Chapter – I

Introduction
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INTRODUCTION

Education is that mean or tool which helps in achieving pre-determined objectives of teaching. Education plays a vital role in today’s life without which an all round development of child is not possible. It is the most cogent instrument in the progress of any nation; hence, the quality of education has to be improved for faster all-round development. It is universally acknowledged that any attempt at the improvement in the quality of education ultimately depends on the quality of instruction imparted in the classrooms. The purpose of education is to manage students’ learning and the value of any technology used in education must, therefore, be measured by its capacity to affect learning. In today’s world of technology, educational technology is aiming at improvement of the theory and practice of education. It enhances the teaching learning process and thus improves the standard of education. Teaching is the activity of facilitating learning. It is a process through which teachers and students create a shared environment, including sets of values and beliefs, which in turn colour their view of reality.

Government of India’s report of Secondary Education Commission (1952-53) revealed that the methods of teaching generally practised, failed to develop in the students either thought or initiative in action. Therefore, to provide all round development we need to design suitable instructional strategies which help our students grow emotionally, physically, socially and intellectually. To carry out these multiple responsibilities teachers are required to engage in several professional roles and all these different roles require different teaching strategies. Moreover the objectives to be achieved through teaching learning process are multidimensional in nature. It is felt that a particular conventional method of teaching or technique may not be appropriate for achieving the multidimensional objectives, but certain newly evolved models of teaching are the ones that have great potentiality for achieving the goals of education.

Professional teachers carefully design and plan for their teaching. They structure classroom environment and build series of experiences for their students,
who have a wide range of abilities, interests and needs. A good design for teaching grows out of a clear understanding of the needs of learners and goals of education. Each design that a professional teacher creates is unique because different groups of learners have individual needs and different types of learning requires specific instructional approaches.

Effective teaching is always a result of effective planning to achieve specific intended learning outcomes. Otherwise, valuable instructional time goes waste and neither the teacher nor the students find satisfaction. Therefore, a teacher needs to have at hand variety of approaches and techniques to accomplish specific instructional objectives and to manage problems as they arise.

One of the several tasks of pedagogy is to decide which knowledge should be imparted. The second major function of pedagogy is to decide how this can be accomplished most efficiently and effectively. Both of these concerns suggest a need for an increased understanding of the relationship between the nature of the learner and the material to be learned. Gage (1962) defined teaching as a form of interpersonal influence aimed at changing the behaviour potential of another. Amidson (1967) used the term teaching as an interactive process, primarily involving classroom talk which takes place between teacher and student and occurs during certain definable activities. He considers teaching as a process of interaction between the teacher and students as a cooperative enterprise, two-way traffic and a commonly shared phenomenon. It results in the improvement and development of both the participants. It is a system of actions intended to induce learning through interpersonal relationship (Smith, 1970).

Brown (1975) has tried to define teaching by considering it as a many-sided activity which includes a host of activities like questioning, giving information and listening. Jangira & Singh (1982) have presented the analysis of teaching in terms of teacher behaviour at least at three levels viz. component teaching skills, component teaching behaviours comprising the component skills and atomistic teaching behaviours. In the views of Duncan (1989) teaching is an activity – a unique professional, rational human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and
welfare of others. Passi (1995) has concluded that teaching constitutes a number of verbal and non-verbal teaching acts like questioning, accepting pupil’s responses, rewarding, smiling, nodding to pupil responses, movements, gestures etc. these acts, in particular combinations, facilitate the achievement of objectives in terms of pupil or pupil growth.

According to Flanders (2001) teaching is an interactional process involving participation of both teachers and students and both are benefited by this. The interaction takes place for achieving desired objectives.

The range of ideas on the concept of teaching has been classified in to four categories: (Bhushan & Ahuja, 2007)

- **Teaching as success**: It signifies the idea that learning is implicated in teaching. According to this viewpoint teaching entails learning and can be defined as an activity which necessarily affects learning.

- **Teaching as intentional activity**: It is intended behaviour for which the aim is to induce learning. Intention refers to that behaviour which is deemed to be important. The performance of teachers is considered as guided by their intentions grounded in their belief system and modes of thinking.

- **Teaching as normative behavior**: It is a generic term which denotes action undertaken with the intention of bringing about learning in another. It designates a family of activities: training and instructing are primary members and indoctrination is a near relative.

- **Teaching as communication**: It is a process by which verbal and non-verbal symbols are sent and received and given meaning. The message forms the stimulus that is produced by the source. The source here is a teacher who has to make many decisions before a message can be communicated.

Effective teaching is one which enables the child to learn for himself. Teaching which leads to all round development of child. Effective teaching should
be thought of as helping students learn, and every student encounter should be thought of as a student's opportunity for learning. Good and effective teaching is one which provides opportunities for activities; involves skill in guiding and learning; based on democratic principles; which is causing to learn; based on co-operative efforts; involves careful planning; provides desirable and selective information; progressive in nature; leads to emotional stability; which is kindly and sympathetic; diagnostic and remedial in nature and helps the child to adjust himself to his environment.

MODEL BASED TEACHING

Model approach to teaching was proposed by a number of educationists and psychologists. It enhances the teaching-learning process and leads to permanent and stable learning (Komisar, 1991). At the core of the model is the idea that some forms of learning rely a lot on activity based teaching strategies that orchestrated, scaffolded and monitored by the teacher. Model based teaching is categorized into three domains. These are cognitive, effective and psychomotor. We can refer to Bloom’s taxonomy of educational objectives or goals. To achieve these educational objectives different teaching strategies must be practiced by the teacher. There are varying instructional goals for different classes and different subjects. Flander (1960) introduced interaction analysis as a model of teaching and for this approach he categorized the statements of students and teacher in to ten categories and Glaser's (1968) modified model of teaching further paved the way in the historical development of educational technology.

With the recognized importance of models in education comes the need for a theory of model-based learning and teaching. Model-based teaching is any implementation that brings together information resources, learning activities, and instructional strategies intended to facilitate mental model-building both in individuals and among groups of learners (Gobert, 2000).

When correctly planned and used, models present essential facts in a manner that is easy for the average person to understand. Model based teaching become the framework upon which accelerated learning can take place. They can also be used as a solid point of reference after the learning process has been
completed. The models provide a shortcut to rapid acquisition of knowledge and skills. Models are also strong motivators in teaching. The effectiveness of their application is greatest at the beginning of the learning process, when the student is overwhelmed by the complexity, vagueness or sheer quantity of knowledge and skills to be acquired. An inherent quality of Models is the lively interactions they engender between the apprentices and the master. These interactions can lead to enhancement of the model or model's application during the learning process, resulting in a dynamic learning system. The Model concept is not intended to replace the existing body of knowledge on any given subject matter. It is meant to complement this knowledge by presenting an accelerated learning process, providing motivation to learn, and extending retention of the acquired knowledge and skills (Siddiqui & Khan, 2004).

### 1.1: MODELS OF TEACHING

A model of teaching is merely a tool for thinking about classroom training. It is set of concepts carefully arranged to explain what teachers and students should do in a classroom, how they should interact, how they use instructional materials, and how these activities affect what students learn. They help students to acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves.

The term Model is used to mean a teaching episode done by an experienced teacher in which a highly focused teaching behaviour is demonstrated. Models of teaching are the real models of learning. As we help students acquire information, ideas, skills, values, ways of thinking and means of expressing themselves, we also teach them how to learn. In fact, the most important long-term outcome of instruction may be the students’ increased capabilities to learn more easily and effectively in the future, both because of the knowledge and the skill they have acquired and because they have mastered learning processes.

How teaching is conducted has a large impact on the students’ abilities to educate themselves. Successful teachers are not simply charismatic and persuasive
presenters. Rather, they engage their students in robust cognitive and social tasks and teach the students how to use them productively. For example, although learning to lecture clearly and knowledgeably is highly desirable, it is the learner who does the learning; successful lecturers teach the students how to mine the information in the talk and make it their own. Effective learners draw information, ideas and wisdom from their teachers and use learning resources effectively. Thus, a major role in teaching is to create powerful learner (Mayer, 1987).

The same principle applies to schools. Outstanding schools teach the students to learn. Thus, teaching becomes more effective as the students progress through those schools because, year by year, the students have been taught to be stronger learners. We measure the effects of various models of teaching not only by how well they achieve the specific objectives towards which they are directed (For example- self-esteem, social- skill, ideas, creativity) but also by how well they increase the ability to learn, which is their fundamental purpose. Students will change as their repertoire of learning strategies increases and they will be able to accomplish more and more types of learning more effectively.

Dictionary defines Model of Teaching as a pattern of something to be made or reproduced and means of transferring a relationship or process from its actual setting to one in which it can be more conveniently studied. Teaching Models are prescriptive teaching strategies designed to accomplish particular teaching goals (Paul et al., 1980). The most important aim of any model of teaching is to improve the instructional effectiveness in an interactive atmosphere and to improve and shape the curriculum.

Joyce and Weil have given three meanings of teaching models:

(i) Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behavior (1972).

(ii) Teaching model is a pattern or plan which can be used to shape a curriculum or course, to select instructional materials and to guide a teacher’s actions. Models are designed to attain specific goals. When a teacher identifies a
goal, selects a particular strategy designed to attain that goal, we can say that he is using model approach (1985).

(iii) A model of teaching consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to attain certain kinds of goals (1992).

A model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize specific goal. It helps in designing instructional activities and environmental facilities, carrying out these activities and realization of the stipulated objectives (Jangira, 1983).

A Model of Teaching is merely a tool of thinking about the teaching situation. It is a set of concepts carefully arranged to explain what teacher and students do in class room, how they interact, how they use instructional material and how these activities are considered in a sequence of the phases, ultimately leading to certain cognitive abilities and attitude among the students (Buch, 1997).

A model of teaching is a plan or pattern that can be used to shape curricula, to design instructional material and to guide instruction. Models of teaching are really models of learning. The most important long-term outcome of instruction may be the student’s increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered learning processes (Joyce and Weil, 2005). That implies that a major role in teaching is to create powerful learners.

According to James (2003), research conducted on models of teaching within the framework of socio-learning theory demonstrated that virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other person’s behaviour and its consequences for them.

A model of teaching is designed to achieve a particular set of objectives. It is not a substitute to any teaching skill. Rather, it creates the conducive teaching-learning environment in which teachers teach more effectively, by making the teaching act more systematic and efficient. (Singh, 2008)
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Models of teaching are designed to impart repertories while helping students learn information, ideas, academic skills, developing social skills, values and understand themselves and their environments (Joyce and Weil, 1972). A teaching model includes patterns for designing educational environment through specified ways of teaching and learning, to achieve specific goals. The scope of research in this field is very vast because the concept of models of teaching is multidimensional. There is not one but many models and these models are at different stages of development.

1.1.1 Fundamental Elements of a Teaching Model

A teaching model provides valuable guidelines and blue print for carrying out the task of teaching for the realization of some specific goals. For its proper use, one should be properly acquainted with its theory as well as practice. For this purpose proper knowledge of the fundamental elements involved in the description of a model is very essential. Following are the seven elements of teaching models:

- **Focus:**

  Focus describes the goals and objectives of the model, the theoretical assumptions, the principles and major concepts underlying the model. It is the central aspect of a teaching model. For what the model stands is the theme of the focus. All the teaching models are meant for achieving some specific goals or objectives in relation to the environment of the learner. Therefore, objectives of teaching and aspects of the environment generally constitute the focus of the model.

- **Syntax:**

  The syntax or phasing of the model describes the model in action. Each model consists of several phases and activities which have to be arranged in specific sequence quite unique to a particular model. The syntax helps a teacher to use the model properly. It tells how he should begin and proceed further.

- **Principle of Reaction:**

  While using a model how should teacher regard and respond to the activities of the student is a concern of this element. These responses should be quite appropriate and selective. Every model through its principles of reaction provides
the teacher with particular and unique rules of thumb by which to tune in to the student and select model-appropriate responses to what the student does.

- **Social System:**
  This aspect describes the roles of teacher and student and their interrelationships with in the classroom and outside it. It also describes the kind of norms that are encouraged and student behavior which are rewarded. The role of teacher differs from model to model. The teacher may be reflector or facilitator of group activity in some models, or a counselor or a task master in other models. The leadership roles of teacher comprising the location or authority and the amount of control over that emerging from the process of interaction also vary from model to model.

- **Support System:**
  This element of model refers to the additional requirements beyond the usual human skills or capacities from the teachers and the facilities or schedules available in an ordinary classroom. These supporting conditions are necessary to attain the goals of the model. Such type of additional support may demand some special skills, knowledge and capacities from the teacher like films, self instructional system, visit to some place, a flexible schedule and a particular organizational climate suiting to the requirements of a particular model.

- **Applications:**
  Some models are developed for some specific purpose, whereas others have very wide general applications. Therefore each model through its element of application context tries to describe the feasibility of its use in varying context achieving specific educational goals and demanding specific work environment. For example. Some models are designed to develop only social relationships, whereas some others are designed to develop social development along with academic and personal development.

- **Instructional and Nurturant Effects:**
  The effects of models can be direct or instructional effects and the indirect or nurturant effects. The instructional effects are those directly achieved by leading the learner in certain directions. The nurturant effects come from experiencing the
environment created by the model. For example, a model that emphasizes discipline can also (but need not) emphasize obedience to authority. Or one that encourages personal development can (but need not) beg questions about social responsibility.

1.1.2 Families of Teaching Models

Different teaching assignments generate different needs and they can be met by employing different models. Certain models are more appropriate for some curriculums than for others. No single model is suitable for all subjects or topics. So there are different families of models of teaching meant for different learning outcomes according to suitability.

There exists a huge variety of teaching models from a variety of sources representing different frames of references towards educational goals and methods. Many attempts have been made to classify them in some specific categories. By exploring many sources, Joyce and Weil have grouped the models on the basis of specific educational goals and means in to the following four families (Fig. 1.1) that represent distinct orientations towards people and how they learn. They constitute a basic educational repertoire which helps in accomplishing most goals of learning. These models can be used comfortably and efficiently in class rooms and other educational settings.

**Fig. 1.1: Families of Teaching Models**
• **Information Processing Model:**
  Information Processing refers to the way people handle stimuli from the environment, organize data, sense problems, generate concepts and employ verbal and non-verbal symbols. These models are more concerned with the intellectual growth rather than the emotional and social development of the individual.

• **Social Interaction Models:**
  The models belonging to this family are concerned with the attainment of social goals belonging to the affective domain. In this way they give much priority to the improvement of democratic processes and individual’s ability.

• **Personal Development Models:**
  This family focuses on the personal development of the individuals and helps them to develop positive relationship with the environment. They have to develop capacity for self-education and the need to develop self-awareness and understanding. They are concerned with human feelings and emotions. This family of models is also concerned with the realization of the instructional goals belonging to affective domain.

• **Behaviour Modification Models:**
  Models belonging to this family are related with the behavior modification theories. They have evolved from the attempts to develop efficient systems for sequencing learning tasks and shaping behavior through management of the reinforcement contingencies.

  The model taken in the study (Awareness Training Model) is hailed from the family of personal development models.

### 1.1.3 Family of Personal Development Models

Each of us sees the world from a different perspective, a perspective that derives from our experiences, environment and relationships. We each carry around a different set of lenses through which we interpret events, translate language and transform information- giving it new meaning. Common understandings must occur if we are to work successfully together in our workplace and community. Our environment shapes how we behave and affects
how we feel and we, in turn, shape our environment. While our lives have much continuity we also possess great capacity to change.

The personal models of teaching begin from the perspective of the self-hood of the individual. They attempt to shape education so that we come to understand ourselves better, take responsibility for our education and learn to reach beyond our current development to become stronger, more sensitive and more creative in our search for high-quality lives. A major thesis of this family of models is that the better-developed, more affirmative, self actualizing learners have increased learning capabilities. Thus, personal models will increase academic achievement by tending to the learners. This thesis is supported by a number of studies (Roebuck et al., 1976) that indicate that the students of teachers who incorporate personal models into their repertoires increase their achievement. The personal family models begin with the perspective of the individual and allow teachers to impact self awareness so that learners become responsible of their own growth. Self actualization leads to lifelong learning skills that promote quality of life.

The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive independence so that people become increasingly self-aware and responsible for their own destinies.

• The Personal Development Models

Awareness Training Model is a part of personal development family. The models of this family are intended to develop the unique personality of the learner. Personal family models pay attention to the emotional life of the person and focus on helping individuals develop productive relationships with their environment. They are concerned with human feelings and emotions and try to move towards the development of an integrated functioning self. The basic assumption is that the person himself is the course of education. The individual is provided with a stimulating environment in which he can feel comfortable to carry on his task and develop his potentialities to the maximum for the welfare of the society. The models of this category attempt to adopt teaching to the characteristics of the
individuals in order to increase his personal flexibility and his ability to relate others productively (Sivakumar & Krishnaraj, 2010).

Joyce and Weil (1985) note that the focus on helping individuals to develop a productive relationships with their environments and to view themselves as capable persons is also expected to result in richer interpersonal relations and a more affective information processing capability. According to David (1970), the personal family models of teaching help individuals create new solutions to their own problems and the problems of their society. This task is completed by giving the student control of the selection of activities. Many of the personal models are non directive or facilitating with respect to activities.

» Personal Development Models: Focus on the Person

From birth, we are acted on by the world. Our social environment gives us our language, teaches us how to behave, and provides love to us. But our individual selves configure themselves relentlessly and create their own interior environments. Within those worlds each of us creates our identity. Our personalities have remarkable continuity from early in life (White, 1980). Yet we have great capacity to change. We can adapt to a wide range of climates and physical environments. Ultimately human reality resides in our individual consciousnesses. We develop unique personalities and see the world from perspectives that are the products of our experiences and positions. Common understandings are the product of the negotiation of individuals who must live and work and create families together.

We are incomplete without others and can love and receive love, generating perhaps the greater growth of all. Personal family models can be used to moderate the entire learning environment. We can use these models to enhance the personal qualities and feelings of our students and to look for opportunities to make them partners with us and to communicate affirmatively with them. We use nondirective techniques when we are counseling the students, synectics to enhance creativity, classroom meetings to build the community of learners.

Personal models of teaching share several purposes. The first is to lead the student toward the greater mental and emotional health by developing self-
confidence and a realistic sense of self and by building emphatic reactions to
others. The second is to increase the proportion of education that emanates from
the needs and aspirations of the students themselves, taking each student as a
partner in determining what he or she will learn and how he or she will learn it.
The third is to develop specific kinds of qualitative thinking, such as creativity and
personal expression.

These models can be used in four ways:

First, the personal models can be used as general models of teaching, even
to design a school, when they have adopted a nondirective philosophy as the core
approach to education for example, (Roebuck et al., 1976; Neill, 1960) or as a
major component (Chamberlin & Chamberlin, 1943).

Second, they can be used to flavor a learning environment designed around
other models. For example, we can carry around with us concern for the students’
self-concepts, and we can think carefully about how to shape everything we do to
maximize their positive feelings about self and to minimize the likelihood that our
teaching will diminish them as people. In other words, we can use these models to
attend to the personal qualities and feelings of our students and to look for
opportunities to make them partners with us and to communicate affirmatively
with them. We will concentrate on this use of model.

Third, we can use their unique properties to counsel students when we wish
to help students learn to reach out to the world more fully and positively.

Fourth, we can build curricula in the academic subjects around students. The
experience methods for teaching reading, for example, use student-dictated stories
as the initial reading materials and student-selected literature as the chief materials
once initial competence has been established. Combined with other models, the
personal models can design independent study courses, including resource-based
programs.

- **Characteristic Features of Personal Development Models:**
  - Personal models are intended to develop the unique personality of the
    learner.
The models emphasize the personal development of an individual and the development of self-hood.

The processes by which individuals can establish productive relationships with their environment and construct and organize their unique reality are considered.

The basic assumption is that a person is the source of education.

According to the developers of these models, a major function of education is to help individuals create new solutions to their own problems and problems of their city.

Some personal models tend to shape environment, likely to increase the student’s capacity to develop himself.

Many of the personal models are non directive or ‘facilitating’ with respect to activities.

Some personal models emphasize training to increase the individual’s capacity to feel and to receive experience from his environment and to develop warmer and more effective ways of relating to other human beings.

These models tend to produce environments that gently nudge the learner rather than forcing him or her through the sets of definite activities.

Schutz & Brown (1985) proposed the technique of Awareness Training for increasing an individual’s ability to cope with the complexities of living. People at all ages encounter situations that cause various emotional reactions. With some prior experiences and feedback to gain personal and interpersonal insights, an individual can then make more sense out of the emotional responses that get stirred up. Even young children wrestle with the dynamics of interpersonal relationships dealing with best friends or no friends, girlfriends or boyfriends, learning to trust and to be trustful, and dealing with successes and failures.

As part of the Human Potential Movement, Schutz (1985) presented interpersonal training as a means of increasing personal awareness, effectiveness, and joy. Through exploratory games (simulations of what happens in the real world), students explore feelings about themselves as both unique and social beings.
The purpose of awareness training is:

- to increase self-understanding
- to increase awareness of his/her own behavior and that of others
- to free the individual to develop to his/her fullest potential
- to help people achieve fulfilling interpersonal relations
- to break down the barriers which separate people

Through fulfillment of one’s potential, one can better cope with life and gain confidence as an important, capable and lovable person, gaining the capability to handle situations as they arise, to express feelings, and to use one’s ability to the fullest. Schutz stated that there are four types of development necessary: bodily functioning, personal functioning (including the acquisition of knowledge and experience, the development of logical thinking, and creative thinking, and the integration of intellectual development), interpersonal development, and relationships with social institutions. It is on the third of these, the personal awareness of interpersonal needs that is the main concern of this model. His exploratory games focused on interpersonal development. He believed in the importance of the self-concept and felt that through relations with others we can fulfill our needs for inclusion (the giving and receiving of attention), control (power over oneself and others and the ability to accept others with power), and affection (personal feelings of warmth and understanding between people).

Schutz saw the individual’s problems as stemming from a lack of awareness of his/her own needs and feelings. Instead of facing and dealing with needs and feelings, people suppress, repress, project, displace, and convert emotions. Schutz’s learning activities are designed to facilitate emotional responses and to give people a chance to become aware of how they react to and handle situations. Exploratory games create social situations typical of those most people encounter and find stressful. The game generates the content for later discussions, where the individual receives feedback from others. The guidelines for the ensuing discussion are that individuals:

- Take responsibility for themselves (not blaming others),
- Focus on feelings rather than thoughts and reasons and
Engage in feedback, finding out how others experience them.

### 1.1.4 Awareness Training Model

Recent years have seen an explosion of interest in freeing the human being to develop more fully, particularly in helping people achieve fulfilling interpersonal relations. For many, this quest begins with recognition that most of us are only shadows of what we could be, and that somehow we have surrounded ourselves with invisible barriers that keep us from reaching out and becoming more than what we are. While there has been much attention to physical development, emotional development, personal expression, and other forms of individual development, it is in the interpersonal realm that the Human Potential Movement has found its fullest expression. It is this collective consciousness which spells the cardinal principles of the movement which found its beginning with the thoughts being aired in the discipline of education by Fritz Perls (1962) and later being chiseled to popularity by William Schutz and George Brown (1985). Human Potential Movement gave fullest expression to this Interpersonal Movement. We have chosen to focus on a model described by Schutz (1985), especially in FIRO (Fundamental Interpersonal Relations Orientations): A Three-Dimensional Theory of Interpersonal Behavior: Joy; Expanding Human Awareness; and Elements of Encounter. Schutz’s writings emphasize interpersonal training as a means of increasing personal awareness and joy, which he defines as the feeling that one is fulfilling one’s potential. There are so many models of teaching like concept attainment model by Jerome S. Bruner, inductive thinking model by Hilda Taba and inquiry training model by J. Richard Suchman etc., but Awareness Training Model by William Schutz has significant impact in the field of Social Sciences.

Awareness Training Model is a model to increase human awareness (in the domains of social and self awareness), to increase one’s capacity for self-exploration and self awareness. (Fritz, 1962). Much emphasis was laid down by him on the development of interpersonal awareness and understanding as well as body and sensory awareness.
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Awareness Training Model is a model to create awareness and to increase self understanding of one’s own behaviour and that of others, and also to help students develop alternate patterns for their personal and social development. (Schutz, 1985). Awareness Training Model presents a group with a task that involves exploration of an area in a warm emotional way and in the extensive use of discussion where frankness and open expression of affect are encouraged (Lewis & Streifeld, 1986).

William Schutz and George Brown suggested Awareness Training Model. Their contributions are based on Gestalt therapy. George Brown examined the effective approaches to education and analysed their potential for integration into the conventional curriculum. This training model is designed to help students realize themselves. The main focus of this model is on preparing the students for personal development. This model also increases the school learning activities. This model is very useful in helping students to understand themselves. The strategies lend to reflection about interpersonal relationships, self image, and presentation of self.

1.1.5 Goals and Assumptions of Awareness Training Model

Awareness Training Model has some basic goals and assumptions which have been discussed below:

- **Fulfillment of one’s potential:**

  Schutz believed there are four types of development necessary to the realization of an individual’s full potential. One of these is bodily functioning. Another he calls, personal functioning (including the acquisition of knowledge and experience, the development of various life skills viz. logical thinking and creative thinking etc., development of personal values and the integration of intellectual development). The third is interpersonal skills development, and the fourth is individual’s relationships to societal institutions, social organizations, and culture. It is on the third of these, the personal awareness of interpersonal needs that is more concentrated in this model. The theories and methods presented in this model are aimed at achieving joy. Joy is the feeling that comes from the fulfillment of one’s potential. Fulfillment brings to an individual the feeling that
he can cope with his environment; the sense of confidence in himself as a significant, competent, loveable person who is capable of handling situations as they arise, able to use fully his own capacities, and free to express his feelings.

- Awareness:
  One of the main obstacles to fulfillment and joy in interpersonal relations (and in the other areas) is people’s inability to be aware of their own needs and feelings. Traditional psychotherapists have long argued that most people have a great capacity for being out of touch with their emotions. This model push them away (suppression, repression), turn them around (projection), and masquerade them as something else (displacement, conversion). Sometimes these devices, design to protect us from our feelings, are useful and necessary, but in their extreme they lead to unrewarding life patterns. Schutz and others believe that it is necessary for people to free their emotions from these psychological devices. We need to become more in touch with our feelings, experience more of our sensations. It is self awareness skill which plays an important role here. Self awareness skill is pre-requisite for all other skills. In addition, we must also be aware of what it is we are feeling. Lewis and Streitfeld believe that most people are not keenly aware of their emotional state.

  The task for Schutz and others was to design learning activities that facilitate people’s emotional responses. In this case, useful situations people to call up familiar feelings and typical behavior patterns in response to those feelings. Through these experiences, people become aware how they react to and handle situations. What scares them and how they express this fright? What is pleasurable and how is their pleasure communicated? Schutz’s model was designed to elicit feelings and to help people recognize them.

  According to Schutz one of the primary ways feelings are revealed is through the body-our tone of voice, gestures, posture, facial expressions and muscles. These indicators are as important to the expression of emotions as are words and behaviours. In fact, Schutz believed that these body manifestations are often closer to the genuine feelings than are verbal expressions. It is also true that sometimes if we want to repress a feeling we adopt an opposite body posture. We
assume an air of confidence or cockiness to cover our fears of inadequacy; we smile constantly to mask our deep sadness. One goal of this model is to help people become aware of their body mannerisms and the emotions behind them. A related goal is to become a keen observer of other people’s behavior so that we can discriminate a rigid smile that holds back sadness from one revealing joy and pleasure. The ability to read our feelings through our body will put us in deeper touch with our own interpersonal needs and the needs of others.

- **Basic Interpersonal Needs:**
  Schutz maintained that a person’s self-concept is derived from relations with others. In these relationships the individual has three basic needs: the need for inclusion, control and affection.

  - **Inclusion** refers to one’s need to be perceived, attended to, and given reasonable attention by others. Part of this need is manifested by one’s need for identity, to know that one is distinct from other persons, to feel justified in one’s uniqueness, and at the same time to feel that others identify and empathize with him or her as a fellow being.

  - **Control** is the second basic need: The need for control varies along a continuum from the desire for power, authority and control over others (and therefore over one’s future) to the need to be controlled and have responsibility lifted from oneself. There is no necessary relationship between one’s desire to control and one’s desire to be controlled. One may combine both or tend toward only one.

  - **Affection**, the third basic need refers to close personal feelings between two people, especially love and hate in their various degrees. All of us have a powerful need to feel affection and to express and receive it whenever we are with other people.

Basic inter-personal needs as given by Schutz and Brown (1985) has been shown in Fig. 1.2.
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BASIC INTERPERSONAL NEEDS

INCLUSION CONTROL AFFECTION

BASIC NEED UNDERLYING FEELING ISSUES SOCIAL INTERACTION

- INCLUSION: People who want attention and interaction are reflecting their basic need to be included. In an attempt to satisfy this need they may exhibit behavior that is asocial, social, or over social. Asocial and over social people both have a fear of being ignored and left behind. Asocial people prefer to be alone, distant, introverted, and withdrawn, while over social people are extroverts who seek out people and cannot stand to be alone. They may be exhibitionistic to gain attention, or they may try to be powerful (for control) or well liked (for affection). People without inclusion problems are comfortable being alone or with others. They can

Fig. 1.2: Basic Interpersonal Needs
Source: Schutz and Brown (1985)
be active or retiring participants in a group and can experience high involvement and commitment or withhold commitment. These people feel worthwhile; consequently, they do not experience anxiety about exclusion or inclusion.

- **Control:** People who have problems with control are not comfortable with power and decision making. Underlying their difficulty is a fear of being incompetent, helpless, or irresponsible. The need varies from the need to control others to the need to be controlled by others. Independence and rebellion can represent a lack of willingness to be controlled, while compliance, submission, and following directions indicate unwillingness to accept control. Power struggles reflect control issues, as does leadership style. Autocrats, for example, have high control needs, while abdicrats habitually refuse to take responsibility for making decisions. Thus, some people overcompensate by taking too much responsibility, and others will not risk taking any control. People who have resolved their control problems are comfortable giving and taking orders. They feel competent.

- **Affection:** The third basic need refers to emotional closeness between two people, especially degrees of love and hate. All of us have a powerful need to feel affection and to express and receive it whenever we are with other people. People who are afraid of affection remain distant and superficial in their relations with others. They view themselves as unlovable and fear rejection. On the surface they claim to want to remain uninvolved emotionally. Other people with the same fear are over personal; they try to become close to everyone hoping to gain approval and intimacy. People who have come to terms with their needs for affection are comfortable with relations that are close or distant. They do not believe that dislike is the result of being unlovable, but a product of the relationship.

Schutz’s methods of encounter and awareness training are designed to help individuals recognize their feelings and modes of behavior with respect to inclusion, control and affection and to help them to cope with their own state of development and their participation in social groups in relation to these basic needs, particularly to increase awareness, to experience telling the truth, and to understand self responsibility and choice.
1.1.6 Encounter Strategy of ATM: with Exploratory Games

Encounter is a method of human relating based on openness and honesty, self-awareness, responsibility, awareness of the body, attention to feelings and emphasis on the here-and-now. It usually occurs in a group setting. Encounter is therapy insofar as it focuses on removing blocks to better functioning. Encounter is education and religion in that it attempts to create conditions leading to the most satisfying use of personal capacities.

Schutz described his series of concepts and procedures as encounter theory. He borrowed liberally from other theorists, most notably Fritz Perls, Freud, Bion, and body theorists such as Alexander Lowen, I. Rolf, and M. Feldenkrais, but places special emphasis on interaction with others and on the group.

Sequence of Activities: The sequence of activities that we observed in this classroom is typical of the Awareness Training Model. First, participants engage in a task or exploratory game; then they discuss their reactions to the activity. In the discussion they are encouraged to take responsibility for their feelings and behaviours, to stay with the description of feelings, and to give each other feedback on what they experience and hear in the discussion itself as well. These three guidelines—take responsibility for yourself; focus on feelings; and engage in feedback—form the basic ground rules for encounter sessions.

MAJOR GUIDELINES

• Taking Responsibility:

The notion of responsibility has implications for how people describe their problems and solutions. When people take responsibility for themselves, they
acknowledge and that they are the source of their difficulties (not others) and that they are responsible for doing something about them. They do not wait for others to tell them what to do but are willing to make decisions for themselves and support themselves emotionally. It is important that the teacher-facilitator be alert to the way student’s frame their problems, pointing blame others or see the problems as someone else’s.

The language people use is very reflective of their inner experience, of how they see themselves. People who do not acknowledge responsibility for themselves tend to say *I can’t* when they mean *I won’t*. The words we choose are not just a matter of semantics; they reflect our sense of personal power and strength. Lewis and streitfeld believe that taking responsibility is a large part of fulfilling one’s potential. People who do this feel more strength and confidence. Teacher-facilitators need to be aware of the connections between student’s language and the concept of responsibility.

- **Focusing on feelings:**

  A second rule of encounter concerns the emphasis on feelings. The broad purpose of exploratory games is to involve people in situations that normally provoke emotional reactions and to have people be aware of those feelings. Consequently, discussions should focus on feelings and direct experience rather than on thought and reasons. Teacher-facilitators need to be alert to intellectualizations. Prompting students to return to their feelings again, language is one indicator whether people are in touch with their feelings one way people avoid their feelings is to use the term it or we instead of I. Phrases such as it seems to me, and most people feel actually mean I feel, but the speaker is avoiding responsibility for his or her feelings by using impersonal pronouns. Adolescents often have favorite phrases that actually cover up their feelings about a particular incident: *That’s cool: what a high; I’m into myself.*

- **Feedback:**

  The third rule of encounter involves both giving and receiving feedback provides information about how others experience you and how you experience other the latter requires you to be in touch with your own feelings. You may want
to tell someone that you are angry with her or that you like her. Effective feedback requires that you be specific and direct. Avoid generalizations and accusation such as you are shy. Instead of you might say, When someone new comes into the room you stop talking. Feedback is not arguing or defending yourself. It is a statement about how you are feeling toward someone or something or about how you see them behaving. You can’t know for sure how someone else is feeling or whether he or she fits some general personality trait, like shy or crazy however you can point out to a person what you observe happening in his or her interactions with others; you might observe, when someone tells you how much they like you, you put yourself down, for example. Lewis and Streidfeld (1986) referred to two kinds of feedback, leveling (letting someone know how you are feeling) and confronting (telling someone what you did or did not like, such as, when I was talking you interrupted me). Both are important for honest communications.

1.1.7 Processes of Awareness Training Model

The Awareness Training Model varies from one leader (or therapist) to another and from one group to another. It involves presenting a group with a task that involves exploration of an area in a warm emotional way and in the extensive use of discussion where frankness and open expression of affect are encouraged. The model also uses a common storehouse of exploratory games. Regardless of style, they emphasize unlocking the potential of each individual and capitalizing on the unique possibilities of the group.

- **Focus:** Awareness Training Model is specially designed to help people realize themselves more fully. The main focus is to create awareness and to increase self understanding of own as well as of others behavior, and also to help students develop alternate patterns for their personal and social development. It also emphasis to increase one’s capacity for self-exploration and self awareness. It will open up to the individual his possibilities for development, for increasing his awareness of the universe and his possibilities in it, his awareness of the possibilities of interpersonal relations he might have with people.

- **Syntax:** It consists of two phases. First is the posing the task and its completion and second is a discussion or an analysis of what has gone on. First
phase includes giving directions and ensure safe environment and second one includes emphasis on responsibility, feelings and feedback. It focuses on here and now and promotes honesty and openness. Diagrammatic view of syntax has been shown in Fig. 1.4.

![Syntax of Awareness Training Model](image)

**Fig. 1.4: Syntax of Awareness Training Model**

**Explanation with example:** All members of the group are asked to gather close together, either sitting on the floor, (which is preferable) or sitting in chairs. Then they are asked to close their eyes and stretch out their hands, then allowed to feel their space—all space in front of them, over their heads, behind their backs, below them—and then be aware of their contact with others as they overlap and begin to touch each other. This procedure is allowed to continue for about five minutes.

Usually there are a variety of clear reactions. Some people prefer to stay in their own space and resent as an intrusion anyone coming into it. Others feel very chary about introducing themselves into another’s space for fear that they are not wanted. Still others seek out people and enjoy the touch contact. Where one person is inviting, another may be forbidding and simply touch and run. Discussion following this activity is usually very valuable in opening up the whole area of feelings about aloneness and contact.

The activity, in short, begins with the arrangement of the people and the instructions to them. Then they engage in the activity, generating experience. Next, discussion identifies the different types of reactions, and the participants are
encouraged to analyze their reactions and those of others and to begin to probe into the area under concern and generate some ideas about their development in that area. The leader presents the task, of course, but does not attempt to influence what the group members do with the task. He or she participates in the discussion, usually in a nondirective role, attempting to get others to explore their reactions and noticing their reactions as they compare with others. The activities from this point emerge from the encounter and are controlled largely by the interactions of the group, rather than being imposed by the moves of the leader.

- **Social System:** The model is characterized by norms of mutuality, trust and openness. How to moderate external structure is provided by the task sequences. The encounter group is really a social encounter that is all-dependent on the social climate generated—a willingness to explore oneself; a sense of responsibility in assisting others to explore themselves; an openness to interact over issues, however intimate they may turn out to be; a considerateness of one’s own need for growth and others’ need for growth; and above all, a recognition of the shared need for people to work together to improve their possibilities as individuals and as groups.

- **Principles of Reaction:** The leader guards vulnerable group members against over intense exchanges or overexposure to the rest of the group. However in general he or she helps individuals obtain insights into their own behavior and develop conceptual tools for describing their behavior so that they can manipulate it if they choose. The leader works to maintain openness at all times, both with respect to his or her own acceptance of feelings and ideas from others and the other group members’ acceptance of feelings and ideas from their fellows. He or she attempts to communicate a climate of directness and honesty and of an uninhibited exploration of one’s feelings and reactions. The leader is alert to both verbal and nonverbal expressions of feeling, pointing these out and inquiring about them. The facilitator is also alert to the use of language, particularly when it reveals lack of responsibility, intellectualization, and avoidance of feeling.

- **Support System:** For this model the leader needs access to or familiarity with a variety of exploratory games that relate to the interpersonal areas of
inclusion, control, and affection. He or she also needs competence in recognizing feelings (and the avoidance of feelings) and in facilitating an open, accepting social climate. The teacher should be an open person who has the requisite interpersonal and intrapersonal skills.

- **Application:** The Awareness Training Model has a great importance in developing curriculum, designing education and teachers have explored ways of incorporating so-called affective education into the school curriculum and activities. It creates openness, honesty and capacity to take responsibility. It helps the students in developing or expanding their mental horizons by exploratory nature. This model is designed to be applicable in beginning to enable the student to cope with dimensions of his behavior which can open up potential to him.

- **Instructional and Nurturant Effects:** The awareness trainer does not avoid direct instruction deliberately, but he or she uses training devices that are extremely nondirective. Encounters open up to the *student* the possibility of development, but they do not lead him or her precisely toward preselected goals—the individual grows as he or she can, in directions greatly determined by personal readiness and wishes. Awareness training is specifically designed to help people realize themselves more fully. The primary purpose of awareness training is to open up to individuals their possibilities for development, for increasing awareness of the universe and their possibilities in it as well as the interpersonal relations they might have with other people. the model’s aim is to focus on opening people up for greater personal development, and the subject-matter agenda would subvert this purpose. Diagrammatic view of instructional and nurturant effects of Awareness training Model has been shown in Fig. 1.5.

  - **Greater Awareness:** Greater Awareness aims at promoting awareness in an individual about the self and environment. Many likes, dislikes, potential and weaknesses about one’s self remain undiscovered in an average individual and the same is true to the school going children also. Greater Awareness makes a conscious measured effort in this direction.

  - **Integrated Self:** Integration by the various forces working within the self is essential to gain the maximum in today’s competitive world.
Philosophically contemplating realization of the self, if that is a purpose of life, will remain incomplete without focusing and integrating all energies of the self. After discovering the self next logical step is to work for the coherence of the self.

Fig. 1.5: Instructional & Nurturant Effects of Awareness Training Model

» Integrated Interpersonal Relations: The knowledge of the self, the awareness of the surroundings (living and non-living) and the integration of self ultimately is going to see an individual in harmony with his social surroundings. It is the next skill logically developed in the Awareness Training Model.

» Goals as Selected by the Client: Control of the self and the environment converts an individual into a chooser and not a loser. Such an individual automatically gains control over the situation and thus is in a position not only chose the targets but to attain them also.

1.2: LIFE SKILLS

1.2.1 Concept of Life Skills:

A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. It is an art or way of expressing one’s idea. It is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job
functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). Skills refers to superior performance that is acquired through extended practice and training. Teaching can be considered as fifty percent knowledge and fifty percent skills. That means while teaching teacher should not just maintain the quantity of lecture but also the quality of lecture. This quality of lecture can be provided with the help of skills.

Life skills are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. Life skills are abilities to adapt positive behavior that enables us to deal effectively with other culture and environment. So, the meaning of life skills is the same as the skills for life. It is an ability based on behavior that enables us to create circumstances for self happiness and safety in society.

Life Skills are the skills necessary for better deciding among life’s opportunities, and for being able to act upon these decisions. They can be applied to a number of areas: individual and social development, health promotion, prevention, job etc. Essential life skills include such things as being able to recognize and describe one's feelings, giving and receiving or feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem solving strategies. With life skills, one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others. There are many different understandings of life skills but no definition is universally accepted. Different organizations attach different meanings to the term.

Life skills are the skills necessary for successful living. They fall into six main areas: self, family, job, community, leisure, and spirituality. Life Skills coaches are mainly employed in settings where people struggling with dysfunctional behaviors can be found. (Tyler, 2002)

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 psychosocial skills in a culturally and developmentally
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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)

Rychaen and Salganik (2001) defined life skills on three general criteria,
namely that a) key competencies contribute to an overall successful life and a
well-functioning society, b) they are instrumental to meeting important challenges
in a wide spectrum of relevant contexts, and finally, c) they are relevant to all
individuals. These key competencies are: a) functioning in socially heterogeneous
groups, b) acting autonomously and c) using tools interactively.

Life Skills are a combination of knowledge, values, attitudes and skills with
a particular emphasis on those skills that relate to critical thinking, problem
solving, self-management, self-awareness, communication, and inter-personal
skills. Knowing and using Life Skills will help you have the freedom to decide
what to do, who you are and what you want to accomplish. (Roy, 2006)

Life skills defined in a general way mean a mix of knowledge, behavior,
attitudes and values and designate the possession of some skill and know-how to
do something, or reach an aim. They include competencies such as critical
thinking, creativity, ability to organize, social and communication skills,
adaptability, problem solving, ability to co-operate on a democratic basis that are
needed for actively shaping a peaceful future. (Maledon, 2008)

The constituents of generally defined life skills can be described in the
following way: a) they include the abilities necessary to apply the conceptual
thinking and reflection in concrete situations; b) they imply capacities to be
involved in effective interaction with the environment and provide an appropriate
motivational attitude; c) they involve psychological prerequisites for successful
performance, such as problem solving capacities, self-confidence and skills for
critical thinking. (Dohmen, 1996)

The generic understanding of life skills from the dual angle of personal
fulfillment and realization of social responsibility includes both empowerment and
self-fulfillment and the capacity to be a part of a heterogeneous group and strive
for common goals. They can also imply success in personal and professional life.
Seen from a social point of view they can mean cohesion, happiness, well being and good functioning of a group, as well as success in relating to others and living together. The idea of success is not only the accomplishment of a happy working life, but also the creation of a self-fulfilling life outside the world of work and wealth creation. (Ouane, 2002)

Life skills are essentially survival skills that would allow a person to wade through the world. Life skills- survival skills, socio-psychological education for both sexes at appropriate times and tolerance and appreciation of each other’s capacities and contributions would enable us to move towards fair and just systems and structures and organizations. (Kumar, 2009)

1.2.2: Classification of Life Skills:

UNICEF (2006) has defined life skills as psychosocial and interpersonal skills that are generally considered important for development of behavior. It classifies life skills in to the following domains:

![Domains of Life Skills diagram]

Fig. 1.6: Domains of Life Skills according to UNICEF

Fig. 1.6 shows various domains of life skills as given by UNICEF. The further bifurcation of above mentioned domains is as follows:

- **Communication and Interpersonal Skills**
  
  It is further classified into five sub categories:
• **Interpersonal Communication Skills:**
  » Verbal/Nonverbal communication
  » Active listening
  » Expressing feelings; giving feedback (without blaming) and receiving feedback

• **Negotiation/Refusal Skills:**
  » Negotiation and conflict management
  » Assertiveness skills
  » Refusal skills

• **Empathy:**
  » Ability to listen and understand another's needs and circumstances and express that understanding

• **Co-operation and Teamwork:**
  » Expressing respect for others' contributions and different styles
  » Assessing one's own abilities and contributing to the group

• **Advocacy Skills:**
  » Influencing skills & persuasion
  » Networking and motivation skills

➢ **Decision-Making and Critical Thinking Skills**

It is further classified into two sub categories:

• **Decision Making / Problem Solving Skills:**
  » Information gathering skills
  » Evaluating future consequences of present actions for self and others
  » Determining alternative solutions to problems
  » Analysis skills regarding the influence of values and attitudes of self and others on motivation

• **Critical Thinking Skills:**
  » Analyzing peer and media influences
  » Analyzing attitudes, values, social norms and beliefs and factors affecting these
  » Identifying relevant information and information sources
Coping and Self-Management Skills

It is further classified into three sub categories:

• **Skills for increasing Internal Locus of Control:**
  » Self esteem/confidence building skills
  » Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses
  » Goal setting skills
  » Self evaluation / Self assessment / Self-monitoring skills

• **Skills for Managing Feelings:**
  » Anger management
  » Dealing with grief and anxiety
  » Coping skills for dealing with loss, abuse, trauma

• **Skills for Managing Stress**
  » Time management
  » Positive thinking
  » Relaxation techniques

**WHO (1999)** has defined life skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The World Health Organization (WHO) categorizes life skills into the following three components: (Diagrammatic view has been shown in Fig. 1.7)

• **Cognitive Domain: (Critical Thinking Skills / Decision-Making Skills / Creative Thinking Skills)** – include decision making/problem solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

• **Psychomotor Domain: (Interpersonal/Communication Skills)** – include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect ones’ ability to manage conflict. Empathy,
which is the ability to listen and understand others’ needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

**Fig. 1.7: Classification of Life Skills by WHO**

- **Affective Domain:** *(Coping /Self-Awareness/and Self-Management Skills)* refers to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma. Stress and time management are key, as are positive thinking and relaxation techniques.

According to WHO, Life Skills are essential for the following:

- the promotion of healthy child and adolescent development;
- primary prevention of some key causes of child and adolescent death, disease and disability;
- socialization;
- Preparing young people for changing social circumstances.
Skills are abilities. Hence it should be possible to practise life skills as abilities. Self-esteem, sociability and tolerance are not taught as abilities: rather, learning such qualities is facilitated by learning and practising life skills, such as self-awareness, problem-solving.

Following the study of many different life skills programmes, the **WHO, Department of Mental Health** identified five basic areas of life skills that are relevant across cultures:

- decision-making and problem-solving;
- creative thinking and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy;
- coping with emotions and coping with stress, critical thinking, and interpersonal skills.

According to **UNESCO (2001)** life skills are the abilities that promote mental well being and competence in young people to face realities of life. UNESCO mentions that life skills consist of three major types (Fig. 1.8):

![Fig. 1.8: Classification of Life Skills according to UNESCO](image)

Cognitive abilities include life skills like decision making skills, skill of problem solving and critical thinking skills. Personal abilities include self awareness skills, anger management, time management and skill of positive
thinking. Interpersonal abilities include assertiveness skill, counseling skill, influencing skill, facilitation skill and skill of active communication.

Recently, **Govt. of India’s report by Ministry of HRD (2009)** incorporated CCE (Continuous and Comprehensive Evaluation) system in CBSE all over India. Through this system, HRD Minister **Kapil Sibal** laid down great emphasis on life skills by saying ‘We need to look at the holistic assessment of a learner which also includes co-scholastic area of Life Skills, Attitudes and Values, Sports and Games as well as Co-Curricular activities. It is also recommended that some amount of weightage be assigned to the co-scholastic aspects especially Life Skills and excellence in sports for allotting subjects in classes IX- XII. It will equip students with Life Skills especially Creative and Critical thinking skills, social skills and coping skills which will keep them in a good stead when they enter into a highly competitive environment later on’.

In the continuous and comprehensive evaluation proforma, a great importance is given to life skills. In the part II- (Scholastic areas) 2-A is fully denoted to life skills. Various life skills have been taken viz.

- **Thinking Skills** (Creative and critical thinking, problem solving, decision making, self awareness)
- **Social Skills** (Interpersonal, communication, empathy)
- **Emotional Skills** (coping with stress, coping with emotions)

There will be a three-point grading system to assess attitudes and values, ranging from A+ to B. Life Skills, such as social, emotional and thinking skills, will be measured on a 5-point scale, from A+ to C. The purpose of this grading scale is to provide assistance to the teachers while calculating numeric grades for life skills to be applied to their courses. This guide is most effectively used in conjunction with the life skills alternative grading criterion chart.

Awareness training Model is based on the assumption of fulfillment of one’s potential. There are four types of development necessary for the realization of this assumption viz. physical, personal, inter-personal and individual’s relationships with others. With the realization of individual’s full potential, it is assumed that one can master in all spheres of life. In the present investigation, an
attempt was made to study the effect of awareness model on these all aspects. For this, some life skills have been selected viz. skill of acquiring knowledge; self awareness skill covering personal development aspect; assertiveness skill covering inter-personal aspect and social skill to see the effect on individual’s relationships with others.

**In the present study, the following life skills have been selected:**

- Cognitive Skill (Skill of Acquiring Knowledge)
- Self-Awareness Skill (Personal Agency / Intra-Personal Skill)
  - Self Image
  - Self Control
  - Creativity
  - Co-operation
  - Planning
  - Concentration
- Inter-Personal Skills i.e.
  - Assertiveness Skill
  - Social Skill

**1.2.3: Skill of Acquiring Knowledge/ Cognitive Skill**

The word cognition is defined as the act of knowing or knowledge. Cognitive skills therefore refer to those skills that make it possible for us to know. Cognitive skills are any mental skills that are used in the process of acquiring knowledge; these skills include reasoning, perception, concentration, logical thinking, memory and intuition. Mid-continent Research for Education and Learning described the importance of cognitive skills in acquiring knowledge and academic achievement. By skill of acquiring knowledge we mean to increase knowledge around the content of what is being taught/learned as well as the familiarity level of comfort.

Achievement is synonymous with the accomplishment of proficiency of performance in a given skill or body of knowledge. **Hawes & Hawes (1982)** defined achievement as successful accomplishment or performance in a particular
subject, area or courses, usually by reasons of skills, hard work and interests, typically summarized in various types of grades, marks, scores or descriptive commentary.

Cognitive skills are mental abilities that help us process external stimuli. Skills that involve the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses. Since the brain is such a sophisticated organ, learning is a complex process. Many interrelated cognitive skills contribute to academic and occupational success. Broadly categorized, these critical skills include:

- Attention
- Working Memory
- Processing Speed
- Long-Term Memory
- Visual Processing
- Auditory Processing
- Logic and Reasoning

These skills are interdependent. Often they overlap in their work with other skills, as all the bits of information entering the mind are processed and acted upon. Brief description of all the sub cognitive skills is as follows:

**Attention:**
- Sustained Attention enables you to stay on task for a period of time.
- Selective Attention enables you to stay on task even when a distraction is present.
- Divided Attention allows you to handle two or more tasks at one time.

*What to watch for:* The inability to stay on task for long periods of time, to ignore distractions, or to multi-task will limit the student’s other cognitive skills—which will impact all academic areas.

**Working Memory:**

Working Memory is the ability to retain information for short periods of time while processing or using it.
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What to watch for: Learning suffers if information cannot be retained long enough to handle it properly.

- **Processing Speed:**
  Processing Speed is the rate at which the brain handles information.

  What to watch for: If processing speed is slow, the information held in working memory may be lost before it can be used, and the student will have to begin again.

- **Long-Term Memory:**
  Long-Term Memory is the ability to both store and recall information for later use.

  What to watch for: If the ability to store and retrieve information is poor, wrong conclusions and wrong answers will result.

- **Visual Processing:**
  Visual Processing is the ability to perceive, analyze, and think in visual images.
  
  Visual Discrimination is seeing differences in size, color, shape, distance, and the orientation of objects.
  
  Visualization is creating mental images.

  What to watch for: When visual imagery is poor, tasks like math word problems and comprehension, which require seeing the concept/object in the student’s mind are difficult.

- **Auditory Processing:**
  Auditory Processing is the ability to perceive, analyze, and conceptualize what is heard and is one of the major underlying skills needed to learn to read and spell.

  Auditory Discrimination is hearing differences in sounds, including volume, pitch, duration, and phoneme.

  Phonemic Awareness is the ability to blend sounds to make words, to segment sounds, to break words apart into separate sounds, and to manipulate and analyze sounds to determine the number, sequence, and sounds within a word.
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What to watch for: If blending, segmenting, and sound analysis are weak, sounding out words when reading and spelling will be difficult and error-prone.

- Logic and Reasoning:

Logic and Reasoning skills are the abilities to reason, prioritize, and plan.

What to watch for: If these skills are not strong, academic activities such as problem solving, math, and comprehension will be difficult.

Cognitive abilities are the brain-based skills and mental processes that are needed to carry out any task – from the simplest to the most complex. Every task can be broken down into the different cognitive skills that are needed to complete that task successfully. If they are not used regularly, your cognitive abilities will diminish over time. Fortunately, these skills can also be improved at any age with regular practice.

1.2.4: Self-Awareness Skill

With our busy schedules it might be difficult to find time to think about who we are, our strengths and weaknesses, our drives and personalities, our habits and values. Besides, many of us just aren't inclined to spend much time on self-reflection. Even when personal feedback is presented to us, we're not always open to it, because honest feedback isn't always flattering. Consequently, many of us have a pretty low level of self-awareness. That's unfortunate, because self-awareness is an essential first step toward maximizing management skills. Self-awareness can improve our judgment and help us identify opportunities for professional development and personal growth. Human beings are complex and diverse. To become more self-aware, we should develop an understanding of ourselves in many areas. So, self-awareness skills will lead to personal development of an individual. Self awareness skill is the pre-requisite for all the other life skills. Key areas for self awareness include our personality traits, personal values, habits, emotions, and the psychological needs that drive our behaviors. With self awareness training, one will have the skills to move through any problem that surfaces in one’s life. For the truth is: change is only possible with self awareness.
The entire personal development process is dependent on awareness of one’s strengths and weaknesses, and how to go forward to improve skills. Our own self-awareness will be supported by the feedback that we receive from others. One needs to know how to make the most of feedback - an important part of one’s degree but also a crucial life skill.

The main aspects of self-awareness and critical evaluation that need to be examined and improved are:

- Knowing your strong points
- Knowing your weak points, or gaps in your experience
- Knowing how to address your weaknesses, and to capitalize on your strengths
- Knowing how to solicit, receive and use feedback

Self-awareness is not just about weak points. It is just as much about identifying one’s strengths and making sure that one use these effectively. One should put just as much effort into making sure that he enhances his strong points as he should in addressing weaker areas.

One will be encouraged to be reflective throughout one’s academic study. In particular, one should make the most of all of the feedback that one receives, not just from their tutors as part of the formal assessment process but also from their fellow students and others. One will also have the opportunity to give feedback to others - do so sensitively and constructively, but don’t shy away from making one’s point clearly.

As with other skill sets, the ‘formal’ evaluation and reflection that one do as part of one’s degree is only a part of one’s personal development agenda. Many of strengths and weaknesses will lie outside the confines of one’s degree. More importantly, one will find that can bring lessons learned outside Anglia Ruskin to strengthen one’s degree studies, and probably vice versa.

**Joseph, (2006)** in the book *quality concerns in education* described self awareness as one of the key prerequisites for building empathy. Self awareness, as **Goleman (1995)** enlists, comprises the following competencies:

- Ability to recognize feeling that prevail in our mind from time to time
• Ability to name those feelings
• Ability to perceive how our thoughts, feelings, and actions are interlinked
• Ability to find whether our decisions are governed by our thoughts and feelings
• Ability to find the consequences of alternative choices
• Ability to apply our insights in the decision we take
• Ability to recognize our own strengths and weakness.

There are several approaches to self-awareness and reflection, some of which are more concerned with project management than individuals. One of the old faithful’s is given the acronym S.W.O.T. i.e. (Strengths, Weaknesses, opportunities and Threats)

➤ Key Areas for Self-Awareness

Human beings are complex and diverse. To become more self-aware, we should develop an understanding of ourselves in many areas. Key areas for self-awareness include our personality traits, personal values, habits, emotions, and the psychological needs that drive our behaviors.

• Personality: We don’t normally change our personalities, values, and needs based on what we learn about ourselves. But, an understanding of our personalities can help us find situations in which we will thrive, and help us avoid situations in which we will experience too much stress. For instance, if one is a highly introverted person, he is likely to experience more stress in a sales position than a highly extroverted person would. So, if one is highly introverted, he should either learn skills to cope with the demands of a sales position that requires extravert-type behavior patterns, or he should find a position that is more compatible with his personality. Awareness of one’s personality helps him to analyze such a decision. For instance, Mr. Disney who has buffered himself from threats to his tenure as CEO by co-opting the board of directors and by micro-managing the executives he should be developing and empowering. As a result, his performance as CEO has suffered.

• Values: It’s important that we each know and focus on our personal values. For instance, if one’s first priority is being there for his children or his relationship
with God, it's very easy to lose sight of those priorities on a day-to-day, moment-by-moment basis. During the workday, so many problems and opportunities arise that our lists of things to do can easily exceed the time we have to do them. Since few (if any) of those things pertain to what we value most, it's easy to spend too much time on lower priority activities. When we focus on our values, we are more likely to accomplish what we consider most important.

- **Habits:** Our habits are the behaviors that we repeat routinely and often automatically. Although we would like to possess the habits that help us interact effectively with and manage others, we can probably all identify at least one of our habits that decrease our effectiveness. For example, if an individual is a manager who never consults his staff before making decisions, that habit may interfere with his ability to build his staff members' commitment to the decisions and their decision-making skills as well.

- **Needs:** Maslow and other scholars have identified a variety of psychological needs that drive our behaviors such as needs for esteem, affection, belongingness, achievement, self-actualization, power and control. One of the advantages of knowing which needs exert the strongest influence on our own behaviors is the ability to understand how they affect our interpersonal relationships. For instance, most of us have probably known people who have a high need for status. They're attracted to high status occupations, and they seek high status positions within their organizations. Such people also want the things that symbolize their status. They insist that they be shown respect, and they want privileges and perks that people of lower status can't have. Sometimes these people fight for things that others see as inconsequential-like a bigger office. Needs cause motivation; and when needs aren't satisfied, they can cause frustration, conflict and stress.

- **Emotions:** Emotional self awareness has become a hot topic of discussion recently because it's one of the five facets of emotional intelligence. Understanding your own feelings, what causes them, and how they impact your thoughts and actions is emotional self awareness. If one once excited about his job but not excited now, can he get excited again? To answer that question, it helps to understand the internal processes associated with getting excited. That sounds
simpler than it is. Here's an analogy: a driver of a car know how his car starts— he put gas in the tank, put the key in the ignition, and turn the key. But, his mechanic knows a lot more about what's involved in getting his car started than he do—he knows what happens under the hood. His mechanic is able to start his car on the occasions when he is not, because he understands the internal processes. Similarly, a person with high emotional self awareness understands the internal process associated with emotional experiences and, therefore, has greater control over them.

Roy (2000) in life skill training program describes self awareness skill as the combination of the following six core skills:

- **Self Image:** It is the way in which an individual feel about himself. The way you present yourself to the rest of the world is dictated by how good you feel about yourself. Self image is very important because it tells people about you without you even speaking. It determines the way you think, look, move, and interact with others. It evolves over time and can become your greatest asset or your biggest drawback. Your current self image is continually being reinforced by self talk and self-visualization. We tend to think in pictures and as we picture ourselves so we become. Negative self talk and negative self-visualization simply serves to reinforce a poor and damaged self image. On the other hand positive self talk and positive visualization reinforces a positive and healthy self image. Re-engineering, repairing, rebuilding or healing a poor self image is vital if you want to move forward and develop.

- **Self Control:** It is very important skill of self awareness. Self control is required in all spheres of life. For example when we faced with a crisis and have an instant decision to make. We often lose our self control when we stick our head in the sand and hope someone else will deal with the problem. Out of fear we allow our self to be bullied, intimidated or taken advantage of. We can easily use our skill of self control by thinking things through calmly and build a well thought out strategy for dealing with the situation and by firmly but calmly and civilly resist all attempts by others to intimidate us or try to force us to accept things against our will.
• **Creativity:** Skill of creativity is the coming together and blending of imagination, visualization and intuition. The understanding and positive use of creativity is one of the keys to the development of a full and successful life. Opening our mind to the pure magic of creative thinking and tuning in to our, perhaps as yet, undeveloped link with intuitive guidance can and will change us forever.

• **Co-operation:** One individual is capable of achieving outstanding accomplishments. A number of individuals coming together as a group are capable of immeasurably more. Combining the talents, skills and personal abilities of a team of people to achieve a published objective is the critical business skill in the modern commercial world. Learning to understand, accept and respect the views and opinions of others (even if they are very different to our own) is vital if we would work with others towards the achievement of a common goal. This is the part of skill of self awareness as it shows how much we are cooperative for others, this does not mean that we must agree with other’s views, it simply asks that we take the time and trouble to understand them, accept that their views are a valid alternative and respect the basis of their beliefs.

• **Planning:** Skill of planning means deciding in advance that what is to be done in coming future. Self awareness about our planned outlook is very important for an individual for success. Planning is the laying down of a well thought out and anticipated track we intend to follow to a preferred destination. Planning means taking account of and being prepared to meet difficult *what if* situations. Planning means thinking out in advance any likely problems we may encounter and having ready feasible contingency plans. Planning is not for wimps, planning is for disciplined, dedicated and committed individuals who are determined to travel the hard yards. Planning and preparation makes strong individuals even stronger.

• **Concentration:** The ability to concentrate fully on a particular objective to the exclusion of all else is a skill not learned or practiced by many. However if we are able to focus on a clear direction in our life then we are well on the way to understanding the quantum leap we may make in our own personal achievements through applied concentration. True concentration is learned over
many years and in truth only ever practiced by those who have mastered the art of isolated contemplation.

1.2.5: Inter-Personal Skills

We all use Interpersonal Skills every day of our lives and we have been using them almost from the day we were born. Interpersonal skills have been defined as those responses which within a given situation prove effective and in other words maximize the probability of reducing, maintaining or enhancing positive effects for the interactor. (Shah, 2009).

This definition stresses a situational and interactional emphasis. Interaction is the basis of group process, thus a peer group approach as opposed to individual treatment should be the most appreciative on text for teaching and learning interpersonal skills.

Interpersonal communication is the manner in which information is shared or exchanged between a small numbers of people. Healthy interpersonal skills lead to creative and effective approaches to solving problems and getting work done. (Kahn & Weiss, 2005)

Interpersonal skills refer to mental and communicative algorithms applied during social communications and interaction to reach certain effects or results. (Brown, 2007).

The term *interpersonal skills* is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another in a positive way. It helps in making and sustaining friendly relations with others.

Interpersonal skill is a way of interacting and happens always at all time whether you want it to happen or not.

**Developing Interpersonal Skills**

As students are the future of our nation, so the target has to be cultivating better interpersonal skills among students to make them better learners; the overall personality of students and thereby that of the nation can be improved. So
interpersonal skills are very important part of our education system. Fig. 1.9 shows various methods or techniques of developing interpersonal skills.

![Diagram of Developing Interpersonal Skills]

**Fig. 1.9: Developing Interpersonal Skills**

Brief description of above mentioned techniques is as follows:

- **Working Harmoniously with others:**
  In order to work harmoniously and efficiently with others one should have:
  - Tolerance
  - Patient listening
  - Trustworthiness
  - Social adjustability
  - Openness of mind
  - Empathy
  - Adaptability
  - Mutual understanding
  - Democratic attitude

- **Accepting Responsibilities:**
  In order to accept responsibility one should have:
  - Leadership
  - Accountability
  - Confidence
  - Dedication towards assigned tasks
  - Perseverance
  - Endurance

- **Resolving Conflicts:**
  In order to resolve conflicts in group one should have:
  - Decision making capacity
  - Farsightedness
  - Problem solving capacity
  - Management skills
• **Working in Teams:**
  One should have following skills to work in groups:
  » Cooperation
  » Group dynamics
  » Capacity to motivate others
  » Effective communication
  » Transparency
  » Understanding human psychology

➤ **Types of Interpersonal Skills**
  A number of interpersonal skills are needed to assist an individual as they interact with other. Various types are as follows:
  » Disclosure Communication skills
  » Empathy
  » Effective body language
  » Silence
  » Reflectiveness
  » Self

  A number of interpersonal skills are needed to assist an individual as they interact with other. Various types are as follows:

• **Assertiveness Skills:** Assertiveness is a way of thinking and behaving that allows a person to stand up for his or her rights while respecting the rights of others. Assertiveness skill enables the person to express clearly his or her rights or needs. Some examples are returning faulty goods, saying *no*, keeping to contracts and agreements. Some Assertiveness Skills are Management Skill, Problem Solving Skill, Farsightedness and Decision Making Skill.

• **Social Skills:** A social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. Some examples are introducing yourself, attending meetings, working with general public, with customers and clients. Some Social Skills are Co-operation, Effective Communication, Transparency and Group Dynamics.
• **Counseling Skills:** These are the skills which can be used in a variety of settings. They may be used to help the person who is suffering from temporary emotional crises or they may be useful in helping the person who has longer-term problems in living. Some examples are counselling colleagues, friends, clients and customers. Some counseling skills are Tolerance, Empathy, Patient Listening, Adaptability, Trustworthiness, Mutual Understanding and Openness of mind.

• **Facilitation Skills:** These are the skills that enable a group of people to reach an outcome for which they will take responsibility and to which they will be fully committed. Some examples are running meetings and groups, chairing discussions and organizing planning meetings. Some Facilitation Skills are Leadership, Perseverance, Endurance and Confidence.

1.2.6: **Assertiveness Skill**

Assertiveness is a behavioral skill taught by many personal development experts and behavior therapists as well as cognitive behavior therapists. It is linked to self-esteem and considered an important communication skill. Assertiveness is a way of thinking and behaving that allows a person to stand up for his or her rights while respecting the rights of others. Nonassertive people may be passive or aggressive. Passive individuals are not committed to their own rights and are more likely to allow others to infringe on their rights than to stand up and speak out. On the other hand, aggressive persons are very likely to defend their own rights and work to achieve their own goals but are also likely to disregard the rights of others. Additionally, aggressive individuals insist that their feelings and needs take precedence over other people's. They also tend to blame others for problems instead of offering solutions. *(Burnard, 2005)*

Assertive attitudes and behaviors are at the heart of effective advocacy. A person with an assertive attitude recognizes that each individual has rights. These rights include not only legal rights but also rights to individuality, to have and express personal preferences, feelings and opinions. The assertive individual not only believes in his or her rights but is committed to preserving those rights. An assertive attitude is important in recognizing that rights are being violated. The
passive person is so concerned with being liked and accepted that he or she may never recognize the need to advocate. The assertive person clearly expresses his or her rights or needs. They tend to face problems promptly and they focus on solutions rather than problems.

➢ Enhancing Assertiveness Skill:

Assertiveness Skill can be enhanced through:

- **Assertive Listening**:

  It is one of the most important advocacy skills. The goals of assertive listening are: (1) to let the other know that you want to understand his or her point of view; (2) to understand accurately what another is saying; and (3) to let the other know that he or she has been understood. Remember that understanding is different from agreement. You can understand what another is saying but still disagree with him or her.

- **Listening for Accuracy**:

  It takes concentration and requires you to give your full attention to what the other is saying. It is easier to listen for accuracy when you feel relaxed. If you are tense and your own thoughts are racing, excuse yourself for a minute and go to another room. Take a few deep breaths to relax and clear your mind before returning. Ask questions as they come up, especially if the answers are important to understanding additional points the other party is discussing. Saying *um hum* and nodding your head slightly will encourage the other to continue talking. Most people will discontinue talking without these mild encouragements.

- **Non-verbal Assertiveness**:

  Even when we are silent we communicate a lot through our eyes, facial expression, posture, gestures and personal appearance. Through these nonverbal behaviors we communicate who we are and how we feel. Others draw conclusions about our sincerity, credibility and emotional state based on our nonverbal behavior. Poor eye contact, slouching, nervous gestures and other nonassertive behaviors can convince others that what we have to say can be safely ignored. Awareness of our nonverbal behaviors is an important advocacy tool.
Negotiation and Communication in Meetings:

The resolution of many advocacy problems will involve one or more meetings with service providers and administrators. You will use all of the skills we have discussed; problem analysis, information gathering, action planning and assertive communication in preparing for and participating in these meetings. In this chapter we will discuss additional advocacy techniques and pointers that can help you become a more successful advocate in meetings and negotiations.

1.2.7: Social Skills

Most jobs involve too much dealing with people; for teachers, lawyers, doctors, sales-managers etc. this is the main task. In all professions, there is more or less public dealing. Socially unskilled professionals produce high levels of discontent among their subordinates and colleagues and this leads to low turnover i.e. downfall of an institution or an organization.

In teaching profession, a teacher has to interact a lot with students, parents, alumni, faculty, staff, governing board, authorities etc. at a time. If a teacher does not have the art or skill to interact, then he can’t succeed in his own profession and he can’t train his students properly in the social skills. It is the duty of the teacher to train the students in social skills fully, so, that they can get success in the various professions, which they are going to opt.

Argyle & Henderson (1984) defined the term social skill as a repertoire of verbal and non-verbal behaviour by which an individual affects the responses of other individuals e.g. peers, parents, siblings, friends, teachers etc. in the interpersonal context. The repertoire acts as a mechanism through which an individual influence their environment by obtaining, removing or avoiding desirable and undesirable outcomes in the social sphere. Further the extent to which they are successful in obtaining desirable outcomes and avoiding or escaping undesirable ones without inflicting pain on others in the extent to which they are considered socially skilled.

Social skills are patterns of social behavior, which make individuals socially competent, i.e., able to produce desired effects on other people. The social skills have powerful effects on personal life i.e. on mental health and successful
work performance. Social skills are usually regarded as the behavioral side of social competence; including knowledge, understanding and the absence of anxiety, which contribute to skilled performance. In daily life, the social skills are mainly about the first and professional skills about the second. The social skills have a massive effect on popularity, marriage and other relationships; health and happiness; and work performance. Most of the job stresses are due to the lack of social skills. A successful professional is that who has the skill to involve others with him and to get along with others easily and can influence their personality positively. Lack of social skills lead to delinquency among children; in adolescents, it leads to destructiveness, frustration and lack of confidence; in adults and old people it leads to mental disturbances, loneliness and break down of relations.

- **Problem Areas where Social Skills are Required:**
  
  There are many difficult situations which everyone faces in his day to day life and needs the training of social skills to deal with these difficult situations e.g. we need social skills for:
  
  » Complaining to a neighbour about his constant noisy disturbances to whom you know well;
  » going to a job interview;
  » visiting the doctor when unwell;
  » going to a close relative’s funeral;
  » being a host or hostess at a large party;
  » giving a short formal speech to a group of about fifty persons that you don’t know;
  » going across to introduce yourself to new neighbours;
  » dealing with a difficult and disobedient child;
  » going to a function of a different culture;
  » attending a distant relation’s wedding ceremony, where you know few people;
  » apologizing to a senior for forgetting an important task;
  » for taking turns in group discussions.
In these types of situations, most people try to avoid the situation or they become passive or fail completely to deal with the situation tactfully.

- **Target Group Who Need Training of Social Skills:**

  In general population everyone need training of social skills more or less. But training of social skills is mainly required for:

  » Children, who are rejected, isolated or who have no close friends.
  » Adolescents and young people who are shy, lonely, unassertive. About 40% of students say they are shy and 55% are often lonely (Argyle, 1984). This is one of the largest groups with problems in social skills.
  » Adults who have no friend, or have marital difficulties or who can’t cope with their colleagues and children.
  » Old people, who are lonely, have difficulty in keeping up relations with kin or are quarrelsome.

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**1.3: PERSONAL VALUES**

**1.3.1 Concept of Values:**

Values are the deepest beliefs and sentiments we subscribe to. Consciously, they become our ideals. A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose. Values are spiritual skills.

According to Lewis (1950), our judgement of value of good and evil, right or wrong, better and worse is a kind of genuine empirical knowledge that is comparable to empirical knowledge in other fields.

Broody (1961) considers value as a mere general name for worthiness to be chosen and these are situations where we have problems of what is better, but not much of problem as what is right.

According to Suar (1992) values are desirable ideals located centrally within one’s belief system. They are transferred from generation to
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generation through education, early experience in family, schools and through socialization in organizations and institutions. Values are also institutionalized partly in form of legislation; ultimately they constitute an attribute of individual as well as of the collective culture. Thus values govern human behaviour.

Angira (1995) thinks that values are ideas about desirable states of affairs shared by members of a group or culture. Values are inculcated in childhood and transferred at later stages. They guide our behaviour, act as actions and enable us to choose good or bad throughout life. We can understand a person through the knowledge of his values.

According to Shetty (1997), Value is a conception, explicit or implicit, distinctive of an individual or characteristics, which influence the selection from available modes and ends of action.

Shetty and Pushpanadham (1997) opine that values provide motivational energy, drive, perseverance for one’s action and ever self-evaluation and correction.

According to Bhardwaj (2005) values are thus fundamentally social in origin as well as in their manifestation. The more complex the society becomes, the greater is the need for operation of values. He further adds that values can be broadly classified as (1) positive values and (2) negative values. Whether a value is positive or negative is decided by the culturally defined norms at a given point of time. Thus, values may be defined as those desirable ideals and goals which are intrinsic in themselves and which, when achieved or attempted to be achieved. Evoke a deep sense of fulfillment to one or many or all parts of what we consider to be the highest elements of our nature. Values are norms, which hold and sustain life and society and establish a symbiotic and interdependent relationship between humankind and ecosystem. Values denote a fundamental category; in a common understanding they correspond to what we mean when it is said that Truth, Beauty and Goodness are the Supreme values of life. They occur to us whenever we try to conceive all those states of our being or becoming in which we are likely to find some kind of ultimate fulfillment.

Sudhir (2007) indicated that the values are acquired, learnt and developed. Individual internalizes values through their experiences and experiments in life
through social-cultural interaction and process of socialization. These experiences carry meaning, expectancies and interpretation which is turn lead to acquisition and interlization of values.

Venkatesh (2008) values reflect ones personal attitudes, decisions and choices, behaviour and relationship, they influences our rights, feelings, action and guide us to do the right thing.

According to Taneja (2008) Life with values is always meaningful whereas life in the absence of values is of no use and is not good at all.

Values are psychological objects. We all have values that determine our decisions and guide our lives. Those who value their individuality take responsibility, are self-reliant and act with self-respect. Those who value truthfulness cannot bring themselves to tell a lie. Those who value family or friendship sacrifice their personal interests for the good of others. Those who value goodness cannot bring themselves to do something they know is wrong. We express values in our relations with other people when we are loyal, reliable, honest, generous, trusting, trustworthy, feel a sense of responsibility for family, friends, co-workers, our organization, community or country. On a more physical level, we may place great value on cleanliness, punctuality, orderliness, accuracy, quality, and physical perfection in whatever we do.

1.3.2: Classification of Values:

Values can be classified into four categories namely; Personal values, Cultural values, Social values and Work values.

- **Personal values**: Personal values are principles that define individual. Personal values such as, honesty, reliability and trust determine how you will face the world and relate with people.

- **Cultural values**: Cultural values, like practice of your faith - are principles that sustain connections with your cultural roots. They help you to feel connected to larger community of people backgrounds.

- **Social values**: Social values are principles that indicate how meaningfully to others in social situations, including those involving family, friends and co-workers.
• **Work values:** Work values are principles that guide your behavior in professional contexts. They define how you work and how you relate to your co-workers, bosses and clients. They also reveal your potential for advancement.

Table 1.1 shows different types of values with their examples

<table>
<thead>
<tr>
<th>Personal Values</th>
<th>Cultural Values</th>
<th>Social Values</th>
<th>Work Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring</td>
<td>Celebration of Diversity</td>
<td>Altruism</td>
<td>Autonomy</td>
</tr>
<tr>
<td>Courage</td>
<td>Ethnic roots</td>
<td>Diversity</td>
<td>Competitiveness</td>
</tr>
<tr>
<td>Creativity</td>
<td>Faith</td>
<td>Eco consciousness</td>
<td>Conscientiousness</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Linguistic ties</td>
<td>Equality</td>
<td>Dedication</td>
</tr>
<tr>
<td>Honesty</td>
<td>National ties</td>
<td>Fairness</td>
<td>Equanimity/Ethics</td>
</tr>
<tr>
<td>Honour</td>
<td>Regional ties</td>
<td>Family closeness</td>
<td>Loyalty</td>
</tr>
<tr>
<td>Independence</td>
<td>Tradition</td>
<td>Lovingness</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

1.3.3: Modern Vs Traditional Values:

Values in *modern times* are classified under several heads namely: Organic/health values, Hedonistic or pleasure values, Recreational values, Aesthetic values, Economic values, Personal values, Social values, Intellectual values, Moral values and Spiritual values.

As far as *traditional classification* of values is concerned there are classes of values namely Artha, Kama, Dharma and Moksha. Though the criteria of classification of both modern and traditional classification of values differ yet modern values show affinity with four traditional values as follows:

- Artha- (i) Economic values
- Kama- (ii) Organic /health values
  (iii) Aesthetic values
Introduction

(iv) Recreational values
(v) Hedonistic /Pleasure values

• Dharma- (vi) Moral values
(vii) Personal values
(viii) Social values
(ix) Intellectual values

• Moksha- (x) Spiritual values

This affinity shows that there is interdependence of values and ideals, so stress should be laid on the real well-being of the individual.

1.3.4: Concept of Personal Values:

Personal values for an individual are a reflection of the highest principle of mind and thought, and can even be said to be part of spiritual domain. A value is a belief, a mission, or a philosophy that is meaningful. Everyone has a set of values. These values are what determine which aspects of life are regarded as important or beneficial. Values help determine one’s tastes, one’s way of life, one’s entertainment, one’s social, political and religious interactions. Everybody holds many values and these values are liable to change as one grows. Some of these values may be superficial, transitory or fitting solely the moment in which one finds oneself. While other values, the core values are more fixed and may stay with one throughout one’s life. These core values are one’s personal values. Every individual has a core set of personal values, whether the individual is consciously aware of it or not.

Collectively the term personal values stands for the convictions regarding what is believed to be important and desirable. Personal values come in two varieties: Terminal and Instrumental. Terminal values are the desired end-states that a person strongly wants to achieve such as a comfortable life, freedom or salvation. Each individual has a different set of values in his or her values complex. Instrumental values are convictions about a person’s desired characteristics or way’s of behaving such as ambitious, forgiving or polite. Individuals possess instrumental values because they believe that each one helps
them achieve these terminal values. For instance, ambition may be an instrumental value that helps one progress towards the terminal value of a comfortable life.

Personal values refer to those which are practiced by the individual alone, irrespective of his social relationship e.g. Excellence. Propelled by his own motivation, the individual determines his standards of achievement and can attain these targets, without assistance from any other person. It can also be defined as values in a personal self, which are held in high esteem and present in an individual to some extent. (Dayal, 1991)

In one sense personal values have emerged because people are not satisfied with the way life is at a point in time. The hippies felt that the material view, the keeping up with the Jones's view of life blocked out so much more that life had to offer. On the other side of the spectrum religious people also see the limitations of a just-material life existence. In both instances there is a movement from the material view to the deeper view expressed as values; such as freedom, creativity, and multi-centralism of the hippies, and community feeling, faith, and family values for the religious. Of course, each side creates its own limitations as the necessary quantity of values is not there, or is not applied in right balance. Nevertheless, people perceive that values give meaning to things in an often-empty material world.

As people discover higher psychological, social, and spiritual values, one experience ever-greater meaning, purpose, capacity, power, and delight in living.

According to Middleton (2005), Personal values are principles that define you as an individual. Personal values, such as honesty, reliability, and trust, determine how you will face the world and relate with people.

1.3.5: Classification of Personal Values:

Personal Values include the following Variety of values: (According to Sherry and Verma, 1971):

- Religious Value: This value is defined in terms of faith in god, attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behaviour expressive of the
values are, going to pilgrimage, living a simple life, worshiping God and speaking truth.

- **Social Value**: This value is defined in terms of charity, kindness, love and sympathy for the people, sacrificing personal comfort and gains to relieve the needy in their misery.
- **Democratic Value**: This value is characterized by respect for individuality, absence of discrimination among persons on the basis of sex, language, caste, colour, race and family status.
- **Aesthetic Value**: This value is characterized by appreciation of beauty and harmony, love for fine arts, dance, poetry, love for literature, love for clean surrounding, neatness and system in the arrangement of things.
- **Economic Value**: This value stands for desire for money and material gains. Person with high economic values is the choice of his job. He has favorable attitude towards rich people.
- **Knowledge Value**: This value stands for love of knowledge of theoretical principle of any activity, and love of discovery of truth.
- **Hedonistic Value**: This value is the conception of the desirability of loving pleasure and avoiding pain.
- **Power Value**: The power value is defined as the conception of desire of ruling over others and also of leading others.
- **Family Prestige Value**: This value is the conception of the desirability of such items of behavior, roles, function and relationships as would become one's family status.
- **Health Value**: Health value is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions.
- **Neighbourly Value**: Unlike personal values, the practice of neighbourly values necessitates the interaction of two or more persons e.g. Patience. Though one can practice patience with oneself, the values are best actualized in the exercise of calmness and tranquility with another or with other.
- **Community Values**: Community values entail the complexities of wider interaction between groups of people. E.g. Brotherhood could be practiced
individually with one's immediate neighbours, but the internalization of the values presupposes a progressive, brotherly attitude towards one's community, society and nation, expressed in the concrete, commencing with smaller groups and fanning out to embrace wider ones.

Personal values evolve from the experiences with the external world and change over time. Personal values are implicitly related to a degree of behavioural freedom or autonomy of human beings; they guide decisions by allowing for an individual’s choice to be compared by each choice’s associated values. Personal values developed early in life may be resistant to change. They may be derived from those of particular groups or systems such as culture, religion and political party. (Hill and Howard, 1998)

Personal values can range from commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose. Life can be energized by making full effort to implement the values. Once the values are identified that are meaningful, strategies can be developed to implement them. When determined efforts are made to implement those strategies, good fortune is sure to follow. Following table shows the list of personal values, which may ensure an individual’s success. (Kimbell, 2007)

Table 1.2 shows a list of important personal values culled from years of observing individual success. (Posner 2004)

<table>
<thead>
<tr>
<th>Common Personal Values</th>
<th>Accomplishment</th>
<th>Freedom</th>
<th>Prosperity, Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td></td>
<td>Friendship</td>
<td>Punctuality</td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
<td>Fun</td>
<td>Quality of work</td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td>Global view</td>
<td>Regularity</td>
</tr>
<tr>
<td>Adventure</td>
<td></td>
<td>Good will</td>
<td>Reliability</td>
</tr>
<tr>
<td>All for one &amp; one for all</td>
<td></td>
<td>Goodness</td>
<td>Resourcefulness</td>
</tr>
<tr>
<td>Beauty</td>
<td></td>
<td>Gratitude</td>
<td>Respect for others</td>
</tr>
<tr>
<td>Calm, quietude, peace</td>
<td></td>
<td>Hard work</td>
<td>Responsiveness</td>
</tr>
<tr>
<td>Challenge</td>
<td>Harmony</td>
<td>Results-oriented</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>Honesty</td>
<td>Rule of Law</td>
<td></td>
</tr>
<tr>
<td>Cleanliness, orderliness</td>
<td>Honor</td>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Improvement</td>
<td>Satisfying others</td>
<td></td>
</tr>
<tr>
<td>Commitment</td>
<td>Independence</td>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Individuality</td>
<td>Self-givingness</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Inner peace, calm,</td>
<td>Self-reliance</td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>quietude</td>
<td>Service</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>Innovation</td>
<td>(to others, society)</td>
<td></td>
</tr>
<tr>
<td>Concern for others</td>
<td>Integrity</td>
<td>Simplicity</td>
<td></td>
</tr>
<tr>
<td>Content over form</td>
<td>Intensity</td>
<td>Skill</td>
<td></td>
</tr>
<tr>
<td>Continuous improvement</td>
<td>Justice</td>
<td>Solving Problems</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>Knowledge</td>
<td>Speed</td>
<td></td>
</tr>
<tr>
<td>Coordination</td>
<td>Leadership</td>
<td>Spirit in life (using)</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Love, Romance</td>
<td>Stability</td>
<td></td>
</tr>
<tr>
<td>Customer satisfaction</td>
<td>Loyalty</td>
<td>Standardization</td>
<td></td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Maximum utilization</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>Delight of being, joy</td>
<td>(of time, resources)</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td>Meaning</td>
<td>Succeed; A will to-</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td>Merit</td>
<td>Success, Achievement</td>
<td></td>
</tr>
<tr>
<td>Discovery</td>
<td>Money</td>
<td>Systemization</td>
<td></td>
</tr>
<tr>
<td>Ease of Use</td>
<td>Openness</td>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td>Patriotism</td>
<td>Timeliness</td>
<td></td>
</tr>
<tr>
<td>Equality</td>
<td>Peace, Non-violence</td>
<td>Tolerance</td>
<td></td>
</tr>
<tr>
<td>Excellence</td>
<td>Perfection</td>
<td>Tradition</td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td>Personal Growth</td>
<td>Tranquility</td>
<td></td>
</tr>
<tr>
<td>Faith</td>
<td>Pleasure</td>
<td>Trust</td>
<td></td>
</tr>
<tr>
<td>Faithfulness</td>
<td>Power</td>
<td>Truth</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>Practicality</td>
<td>Unity</td>
<td></td>
</tr>
<tr>
<td>Family feeling</td>
<td>Preservation</td>
<td>Variety</td>
<td></td>
</tr>
<tr>
<td>Flair</td>
<td>Privacy, Progress</td>
<td>Wisdom</td>
<td></td>
</tr>
</tbody>
</table>
1.3.6: Powers of Values to Accomplish:

We all know that values enhance accomplishment. Following are some personal values with their powers to accomplishment. *(Asoken, 2005)*

- **Cleanliness**: attracts prosperity by energizing the atmosphere.
- **Punctuality**: regularizes our activities and thereby makes best use of time.
- **Efficiency**: improves conversion of energy into result.
- **Quality**: gives perfection to workmanship and thereby attracts more work which brings more money.
- **Attention**: makes people, product and market all come towards us as everything in life seeks attention.
- **Harmony**: improves coordination and prevents the scattering of energies necessary for accomplishment.
- **Up to date accounts**: perfection in accounts is a form of attention given to money and thereby makes money respond more.
- **Other person's point of view**: gives a picture of the whole and thereby enhances the accomplishment.
- **Honesty**: makes a person reliable and thereby brings more clients.
- **Freedom**: helps to bring out the creativity in people and thereby accomplishes more.
- **Discipline**: helps to control and channelize activities and energies so that energies are not wasted.
- **Creativity**: helps bring out new ideas and opportunities so that progress keeps growing.
- **Authority**: helps accomplish by extracting work through unquestioned obedience.
- **Soft speech**: helps by conserving energy.
- **Trust**: gives more opportunities for people to interact and work together and thereby accomplishes.
- **Safety**: by making the work place a safe place to work improves productivity.
- **Organization**: coordinates and connects people, money, market, technology and product and thereby improves accomplishment.
• **Systems**: makes routine work fall into a pattern and thereby speeds up work.
• **Secrecy**: ensures accomplishment by keeping confidential matters under cover.
• **Hardwork**: energizes the physical plane where results come.

1.3.7: **Some Basic Personal Values with Developmental Strategies:**

There are some basic personal values which are used in our daily routine life. Following are some examples of these values with their developmental strategies:

- **Simplicity**:
  
  In this time of great complexity and hurry, there is no more important personal value than simplicity. Taking the time to simplify anything that is overly complex is a very helpful skill in these rapidly accelerating times. Simplifying a work not only streamlines it, but makes it more effective and productive, leading to greater results when compared to its former complex arrangement.

  **Strategies:**
  
  » Take any important work or project in life and come up with at least two ways to simplify it
  
  » Develop a half dozen ways to simplify life.

- **Harmony**:
  
  Harmony is the coming together of disparate elements for common purpose. It is the moving together of varied or opposing forces, so that they emerge in a higher truth that all can benefit from (not merely a compromised truth). The value of Teamwork is one variation of the value of Harmony, as is the value of Organization. Harmony is such noble and elevated a value that it can be considered a **spiritual** value.

  **Strategies:**
  
  » Make harmony a permanent personal value that one believes in and practice.
  
  » Over the next few days and weeks notice points of conflict that appear in work and life and seek to implement a higher truth, or point of view, or action in each situation that can harmonize the opposing ideas, conflicts between people, and other forms of opposition.
• **Content over Form:**

We know the expression *don't judge a book by its cover*. It means that is what is inside that is important, not the superficial surface. This expresses in a variety of ways in life. For example, any serious person will judge the truer, deeper meaning of a thing, rather than merely its outer form. A tendency to react to the outer aspect and not its intrinsic value prevents one from getting at the heart, the inherent truth of the matter, taking one away from the full knowledge that would have led to right decisions and actions, and thus great accomplishment and success in life.

**Strategies:**

» Consider various circumstances in life where the outer or surface form is more important than its intrinsic content and value.

» Adjust attitudes and beliefs accordingly.

• **Concern for Others:**

Perhaps the single most powerful way to succeed in life is to have more concern for our fellow human beings. Normally, we are overwhelmingly concerned about our own selves, driven by our own personal motives and ambitions. However, the happiest people literally lose themselves in the feelings, thoughts, and aspirations of others.

**Strategies:**

» When an individual meet with others, he should immediately put himself in their shoes.

» Think only of what they want. Listen carefully to their thoughts and feelings, and show genuine concern and empathy.

» Do this for the entire meeting. Then watch how the interaction goes. Watch how the energy level of the other person increases. The other individual becomes more animated and involved. This way one can shift his concern towards the other person.

• **Practicality:**

Often people with great talent, artistic temperament, or other qualities fail to achieve because they are not practical in their thoughts and deeds. For example,
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when important opportunities come their way, they shun them; or they have a prejudiced view about the value of money, i.e. they shun it. Any attempt on one's part to be more practical will rapidly catapult one from one's current status towards the pinnacle of success.

Strategies:

» List two to four ways that are impractical in life. Now make an effort to ways.

» Keep reaffirming new approach till it becomes part of one’s being.

• Integrity & Honesty:

Sometimes people don't say what they mean in order to hide something, protect themselves or someone else, or simply because they are trying to deceive in order to gain from circumstance.

Strategies: Discussions on these thoughts are essential for developing rich personal values system.

• Results-Oriented:

Some people do their work to keep busy, occupied, entertained or otherwise pass the time. A key to success and achievement in life is to insure that the activities we are engaged leads to a constructive, useful purpose. Those who value real results from actions they take make far greater use of their time, leading to higher levels of success and achievement in life.

• Hard Work:

It is universally agreed that hard work is one of the keys to success in life and work. Without it, few can succeed. A person may not be hard working for a number of reasons -- the influence of parents, a lack of energy, a lack of motivation, a bad experience, pure laziness, etc.

Strategies: Consider why one may not be hard working, and then make a determined effort to change his behavior. Keep up the effort over time.

• Continuous Improvement/Progress:

One of the most interesting values in life is one's innate desire for continuous improvement. Both individuals and organizations, such as a business, can adopt this value. For example, continuous improvement for an individual
might can come in the form of a continuous urge to increase one's knowledge and skills in an area, a desire to improve one's attitudes and temperament, or a desire to do things better or get the best out of things. A company on the other hand can implement the value by continually evaluating and upgrading its procedures, the way it interacts with its customers, the way it treats its employees, and many other ways. Any value when applied can create a positive response from life. Consider this example where an individual’s interest in implementing the values of continuous improvement for her company created a positive result that came out of nowhere.

- **Respect for the Individual:**
  
  One of the most significant personal values is to look on every person as a special, unique individual. This form of deep respect for each person has the power of generating good will, great happiness, and great achievement.

  **Strategies:**
  
  » Every time one meets someone listen to their story and show and feel a great interest and respect. Also, see what unique perspective, knowledge, or insight they can offer.
  » Then be totally responsive to their interests. Make this a regular daily habit in life. Ultimately, make this a value that one cherishes.

**1.3.8: Importance of Personal Values**

Values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct (Reddy, 2001). It plays a vital role in the complete development of an individual. It has a significant importance as follows:

- Personal values help to evaluate individual’s conduct and behavior
- It emphasizes on adopting a balanced approach to life.
- It helps in defining the character of individuals.
- It is an integral part of personal growth.
- It provides a blueprint and direction in one’s lives.
Knowing core values or what is most important is extremely relevant to creating goals, setting priorities and managing time.

It helps in promoting basic and fundamental qualities viz. truthfulness, cooperation, love, peace. Equality etc.

It helps to train an individual to become responsible citizen in their personal and social lives.

These values enable the individuals to understand and appreciate the national goals.

These values helps in creating an awareness to become open and considerate in thoughts and behaviour and to rise above prejudices based on religion, language, caste and sex.

Helps in developing proper attitudes towards oneself and fellow beings, towards one’s own country and towards people of other countries leading to international understanding.

**1.3.9: Relationship of Values and Life Skills**

Personal growth and development is a basic virtue of every individual. It is possible with the help of ethical set of values and sufficient doles of life skills. Values are very important in our lives. It gives right direction to our mind and helps in achieving peace and harmony in us. It determines the way of life one may follow to achieve success in all spheres. Life skills are the skills for life. These are the abilities to adapt positive behaviour that enables us to deal effectively with routine life. Basic aim of life skills is same of values viz. happiness and successful living. For those who embrace the concept of continued personal growth and development, each new day gives an opportunity to practice new life skills. Personal development is not about reaching a state of perfection; it’s about enjoying the life truly and properly. It is feasible only with the continuous application of values and life skills to every opportunity of life. These two terms viz. life skills and values are intimately related in our lives. Classification of life skills given by UNICEF also focuses on the influence of values on self under decision making and critical thinking skills. Self awareness skill also laid stress on the awareness of rights, values and attitudes.
1.4: PSYCHOLOGICAL HARDINESS

1.4.1: Concept of Psychological Hardiness:

Psychological hardiness is a personality trait which consists of commitment, control and challenge. Hardiness is considered as the measure of one's tendency to make relationship to oneself and one's outside world. It is not a mere rigidness or stress endurance, but a power to cultivate one's way under difficult conditions and go through stressful events. It is not like a reckless attack, but an ability to understand conditions around oneself, an ability to self-decision.

Psychological hardiness (a personality trait consists of commitment, control and challenge) is one of the indicator of psychological health based on existential personality theory. One need performance in daily life, when he/she have to communicate something important. Especially, it will be the case on the verge of changing one's value, social status, income, or one's total life. Such conditions are considered as stressful. It is necessary to have stress-overcoming personality trait for effective performance. The psychological hardiness is such trait of human personality. (Kosaka, 1996)

According to American Psychological Association (2008), Psychological hardiness is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress - such as family and relationship problems, serious health problems, or workplace and financial stressors. It means bouncing back from difficult experiences. Research has shown that hardiness is ordinary, not extraordinary. People commonly demonstrate hardiness. One example is the response of many Americans to the September 11, 2001 terrorist attacks and individuals' efforts to rebuild their lives. Being hardy does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to hardiness is likely to involve considerable emotional distress. Hardiness is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.

Psychological hardiness is the resistance we have to stress, anxiety, and depression. Research shows hardiness is the key to the resiliency for not only
surviving, but also thriving, under stress. Hardiness enhances performance, leadership, conduct, stamina, mood and both physical and mental health. Psychological Hardiness is closely related term to Psychological Resilience and resourcefulness. Resilience is a commonly used concept in psychology (such as in child development, adolescent development, psychopathology, and positive psychology) to describe the positive capacity of people to cope with stress and catastrophe. It is also used to indicate a characteristic of resistance to future negative events. In this sense resilience corresponds to cumulative protective factors and is used in opposition to cumulative risk factors. The phrase risk and resilience in this area of study is quite common. Commonly used terms, which are essentially synonymous within psychology, are resilience, psychological resilience, emotional resilience, hardiness, and resourcefulness. (Lambert and Yamase, 2010)

Psychological hardiness is a commonly used concept in adolescent development to describe the positive capacity of people to cope with stress and depression. Psychological hardiness refers to an individual's capacity to withstand stressors and not manifest psychological dysfunction, such as mental illness or persistent negative mood. Psychological stressors or risk factors are often considered to be experiences of major acute or chronic stress such as death of someone else, chronic illness, sexual, physical or emotional abuse, fear, unemployment and community violence. (Neill, 2009)

In humanistic psychology, hardiness refers to an individual's capacity to thrive and fulfill potential despite or perhaps even because of various stressors. Hardy individuals and communities are more inclined to see problems as opportunities for growth. In other words, high hardy individuals seem not only to cope well with unusual strains and stressors but actually to experience such challenges as learning and development opportunities. Whilst some individuals may seem to prove themselves to be hardier than others, it should be recognized that psychological hardiness is a dynamic quality, not a permanent capacity. In other words, high hardy individuals demonstrate dynamic self-renewal, whereas less hardy individuals find themselves worn down and negatively impacted by life stressors. (Reivich & Shatte, 2008)
Life is full of exciting challenges and enormous stress. What then is the difference between people who live full, exciting meaningful lives and those who sit depressed on the sidelines marking time and distressing over their physical and emotional diseases? Actual research into the differences of people under stress who become physically sick versus those who stay well reveal clear differences in how people handle stress and live their lives, a factor called **psychological hardiness**. Research shows three factors which will make the difference, a sense of control, commitment and challenge. These involve your personal leadership skills, your attitudes, values and motivations that are responsible for your success in life. *(Benard, 2010)*

Psychological hardiness is a predisposition that allows an individual to accept the challenges and changes in life with good humor and resilience, which in turn influences behavior that prevents illness. It is an additional general strategy for handling stress in family life or the workplace is the cultivation of a group of character traits. These traits include believing in the importance of what one is doing; believing that one has some power to influence the immediate situation; and viewing life's changes as positive opportunities rather than as threats. These qualities are sometimes referred to as the 3 Cs, which stand for commitment, control and challenge. Approaches to stress reduction that enhance these qualities are especially beneficial to people *(Jonas, 2009)*

Psychological hardiness is buffer against aging. It is the resistance we have to stress, anxiety, and depression. It includes the ability to withstand grief and accept the loss of one's loved ones which is critical for survival. Coping and dealing with stress in a positive manner plays a major role in slowing down the process of aging. It refers to being tolerant and accepting of others, effectively handling stress, good in management of moods, even tempered, self sufficient, self-reliant and feeling good about oneself. *(Sharma, 2010)*

**Psychologically high hardy people** have an intellect of personal control over their lives. Their locus of control is internal. They have positive thinking and a strong sense of autonomy and independence. They take responsibility for their actions. They accept change as a challenge. They are deeply committed to their work and values. They are hard working and readily take responsibility to achieve
success. They are active, not passive, in pursuing their goals and truly enjoy learning. On the other hand psychologically low hardy people are fearful of change and react with helplessness and distress. They do not like to deviate from routine and are insecure in new situations. Although high hardy students, compared with low hardy students, did not appraise positive events as having greater impact, they perceived that negative events had significantly lesser impact. In addition, low hardy students reported using passive and avoidant coping strategies significantly more frequently than high hardy students.

According to Kobasa (1979), hardiness is a personality dimension, that is believed to confer resistance against the effects of psychological stress. Hardiness is a composite consisting of internal locus of control, commitment and challenge.

Definition of three components of Hardiness given by Maddi et al. (1990) states that persons high in commitment think of themselves and their environment at interesting and worthwhile and thus can find something in whatever they are doing that pricks their curiosity and seems meaningful persons, high in control believe that they can through effects, have an influence on what goes on around them; and persons high in challenge believe that what improves their lives in growth through learning rather than easy comfort and security.

According to Allred and Smith (1989); Selye (1990) and Weibe & McCallum (1991), hardiness alters to appraisal component, it reduces the appraisal of threat and increases the expectation of successful coping.

Hardiness operates as a stress buffer as well as direct influence or health, so hardiness, is usually conceptualized as a cognitive personality variable consisting of a sense of commitment, control and challenge (Sinclair and Tetrick 2000).

According to Kobasa (1979), the effect of hardiness on mental health is mediated by appraisal and coping mechanism, which has been shown in the Fig. 1.10.
Kobasa et al. (1982) have claimed that hardiness is associated with a tendency to perceive potentially stressful events in less threatening terms. Findings show that hardy persons appraise the events as less stressful and remain optimistic about their ability to cope with them. Allered & Smith, (1989); and Weibe & Mc-callum (1991) have opined that hardiness alters two appraisal components; it reduces the appraisal of threat and increases the expectations of successful coping.

Hardiness is also associated with the choice of coping strategies for dealing with stressful events. Kobasa (1982) suggested that hardy people refer to rely on active transformational coping, which transforms stress into a benign, experience by means of problem focused strategies. In contrast, persons low in hardiness may prefer to use regressive coping strategies such as cognitive and behavioural withdrawal and denied which neither transform the situation nor solve the problem and may even enhance emotional problems and maladjustment.

Maddi and Khoshaba (2007) explained Psychological hardiness as a pattern of attitudes and skills that provides the courage and strategies to turn stressful circumstances from potential disasters into growth opportunities instead. As such, hardiness is particularly relevant to inherently stressful settings, such as military service. First, theory and research on hardiness assessment and training is
summarized in a manner than highlights relevance to stressful situations. Discussed then are likely applications of hardiness assessment and training in particular military contexts, such as selection and preparation for Special Forces or other extreme assignments, and treatment of combat-related physical and mental disabilities.

Maddi and Kobasa (1979) coined the term psychological hardiness and spawned much research into the relationship between it and physical health. They concluded and others have largely affirmed that hardiness promotes physical health under stress. They also attempted to explain why hardy persons are impervious to the debilitating effects of stressful life events. So hardiness concept focuses on persons that remain relatively healthy after experiencing high amounts of stressful life events.

According to Maddi and Kobasa (1979) there are three general questions to be asked. i.e.

- What is constant in our world: personal and organizational?
  Uncertainty and constant need for improvement.
- What’s the result of it?
  Stress
- What’s the prescription for it?
  Build your “psychological hardiness”

Maddi and Kobasa (1979) in their original research found that people who possessed the three C’s were flat-out healthier. They identified three dimensions (popularly known as 3 C’s to Psychological hardiness) that tend to promote this sense of hardiness and in turn physical wellness. These are:

- **Commitment:** Psychological high hardy people are very high in commitments. That is, they showed a tendency to involve themselves in, rather than experience alienation from whatever they are doing or encountering. They are deeply committed to their work and values. They readily take responsibility and work hard to make their dreams come true. They are active, not passive, in pursuing their goals and truly enjoy learning. They spend considerable time on their work and truly enjoy the process of learning, feeling proud of their
accomplishments that are well-earned. People with psychological hardiness tend to have and hold a sense of purpose in what they do. Personally, this measure invites oneself to reach to his deeper values, which exist no matter what the context. So, if dignity, respect, honesty, love, or creativity matter to an individual, he can invoke these core values no matter where he is. There are some factors which show the quality of commitment in an individual. These factors are:

» **Commitment:** High hardy people have a strong sense of commitment to succeed in life.

» **Endurance:** They work hard and diligently at tasks and always finish their work on time.

» **Intellectual Self-Confidence:** They love intellectual challenges and enjoy learning new things.

» **Strength of Belief:** They believe strongly in their abilities and are committed to succeed

- **Control:** Psychologically high hardy people have a sense of personal control over their lives. Their locus of control is internal. They feel and behave as though they are influential rather than helpless in facing the various rewards and punishments of life. They are optimistic and feel they are Masters of their Fate! They have a strong sense of autonomy and independence and take responsibility for their actions. They have a strong will to achieve and to make a difference with their lives. People who have a sense that there are things they can do, and people who focus in the domain of what they can do, rather than what’s outside their control, tend to be more hardy and less painfully stressed. There are some factors which show the quality of control in an individual. These factors are:

  » **Self-Discipline:** High hardy people are highly self-motivated and have a strong sense of self-discipline.

  » **Achievement Need:** High hardy people have a high achievement need and strive hard to be successful.

  » **Autonomy:** They are a courageous independent thinkers and like to work independently

  » **Inner motivation:** They are very determined and have strong will and inner drive
**Challenge:** Psychological high hardy individuals are high in challenge. They see change as a challenge to master and approach change with positive attitudes of confidence and self-determination. They believe that change rather than stability is normal in life. They praise change as an interesting incentive to personal growth, not as a threat to security. Low hardy people are fearful of change and react with helplessness and distress. They do not like to deviate from routine and are insecure in new situations. Psychologically high hardy people embrace new challenges and continually grow from their new experiences for example *mountain to climb!* People with hardness, enjoy challenge. They generally see themselves as capable of change and expect life around them to change. They believe that mistakes are cause for learning, losses are preludes to winning, and weaknesses create opportunities to grow better. There are some factors which show the quality of challenge in an individual. These factors are:

- **Change:** High hardy people like to experiment and try new things. They are creative and imaginative.
- **Self-Confidence:** They are confident in new situations and seek new experiences.
- **Optimism:** They are positive and optimistic in meeting challenges.
- **Self-Determination:** They show strong will and determination in the face of challenge and work hard to succeed.

**1.4.2: Characteristics of Psychologically Hardy People**

Suniya (2007) has mentioned the following characteristics of hardy people

- Ability to *bounce back* and recover from almost anything
- Have a *where there’s a will, there’s a way* attitude
- Tendency to see problems as opportunities
- Ability to *hang tough* which things are difficult
- Capacity for seeing small windows of opportunity and making the most of them
- Have deep-rooted faith in a system of meaning
- Have a healthy social support network
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• Has the wherewithal to competently handle most different kinds of situations
• Has a wide comfort zone
• Able to recover from experiences in the panic zone or of a traumatic nature
• Self confident, optimistic and self determined
• Committed and self disciplined

Examples of Psychologically Hardy people are:

• **Helen Keller**
  (Blind and deaf from birth, demonstrated remarkable resilience in learning how to communicate and live with passion)

• **Nelson Mandela**
  (Jailed for decades in South Africa during apartheid, then later leader of the country)

• **Aung San Suu Kyi**
  (Pro-democracy advocate in Myanmar whose father who lived under threat and house arrest for many years)

• **Anne Frank**
  (Jewish girl who kept famous diary and notes whilst hiding from Nazis, then later died in a concentration camp)

1.4.3: Expressions of Psychological Hardiness

Hardiness can be described by viewing:

• Good outcomes regardless of high-risk status,
• Constant competence under stress,
• Recovery from trauma, and
• Using challenges for growth that makes future hardships more tolerable

Resilient people are expected to adapt successfully even though they experience risk factors that are against good development. Risk factors are related to poor or negative outcomes. For example, poverty, low socioeconomic status, and mothers with schizophrenia are coupled with lower academic achievement and more emotional or behavioral problems. Risk factors may be cumulative, carrying
additive and exponential risks when they co-occur. When these risk factors happen, according to a study conducted on children, resilient children are capable of resulting in no behavioural problems and developing well. Additionally, they are more active and socially responsive. These positive outcomes are attributed to some protective factors, such as good parenting or positive school experiences.

1.4.4: Factors Related to Psychological Hardiness

According to American Psychological Association (2008) there are combination of factors contributes to hardiness. Many studies show that the primary factor in hardiness is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models, and offer encouragement and reassurance help bolster a person's hardiness.

Several additional factors are associated with hardiness, including

» The capacity to make realistic plans and take steps to carry them out
» A positive view of yourself and confidence in your strengths and abilities
» Skills in communication and problem solving
» The capacity to manage strong feelings and impulses

All of these are factors that people can develop in themselves.

According to Wang et al. (2009), several factors are found to modify the negative effects of adverse life situations. Many studies show that the primary factor is to have relationships that provide care and support, create love and trust, and offer encouragement, both within and outside the family. Additional factors are also associated with resilience, like the capacity to make realistic plans, having self-confidence and a positive self image, developing communication skills, and the capacity to manage strong feelings and impulses.

Another protective factor is related to moderating the negative effects of environmental hazards or a stressful situation in order to direct vulnerable individuals to optimistic paths, such as external social support. More specifically, Werner (1995) distinguished three contexts for protective factors namely; personal attributes, including outgoing, bright, and positive self-concepts; the family, such as having close bonds with at least one family member or an
emotionally stable parent; and the community, like receiving support or counsel from peers.

Besides the above distinction on resilience, research has also been devoted to discovering the individual differences in resilience. Self-esteem, ego-control, and ego-resiliency are related to behavioral adaptation.

A number of other factors that promote hardiness have been identified:

- The ability to cope with stress effectively and in a healthy manner
- Having good problem-solving skills
- Seeking help
- Holding the belief that there is something one can do to manage his feelings
- Having social support
- Being connected with others, such as family or friends
- Self-disclosure of the trauma to loved ones
- Spirituality
- Family, Religion and Emotion
- Having an identity as a survivor as opposed to a victim
- Helping others
- Finding positive meaning in the trauma

1.4.5: Development of Psychological Hardiness

Various sources have found the conditions in early life that lead to sense of commitment, control and challenge as the marks of hardiness:

- Parent child interaction
- Supportive early interactions build commitment.
- Early environment permitting mastery builds control
- Environment changes perceived as richness build challenge.
- The atmosphere that breeds hardiness.

The quality of interactions children, have with their parents lead the, overtime to develop general view points or dispositions towards themselves and their environment. Children attempt to satisfy their needs and potentialities in many ways when parents meet these efforts with approval interest and
encouragement, the child feels supported and on this basis, comes to view self and world as interesting and worthwhile. So development of commitment is the overall degree of parental support (Maddi and Kobasa, 1979) what build control is for the child’s interaction with environment, it involves predominantly tasks that can be mastered because they are moderate in difficulty (Mc-Clelland, 1978). So children will sense that they are able to influence things and will learn a willingness to act on that sense. Sense of challenge, reflects the degree to which persons early environment changed and that change was regarded as rich. Children should be encouraged to use their mental signs of richness and possibility. Family atmosphere is likely to develop hardiness in youngsters.

The American Psychological Association (2008) suggested 10 Ways to Build Hardiness, which are:

- **Make connections:**
  
  Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about oneself and will listen to strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

- **Avoid seeing crises as insurmountable problems:**
  
  One can't change the fact that highly stressful events happen, but can change how one interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which one might already feel somewhat better as one deal with difficult situations.

- **Accept that change is a part of living:**
  
  Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help focus on circumstances that one can alter.

- **Move toward goals:**
  
  One should develop some realistic goals. One should do something regularly-even if it seems like a small accomplishment-that enables an individual
to move toward his goals. Instead of focusing on tasks that seem unachievable, just see one thing which was accomplished today that helps move in the direction one want to go.

• **Take decisive actions:**
  One should act on adverse situations as much as one can. One should take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

• **Look for opportunities for self-discovery:**
  People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.

• **Nurture a positive view of yourself:**
  One should developing confidence in his ability to solve problems and trusting his instincts helps build resilience.

• **Keep things in perspective:**
  Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

• **Maintain a hopeful outlook:**
  An optimistic outlook enables to expect that good things will happen in one’s life. One should always try to visualize what one wants, rather than worrying about what one fear.

• **Take care of yourself:**
  One should pay attention to own needs and feelings and engage in those activities that he enjoy and find relaxing. Exercise regularly. Taking care of oneself helps to keep one’s mind and body primed to deal with situations that require hardiness.

  **Rein (2008)** propounded 7 point formula for developing Psychological hardiness. She developed this formula especially for military personnel of U.S.
army. From the U.S. Army Survival Handbook: the mission of soldier in a survival situation is to stay alive. He has been going to experience an assortment of thoughts and emotions. These can work for him, or they can be his downfall. Fear, anxiety, anger, frustration, guilt, depression and loneliness are all possible reactions to the many stresses common to survival. When the survivor cannot control these reactions in a healthy way, they can bring him to a standstill. This soldier experiences psychological defeat long before he physically succumbs.

There is no doubt that our troops encounter an almost unimaginable stress level. Accordingly, developing psychological hardiness in troops remains a core component of today's military training. The 7 Point Formula of developing psychological hardiness for Survival Situations is as follows:

- **Know yourself:** One should always try to discover who he is on the inside. The army notes the need to strengthen stronger qualities and develop those areas that one knows are necessary to survive. In civilian language: Maximize strengths and minimize weaknesses.

- **Anticipate Fears:** The Boy Scouts slogan *be prepared* has never been more true. Plan for life's worse case scenarios. Although an estimated 92% of our fears never come true and we don't want to become a worry wart, anticipating our response can help you not only make better business and life decisions, it also prepares us for needed reaction under fire.

- **Be Realistic:** While a huge believer in *the law of positive expectation* aka *the Secret* also learned to temper enthusiasm with a dose of reality or what the military calls an *Honest Environmental Assessment*. This has many applications to both stress and time management. It's a good practice to get in the habit of under-promising and over-delivering when it comes to giving commitments. Be realistic in situational assessment and commitments.

- **Adopt a Positive Attitude:** In a survival situation people who most often perish say *Oh, NO, we're all going to die* whereas people who survive say what is the very next step need to take to survive this situation? Are our problems focused or solution oriented? We should exhibit the qualities of people who handle stress well, including enjoying moments of solitude each day, using
humor and play to change moods and being able to tolerate frustration without falling apart. One should adopt positive attitude towards every situation of life.

• **Remind Yourself What is at Stake:** In combat situations it's our life and the lives of other depending on us to do our share. Life is no different. Among the qualities of those who handle stress well is they value life every day.

• **Train:** The military has one of the best training programs in the world using realistic simulations to prepare troops for field reality. View each day as a survival situation. What did we do and or/handle well? Where and how could we have improved our reactions to improve the outcome? Good training is very important aspect.

• **Learn Stress Management Techniques:** The same training used in the military (relaxation, time management, assertiveness and cognitive restructuring) represent essential training for business and life.

### 1.4.6: Enhancing Psychological Hardiness

Hardiness is not a fluke; it generally emerges in people who’ve trained hard, have particular attitudes, cognitive and emotional skills and a deep determination to overcome serious challenges.

Building the psychological hardiness of at-risk populations has become an increasingly popular target of community intervention, youth work, social work and personal development programs during the latter 20th century.

Community efforts to enhance hardiness through intervention programs have been increasingly seen as pro-active, preventative, potentially cost-saving, and positive approaches to minimizing psychological dysfunction. Enhancing psychological hardiness seems to be an underlying theme in both clinical and humanistic or positive psychological work, as well as in challenge-based personal development programs.

A simple formula worth remembering for how to foster someone’s growth and development of hardiness is:

\[
\text{Growth} = \text{challenge} + \text{support}
\]
Any level of challenge can be provided if the support is corresponding. But even a small amount of challenge may be too much and lead to traumatic experience if the person isn’t well supported. (Polly, 2005)

Contending with stressful situations in the workplace is a common occurrence for all health care providers. Stress has numerous devastating effects on the workplace environment, as well as upon individuals who become victims of stress. However, enhancing psychological hardiness may facilitate an individual’s ability to deal with workplace stress. Psychological hardiness, a personality style consisting of commitment, control and challenge, encourages human survival and the enrichment of life through development. This article provides an overview of psychological hardiness and workplace stress, and proposes strategies that one can use to enhance commitment, control and challenge in an effort to reduce the impact of stress. (Clinton and Hiroaki, 2006)

1.4.7: Relationship of Psychological Hardiness and Values

Today’s world is full of tough competitions. In this age of increased competitions, stress level of individual increases many fold. The success of individual depends upon his capabilities and inner potentialities. For this, a definite set of beliefs and values is very much required. Desirable sense of one’s self as having a personal and collective sense of purpose, ability for self-appraisal of strengths and weaknesses, aspirations, beliefs and values, including spiritual and religious identification is requires for the survival. Hardiness is one of the key areas which help an individual to gain self confidence and appropriate balance of self to bear stress and cope with the routine hurdles of life. Psychological hardy person has his own set of beliefs and values which help him to standby in tough situations of life. For example; freedom and leadership are some common values which are generally found in psychologically hardy people. They always prefer to lead a group and freedom in self expressions. They try to align their thoughts and actions with their values.

Values and hardiness has a good direct relationship. Positive values will always lead to high hardiness and vice versa. Values are Psychological objects, like self reliant and control are the basic values of hardy people. Commitment with
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others due to faith in self capacity is also a chief feature of hardy people. Faith is cultural value which is being imbibed in them. These two viz. values and hardiness are required for self direction and success in all spheres of life.

1.4.8: Relationship of Psychological Hardiness and Life Skills

Psychological hardiness is that personality trait which helps an individual to cope up difficult situations and stressful events of life. It is a tendency of one’s to make cordial relationships to oneself and with outside world. Life skills are the skills required for successful living. With these skills, one is able to explore alternatives and make rational decisions in solving each problem of life. Both life skills and hardiness focuses on the same goal i.e. successful and happy life. The main motive of both is same. Both will try to develop good insight in an individual to overcome problems and stressful events of life. Today’s world is full of difficulties and life in this world becomes an art for those who have mastered the skills of life and have high order hardiness. Life is full of exciting challenges and stress. But some people still live happy and healthy life meaningfully. This happens only due to the presence of hardiness and use of appropriate life skills. These two terms are properly related with each other to solve the problems of life and helps in living happy and meaningful life.

1.5: SIGNIFICANCE OF THE STUDY

Education is in the progressive stage of development. In the modern world teaching learning processes are becoming more and more scientific in nature. The socio-cultural ethos is being meaningfully merged in the technology of education. Models of teaching are one of the famous strategies of technology of education. If followed in the school environment, undoubtedly leave an indelible impact on the minds of children. Awareness to give meaningful interpretation to the personalized experiences in the field of learning and awareness training model, a strategy to enhance and promote awareness of the surroundings definitely are being rated as important contributions towards the attainment of concepts. Heightened awareness of the self and that of the immediate peer group, the larger society and the entire cosmos will ultimately result in leaving an imprint on the minds of the children belonging to 16-17 age group.
In this age of increasing globalization and enhanced communication, achievement of excellence attains a specific significant position. Today professional excellence needs to be combined with excellence in life skills. Life skills are the abilities which are necessary for effective interaction of the individual with the environment and provide an appropriate motivational attitude. But apart from intellectual skills, many more life skills are required by an individual to lead an effective life.

In today’s world of diminishing distances and increased collaborations, academic excellence, in order to gain meaning, needs to be combined with the lightened awareness of self and surroundings. By the age of 16-17 years it is expected that the youth will be receiving education towards the promotion of excellence in these dual traits viz. academic excellence and life skills. The students of +1 class should be receiving education in this direction in sufficient doles in order to prove their mettle in this world. The integrative strategies of value education promote teaching of values (they may be social values or personal values) through the routine academic activities. Personal values help the students in adopting a balances approach to life. It also helps in creating an awareness to become open and considerate in thoughts and behaviour and to rise above prejudices based on religion, language, caste and sex.

These days students are surrounded by a number of stressful situations. Achievement of students under stress is also academically less. Some students take the stress in healthy way and some get depressed. In such situations it becomes important to understand child’s level of hardiness, so that appropriate strategies can be applied for their success. Psychological hardiness is a commonly used concept in adolescent development to describe the positive capacity of people to cope with stress and depression. Living with lack of self awareness, insufficient personal values and low level of psychological hardiness adds fuel to fire. It has become indispensable to enhance awareness and develop values amongst the individuals to make them psychologically hardier and socially adjustable. Thus the present study aims at studying the inculcation of personal values as well as proficiency in life skills in relation to psychological hardiness through Awareness Training Model.