



INTEGRATION OF MEDIA LITERACY AND LIFE SKILLS IN SCHOOL EDUCATION: A NURTURANCE OF 21ST CENTURY SKILLS

Ms. Mandrita Mitra,

Assistant Professor, Royal College of Arts, Science and Commerce.

Abstract:

“Education is the most powerful weapon which you can use to change the world.” — Nelson Mandela.

Education is a powerful tool which helps an individual to be equipped with certain important skills to thrive in. These skills supports for a better adaptive societal life. These skills are popularly known as Life Skills. Life Skills are essential 21st century skills use to deal with daily situations, make important decisions, and enhance their quality of life. The schools should integrate life skills to equip the future citizens of the country through Life Skill Education (LSE). Life skills education is a training program which focuses on cultivation of personal life skills and support children to reach their full potentials. In order to enable the child to overcome the challenges of the 21st century life, the NEP enlists a few fundamental principles to guide the education system of the country. Some of these principles highlight the importance of soft skills which can be broadly classified as “life skills” that form an integral part of modern education. NEP also emphasizes the importance Media Literacy as a 21st century approach to education. It provides a framework to access, analyse, evaluate and create messages in a variety of forms - from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. The present study intended to equip the in- service teachers with knowledge of life skills and Media literacy, how they complement each other and how to ingrate these skills through Problem based learning.

Problem based learning is an activity based learning which comes under the realms of constructivist approach. This approach can be effectively used to cater media literacy and life skills.

A seminar cum workshop was conducted in a CBSE school, Notre Dame, Vasai West on integration of Media Literacy and Life skills in teaching learning activities through activity based learning in daily practices. Hands on practices given to the participants on writing lesson plan. The feedback was taken in the form of open-ended questions from the sample of 26 in-service teachers of the school. Maharashtra and data collected is analysed qualitatively to find out the outcomes of session.

Keywords: *Life Skills, Life Skill Education, Media Literacy, Problem Based Learning.*

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

Education should bring holistic development and self-reliance among the learners. NEP 2020, is the education policy meant for the learners of 21st century having the vision to instil among the learners a deep-rooted pride in

being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. Hence all the three domains viz. Cognitive, affective and psycho-motor domains should be nurtured through skill based and value based learning.

Life Skills:

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

The World Health Organisation (WHO) classified life skills into three major broad areas.

They are: Thinking skills, Social skills and Emotional skills.

Ten core life skills (WHO) under these three broad areas are:

Critical thinking, creative thinking, problem solving, decision making, self-awareness, empathy, effective communication, inter personal relationship, coping with emotion and coping with stress.

WHO 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??”

Ten Core Life Skills (WHO):



Life Skills Education:

Life skills education program basically refers to educational interventions that seek to address the psycho-social and interpersonal skills which can help people to make informed decisions, communicate effectively and develop coping and self-management skills that support for healthy and productive societal life (Dr. Usha Rao, 2019).

Life Skills and NEP 2020:

NEP enlists a few fundamental principles to guide the education system of the country.

Some of these principles highlight the importance of soft skills which can be broadly classified as “life skills” that form an integral part of modern education.

Skills such as critical thinking, communication, cooperation, teamwork, empathy etc. as indicated by the NEP. The policy aims to deliver these skills through curricular and pedagogical development, which include reducing curriculum content to make space for holistic learning, allowing flexibility to students in choosing their individual curricula and providing for capacity building of teachers to deliver such curricula.

Media Literacy:

Media literacy education is the process used to advance media literacy competencies, and it is intended to promote awareness of media influence and create an active stance towards both consuming and creating media. It is one of the important and essential skill of present world, specifically for the present post covid world. It provides a framework to access, analyse, evaluate and create messages in a variety of forms - from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. The elements of media literacy are:

Media Literacy and NEP 2020:

In one of the principles laid down in NEP 2020, emphasizes on extensive use of technology in teaching and learning, removing language barriers, increasing access for students, and educational planning and management. This actually demands the promotion and enhancement of Media Literacy among the learners.

Media Literacy and Life Skills:

Media literacy and life skill education can complement each other effectively for better skill based learning outcomes.

The diagrammatic representation can reflect the relation very comprehensively.



Created by Ms. Mandrita Mitra

Problem Based Learning:

Problem based learning is a constructivist approach where students learn about a subject by working in groups to solve an open-ended problem. The authentic and real life problems drive the motivation and the learning among the learners and make the learning meaningful.

Need of the Study:

From the NEP 2020 it is quite evident the integration of life skills and media literacy in present school curricula is need of the hour in post covid world.

There is a paradigm shift in present teaching learning process where students are much keen for blended learning mode.

For this very reason they should be able to access, explore, evaluate, handle media content both in online and



Offline mode effectively and efficiently keeping in mind the ethical issues and concerns as a responsible netizen with appropriate netiquette.

Inculcation of various life skills will efficiently suffice the above need.

Objectives of the Study:

The present study is having following objectives:

1. To provide knowledge of life skills
2. To provide knowledge of Media Literacy
3. To create awareness in the in-service teachers about the complimenting relation between Media Literacy and Life Skills
4. To provide hands on practice on how to integrate Media Literacy and Life Skills in day to day teaching learning practices.
5. To provide lesson plan format to integrate Media Literacy and Life Skills in day to day teaching learning practices.

Sample and Sampling Technique:

It consisted of 26 in-service teachers which are selected on the basis of convenience sampling

Execution:

- A session conducted for 3 hrs where theoretical discussion and practical aspects of integration of Media Literacy and Life Skills were conducted.
- Hands on experience provided on how to make lesson plans.
- A format of a plan was provided (PBL Approach)

Tools Used:

A questionnaire consisting of open-ended questions (google form) is made to collect responses in the form of feedback which is qualitatively analysed.

Qualitative Analysis:

The responses of 26 in-service teacher are qualitatively analysed on the following key points:

Pre - session data collection provides information that

1. Teachers are aware about the life skills but majorly cognitive skills are tried to be integrated and nurtured.
2. Majority of them were not aware about media literacy
3. They are not aware about the effective way to integrate both the life skills and media literacy
4. No induction program was taken up prior to this session on media literacy
5. No lesson plan has been introduced to integrate the skill of media literacy and life skills.
6. Teachers finding difficult to handle post covid learners as they are much more prone to online teaching learning sessions and social net working
7. The learners lack the knowledge of how to access, explore, evaluate, utilize and create media data with ethical concerns. Even the teachers were not aware of it.

Post-session data collection provides the information that:

1. In-service teachers found themselves benefited with the session

2. They found the session very effective
3. They found the conducted activities effective and user friendly
4. They found the given lesson plan format to integrate media literacy and life skill, as user friendly
5. They were very enthusiast to integrate media literacy and life skills
6. They requested for more such sessions to be taken up in future.

Conclusion:

In Post covid period, education world is much more inclined to online mode of education. The teachers finding it difficult to handle the teaching learning activities in offline mode. There is a demand and need to adopt blended learning and flip classroom technique. Moreover learners are much more prone and inclined towards social networking and surfing on websites. Therefore there is a need make them skilled in media literacy and life skills, so that they can acquire knowledge efficiently and apply them efficiently. NEP 2020, framed the curriculum to nurture the citizens of 21st century with skill based learning for better adaptability and employability. Integration of media literacy and life skills by the in-service teachers can address the need of hour.

Photo Gallery:



References:

Books:

- Nair, A.R et al. (2021). Life Skills Ready Reckoner. Southern Book Star.
- Rao, U. (2019). Life Skills. (Vol.I). (1st edition). Mumbai: Himalaya Publishing House Ltd.
- Rao, U. (2019). Life Skills. (Vol.II). (1st edition). Mumbai: Himalaya Publishing House Ltd.



Web links:

<https://www.edjustice.in/post/the-status-of-life-skills-education-in-the-national-education-policy-2020>

<https://marketbusinessnews.com/financial-glossary/media-definition-meaning/>

<https://www.medialit.org/reading-room/what-media-literacy-definitionand-more>

https://en.wikipedia.org/wiki/Media_literacy#:~:text=Media%20literacy%20education%20is%20the,both%20consuming%20and%20creating%20media.

<https://www.otffeo.on.ca/en/resources/lesson-plans/nurturing-sustainable-learners-using-media-literacy-inspire-21st-century-environmental-sustainability/>

<https://files.eric.ed.gov/fulltext/EJ985678.pdf>

<https://www.pdst.ie/sites/default/files/Connected-Resource.pdf>

https://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2014/06/IAT5-6_Teacher-Resource-Guide1.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Link of the google form of feedback:

[https://docs.google.com/forms/d/1M-_14Cyz52mgZ-](https://docs.google.com/forms/d/1M-_14Cyz52mgZ-JtfKvTORMZe4FV942aewinzar87_s/edit)

[JtfKvTORMZe4FV942aewinzar87_s/edit](https://docs.google.com/forms/d/1M-_14Cyz52mgZ-JtfKvTORMZe4FV942aewinzar87_s/edit)

Cite This Article:

Ms. Mandrita Mitra, (2022). Integration of Media Literacy and Life Skills in School Education: A Nurturance of 21st Century Skills, Educreator Research Journal, Volume-IX, Issue- V, Sept – Oct 2022, 128 -133.