

Promoting Life Skills Training Through Block Resource Center's Among Differently Abled Children

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Abstract

The aim of the study is to find out the Promoting Life Skills Training through Block Resource Center among Differently abled children's with respect to Gender and Type of schools. Accordingly, 50 students among them 25 boys and 25 girls were taken as a sample from different schools of Uttara Kannada District. Self prepared tool was taken by the Researcher and it is found that the above variables show significant promoting life skill training through BRC's on Academic achievement of differently abled children's with respect to gender and type of management.

Keywords

Ramakrishna, Vivekananda, Guru-shishya relationship.

Reference to this paper should be made as follows:

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1. Introduction:

Differently abled children often face unique challenges in developing essential life skills, hindering their academic and personal growth. Block Resource Centers (BRC's) as key institutions supporting inclusive education, can play a vital role in promoting life skill training among these children. This article explores the potential of BRC's in facilitating life skill training, enhancing the capabilities and confidence of differently abled children to lead full filling lives.

2. Objectives:

- To study the difference between boys and girls with respect to the promoting life skills training through Block Resource Center among differently abled children.
- To study on promoting Life Skills Training through Block Resource Center (BRC) among differently abled children from Government and Private schools.

2.1 Hypothesis:

- There is no significant difference between the mean score of BRC's promoted life skills training for boys and girls among differently abled children.
- There is a significant difference in the mean scores of BRC'S supported life skills training among differently abled children from government, and private schools.

3. Methodology:

3.1 Sample

The study was carried out from 50 secondary school students of 25 girls and 25 boys from Government, and private secondary school in Uttara Kannada District.

3.2 Tools used Tools used

Self prepared tool was used for the investigation of the study.

3.3 DATA COLLECTION :

Method of Data Collection

The researcher has adopted the survey technique as this is the most suitable approach to collect the required data from schools of Uttara kannada district. As per the procedure, researcher got the permission from the DDPI for the data collection. Accordingly, the researcher prepared a schedule to visit these BRC Center's of various taluks. For the purpose of data collection, systematically administered by the researcher; proper instructions were given to students before marking their responses

in the data sheet. However, the researcher observed some kind of inhibitions in respect of differently able children at the time of their expression and involvement. The researcher also shared her opinions and feelings at the time of data collection to establishing a close rapport with children and it helps a lot to researcher in data collection process. After collecting the responses in terms of data using from the developed tools, the researcher also collected data related to academic performance of the differently abled children from school cumulative records

Result and Discussion:

Table -1: Mean, S.D. and ‘t’ value were calculated to assess the effectiveness of life skill training among differently abled girls and boys .

Gender	N	Mean	S.D	Table ‘t’ value		‘t’ value
Girl	25	151.2	11.88	0.01	2.704	
Boy	25	158.6	13.54	0.05	2.021	

Here, the differently abled girls and boys exhibited no significant difference. The data was analyzed using the ‘t’ test . From the table 1 it is clear that there is no statistically significant difference between girls and boys in their promotion of life skill training. Therefore the null hypothesis formulated in this study is accepted.

This study shows that promotion of life skill training through Block Resource Centers almost similar for differently abled boys and girls.

Table -2: Mean, S.D. and ‘t’ value of promoting of life skill training through block resource center of government and private school among differently abled children.

Type of Institution	N	Mean	S.D	Table ‘t’ value		‘t’ value
Government	25	155.06	12.95	0.05	1.980	
Private	25	157.8	11.22	0.01	2.617	

Here, in this study the government and private secondary school differently able children showed similar effect toward the promotion of life skill training the data is analyzed using the ‘t’ test from table 2. It is clear that there is no significant difference between the government and private school children’s in their promotion of life skill training through BRC’s. So the null hypothesis is accepted.

In this study the government and private secondary schools differently abled children's showed similar effect towards the promotion of Life skill training.

Findings:

- Children studying in government and private secondary schools do not differ significantly in their life skill training through Block Resource Centers.
- Girls and boys in Government school do not differ significantly in their life skill training through Block Resource Centers.
- Girls and boys in Private school have expressed similar opinion about their life skill training through Block Resource Centers.
- In general girls and boys do not differ significantly in their life skill training through Block Resource Centers.
- Promoting life skill training through Block Resource Centers among differently abled children's is highly beneficial.

Conclusion:

Promoting life skill training through Block Resource Centers (BRC's) holds immense potential for enhancing the lives of differently abled children. By harnessing the resources and expertise available at BRCs. We can provide these children with targeted support to empowering them to acquire vital life skills. This initiative not only fosters academic achievement but also promotes social inclusion, confidence, and overall well-being. As a result, differently-abled children can lead more fulfilling lives, and their participation in society can be significantly enhanced .By prioritizing life skill training through BRC's. BRC's are highly supportive and promote an inclusive and supportive environment that enables these children to lead quality life in society.

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