**CHAPTER - I**

**INTRODUCTION**

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CHAPTER - I
INTRODUCTION

1.1 INTRODUCTION

Education is a continuous process of development from ‘womb to the tomb’. Several thinkers hold the view that education starts even before birth. Every year, every month, every day and every minute, step by step a person learns. In the modern world no one knows what tomorrow will bring and so every individual must equip himself/herself in every moment of his/her life to meet the new challenges in life. Education at all stages must become self-education, so that with the provisions of education acquired at school, the adult will continue his/her education throughout life with all the means at his/her disposal-the library, the reading room, camps, tours, mass media, clubs, institutions etc. Lifelong education is acquired through formal, non-formal and informal means. Education provides a way of life. It develops certain values. A person may possess high literacy and even high degrees but he/she may be regarded as uneducated if he/she lacks human qualities. Education is concerned with the development of character and personality.

ALL ROUND EDUCATION

PHYSICAL MOTOR DEVELOPMENT
SOCIAL DEVELOPMENT
MORAL DEVELOPMENT

SPIRITUAL DEVELOPMENT

AESTHETIC APPRECIATION DEVELOPMENT

EMOTIONAL DEVELOPMENT
COGNITIVE OR INTELLECTUAL DEVELOPMENT

LANGUAGE DEVELOPMENT
ALL ROUND EDUCATION DEVELOPMENT
Education aims at developing the knowledge, moral values and understanding required in the walks of life. The purpose of education is to develop well-informed, intensive and well-equipped citizens of the society and also to develop the human being, not an individual alone. There are qualities required by everyone to live good, well-adjusted and harmonious life. These qualities are developed only through education which demands,

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

1.2 OBJECTIVES OF EDUCATION

- To emphasize the unity of knowledge this could provide success in life.
- To create a new system of education for social progress and to promote values of emotional and social integration.
- To develop aesthetic sense.
- To sympathize with others and to inspire to serve others until we love our elders as our parents, our equals as our brothers and sisters, and youngsters as our children.
- To develop the sense of oneness of mankind and to work for a fair and just world.
➢ To find joy in sacrificing for great causes for the helpless and compassion for those who suffer.

➢ To train and discipline the mind in right thinking, right judgement and memory.

➢ To work for the inculcation of ideas of international understanding and to make man a good citizen.

➢ To organize an environment this may provide inspiration and facilities for the exercise and development of the five aspects of the personality – the physical, the vital, the mental, the psychic and the spiritual.

➢ To develop environmental awareness and to adjust with the changing situations.

➢ To bring about a synthesis between cultural values and scientific values and to incorporate these values, ideals and principles in various life situations.

➢ To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the maximum.

➢ To recognize the importance of solving world problems according to the democratic practices.

➢ To appreciate the contribution of all peoples to the world citizenship.

➢ To combine the love of one’s country with a broad social consciousness towards an inter-dependent community of nations

➢ To respect the dignity and worth of man by giving him equality of rights and opportunities.

➢ To realize that truth always triumphs and leads to human progress and prosperity.
1.3 RECOMMENDATIONS OF COMMISSIONS ON EDUCATION

The Education Commission 1964-1966, is the first commission in Independent India which examined all the facts of education at all levels very aptly began its report with these words “the destiny of India is now being shaped in the classrooms. This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise of national reconstruction whose Principal objective is to raise the standard of living of our people.”

Dr. Radhakrishnan Education Commission (1948) defined the concept of education as “Education according to the Indian tradition is not merely a means to earning or living, not it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, training of human soul in the pursuit of truth and the practice of virtue”.

The Secondary Education Commission (1952-1953) in its report recommended four major goals of education keeping in view the needs of democratic India as envisaged in the constitution.

- Development of democratic citizenship.
- Improvement of vocational efficiency.
- Development of the qualities for leadership.
- Development of personality.
National Policy on Education (1986) says that Education is essential for all. This is fundamental to all round development, material and spiritual. Education should further aims at the goals of socialism, secularism and democracy enshrined in our constitution.

According to the NPE 1992, Education has an accelerating role. It refined senses and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.

1.4 TEACHER EDUCATION

The role of the teacher is changing so fast that no amount of pre-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a ‘change agent’ and not as a mere transmitter of knowledge and culture. The profile of the modern teacher reveals that he is unaware of the objectives of school education, is insensitive to the needs, both academic and emotional, of the students, incapable of fostering development and ineffective in inculcating interests; skills and aptitudes in a student. The teacher should not only be a communicator but also a mobilizer, motivator and co-ordinator.

The educational objectives are clearly laid down in the Kothari commission’s report. The emphasis was on the development of cultural abilities in schools. So that pupils are in a position to apply their minds to the environments in which they are living and develop a practical type of consciousness so that their behaviour is also influenced by it.
Now, in such a society, educationists are trying to bring about a basic change in development of certain critical and rational abilities in teachers as well as in the students. So, that they understand their environment and change their own educational behaviour.

This curriculum of teacher education course has remained quite static over the years except for some changes here and there. Thus it has ceased to fulfill the needs of education for a changing society.

The teacher education institutions have to ensure, as observed by professor Rains Ahmed, ‘…that the enrolled students can learn the know-how of making the community come forward to take part in school activities. It requires a certain amount of knowledge of social science, of language and of taking up the leadership role in the changes and reformer going on in a particular community so as to make the community feel that it can come forward to participate in the school activities.

A teacher today has to play a definite role to modernize society. He should be aware of the national problems as well. A broad awareness of the process of reconstruction which is going on in our society is needed. Teachers should convey to each generation of the best in the cultural heritage of the land. The teacher is expected to be the master of the subject he teaches and aware of the interdisciplinary relationship with other subjects. These are only a few of the important values which a proper teacher training programme should imbibef.
The N.C.T.E has suggested the reorganization of teacher education in three broad areas; these are (a) pedagogical theory; (b) working with community; (c) content –cum–methodology and practice teaching including related practical work. These are important suggestions and we should try to improve our courses according to the N.C.T.E guidelines.

The teachers being the center of the whole educational system, it is imperative that our teacher education programmes should reflect changes in the policies and practices. So, that creativity and giftedness are encouraged and nurtured. To develop creativity, we require creative teachers who would not only seek self-actualization through their professional and interpersonal activities but would ensure that their pupils are also led to seek harmony and joy by employing their potentials in ways which are not only beneficial to the individual, but also to the society.

Education is one of the most significant elements in preventing violence, maintain social peace and making it the dominant theme. So in India, National Curriculum Frame Work (NCF 2005) had given more emphasis to peace education, to develop life skills in teachers and students to peaceful environment in society. Life skill education is a concept which originated in thinking about training and education. This kind of training and education covers the skills and competencies that an individual needs for sustaining and enriching life.
1.5 AIMS OF TEACHER EDUCATION

The aim of teacher education is to prepare efficient teachers and not ‘educationists’. As such, the syllabus of teacher education should be practice based. Too much emphasis on theory of teaching at the cost of developing the teaching competence happens to be the main drawback of the prevalent curriculum for the bachelor of education course. So, teacher education in the perspective of their needs, a new strategy was evolved for preparing a need based and skill based curriculum for the training of teachers.

1.6 LIFE SKILLS

1.6.1 Meaning of Life Skills

Each and every individual in a society wishes to lead meaningful, civilized and accomplished life devoid of complexities. We all know that human beings possess immense potential and to fully achieve our untapped capabilities, we need to appreciate the importance of life skills in our daily life. To make us better human beings and to enable us to enjoy the life as it unfolds life skills are essential. Life skills are very important skills one should have one thing which separates life skills from other skills that we learn in school, college or from society, in that life skills tend to be things which are hard to teach in a classroom and skills that will most often be learned through experience alone. Life skills is defined as a mixed of knowledge, behaviour, attitudes and values and include competencies such as self-directed learning, coping with changes and adaptability.
Life skills cannot be learned in an abstract and theoretical way. Rather it requires the individual to subject his/her own experience, contexts and observations about problems to create analysis and evaluation, to collect, probe and discuss his/her experience where it happens in real life.

Life skills are in constant evolution both in terms of individual's personal as well as the economic, social and cultural contexts. Life skills need to be assessed not only by adding up individual achievements measured by changes in behaviour, but rather result from holistic indicators which take into account values such as: living together; respect and tolerance of differences and diversity; active participation in community, group work and social life; living and working in dignity; making informal decisions.

Life skills are not a domain or a subject but crosscutting applications of knowledge, values, attitudes and skills which are important in the process of individual development and lifelong learning. They are not just a set of skills, or they are equal to survival skills, livelihood skills, or vocational skills but part of these skills. Life skills develop our personality and enhance our overall growth, they also give our life a meaning and purpose, besides generating enough interest and enthusiasm in us to be a winner in the tremendous is dynamic, vibrant and challenging world of professionalism in the corporate sector, where the fierce battle for survival is fought all the time. The term life skills itself seems to be caught in some ambiguity, in both its understanding and expression. Some consider value education and life skills as synonymous.
The term can be open to several interpretations. To make it clearer, value education can be linked to the hardware of a person, while life skills are the software. Life skills are therefore the coping skills where the methods that we used to cope, are based on the kind of values we believe in. Life skills are a group of cognitive, personal and interpersonal abilities that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills are fundamental to the development of child and youth from vulnerable backgrounds and enable successful transition and integration into society. Thus, in short, life skills are essentially those abilities that help promote mental wellbeing and competence in young people as they face the realities of life.

1.6.2 Definition of Life Skills

There are different definitions of life skills, but no definition is universally accepted. Different organizations attach different meanings to the term.

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (1997). Adaptive means that a person should have the flexibility to adjust according to the situation for positive behaviour, a person needs to have positive thinking and took at opportunities even in difficult situations, in order to cope with the situations.

The International Bureau Of Education (IBE) derives its understanding from the Delores four pillars of learning – ‘learning to know’, ‘learning to do’, ‘learning to be’ and ‘learning to live together’- and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis.
UNICEF defines life skills as “A behaviour change or behaviour development approach designed to address a balance of three areas in our lives via: knowledge, attitude and skills”. Life skills are essentially those abilities that promote and develop our mental wellbeing and competence and prepare us to face the harsh and hard realities of life.

The Mental Health Promotion and Policy (MHP) team in World Health Organization’s (WHO) Department of mental health has produced this definition of life skills. "Life skills education is designed to facilitate the practice and reinforcement of psychological skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights" (WHO 1999).

1.7 NEED OF LIFE SKILLS

Life skills develop our personality and enhance our overall growth. They also give our life a meaning and purpose, besides generating enough interest and enthusiasm in us to be a winner in the tremendously dynamic, vibrant and challenging world of professionalism in the corporate sector, where the fierce battle for survival is fought all the time.

Life skills are a group of cognitive, personal and interpersonal abilities that help people make informed decisions, solve problems think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills are fundamental to the development of child and youth from vulnerable back rounds and enable successful transition and integration into society.
Life skills could be an enabling strategy that makes people participates both at individual level as well as community level. Life skills approach to livelihood is a unique way of looking at environment, Development and Quality of life. It is important that the core of life skills namely Social skills, thinking skills and Emotional skills are practiced to ensure effective participation of people in the development process. Life skills approach can lead to sustainable livelihood system by bringing desired changes in personal attitude, knowledge and skill. Individual level changes are the key to community and social change.

Life skills encompass a broad set of practical and important capabilities necessary to succeed in the real world. Real world is much more than one's perception. Life is very precious and has different ways to live a successful and tranquil life. Beyond everything mental satisfaction is very essential. Schools and colleges or any other institute takes care of physical, intellectual and moral development of a child. They want to produce super humans and make child fit to acquire a position in the society. The most important skill is lacking that is how to face adversities of life. They are not mentally prepared to face failure. The younger generations of today are not so capable to face stress, criticisms and failures therefore the young generations need to be trained on life skills at the very young age. So, that their life experience with life skills makes them habitual users of these skills. They can be the role models for others and at the same time train the others. Their employable skills can be developed towards better chances of getting employed and performing well in the workplace.

"Always remember: Life is for enjoying."

- Abraham Lincoln.
"Life isn't about finding yourself, Life is about creating yourself."

- George Bernard Shaw.

"From what we get, we can make a living; what we give, however, makes a life

-Greg W Marshall

Life skill helps in developing the capacities and competencies of people to deal with various situations. It enhances leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, self-direction, communicate with people, building and sustaining team work, and managing creativity and diversity. Life skills promote equal opportunity and facilitate inclusive work culture and help establishing linkages between the employees and employer for development of the organization. Besides Life skills are designed to help companies reduce employee health - risk behaviours that impact productivity and profitability. Life skills can empower employees to successfully balance their work and personal lives by developing skills in seven essential areas: goal setting, problem solving, stress and anger management, effective communication, conflict resolution, time and financial management, healthy behaviour, and work place safety.

1.8 NEED OF LIFE SKILLS IN TEACHER EDUCATION

Life skill education is an essential part of a student teacher’s development. They are considered as the most productive members of the society, due to their physical and intellectual capacity. But it is sad to recognize the fact that most of the students teacher’s are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Sometimes they are engaged in many antisocial activities for instance misbehavior of teachers and alcoholism during class hours
which adversely affects other members of the society. This challenge required immediate and effective responses from a socially responsible system of education in this connection. Life skills approach is one of the most promising methods to change the attitudes and behaviours of the teacher trainees.

Today's globalized world demands more competitive skills from the employees. The "employee" as a human being has to play the other role of a family member too. And the expectations/demands from the earning member have also increased. The "employee" needs to cope with these roles by developing the life skills (WHO 1993). Life skill comprises of the following TEN components namely-

- Self-Awareness
- Empathy
- Effective Communication
- Interpersonal Relationship
- Problem Solving
- Decision Making
- Critical Thinking
- Creative Thinking
- Coping with Emotion
- Coping with Stress.

With these skills, the human resource of any organization can lead a skillful life; which helps to cope with any life situation. His/her improved techniques of dealing with the people will provide him a peaceful environment at home as well as at the work place.
Self Awareness

Self-awareness is recognition of 'self', our character, our strength and weakness, desires, likes and dislikes, and skills.

Being aware of the good points about oneself helps young people to build a sense of self-esteem and self-confidence. Being aware of their weaknesses will make young people be willing to learn more. This also helps them to utilize the opportunities available to them in relation to their abilities. Self-awareness is necessary for developing a positive attitude towards life.

Empathy

Empathy is the ability to be sensitive to another person's situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationship-with our loved ones, classmates, parents, friends, cousins, and colleagues. It helps us more closely to solutions, to resolve conflicts, and enhance our quality of life.

Critical Thinking

Critical thinking is the ability to analyze information and experience in an objective manner. It can help us to recognize and assess the factor that influence our attitude and behaviour, such as media and peer pressure influences.

Creative Thinking

Creativity is the ability to generate new ideas by combining, changing, or reapplying existing ideas. It helps us to look beyond our direct experience, and to respond adaptively and with flexibility to situations in our daily lives.
Problem Solving

It enables us to deal with problems in our lives in a constructive manner. The process of problem solving involves various steps. They are identifying the problem, exploring the available alternatives and deciding on the best possible solution.

Decision Making

Decision making is to choose from the varied options based on the existing knowledge of the topic under consideration keeping in mind the positive or negative consequences of each of the option.

Interpersonal Relationship

Ability to establish positive relationship helps us to relate positive ways with the people we interact with. This means being able to make and maintain friendly relationship, which can be of great importance to our mental and social wellbeing. It may also mean being able to end relationship constructively. Positive relationship help in the growth of the individuals.

Effective Communication

Effective communication is the ability to express, verbally through spoken or written language and non-verbally through gestures and body movements, in ways that are culturally accepted.

Coping With Emotion

Being aware of the predominant emotion that preoccupies the mind at any point of time, knowing how emotions influence behaviour, and being able to respond to emotions appropriately.

Coping With Stress

Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us physically and acting in ways that help us control
our level of stress, by changing our environment or life style and learning how to relax.

1.9 LIFE SKILLS IN EDUCATION

According to UNESCO's report on life skill the philosophy of life skill helps to self-empowerment and belief that skills can be learnt, modified and improved as a person develops and adjusts to life's challenges. There is also the conviction that all young people should be prepared for life at all level - physically, emotionally, cognitively and socially - if society is to consist of mentally healthy and balanced individual capable of contributing to a strong nation.

The training of life skill education empowers to develop self-capacity, skills, insight, awareness, knowledge, values, attitudes and qualities are necessary to empower individuals, families and their communities to cope with and engage successfully in life.

The kind of education that we are providing from years to years and ages to age, in a serve to power, religion, politics and social institutions. So, the entire world is facing problems of confictions of various folds like terrorism, racism, nationalism, violence etc. Life skills are helpful to develop the peaceful environment through teacher training in a student teacher.

Life skills are an essential tool for understanding one's strength and weakness and the individual is able to discern available opportunities and prepare to face the possible threats. Life skills enable one to explore alternatives, weigh pros and cons and make rational decision in solving each problem or issue and facilitate to establish productive interpersonal relationship with others.
1.10 TEACHING OF LIFE SKILLS THROUGH EDUCATION

Life skill Education has been introduced into the teaching programmes over the last two decades. This Life Skill Education programme is seen in most developed and developing countries as a way of providing a context for promoting healthy life styles for children, youth and individuals of all ages. The teaching of Life Skill Education is a good policy to invest in the development of skills, impart knowledge and change attitudes and behaviour of youth to increase their productivity as also further the country’s economic growth and development.

Management skills for everyday life are components of life skills. Management skills for everyday life encompass those skills that we use to take care of our families, obligations and ourselves. They develop as we grow up and become more aware of our duties, and mature enough to achieve the set goals, life management skills including communication skills, self-management, decision making and time management.

Life skill is an essential tool for understanding one’s strength and weakness and the individual is able to discern available opportunities and prepare to face the possible threats. Life skills enable one to explore alternatives, weigh pros and cons and make rational decision in solving each problem or issue and facilitate to establish productive interpersonal relationship with others.

1.11 ROLE OF LIFE SKILLS TO IMPROVE QUALITY OF LIFE

Impact of rapid urbanization, competition, migration and globalization in social situation is evident through changes in family structure and even in the relationship between family members. Parents, teachers, educationists today, are faced with a changing social situation wherein they have begun to wonder as to how
does one maximize a child’s potential within the realms of the current educational process, at the same time, prepare children for participation in a society characterized by rapid changes and technological advancement. Many times these changes present themselves in form of inabilities to effectively deal with pressure. It is precisely within this context that it becomes necessary to equip children with life skills, with a view to help build in them the necessary psychological, social competence. To prepare students for participation in this knowledge age demands a shift in educational processes from knowledge acquisition processes to learning how to learn. Therefore in the present context, schools must enable students to become critical and creative participants in a society and not merely remain passive consumer of information. Schools have a cardinal role in the lives of children and it’s a crucial factor in one’s development. Thus, integrating life skill education in school curriculum will be successful in providing long term intervention which will make children to accommodate and practice these skills in their day to day life, which would make them competent to face the demands and challenges of everyday life. The researcher through this study will focus, how knowledge of life skill will help the teacher trainees.

1.12 STRATEGIES OF TEACHING LIFE SKILLS

The following strategies are suggested that could be used to teach life skill education:

- Discussion
- Debate
- Role play
- Brainstorm
- Story telling
- Songs and dances
Case studies
Miming
Poetry and recitals
Question and answer

Discussion

It is a purposeful conversation proceeding towards a certain objective. Discussion involves exchange and sharing of ideas, experiences, facts and opinion on given topics. Discussion can be used when:

- Clarifying concepts
- Clarifying attitudes and values
- Gathering opinions from others
- Building consensus
- Gathering ideas
- Learning new skills like listening critically

Debate

A debate is a discussion which involves two opposing parties with each group expressing opinions or views about a given topic or subject. Each group competitively attempts to win the other to their side of the argument. Debates can be used to teach life skills:

- Negotiation
- Effective communication
- Assertive
- Decision making
- Non-violent conflict resolution
Role Plays

These are short drama episodes in which participants experience how a person feels in a similar real life situation. Role plays can be used when:

- Developing specific skills such as negotiation, assertiveness, communication and self-awareness
- Discussing sensitive issues such as gender, which the teacher may feel uncomfortable with
- Clarifying new and unfamiliar concepts
- Demonstrating how a skill can be applied in a given situation.

Story Telling

They involve telling of narratives with particular theme, based on actual events. They give account of detailed information about an event or life situation in an interesting way while still passing a moral message. Stories can be composed or collected based on specific themes on life skills for example assertiveness, negotiations, decision making etc.

Songs and Dance

Songs are musical compositions on topical issues and themes.

- They may convey messages on contemporary issues in the society.
- They can be used in character building where positive characteristics, values are reinforced.
- They can be used to develop and strengthen life skills for example self-awareness, communication skills and conflict resolution.
- Songs are useful when one wants to pass sensitive cultural messages in an interesting manner.
The teacher can compose the song, or request the learners to compose some or use already existing ones.

The songs should be interesting, appealing, easy to learn and familiar to the students.

A song may be accompanied by a dance.

Songs can be re-enforced by use of puppetry.

Dancing involves co-ordination of body movements which generate joy and cheer among the participants.

Dances are interesting, appealing and have an immediate impact on the listener which is long lasting and memorable.

**Brainstorming**

It is a free expression of ideas among participants on a given issue or question. If brainstorming is used as methodology for delivering LSE, ensure that all participants’ contributions are respected and accepted. Brainstorming as a method is used when:

- Seeking different views on opinions of a given situation
- Establishing the entry behaviour of the participants
- Exploring new concepts
- Encouraging involvement of all participants
- Building consensus or agreement

**Case Study**

It is a true or imaginary story which describes a problem, a situation or a character. It may be a dilemma in which the participants should come up with options on how they would resolve the conflict. Case studies are useful when you:
➢ Want to appeal to the learners emotions

➢ Expect the learners to identify and internalize the concepts and issues raised in the case

➢ Expect the learners to apply the skills learned to solve similar problems that they may encounter

➢ Want the learners to appreciate that others undergo similar challenges.

**Miming**

Miming is acting, without words by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions. Miming is suitable for communicating sensitive messages. It helps in expressing messages, which cannot easily be put into words.

**Poetry and Recitals**

These are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and other experiences. They can be in the form of songs, recitations, chants or they can be dramatized to enhance acquisition of various life skills.

**Games**

These are interesting and exciting activities which have set rules. They can be used when:

- Clarifying difficult issues
- Discussing sensitive issues
- Enhancing the quality of interaction in a group
- Learning and practicing new life skills
- Increasing the participants knowledge of each other
**Question and Answer Method**

It is where the teacher or the learner tries to find out information through asking questions and getting answers from the respondent. It is an effective method of teaching life skill education because it stimulates learner’s thinking and creativity. It is therefore central to effective teaching and learning. Questioning enables the teacher to:

- Bring to force the past experiences, events and information
- Create a link between familiar and unknown concepts
- Arouse motivation and curiosity among learners
- Encourage and promote learner participation
- Illuminate the relationship between causes, course and effects of historical events.

**1.13 OTHER TEACHING STRATEGIES**

These include the following:

- Simulations
- Demonstrations

To conclude, the strategies for skills acquisition involve cooperative learning, peer support, continual opportunities for rehearsal, accurate feedback and constructive criticism, and modeling of skills by other peers and adults.

Important points that should be considered while using any method are:

- Make the method experiential, practical and involving to the learners
- Be creative and innovative to come up with other relevant methods and activities
➢ Make use of the local environment
➢ Combination methods can be used in teaching life skill education
➢ Chosen method should be appropriate to the learners
➢ Prepare adequately the relevant teaching learning resources
➢ Utilize the activity of life skill education books available. Using active teaching methods, focusing on the whole child and adolescent, and building skills in conjunction with providing information, is what life-skill education is all about.

The teachers play an important role in moulding and shaping the attitudes, habits, character and over all personality of the students. Social changes are made by the teachers only. So, there is no substitute for a teacher at anywhere in the world.

1.14 THIRUKKURAL

The literatures in Sangam age, Post Sangam periods, Didactic age, Hindu devotional period, Narrative epics, Medieval literature, Vijayanagar and Nayak period and Modern era are taken into consideration to trace out the skills. The best known of these works on ethics is Thirukkural by Thiruvalluvar. The book is a comprehensive manual on ethics, polity and love, containing 1330 distiches or kural divided into 133 chapters of ten distiches each; the first thirty eight on ethics, the next seventy on polity and the last twenty five on love.

He is also known by other names like Deivapulavar (Divine poet), Poyyamozhipulavar, and sennapothar. Thiruvalluvar showed people that a person could lead the life of Grahasthar or householder, and at the same time, lead a divine life or a life of purity and sanctity. He showed people that there was no necessity to leave the family and become a sanyasi to lead a divine life of purity and sanctity.
All his wise sayings and teachings are now in book form and known as ‘Thirukkural’.

The time of Thiruvalluvar’s existence has been based on mostly linguistic evidences rather than archaeological evidences since none such has been determined. His period has been estimated to be between 2\textsuperscript{nd} century BC and 8\textsuperscript{th} century AD.

Thirukkural is one of the most revered ancient works in Tamil. Kural is considered as ‘Common creed’, as it shows the way for human morals and betterment in life. The kural has been translated into most languages, likely next only to the Bible, Quran and Gita. The Latin translation of Thirukkural made by ConstanzoBeschi in 1730 helped significantly to make known to European intellectuals the richness and beauty of Tamil literature.

Thirukkural is a combined word formed by joining the two words Thiru and Kural, i.e. Thiru+Kural= Thirukkural. It is divided into three sections. It is generally reckoned that kural was composed during the Sangam Period of literary development in Tamil (500-200BC). Kural continues to be important today, in the twenty first century, for scholars believe that it conveys many important messages to the society. International interest in the study of kural can be traced to the second half of the nineteenth century.

1.14.1 Origin of Thirukkural

Tamil language is very ancient and its literature is vast and varied. Thirukkural is one of its oldest literary work and it is considered equivalent to the Vedas of the Hindu scriptures. It has been widely translated in most of the languages of the world. ‘Thiru’ plus ‘Kural’ is Thirukkural. ‘Thiru’ means sanctity,
often used as a mark of respect and ‘Kural’ means short length of the verses. The age of this work is considered to be around 300 BC. Two hundred years ago, the famous Jesuit missionary Constantious Beschi, who lived in Tamil Nadu for 42 years, translated the first two parts of the works into Latin.

1.14.2 The Author

The name of the author of *Thirukkural* is not clearly traced out. The first instance of the author’s name mentioned as Thiruvalluvar is found to be several centuries in a song of praise called garland of Thiruvalluvar in ‘Thiruvalluvamalai’. The birth place of Thiruvalluvar is still under research, he may born in either Chennai or kanyakumari in Tamilnadu. He is also known as Poyyamozhipulavar, Sennapothar, Gnanavettiyan or Ayyan. Thiruvalluvar was a poet, thinker and teacher, all moulded into one. He is called as ‘divine poet Thiruvalluvar’ (Deivapulavar). He could be compared to the world famous philosophers worldwide. When he talks of virtue, nobility, prosperity, just governance, conduct, social obligations, self control, education and knowledge, his maxims remind us very much of Confucian sayings in lunyu, to a great extent to the proverbs in the bible and to some degree to the sayings of Buddha in Dhammapada.

*Thirukkural* is divided into three sections: Section one deals with ‘Righteousness’, honour good ethical behaviour with conscience and, section two deals with ‘wealth’, the right manner of conducting worldly affairs and section three deals with ‘love’, love between men and women. The first section has 38 chapters, the second consists 70 chapters and the third has 25 chapters. Each chapter consists of 10 couplets (kural), for a total of 1330 couplets. The sections righteousness and love are devoted to the private life of an individual more than half the couplets in
*Thirukkural* are grouped under wealth which discusses ethics in public life. *Thirukkural* gives importance to righteous living in public life.

### 1.14.3 Features of *Thirukkural*

The undeniable fact that the ethics and the values it carries are applicable to all religion, all countries and all times. In south India during vedic period, Tamil poet as well as kings of the three Tamil kingdoms acknowledge the literary greatness of *Thirukkural*. Contemporary poets have compared each couplet to a tiny mustard seed which has seven seas of knowledge invalid in it. The book is considered preceding Manimekalai and Silapathikaram since they both acknowledge the Kural text. It is known as ‘Poyyamozhi’ (words that never fail) and ‘Deivanool’ (divine text).

*Thirukkural* is also known by, many names such as ‘uttaravadam’ (later veda), ‘Poyyamozhi’ (truthful statements, ‘Vayuraivazhthu’ (truthful utterances), ‘Deyvanool’ (Holy book), ‘Pothumarai’ (veda for all), ‘Muppal’ (three chaptered and ‘Tamil marai’ (Tamil veda). We cannot find any government building in Tamil Nadu without a *Thirukkural* quote place in somewhere. No one knows what is the exact length of the book. It is not sure whether he wrote only 1330 Kurals. It is excellent and timeless elucidation of ways and values of life. In Tamilnadu *Thirukkural* is a primary literary work that is taught pretty much in every class all the way till higher education. Each kural has exactly 7 words. 4 in one line and 3 in the next, each word having anywhere from 1 to 3 syllables. *Thirukkural* is possibly the most acclaimed venpa in Tamil.

*Thirukkural* is most renowned for its simplicity and brevity. The world ‘Tamil’ never occurs in any of the kurals even once. Rightly making it as ‘Ulagapodhumarai’ (common to all irrespective of language, culture and ethnicity).
The poet does not mention any particular religious God. Instead, he projects the concept of God. This makes *Thirukkural* universal as it can be fitted into any religious system. It is said that the time of its first presentation to the king’s court, the Pandiyan king wanted its greatness to be made known to all poets and the public. He put it to test by placing the manuscript along with those of other contemporary works in a golden lotus plank and allowed it to float in the tank at the famous temple of Madurai Meenakshi. The sanctified plank that would recognize only masterpieces is said to have rejected all other works and retained only the *Thirukkural*.

**1.14.4 Greatness of Thirukkural**

*Thirukkural* is a precious gem among the classics, unique in the deliverance of code of conduct the mankind to follow for all time to come. It enshrines in it 1330 couplets under 133 chapters, each chapter comprises 10 verses. The treatise encompasses the whole gamut of human life and by Thiruvalluvar, it’s illustrious; author illuminates every bit of it. This classical work written in Tamil has been translated in over 60 languages of the world.

*Thirukkural* has been made to enrich people with knowledge of philosophy, which plays a significant role in developing one’s personality. Personality development deals with skills on leadership, communication, decision making, strategic thinking, counseling, time management, planning and development, negotiation, critical and creative thinking, stress management etc.

Tamil language has a rich and long literacy tradition spanning for more than two thousand five hundred years. The earliest available works show signs of maturity indicating an even longer period of evolution. Tamil literature and the philosophical thoughts on skills are an important and interesting one. The concept of personality development, values, principles for better living, ethics that are followed
by the people have been traced and brought to the academic forum to build the foundation for life skills education, which will help the future generations. An analysis on Thirukkural has been taken and all the important aspects that focused on such issues.

Norman Cutler says that when theories of textual interpretation and interpretative practice are so much on the minds of literary scholars, it comes as no surprise that textual commentary of various kinds has become a topic of compelling interest for south Asians. This is appropriate not only in light of current intellectual fashion, but more importantly, because in traditional Indian culture a literary composition is rarely if ever appreciated as a self-contained “text in itself”. To the contrary, texts are almost embedded in contexts for instance, as oral performance before an audience, as a component to ritual— that either explicitly or implicitly contain elements of commentary, while textual commentaries may come in many different forms, certain commentaries which appear in written form have taken on a life of their own in Indian intellectual life, without however being entirely disengaged from the “root” texts with which they are associated. Some of India’s most distinguished contribution in the fields of grammar, philosophy, religious thoughts, poetics, and social thoughts, among others, come to us in the form of commentaries, many of which in all likelihood, have their origins in oral discourses before audiences of students and disciples.

1.15 LIFE SKILLS IN THIRUKKURAL

Thirukkural is a unique literature among the classical Tamil literature which expounds ethics and moralities. The classical literature could be divided into two major categories. The first, explain the life of people in those period and the second category explain and insist the life should be followed like this. Thirukkural belongs
to the second category of the literature which deals and stress the style of life for people in this world. It contains the solutions for all worldly problems and explain its impact upon life of human and life after life.

So most of the people follow the writings of the Thirukkural as a guiding post for the life. There are many aspects have been discussed in this book which should learn and follow always. Thirukkural discusses about culture civics mind, knowledge, society, leadership, life style values, materialistic and spiritual life and more. So the researcher has developed the research problem based on the readings of Thirukkural and stated as effectiveness of selected strategies in enhancing life skills reflected in Thirukkural among B.Ed trainees. The following aspects of life skills as explained in Thirukkural have been taken as the dimensions of the life skills involved in the present study. They are self awareness, effective communication, interpersonal relationship, decision making and problem solving.

In Tamil while speaking about the birth of humans, they say it as “gpwg; nghf; Fk; vy; yh capu; f; Fk;”. Each and every man needs to have some basic talents to live/lead a happy and successful life. The success and failure of an average man or even to the experts strictly lies on their talents. Life skills play an important role in deciding the success / failure in every human’s life. Ulagapodhumarayam “Thirukkural” guides one to develop one’s Life skills. The life skills depicted in Thirukkural are as follows.

“Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” – WHO
Adaptive means that a person should have the flexibility to adjust according to the situation. For positive behaviour, a person needs to have positive thinking and look at opportunities even in difficult situations, in order to cope with the situation.

Life Skills are a group of psycho-social competencies and interpersonal skills that help people to make decisions, communicate effectively, and develop coping and self-management skills to lead a healthy and productive life.

Life Skills enable us to translate knowledge, attitude and values into actual abilities by helping us decide what to do, when to do and how to do it.

- Life Skills Education is an approach that functions as an instrument of empowerment.
- Enhancing knowledge exclusively without enhancing Life Skills may not have practical application.
- Life Skills enable adolescent boys and girls to utilize the other skills such as functional, vocational/livelihood and literary skills better.

Life Skills can be attained by one’s regular practice and patience. Those who possess these skills will lead a peaceful life and also their requirements (such as time, power, and essentials) will be low. In other words, with less time, power and essentials they achieve excellent results. Life Skills help to overcome all kinds of challenges and it highly helps to live a healthier life with positive attitude.

1.16 NEED AND SIGNIFICANCE OF THE STUDY

In life of the Human beings there are so many components are being vital important to succeed the life peaceful. In this regard life skills are very much important for surviving the life with proper manner. The life skill is very much
important to every individual. But the same time it is too important for particularly in B.Ed Trainees because of they are going to make a better student community with life skills in future. As a teacher has so many roles in moulding the students to face the correct future life settings peacefully. There are so many skills to be needed for the B.Ed teacher trainees which will reflect the same to the future students community. Now the education system provides values life skills practice through the curriculum and fruitful activities etc. In life skill practices and enhancement of life skills there are so many teaching and learning activities across the curriculum. It does not require the students to take special course exclusively for life skills. Instead the teacher trainees are trained to master life skills through various formal teaching and learning activities by using various ethical oriented books and novels. In comparison of other type of skills, life skill is being vital role in the B.Ed Teacher Trainees. If the teacher Trainees are very much conscious in the life skills, they will become great in future. In this perception we should apply new strategies to promote the life skills by using Thirukural which contains highly attractive life skills through which it reflects the moral values. In this aspect we prepare the teacher trainees with proper knowledge of life skills which is more needed to the future students. Hence this is right time to enhance the life skills to teacher trainees to make them better in future we can apply life skills reflected thoughts from thirukkural by selected strategy. The investigator made an attempt to select the strategies to enhance life skills reflected in Thirukkural, among B.Ed teacher trainees is needed for the present study.
1.17 SCOPE OF THE STUDY

Skills are acquired through practice and practice. There are different types of skills such as literacy skills, language skills, functional skills, sports skills, vocational skills etc. Among them the most important skill is life skill. It is the right juncture to know about life skills enhancing life enable up human being with the to adapt situations and people to lead a healthy and positive life. UNICEF defines life skill as a behavior change or behavior development approach designed to address a balance of three areas knowledge, attitudes and skills. Life skills help in developing positive and flexible attitude in life. Life skills are learnt from or own experiences perceptions insights, stories, books, parents, teachers, religion, media, culture etc. Life skills are present in every individual to get the best out of them we need to sharpen them regularly. Delores commission (1996) stress the need for four pillar of education learning to know, learning to do, learning to live together and learning to be learning is a part of life skill which imbibes managing conflict mutual understanding and peace. Life skill education is necessary for B.Ed teacher trainees because they are going to make a future builders of the society in effective nations. Life skills help the teacher trainees to identify his own capacity and increase his capacity and achieve competency in each endeavour in his life. Hence The investigator made an attempt to select the strategies in enhancing life skills reflected thoughts in Thirukkural among B.Ed teacher trainees.

1.18 OBJECTIVES OF THE STUDY

1. To identify the life skills
2. To find out the life skills in the Thirukkural
3. To develop the strategies to enhance the selected life skills for B.Ed Trainees
4. To implement life skills through select strategies among B.Ed Trainees
5. To find out the effect of selected strategies in improving the life skills among B.Ed Trainees

6. To find out the effect of selected strategies in improving self awareness of B.Ed trainees

7. To find out the effect of selected strategies in improving effective communication of B.Ed trainees

8. To find out the effect of selected strategies in improving interpersonal relationship of B.Ed trainees

9. To find out the effect of selected strategies in improving decision making of B.Ed trainees

10. To find out the effect of selected strategies in improving problem solving of B.Ed trainees

1.19 ASSUMPTIONS OF THE STUDY

1. Students should be given towards learning life skills

2. It is possible to find out the life skills

3. Level of life skills among B.Ed students is low

4. Students should be practised some strategies to learn life skills

5. The level of life skills among B.Ed students can be developed

6. It is possible to find out the life skills present in the Thirukkural

7. It is possible to develop the strategies in enhance the selected life skills

8. It is possible to enhance life skills in learning Thirukkural among B.Ed trainees through strategies.
1.20 ORGANISATION OF THE STUDY

Chapter I gives the introduction of the problem which is taken for this study. It also provides the background and substantiates the needs.

Chapter II outlines the conceptual framework of the study.

Chapter III gives the review of related literature selected for this study. It enables the researcher to identify the research gap in the area of the study and explore the possibilities of addressing them.

Chapter IV outlines the formulation of experimental research design for the study. The method and procedure followed, construction and validation of tools, and the treatment given to the taken samples by the researcher has been detailed in this chapter.

Chapter V deals with analysis of the study. This chapter analyses and interprets the results from which the findings and conclusions are arrived.

Chapter VI gives summary of findings, conclusions and recommendations of this study. This provides a bird’s eye view of the introduction, review, methodology, result analysis, findings, conclusions, implication and recommendations.