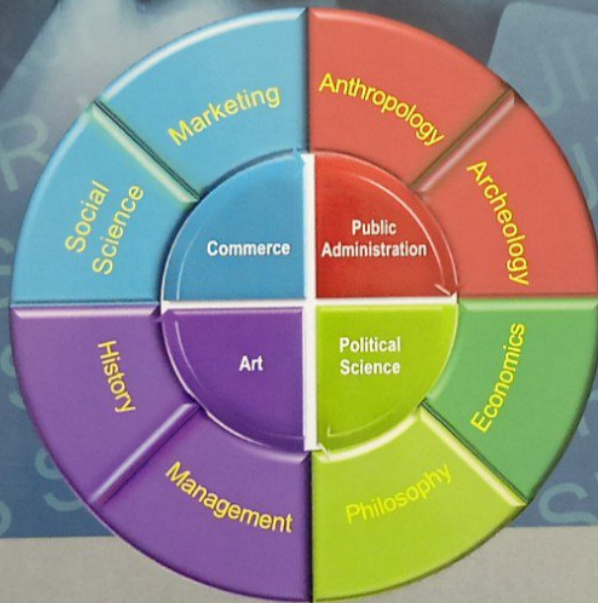


E- ISSN - 2348 - 3083
P- ISSN - 2349 - 9664



An International
Peer Reviewed

Quarterly
Refereed

SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE & ENGLISH LANGUAGE

JAN-MAR, 2022 VOL. 9 / 31

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR. Ph.D.

12. THE QUALITIES OF HUMAN BEING

Saritta (67-70)

13. WOMEN EMPOWERMENT IN CHANGING INDIA

Sunil Kumar (71-78)

14. FACTORS AFFECTING INTEGRATION OF ICT IN SECONDARY EDUCATION-A CASE STUDY

Mrs. Rachita Behera (79-84)

15. AWARENESS AND USE OF SOCIAL MEDIA BY PROSPECTIVE TEACHERS

Prof. Chandra Dhari Yadav, Ph. D. & Ranjana (85-90)

16. NATIONAL EDUCATION POLICY (NEP2020): REFLECTIONS, CHALLENGES AND THE WAY FORWARD

Sheetal Badyal, Ph. D. & Neerja Sharma (91-98)

17. LIFE SKILLS AMONG TRIBAL ADOLESCENTS

Suman Kumari & Prof. Vishal Sood (99-105)

18. ATTITUDE TOWARDS USE OF ICT OF SECONDARY SCHOOL TEACHERS OF PATNA DISTRICT

Prof. Chandra Dhari Yadav & Asst. Prof. Archana Kumari (106-113)

19. TRAINING NEEDS FOR EMPOWERING WOMEN, FARMERS AND RURAL YOUTH OF JAMMU & SAMBA DISTRICTS OF UT OF JAMMU AND KASHMIR

Sheetal Badyal, Neerja Sharma & Puja Nayyar (114-117)

20. TRIBAL EDUCATION - CRITICAL PERSPECTIVES

Vikas Mane (118-120)

21. PERSONALITY TRAITS OF JUVENILE DELINQUENTS

Ms. M. Sumithra & S. Komalavalli (121-126)

22. A STUDY OF ONLINE TEACHING EXPERIENCE OF TEACHERS IN HIGHER EDUCATION INSTITUTIONS DURING LOCKDOWN

Vineeta Chaudhary (127-133)

23. IMPACT OF EMPLOYMENT ON DEVELOPMENT OF SELF-DETERMINATION SKILLS IN ADULTS WITH INTELLECTUAL DISABILITY

Hemant Singh Keshwal (134-139)

24. ASSESSMENT AND COMPARISON OF FRUSTRATION IN JUVENILE DELINQUENTS AND NON-DELINQUENTS

Richa Chaturvedi, Prof. Anjali Srivastava & Deepa Saxena (140-146)

25. IMPORTANCE OF PARENTS AND TEACHERS INTERRELATIONSHIP IN ACHIEVING GOALS OF EDUCATION

Mr. Vimal Kumar & Kirti Prajapati (147-152)

26. IMPACT OF COVID-19 ON HUMAN IN INDIA (A META-ANALYSIS)

Sushil Kumar & Prof. Chandra Dhari Yadav (153-158)

LIFE SKILLS AMONG TRIBAL ADOLESCENTS**Suman Kumari¹, Ph. D. & Prof. Vishal Sood²**¹PDF Research Scholar, School of Education, CUHP, Dharamshala, Himachal Pradesh, India.
negisum28@yahoo.com²Head and Dean, School of Education, CUHP, Dharamshala, Himachal Pradesh, India
sood_vishal77@rediffmail.com**Abstract**

The present research was undertaken to study the level of life skills among tribal adolescents and investigate gender difference in life skills. Descriptive survey method was employed for conducting this investigation. A total of 315 tribal adolescents of the age group (12 to 15 years) and 325 tribal adolescents of the age group of 16 to 18 years from different high schools situated in tribal areas of Himachal Pradesh were selected by adopting incidental sampling technique. Data were collected with the help of adapted version of Life Skills Assessment Scale (LSAS) developed by Nair, Subasree and Ranjan (2010). Mean, S.D. and t-test were used for analysis of data. The findings of the study revealed that tribal boys and girls possessed almost similar level of thinking skills, social skills, emotional skills and overall life skills. It was concluded that the tribal adolescents i.e. both boys as well as girls possessed low level of thinking skills and average level of social skills as well as emotional skills. The educational implications have been discussed at the end of the research paper.

Keywords: Life Skills, Adolescents

INTRODUCTION

Life skills are the basic learning needs for all young people in present scenario. Life skills can mean many different things and different people need a different set of skills to survive effectively in present scenario and to fulfill their needs. The most important skills in life are the survival skills that people need to develop to meet their individual or specific needs like psychological needs, safety needs, social needs and need for self-actualization. Life skills help an individual to live their life more meaningfully, satisfactorily with ample success and productivity. While dealing with daily challenges, an individual needs to know certain adaptive and positive behaviours which are actually the life skills. Learning life skills have helped many people to build mental and social well-being who in turn prepare them for facing the real world and its dynamics. Life skills are the abilities which can help and promote well-being and happiness among youth. NCF (2005) also emphasized that development of life skills is the inherent goal of school education. WHO has classified ten core life skills, which are broadly classified into three categories viz. thinking skills (self-awareness, problem solving, decision making, critical thinking and creative thinking), social skills (interpersonal relationships, empathy and effective communication) and emotional skills (managing emotions and dealing with stress). Khera and Khosla (2012) found that there was a positive co-relation between core cognitive as well as affective life skills and self-concept of adolescents (VIII & XI class students) which means those who possessed these essential skills were more confident in all aspects. Gadatia and Mohalik (2016) concluded that tribal students required life skills especially in self-awareness, effective communication, coping with stress, decision making, critical thinking, problem solving and empathy. It was suggested that proper need assessment in context of life skills training of tribal adolescents should be carried out. Rani and Menka (2019) revealed that life skills intervention programme had a positive and significant impact on life