

# **Chapter 1**

## **Introduction**

## Development and Implementation of a Life Skills Programme for Student Teachers

### 1.0 Introduction

For the development of any country, it is necessary to make wholistic development of various sectors of the country. If various sectors are not developed wholistically then it affects the development of the country. The country finds it difficult to face healthy market competition in globe. For proving its self in global market, the country needs competent personnel with the other resources. These human beings are the main assets of the country and competent human beings are prepared by the education system of the country. Education is essential tool for developing human beings. So, the role of Education System is to provide such kind of education which fulfills the demands of the country and facilitates the wholistic development of the person. The aims of education are to liberate human beings from the shackles of ignorance, privation and misery. It must also lead to a non-violent and non-exploitative social system. As it correctly said by Kufi Annan (2001), *“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”* Education is basic requirement of citizens of the world which helps them to develop their concern for the world.

With the change in time demands of society from the education have changed. Today, the world requires all round human beings who can carry out multiple tasks at a time with efficiency. Robert Kennedy (2000) has said that *this world demands the qualities of youth: not a time of life but a state of mind, a temper of the will, a quality of imagination, a predominance of courage over timidity, of the appetite for adventure over the love of ease.* The person needs to be competent enough to maintain own temper while carrying out multiple tasks creatively in time. It indicates that life has become more stressful than earlier. To develop competent citizens of the world, family and education has to nourish the child in such a way that she or he becomes competent person to face the challenges of the life. Today, child is spending more time of her or his life in Education system. It is responsibility of education to develop skills and knowledge in the child which make her or him competent enough to face the challenges of her or his life effectively. So, providing education is essential responsibility of the society.

### 1.1 History of Teacher Education in India

Indian Education has changed with the change in time to cater needs of the society. Education system was different in different time period in India and also the role of teacher has changed with the change in time period. History of Teacher Education is as old as the history of Education itself. Education of teachers must have been born in 2500 B. C., in Ancient period. The history of Teacher Education in India may be divided into five parts:

1. **Ancient and Medieval Period:** 2500 B.C. to 500 B.C.
2. **Buddhist Period:** 500 B.C. to 1200 A.D.
3. **Muslim Period:** 1200 A.D. to 1700 A.D.
4. **British Period:** 1700 A.D. to 1947 A.D.
5. **Post Independence Period:** 1947 A.D. up to this date

The status of Teacher Education in different period is shown in table 1.1.

**Table 1.1: Status of Teacher Education in India**

Sr. No.	Period	Year	Status
01	<i>Ancient and Medieval Period</i>	<i>2500 A.D. to 500 B.C.</i>	No formal system of Teacher Education
02	<i>Buddhist Period</i>	<i>500 B.C. to 1200 A.D.</i>	Formal system of Teacher Education emerged
			Training under supervision of Senior Teacher
			Certificated by the Teacher
03	<i>Muslim Period</i>	<i>1200 A.D. to 1700 A.D.</i>	No formal system of Teacher Education
04	<i>British Period</i>	<i>1700 A.D. to 1947 A.D.</i>	
Year	Name of Commission and Committee		Status
1854	Wood's Despatch		2 Formal Teachers' Training Colleges
1882	Indian Education Commission		Formal Teachers' Training Colleges
			Less number of trained teachers

1904	Education Policy	Same course for all teacher trainees
1913	Government Resolution on Education Policy	Less number of trained teachers
		Same course for all teacher trainees
1919	Calcutta University Commission	Not competent trained teachers
1929	Hunter Committee	General course for all teacher trainees
1944	Sargent Report	General course for all teacher trainees
<b>05</b>	<b><i>Post Independent Period 1947 A.D. up to this date</i></b>	
<b>Year</b>	<b>Name of Commission and Committee</b>	<b>Status</b>
1949	University Education Commission	Less emphasis on practice teaching
		Less numbers of practice teaching lessons
1953	Secondary Education Commission	Teacher trainees without mission
		Faulty system of selection and appointment of teachers
1954	Ford Foundation Team	Inefficient trained teacher produced
1956	Pires Commission	Inadequate training to teacher trainee
		More theory than practical
1966	Education Commission	Training programme traditional, rigid and isolated from school reality
1985	National Commission on Teachers- I	Faulty selection of trainees and evaluation
		Inadequate curriculum and practice teaching

1993	Yashpal Committee Report	Unsatisfactory quality of teachers
2005	National Curriculum Framework	Concern for improving the quality of Teacher Education
2009	National Curriculum Framework for Teacher Education	Towards preparing professional and humane teachers
2009	Teacher Education (NCTE, 2009)	Reflection towards Policy Formulation

These commissions, committees and Framework have tried to bring positive change in Indian Education System for the development of India. But due to some factors recommendations of commissions and committees were not implemented, whereas, recommendations of some of the commissions and committees have made strong impact on development of Indian Education System. Due to these recommendations different autonomous bodies, UGC, NCERT, DIET, CASE, IASE, CTE, NCTE, were established for providing quality education to the society. Recommendations of some of the commissions and committees on Teacher Education are presented as under.

#### ❑ **Indian Education Commission (1882)**

William Hunter was chairman of Indian Education Commission. Due to this commission was popularly known as Hunter Commission. At that time, there were only two teachers' training schools in the country, one at Lahore and the other at Madras. The commission had strongly recommended for opening training schools for training of teachers. Training schools should be established at such places from where trained teachers may be made available for the areas where there were no trained teachers. The duration of training for graduates should be shorter than for those who are not graduates. The trainees should be examined both in theory and practice of teaching.

More Teachers' Training Schools were established in India. In 1982, total nine Teachers' Training Schools were there in India, seven for men and two for women.

#### ❑ **Calcutta University Commission (1919)**

The Chairman of Calcutta University Commission was Sir Michael Sadler. So, it was popularly known as *Sadler Commission*. This commission had recommended that Department of Education should be set up in each University with the professor of

Education as its head. It also suggested the need for attaching a small experimental school in addition to a large practicing school, to a training college, the first to provide opportunity for educational experiments, the second to accustom the students in training to the methods which should be used in every good school under normal conditions of work.

Due to these recommendations, the number of training colleges increased. Some of the Universities had established their Departments of Education. Teacher - Training Curriculum were improved.

#### ❑ Hartog Committee (1929)

The Hartog Committee recommended that the standard of general education for primary teachers should be raised. The duration of their training should be sufficiently long. Primary Training Institutions should be well - staffed for greater efficiency. And frequent refresher courses and conferences should be arranged for the continued professional growth of the primary teachers already in - service.

Due to all these recommendations, the system of teacher training then prevalent in the country was re- oriented on more progressive lines. In 1932, a new degree of B. Ed. was instituted for the first time by the Andhra University. In 1936, Bombay University was the first to start postgraduate degree M. Ed. in Education.

#### ❑ Sargent Report (1944)

John Sargent was chairman of the committee so, it was popularly known as *Sargent Report on Education*. He had compressively presented picture of education in India. Sargent Report on Post - War Educational Development planned a phased programme of teacher training for 35 years and presented Indian Education System comprehensively. He had recommended the training of the graduate teachers by training colleges. For the training of the undergraduate teachers, there should be three types of training institutions: pre- primary, basic and high school. The salary scale of teachers should be improved. Free training should be provided in the training colleges and schools. Scholarships should be given to the poor and deserving boys, so that they may not be deprived of this part of education. Refresher courses should be started for all the categories of the teachers.

Due to increased duration of training of three years for senior teacher, refresher courses for In- Service Education of teachers and campus selection are the major developments of Teacher Education.

### ❑ **University Education Commission (1949)**

Under the chairmanship of late Dr. S. Radhakrishnan, the then president of India the first Commission in the name of University Education Commission critically scanned the Teacher Training Programme and reported that prevailing teacher training had certain faults. At that time, too little time was given to school practice, too little weight was given to practice in assessing the student's performance, and conditions of school practice were often unsatisfactory. In some places a student was required to give only five lessons during the whole of his course. The commission had recommended for improving quality of teacher training that in a year's course not less than twelve weeks should be spent by the students in supervised school practice. The B. Ed. Courses must be flexible and adaptable to local circumstances. The course should be remodelled and more time be given to school practice and more weight given to practice in assessing the student's performance. The courses on the theory of education should be made flexible and adaptable to local circumstances.

Pre - Service Teacher Preparation Programme linked with the University System.

### ❑ **Secondary Education Commission (1953)**

Dr. Lakshmana Swami Mudaliar was chairman of the commission. Therefore the commission is also known as *Mudaliar Commission*. The commission has mentioned that the teaching profession does not have the right type of men. They have not entered the profession with a mission. They do not possess the requisite personal qualities, aptitude and devotion for teaching, due to defective method of requirement of the teachers. The commission has recommended that the method of selection and appointment of the teachers should be uniform throughout the country. The commission has suggested for the establishment of only two types of institutions to train teachers. One types of institutions that train teachers who wish to enter into the profession after taking higher secondary school leaving certificate. Such people should be given two years training. Other types of institutions for training the person who wishes to enter profession after graduation. The training period for such people should be one year. But, this period should also be extended to two years in due courses of time. No fees should be charged in training colleges. Those who intend to enter teaching profession should also be given training in one or more of the various extra- curricular activities. Training colleges should arrange refresher courses, short intensive courses in special subjects and practical training in workshops. Training

colleges should also conduct research in various branches of education. To meet the shortage of women teachers, the commission has recommended for conduct of special part time course. For the master degree in Education, only trained graduates who have normally done a minimum of three years' teaching should be admitted.

Many of the recommendations were accepted and implemented to up grade Teacher Education.

#### **❑ Education Commission (1966)**

Under the chairmanship of Dr. D. S. Kothari the Education Commission showed keen interest in Teacher Education, studied it in its varied aspects and made observations and recommendations. The commission observed that the essence of a Teacher Education Curriculum is quality. In its absence, Teacher Education becomes a financial waste, a source of over- all deterioration of educational standards. The commission felt that the existing programmes are largely traditional, rigid and divorced from the realities of schools and devoid of proposed programmes of educational reconstruction. The commission suggested re-orientation of the subject knowledge of the trainees. There should be a carefully planned content- course including a study of fundamental concepts and their implications for the school syllabus and of the textbooks and emerging source materials to assist teaching at the school stage. Practice Teaching needs to improve. There should be a comprehensive programme of internship.

#### **❑ National Commission on Teachers -I (1983-85)**

Under the chairmanship of Prof. D. P. Chattopadhyaya, the National Commission on Teachers- I (for school teachers) has given recommendation on all aspects of Teacher Education. The Commission has given recommendation on selection of trainees, curriculum, years of course, practice teaching, evaluation, preparation of teacher educators, etc. commission has suggested four years training course after senior secondary, or preferably a five years course leading to graduation and training in recommended. The first three years should be considered adequate to pursue postgraduate courses. This four years course is integrated course with postgraduate and teacher training. The duration of one year B. Ed. Course should be extended by two summer months ensuring an academic session of 220 days with longer working hours. For Elementary Teachers, it is desirable to have a two years training course after class XII. It suggests a much more comprehensive concept of teacher training by



introducing duration of the Internship should not be less than four weeks in the third year and 3 weeks in the fourth year of study. More practical work with general education integrated in Teacher Training Curriculum. Selection of trainee is based on certain competences and qualification pursued by him.

By those recommendations of commissions and committees, Education Policies were framed to improve quality of Teacher Education in India. The first Education Policy was framed in 1904 then after independence in the year 1968, 1986, 1992 and 2002 new more Policy on Education were framed. The numbers of Plan of Actions were drafted for achieving goals of education as per the recommendations given by the commissions and committees. Due to recommendations of commissions and committees objectives of Teacher Education have changed with the change in time. The objectives of Teacher Education have been decided on the basis of the recommendations of these commissions and committees for fulfilling the demand of the society.

## **1.2 Teacher Education in India**

In India, Teacher Education is based on Western Education System as implemented in the British Period. As per the recommendations of commissions and committees, in India, two types of training provided to teachers. One was before joining teaching profession, known as *Pre - Service Teacher Education* and another was during teaching service, known as *In - Service Teacher Education*. Today also both training are necessary to improve quality of education by updating school teachers.

### **1.2.1 Pre - Service Teacher Education Programme**

Pre - Service Teacher Education Programme is the course offered for students before they join teaching profession and leads to a degree and certificate, to make person eligible to join teaching profession. In Pre - Service Teacher Education Programme, students get training about skills and knowledge which are required in teaching profession. In other words, it is a programme for making students competent to face the challenges when they provide their services to the society by joining teaching profession. The Pre – Service Teacher Education Programme have certain objectives on the basis of which the training is provided to students. These objectives are listed as under.

### ❖ Objectives of Pre - Service Teacher Education Programme

Pre - Service Teacher Education Programmes at all levels should seek to develop in the prospective teacher:

- Knowledge and understanding of-
  - ⇒ The Indian socio - cultural context and the role of education in national development.
  - ⇒ The process of human development and learning in all dimensions and its implications to education.
- Professional competencies and skills related to-
  - ⇒ Effective communication.
  - ⇒ Effective curriculum transaction, utilizing learning resources of various kinds and employing interactive teaching learning strategies to promote allround growth of learners.
  - ⇒ Comprehensive and continuous evaluation of learners' progress through appropriate tools and techniques.
  - ⇒ Effective management of learning within and outside the classroom to maximize learners' growth.
  - ⇒ Catering to the learning needs of special groups of children like: the gifted, the slow learners and the disabled.
  - ⇒ Organising co - curricular activities of different kinds to promote allround growth of children.
  - ⇒ Offering guidance to students in their personal, academic and occupational problems.
  - ⇒ Research and experimentation in Education.
- Social commitment through participation in-
  - ⇒ Developmental activities in the community, extension activities and community service.
  - ⇒ Compensatory Education Programmes for the disadvantaged classes like the SCs / STs.
  - ⇒ Compensatory Education Programme and parallel service systems like Non-Formal Education, Adult Education and Workers Education.
- Positive attitudes towards children, learning, school, professional growth and manual work.
- Social, cultural and moral values oriented towards unity and integration of our

people-

- ⇒ Democracy, secularism, scientific temper, egalitarianism, cultural heritage, conservation of the environment, civil responsibility.
- Aesthetic interests and appreciation towards- literacy, cultural and artistic pursuits. (*Mangla, 2001*)

By considering all the above objectives of Pre - Service Teacher Education Programme is carried out in India, so as to develop competent teachers. But as a teacher, one needs to update oneself during professional life.

### **1.2.2 In - Service Teacher Education Programme**

In - service Teacher Education Programme is a programmed, systematized, attentive, needful and scientific planning with a definite purpose in view. It is a continuous process which contributes to the behavioural changes of teachers in terms of acquisition of knowledge and insights and development of right attitudes and interests.

It is goal oriented and organised in such a manner that the teachers feel the desire and necessity for the improvement of their mental faculties and skills through such programmes. In - Service Teacher Education Programme is provided to the teachers as per the requirement to update or improve knowledge, skills which they required in their profession. In - service Teacher Education Programme has goals for which it is provided to teachers. Some of there goals for providing In - service Teacher Education Programme to teachers are listed as under.

#### **❖ Goals of In-service Teacher Education Programme**

- Remedy the teacher's deficiency arising out of defects in his initial Pre - Service Education.
- Advancement of the teachers' skills and pedagogical knowledge required for new teaching roles.
- Advance and update the teacher's knowledge of subject matter.
- Train them as an agent of change.
- Provide education for rapid and self - conscious adaptation to changing world.
- Prepare teachers for self - education and as learners.
- Prepare them for life long education.
- Prepare them for utilizing all the formal and informal agencies of education.
- Train the teachers for non - tutorial posts.

- Make them understand and face in time new situations coming up in society and to prepare their students for the new economic, social and cultural challenges.

(Mangla, 2001)

These objectives and goals reveal that the role of the teacher is not only to teach the students content knowledge but to make wholistic development of child. The role of teacher is also not limited to the student but the teacher has to responsibility towards society. The teacher has to perform different roles in the school, like, administrator, initiator, collaborator, facilitator, risk taker, researcher and so on. The role of teacher is not only infusing the child but to the society at large. As the Kothari Commission (1964-66) correctly said that *"Destiny of India is now being shaped in her classrooms"*. He had emphasised importance of teacher's role for development of the students and the nation. The quality citizens are produced by the teacher. The development of the child depends on efficiency of the teacher. So, the quality of the teacher is one of the important components for quality School Education.

### **1.3 Quality of Teachers in the Schools**

The role of teacher is very crucial for the development of a nation. Different commissions and committees have recommended to improve the quality of teachers for improving the quality of the School Education. They have always given emphasis on teachers' training for the improvement of quality of teachers in the schools. Today, also teachers are not efficient to provide quality education in the schools and lacking in various aspects. The present scenario of teachers' quality in the schools is presented as follows:

- ❑ Most of school teachers work under stress. Teacher stress increases with the professional development (Sixth Survey of Educational Research, NCERT, 2006).
- ❑ Teachers perform number of roles by joining teaching profession. They find it difficult to cope up with the demands of the profession as they are not trained regarding wholistic School Education. Teachers are trained in theoretical manner. They do not have practical knowledge about other roles, like administrator, manager, collaborator and researcher that they need to perform in the schools. *They find difficulty in performing these roles effectively.* They have adjustment problem in the school environment (Sixth Survey of Educational Research, NCERT, 2006).

- ❑ Teachers are lacking Creative and Critical Thinking Skills. They are not able to think differently and develop Creative Thinking Skill and Critical Thinking Skill in their students (Patel, 2010).
- ❑ Pre - Service Teacher Education is providing training to future teachers on Communication Skill but then after school teachers are lacking Non – Verbal Communication in the class. So, classroom management was problem for them (Ahuja, 2009).
- ❑ *Teachers are rarely innovative.* They are mostly using Lecture Method to teach and do not use the student centred methods. They are not making efforts to provide practical knowledge to their students. In NCF 2005, it has been mentioned that in schools rote memory is used and students are not competent to fulfill the demands of the society.
- ❑ Numbers of researches have revealed that there is *no difference in the performance of trained and untrained teachers when they join the school*. Both are at par while comparing their performance. They both learn by their own experience in the field. It reflects that Pre - Service Teacher Education Programme is ineffective to produce quality teachers (Teachersity, 2009).
- ❑ Normally, *fresh teachers are appointed at low salary and they have high workload as compared to the salary they get*. Their work load is more than senior teachers in the schools. *They feel stressed when they are not able to cope up with the situation* (Parthasarathy , 2008).
- ❑ They are aware about their professional ethics which they have learned in the training programme but when they join teaching profession, *they forget those professional ethics due to challenges they are facing in their professional life* (Times of India, 2007). They get low salary. So, they start taking additional coaching of students to earn their livelihood and misuse their authority. They forget their responsibility towards the society and start *adopting inappropriate ways to cope up with the challenges they are facing*.
- ❑ The prevailing In - Service Training approaches are not having the expected impact on classroom processes, because school teachers are low motivated to bring change in their ways of work ( Vinoba, 2001).
- ❑ To update teachers, In-service Teachers Trainings is organized for them mostly during vacation period which very often over burdens them. *They do not go willingly to such training programmes which creates undue stress in their mind*

(Times of India, 2009).

- ❑ *They are more salary oriented and lack concern for students and the community.*

They do not initiate themselves for the betterment of the society. They carry out community task as forced by the higher authority (World Education, 2006).

The above observations related to teachers' quality in schools reveal that today teachers' quality in schools is poor. There are number of reasons responsible for poor quality of teachers in the schools, but, one of them is lack of teacher's competencies. Teacher needs to be competent enough to provide quality education in the schools.

#### **1.4 Teacher Competency**

General meaning of Competency refers to *the knowledge, abilities possessed by a person to deal with the situation*. Teacher Competency comprises the knowledge, skills, values and attributes demonstrated through behaviour that results in proficiency. Teacher Competency refers to *appropriate prior knowledge, skills, attitudes, and abilities in a given context that develop with time and are needed in order to effectively and efficiently accomplish a task to be measured against a minimum standard*.

Teacher competency can be broadly classified into two categories.

- ❑ **Basic Competencies:** The Basic Competencies are inherent in all individuals. Only their degree of existence is different. The Basic Competencies are individualistic. As per the individual exposure, the Basic Competencies are developed. These are more related with interaction with the environment. It includes Intellectual Competencies, Moral Competencies, Emotional Competencies and Social Competencies. These competencies are base for each individual personality. Any teacher needs to possess good amount of the Basic Competencies. The Basic Competencies help the person to think, to reflect, to communicate appropriately, to maintain social relations, to manage own emotions, to understand ownself and others, to respect own and others emotions which are essential for living happily.
- ❑ **Professional Competencies:** Professional Competencies are over and above the Basic Competencies and are mostly related with the profession. The Professional Competencies are developed by the training. Training for Professional Competencies is same training provided to all trainees but the development of the Professional Competencies again is based on the Basic Competencies possessed.

It includes knowledge, experience and expertise gained by the Student - Teacher during the training period.

In other words,

*Teacher Competency = Basic Competencies + Professional Competencies.*

The role of teacher in the 21<sup>st</sup> century is very crucial and important because the society is experiencing fast changes and these changes are due to advancement in various fields in the society which generate knowledge. The society experiences changes, like, change in value system, living style, economical and social conditions. So, the citizens of the society, experience stress in their life and require more adjustment skill to get adjusted with the change in the society. The society requires education which prepares such kind of citizens who can cope up with the challenges of life and contribute in development of the nation. For this purpose, a teacher needs to be competent enough as the success of a student depends on the quality of the teacher (Jones, 1983). He had conducted a study on student achievement and teacher competency and found that teacher competency and student achievement has direct relation and teacher competency and teacher students relation are positively related with each other.

Pre - Service Training Programme needs to trained teacher in such a way that the teacher becomes competent enough to serve in the field. But today Pre - Service Teacher Education Programme gives more emphasis to the Professional Competencies and does not focus more on the Basis Competencies which are the base for the development of the Professional Competencies.

The quality of teachers at school level is poor because teachers are lacking the Basic Competencies and Professional Competencies. To develop the Teacher's Competency, Pre - Service Teacher Education Programme needs to introduce such kind of education which helps the Student - Teachers to develop their Basic Competencies and Professional Competencies.

### **1.5 Life Skills given by World Health Organization (WHO)**

To develop healthy human beings in the world, World Health Organization (WHO) in 1997 has identified some skills which help the person to develop own competencies. The skills given by the World Health Organization (WHO) cover all aspects of human life. These skills help the person to behave appropriately in the situation and live healthy and happy life. The skills identified by the World Health Organization

(WHO) are applicable to all individuals. World Health Organization (WHO) has said that by possessing these skills a person is more responsible and selective in his life and able to behave appropriately in the situation. These skills identified by the World Health Organization (WHO) in 1997 are known as *Life Skills* as it covers all aspects of human life.

Life Skills are helpful in leading health life. It is a bunch of skills which are helpful to an individual to live life happily and efficiently. Meaning of Life Skills and core Life Skills as identified by World Health Organization (WHO) are discussed as under.

### **1.5.1 Meaning of Life Skills**

Life Skills means the ability to become active and taking the responsibility of behaving in a particular manner, in a particular situation for healthy living. In 1997, World Health Organization (WHO) has identified Life Skills concept for developing Mentally Healthy youth in the globe. According to World Health Organization (WHO) (1997), *"Life Skills are living skills or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life."* By the definition of the Life Skills given by World Health Organization (WHO), it is clear that it is the ability of an individual to deal effectively to face demands and challenges of her or his life. It focuses more on mental health of the person by covering different aspects of the person. In other words, Life Skills are abilities which help an individual to select and behave appropriately in a situation to live happily in the life. Life Skills are essentially the ability that are helpful to promote mental well-being and competence in people as they face the realities of the life. Life Skills are the ability for adoptive and positive behaviour. It refers to the ability to maintain the state of mental and physical well-being while interacting with others within a culture and environment. This term refers to a large group of psycho-social and interpersonal skills which can help people in making formed decisions, communicate effectively, and develop coping and self-management skills that may help them to live a healthy and productive life. Life Skills may be directed toward personal actions and actions toward others, as well as, actions to change the surrounding environment to make it conducive to health.

The World Health Organization (WHO) has given ten core Life Skills which are essential for an individual life. These ten core skills are known as Life Skills.



### **1.5.2 Core Life Skills**

Core Life Skills given by World Health Organization (WHO) are covering main three aspects of an individual life. These three aspects are cognitive, social and affective. The core Life Skills identified by World Health Organization (WHO) are discussed as under.

#### **➤ Self Awareness Skill**

Self Awareness Skill is the ability to recognize oneself. It is an ability to know own character, weaknesses and strengths, likes and dislikes, goals of life and desires. It is a skill that makes person conscious about her or his physical, as well as, cognitive functioning. In other words, Self Awareness Skill is the ability to know oneself as an individual personality.

#### **➤ Empathy Skill**

Empathy is an ability to imagine what is life for another person ever in the situation which may not be familiarized by the person. It is an ability which makes a person to feel and understand situation of others. Empathy has further been described as the process of understanding a person's subjective experience by vicariously sharing that experience while maintaining observant stance. In simple words, Empathy is *the ability to put oneself in another's state*.

#### **➤ Interpersonal Relationship Skill**

Interpersonal Relation is the relationship between two persons. Interpersonal Relational Skill is *an ability to maintain good relationship with the members of the society*. It is a skill that helps a person to understand his relations with others and relates in a positive or reciprocal manner with him. Interpersonal Relationship Skill is the ability to understand own roles and responsibility towards the members of the society and what she or he has to expect from them. It is an ability to deal effectively to maintain healthy relations with the members of the society.

#### **➤ Effective Communication Skill**

Effective Communication Skill is an ability to express own views, ideas, opinions, information, etc. verbally or non-verbally in an appropriate manner. It is also an ability to receive others' views, ideas, opinions, information, etc. sent verbally or non-verbally, in an appropriate manner. In other words, Effective Communication Skill is

*an ability to enhance meaningful interaction between the individuals.*

➤ **Critical Thinking Skill**

Critical Thinking Skill is *an ability to analyze information and experience in an objective manner*. Critical Thinking is the mental process. It is an ability of evaluating arguments or propositions by reasoning logically and analyzing, organizing, examining and questioning information to find authenticity of the arguments or propositions. Critical Thinking Skills is an ability to build relations between different aspects of information received with own knowledge before accepting that information.

➤ **Creative Thinking Skill**

Creative Thinking Skill is an ability to look beyond thing exists or looks differently. It is a mental process which generates innovative ideas. Creative Thinking Skill is an ability to generate unique and original ideas from others for the object. It is an ability which is normally used when new ideas are generated. New ideas are formed by developing the current ones within minds. In simple words, Creative Thinking Skills is the ability to think differently than others.

➤ **Decision Making Skill**

Decision Making Skill refers to the ability to select appropriate alternative as a decision. Decision Making Skill is a mental activity in which out of all available alternative appropriate alternative is selected as a decision. Cognitive processes such as memory, reasoning and concept formation play a primary role in Decision Making process.

➤ **Problem Solving Skill**

Problem Solving Skill is an ability to find solution of the problem. It is a mental process which follows certain steps to solve the problem. It is an ability which incorporates past experience to solve the problem. Problem solving process starts with identification of the problem and ends with the feedback for the selected solution to the problem.

### ➤ **Coping with Emotions Skill**

Coping with Emotions Skill is an ability to recognize own emotions, understanding emotions of others and expressing own emotions in appropriate manner. It is an ability to cope up with own emotions by expressing those in appropriate manner. It is an ability which makes a person behaves appropriately by understanding own and others emotions with reference to the situation.

### ➤ **Coping with Stress Skill**

Coping with Stress Skill is an ability to recognize source of stress in own life and cope up by behaving appropriately in the situation. It is an ability to recognize the source of stress and its effect on own life and take action to control level of stress and behave appropriately in the situation. It develops understanding about source of stress in a person's life which helps to take correct behaviour to control or reduce stress in life.

These ten core Life Skills can be classified into three headings which covers main aspect of an individual life. These three aspects are cognitive, social and affective which are most essential for making an individual competent to live mentally healthy life. On the basis of these three aspects, like, cognitive, social and affective these skills are clubbed in three heading, namely, Thinking Skills, Social Skills and Negotiation Skills which are discussed as under.

#### **A) Thinking Skills**

Thinking Skills are related with cognitive aspect of the person. Thinking Skills include Critical Thinking Skill, Creative Thinking Skill, Decision Making Skill and Problem Solving Skill. These skills require mental process when the person uses these skills. Again, it at time of taking decision and solving problem other two thinking skills can be used by the person. By giving the Thinking Skills, World Health Organization (WHO) has tries to cover cognitive aspect of the person's life. The person's most of actions are decided by the Thinking Skills only.

#### **B) Social Skills**

Social Skills are related with the social aspect of the person's life. In Social Skills Interpersonal Relationship Skill, Effective Communication Skill, Self Awareness Skill and Empathy Skill are covered. The social aspects play important role in life. A person has to maintain social relations in life. The Social Skills make a person

conscious about her or his social relations as those relations affect life directly or indirectly to life. It is difficult for a person to live without Social Skills.

### **C) Negotiation Skills**

Negotiation Skills are related with affective aspect of the person. The term Negotiation clearly indicates that it is adjustment and management skill. The Negotiation Skills include Coping with Emotions Skill and Coping with Stress Skill. The person has numbers of feelings in different situation and he needs to express those in appropriate manner. The person needs to be able to manage own stress otherwise it can affect health of the person. When the person uses these skills, he needs to take into consideration social aspect of his life and follow mental process to decide appropriate behaviour in the situation.

It is difficult to make use of any Life Skill without making use of other Life Skills because these Life Skills are internally related and it is difficult to separate out these from each other. But these Life Skills can be paired as follows:

- ❖ Self Awareness Skill and Empathy Skill
- ❖ Interpersonal Relationship Skill and Effective Communication Skill
- ❖ Critical Thinking Skill and Creative Thinking Skill
- ❖ Decision Making Skill and Problem Solving Skill
- ❖ Coping with Emotions Skill and Coping with Stress Skill

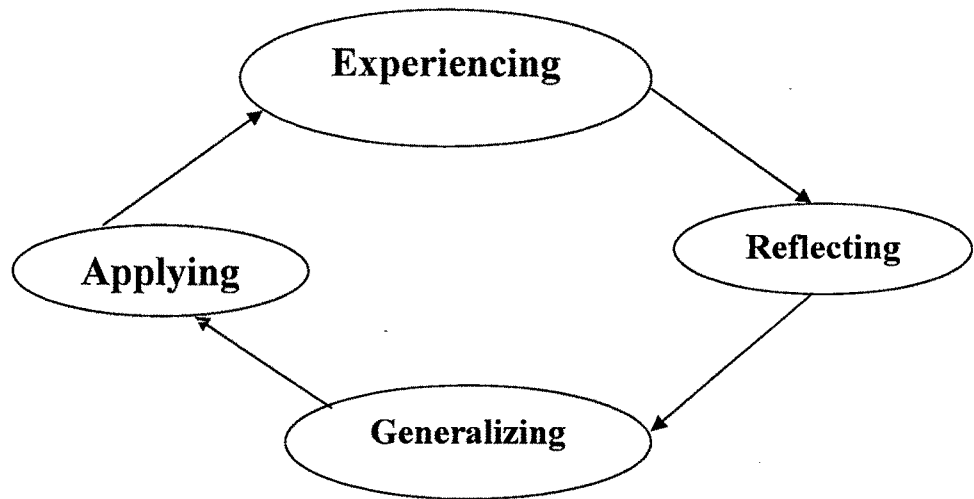
For developing the Life Skills among the person World Health Organization (WHO) has recommended such kind of approach where a person gains on hand on experience and realizes importance of the skill in life.

### **1.6 Approach to develop the Life Skills (Experiential Learning)**

After identifying the Life Skills, World Health Organization (WHO) has given guidelines for developing the Life Skills. In the given guidelines, World Health Organization (WHO) has recommended to provide hands on experiences where the person involves, gains experiences and learns from the experiences. World Health Organization (WHO) has recommended for using *Experiential Learning* Model for developing the Life Skills among the person.

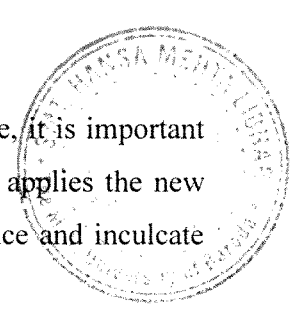
Experiential Learning can be defined in terms of a learning model “*which begins with the experience followed by reflection, discussion, analysis and evaluation of the experience.*” The Experience Learning Model provides full freedom to the learner to experience, think, reflect, accept and modify behaviour. By this process, the learner is

able to conceptualized, synthesized and inculcate the Life Skills. In other words, Experiential Learning can be described as a process by which learner develops insight by experiencing, reflecting and discussing the situation. It requires active participation of the learner in each stage of Experiential Learning Model. The process of Experiential Learning Model is shown diagrammatically as under.



The above diagram shows that it is a continuous process and each stage produces certain amount of learning in the learner.

- ❖ **Experiencing:** In experiencing stage, certain experience is provided to the learner where she or he gets hand on experience. Normally, the experience is from the daily life of the learner. By experience, the learner gets chance to participate actively which is essential for another stage of Experiential Learning Model. In this stage, she or he makes observation related to experience, she or he has gained.
- ❖ **Reflecting:** This reflecting process is what transforms an experience into experiential learning. In the reflecting stage, the learner reflects on whatever she or he has experienced and observation made regarding experience. The learner examines each aspect of her or his experience. The learner's reflection is essential to make her or him sensitive towards appropriateness of her or his behaviours.
- ❖ **Generalization:** On the basis of whatever the learner has observed and made reflection on her or his observation, she or he is able to generalize what could be appropriate. This generalization is useful to develop or enhance her or his understanding. By the generalization, she or he has included her or his new knowledge with previous knowledge and arrived at conclusion.

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- ❖ **Applying:** After developing understanding about new knowledge, it is important to apply this knowledge in the new situation. When the learner applies the new knowledge in the new situation, she or he will develop confidence and inculcate the skill in herself or himself.

The experiential learning is a continuous process which makes the person sensitive and helps the person to think again and again about the experiences and learns from the experience. This approach is more suitable for developing the Life Skills as it requires first of all sensitivity and through that sensitivity the person develop the Life Skills.

### **1.7 Rationale of the study**

In today's society, human life has become very fast and stressful. A person has to perform different activities within limited time. Sometimes it becomes very difficulty to perform all the activities effectively. And if this continues for a long period then it creates frustration in life. Due to stress and lack of time, a person is not in a position to maintain relations with others and enjoy life. So, there is a need to help them to come out of this state of stress. The major institutions of socialization are family, community and school. School is second home of child where she or he learns ways of healthy life in a society. In school, teacher is the person who is serving as a social worker of the society. The teacher is creator of the future of the society. So, the role of teacher is very important in society. The teacher has many responsibilities towards pupils, parents and the institution. The teacher has to decide which kinds of learning experiences need to be given to the students, inform parents about their pupil's performance and also play different roles, like, administrator, coordinator, researcher, collaborator, decision maker, guide, leader and facilitator within institution. Many a times, it is difficult for the teacher to manage all these roles properly. It might be possible that he may not be able to give proper attention to all the roles. Most of teachers seem to work under stress (sixth survey, NCERT, 2006). Some factors are external to the institutional situation or may be personal problems. And studies conducted by Singhal (2005), Sharma and Gupta (1993) and Paratkar and Shubhada (1994) on stress burnt out teachers, reveal that teachers are experiencing stress and that affects their performance in the school as stress and mental health are closely related. Due to this, the development of children is affected. So, it is necessary to provide the teacher such kind of education which is helpful to him in future.

B.Ed. course is a teachers training course which provides education to the Student - Teachers to become effective teachers in future. In this course, the Student - Teachers learn different subjects and skills which are helpful to them when they go to school. Due to mushroom growth of private colleges of Pre - Service Teacher Education, there is difference in quality of teachers prepared by different institutions (Sharma, 2006). The Pre - Service B. Ed. Course does not provide all kind of practical exposure to the Student - Teachers. It was found by the researches that present Teacher Education is not able to cater to needs of the society and there is a gap between demand of the society and supply provided by Teacher Education System (Sharma, 2006). So, when teachers go to school, they face some problems in adjusting with the system, as teacher has to perform different roles in the school for which they do not get training. Today, largely, teachers are not creative and critical thinker and due to this they are not able to train their students in Critical Thinking Skill and Creative Thinking Skill (Patel, 2010). Teachers find problem in classroom management as they are making more use of Verbal Communication in class and lack Non - Verbal Communication (Ahuja, 2009). Researches have revealed that there is no difference in trained teachers and untrained teachers in the schools. So, there is a need to provide such kind of education which develops their basic competencies along with their professional competencies, so that, they are able to deal with any situation.

World Health Organization (WHO) has identified those basic competencies which a person requires to live healthy and happy life. World Health Organization (WHO) has given ten core Life Skills which are essential for a person. The Life Skills cover all aspects of a person life. The Life Skills are psychosocial abilities which are necessary to deal effectively with the challenges of life. In India, National Institute Mental Health and Neuroscience (NIMHANS) has conducted workshop to train teachers and trainers to develop Life Skills in adolescents. The NCERT has included Life Skills in new National Curriculum Framework 2005 and in that emphasis is given to train teachers for inculcating Life Skills in school students.

From the review of related studies, it was found that more focus was given on health of adolescents and more numbers of studies were carried out at school level. Only one study by Zafar (2006) outside India was carried out on Teacher Education. In that study, Student - Teachers were trained to integrate Life Skills in their teaching. In India, UNICEF in collaboration with GCERT has developed Life Skills Education Modules for elementary teachers to integrate Life Skills with school subjects. Life

Skills Education is being taught as a subject in CBSE schools.

The Department of Education, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara has initiated to provide knowledge of Life Skills for inculcating Life Skills in adolescents as part of one core subject *Educational Psychology*. But, systematic efforts are not made to enhance Life Skills of Student – Teachers. If teachers are not competent then their lacking competency affects development of students, because development of children is directly related to teacher' competency (Jones, 1983). So, it is essential that teachers are competent enough to realize wholistic development of the child.

Life Skill Education has its importance for the Student - Teachers. So, the investigator has tried to develop a Life Skills Programme for the Student - Teachers on ten Life Skills identified by the World Health Organization (WHO) in 1997.

### **1.8 Research Questions**

The theoretical framework presented above has generated following research questions for the present study.

1. How to integrate Life Skills Education in Teacher Education Programme?
2. What are the indicators of the development of Life Skills?