IMPACT OF LIFE-SKILLS TASK PACKAGE BASED ON INDIAN PHILOSOHICAL THINKING ON STUDENT TEACHERS’ PERCEPTION REGARDING QUALITY OF LIFE

भारतीय धार्मिक धिंतनप्रशाली पर आधारित ज्ञानकीशाल प्रकारसंपुटनो प्रशिक्षाशीर्षोना ज्ञानी गुणवत्ता अंशेना प्रत्ययोकरण पर प्रभाव

a synopsis submitted in fulfillment of the requirements for the degree of
Doctor of Philosophy
in Education

Guide
Dr. Mahendra A. Chotalia

Researcher
Rita A. Parmar

Department of Education
Sardar Patel University
Vallabh Vidhyanagar
1.0 Introduction:

**Education means a skill of living life.**

This statement ascertains relation between life and education. Education is the process of enhancement and development of human life. Each experience of life can be called Education. In fact, the whole human life is education and education is life. Education expands the horizon of the knowledge of human being, deepens the vision, refines the responses and triggers emotions and actions.

Today, Education has become synonym of information. Because of this, information is being dumped in the mind of the students. In reality, education should be maker of human being and internalization of thinking, feelings and skills.

Emphasizing the need for Indian Philosophy, University Education Commission has said “Philosophy of Education is the sum total of Philosophical beliefs which activates education for developing holistic personality of students. If this is not done, students, after completing schooling of higher education, would feel like carrying the burden of their self, aimlessly in the ocean of life.

The present world witnesses the fact that in the last decade stress, anxiety, fear and terrorism have been increased. In the preface of the Dollors Report (1995), it has been said that education is for co-existences and self awareness. It has been empathetically told that Indian Philosophy points to the qualitative ways for 21st Century for entire human race. Thus, the present society demands that through Education, students acquire skills for living life in perspective of philosophical wisdom and hereby live their lives qualitatively.

2.0 Selection and definition of the problem:

Balanced and holistic development of a personality is aimed at through education, which makes it possible to live one’s life qualitatively and successfully. But looking at the life of today’s educated person, the question arises is : Has education succeeded in such type of development of an individual ? The so called educated person is lagging behind in facing the everyday problems of his life successfully.

Life-skills education is no more a new venue of study of study and research.WHO came out with a list of 10 life-skills for 21st century life. Since than lot of educational
activities and material production is done in this area. Even GCERT has conducted workshops and prepared two handbooks for life-skills education. In all these activities the western world view is maintained and intensified.

There was a need to think of Indian life-which is strongly embedded in our spiritualism and philosophy. We thought of deriving Indian life-skills from our own philosophical deliberation in Upanishads and Six Darshans. Thereafter, it was planned that these Indian wisdom be defined as ‘life-skills’, components are enlisted and a task-package is developed to teach these skills to pre-service student teachers. This was the work worthy for a good research project.

Vidyabharti is an Educational enterprise spread all over India. It works for bringing social change through Education. While working with it, the researcher was thinking about various questions in context of the development of life of students. Moreover, the researcher undertook an experimental research based on ‘Yog Darshan’ at M.Ed. level and worked in a training session for teacher education. Because of this experience, it was observed that Indian students have a kind of base of Indian Philosophy. So whether, in reality,is it possible that life oriented development be facilitated through Indian Philosophy.

This question encouraged the researcher to undertake a study in this area.

3.0 Statement of the problem and operational definitions:

The statement of problem of the present study is stated as under:

IMPACT OF LIFE-SKILLS TASK PACKAGE BASED ON INDIAN PHILOSOPHICAL THINKING ON STUDENT TEACHERS' PERCEPTIONS REGARDING QUALITY OF LIFE

3.1 Operational definitions:

Impact is the sum total of measured and reported effect. In this research, impact would mean the difference of scores on the pre and post test, and post tests on experimental and control group on quality of life inventory. Impact would also include the qualitative judgments derived by the researcher from informed talks, interviews and observation.
3.1.2 Life-skills (LS):

Means- "Those skills/competences and abilities which enable a person to efficiently fulfill his/her daily needs take on real life challenges with a positive spirit" (WHO:1997)

In this research, LS have been framed and defined from major ideas, concepts, principles and values innate in Indian philosophical thinking. These are: JHFU’1T (Selfawareness), LGHz!Fq (Self observation), SFTDFEFJ (One-ness with beings), \\ID (Self-restrain), LJJ[S (Discrimination).

3.1.3 Task package:

It is a well-knitted programme of various activities, especially, learning oriented, wherein the learner has to take initiative and strain to understand the idea underlying that practical task.

The package of tasks, in this research, included teaching-learning activities done through pair work, group-work, discussions, short assignments, outdoor activities, watching movies, reading comprehension and other strategies applied for intensive and extensive understanding of the selected LS. The duration of learning through this task package was 40 hours.

3.1.4 Indian philosophical thinking:

Broadly includes: Upanishads, Six Darshans, Bhagvat Geeta, Jainism, Buddhism and some 20th century thinkers' philosophy i.e. Aurobindo, Osho, J.Krishnamurti S. Radha krishna, Gandhi, etc.

In this research major ideas, concept or principles of these systems, thinkers and books were short-listed to frame LS.

3.1.5 Student teachers:

In this study student teachers means: students pursuing their B.Ed. degree.

3.1.6 Perceptions:

Means the learners’ sensing, identifying, categorizing and interpreting the stimuli presented before them. Perception, generally includes one’s ideas, judgments, opinions, attitudes and values regarding the subject under consideration.
3.1.7 Quality of Life (QoL):

In this study it means the scores of students on QoL inventory; plus the generalized interpretation of the students’ reflective views on various aspects of life in which excellence is aimed at.

4.0 Objectives of the study:

4.1 To determine important LS on the basis of major ideas, concepts, principles and exhortations in Indian philosophical thinking through books and experts’ opinion.

4.2 To define the dimensions of selected LS in their empirical-practical implications.

4.3 To develop the Life-Skills Task Package [LSTP].

4.4 To validate the LSTP through experts and piloting.

4.5 To devise and utilize qualitative techniques to bring about student teacher's Perceptions regarding quality of life.

4.6 To construct an inventory on the internalization of the LS, [LSII]

4.7 To study the effect of LSTP on student teachers’ internalization of the LS in relation to their gender, religions faith, parental education and leisure time activities.

4.8 To study the effect of LSTP on student-teachers' perceptions regarding quality of Life in relation to their gender, religions faith, parental education and leisure time activities.

4.9 To study the co-relation between student teachers' internalization of LS and their perceptions regarding quality of life.

4.10 To study the feedback of student-teachers on LSTP.

4.11 To make recommendation for teaching selected LS at different levels.

5.0 Research Questions:

- What is life-skill according to Indian philosophical thinking?
- How life-skills can be practiced in our life in Indian context?
- Why Indian philosophical thinking based life-skills are important for contemporary world?
- What can be the dimension of Indian life-skills?
• How learning tasks can be devised for including Indian life-skills?
• What can be the impact of life-skills teaching programme on student teachers’ perceptions regarding quality of life?
• How much difference can there be of this programme on student teachers’ in relation to their gender, parental education, religions faith and leisure time activities?
• How can these life-skills be incorporated in our routine curriculum and classroom teaching?

6.0 Significance of the study:
6.1 This study will be useful in establishing strength of Indian thinking in perceiving quality of life.
6.2 The LS learning might enable the student-teachers to take up challenges with a positive frame of being.
6.3 The study will help teacher educators in understanding LS within Indian philosophical thinking. LSTP might be a model for implementing value education in the class.
6.4 The textbook writer can be benefited by the explication of LS dimensions. These descriptions of Indian LS may form an integral part of curriculum for languages and social science subjects.
6.5 The future researcher may take a cue to carry out a research by qualitative and quantities methods and techniques.

7.0 Variables:
7.1 Independent variables:
    7.1.1 Life Skills Task Package (LSTP)
7.2 Dependent variables:
    7.2.1 Perceptions regarding quality of life (QoL).
    7.2.2 Life Skills Internalization Inventory (LSII)
7.3 Controlled variables
    7.3.1 level of study (B.Ed.)
7.4 Other Independent variables:
    7.4.1 Gender - male/Female
7.4.2 Parental education - 1 to 7 std.
     8 to 12 std.
     Graduation
     Post graduation & plus
7.4.3 Religions faith - major religions or sect or a group
7.4.4 Leisure time activities – Reading – Writing
     -Sports-music
     -T.V.-Computers
     - Social Service

8.0 Hypotheses:

8.1 The post-test mean scores on LSII will be significantly higher than that of pre-test in experimental group.

8.2 The post-test mean scores of experimental group on LSII will be significantly higher as compared to those of the controlled group.

8.3 There will be no significant difference in the post-test mean scores on LSII in the experimental group in relation to gender, parental education, religions faith and leisure time activities.

8.4 The post-test mean scores on inventory of quality of life will be significantly higher than that of pre-test in experimental group.

8.5 The post-test mean scores of experimental group on inventory of quality of life will be significantly higher as compared to those of the controlled group.

8.6 There will be no significant difference in the post-test mean scores on inventory regarding quality of life in the experimental group in relation to gender, parental education, religions faith and leisure time activities.

8.7 There will be significant co-relation between the post-test scores on the LSII and post-test scores on the inventory of perceptions of quality of life in experimental group.

8.8 There will be no significant difference between the scores on the post – test of LSII and the scores on the delayed post test of LSII.
9.0 **Scope of the study:**

9.1 This study included only prominent or major ideas, concepts, principles and values explicit in Indian philosophical thinking for deriving and framing LS.

9.2 The researcher selected five life-skills [:JVHFU'IT (self-awareness),LGZL!Fq (Self observation),SFtDTFEFJ(One-ness with beings)], \ID (Self-restrain),\JJ[S (Discrimination)] with their pragmatic dimensions.

9.3 The task package comprised of learning centered activities through materials in print, audio-visual media or multimedia.

9.4 Only 43 student teachers were selected to the life-skills orientation programme through the task-package.

9.5 The study did not intend to explain or teach the subtle philosophical or spiritual explanations of the selected life-skills.

10.0 **Research Methodology:**

This is an experimental study with an integration of quantitative as well as qualitative methods of interpretations.

The two groups pretest-posttest design was accepted for this study. There were for experimental group a pre-test, treatment and a post-test, whereas there was no treatment but only a post test for the controlled group.

10.1 Population:

All the students pursuing their B.Ed. in Gujarat, was the population of for this study.

10.2 Sample:

A group of 43 student-teachers, studying in R.G.T. B.Ed. college of Porbandar was selected as the experimental group. A group of 43 students of Dr. V.R. Godhaniya B.Ed. college of Porbandar was selected as the controlled group. Thus the total sample was of 86 student-teachers. The sample was selected by 'convenient sampling' method. The researcher was working as a senior lecturer in DIET-Porbandar. DIET-Porbandar and R.G.T. B.Ed. college, Porbandar both are in the same campus & both are operated by G.C.E.R.T. Gandhinagar. So the student teachers’ of R.G.T. B.Ed. college Porbandar were selected as convenient sample. The groups were equalized on basis of their merits for admission at B.Ed.
Tools for the study:

Tools for qualitative data:

10.3.1 Student teachers’ journal developed by the researcher
10.3.2 Researcher’s diary developed by the researcher
10.3.3 Observer’s report developed by the researcher

Tools for statistical data:

10.3.4 Life skills internalization inventory was developed by the researcher
10.3.5 Quality of life inventory developed by Dr. Mahendra Chotalia
10.3.6 Quality of life scale developed by Dr. Mahendra Chotalia
10.3.7 Student teachers feedback scale developed by the researcher

Tools for statistical and qualitative data:

10.3.8 Expert’s opinion sheet developed by the researcher

Techniques used for data collection

10.3.9 Observation
10.3.10 In depth interview.

Development of Life- Skills tasks Package (LSTP)

To develop this package following procedure was followed.

- Reading and review of Bhartiya Shaddarshan, books on Indian Philosophy & Educational philosophy and related researches.
- Selection of five Life skills based on expert’s opinions.
- Construction of a task package for Life Skill at primary level
- Validation of Life Skill Task Package through experts.
- Construction of final Life Skill Task Package.

This was developed meticulously and carefully to make students understand life skills in perspectives. It consisted work-sheets, exercises, pair work, group work activities, observation sheets, discussion plans and questions, Picnic. It was based on the practical aspects of selected skill components at conscious cognitive and affective level. The package included print, audio-visual and multimedia materials. It was validated by experts and a sample testing in the classroom.

Implementation of LSTP:

The study was conducted under two major parts. First was development of the task package and second was its implementation. The implementation also intended for quality
improvement of the package. The implementation started from 13 August 2013. The execution of whole package consumed 40 hours. The package was implemented by researcher herself. The experimental group consisted of male and female student teachers. There were five major life-skills included in the package. The package contained 51 tasks in total.

10.6 Data collection

Multiple techniques were used for data collection to catch wider view of the reality. The data collection work was done throughout the study, i.e. before, during and after implementation of programme. Various tools and techniques were used for quantitative and qualitative data collection. They are as under:

1. Life-skills internalization inventory - Quantitative data
2. Personal information sheet - students’ information
3. Inventory on quality of life perceptions - Quantitative data
4. Quality of life scale - Quantitative data
5. Feedback sheet on LSTP implementation - Quantitative data
6. Student’s journal - Qualitative data
7. Researcher journal - Qualitative data
8. Observer’s reports - Qualitative data
9. In depth Interview - Qualitative data

10.7 Data analysis and Interpretation:

Various descriptive techniques were used for logical analysis and interpretation of Qualitative data. Moreover verbal and non-verbal expressions were taken in to consideration for interpretation. The following techniques were used for data analysis.

10.7.1 Techniques for qualitative data analysis:

- Language analysis
- Content analysis
- Analysis of likes and dislikes
- Non verbal expression i.e. gestures, body expression, face expression
- Frequency distribution of opinions.

10.7.2 Techniques for quantitative data analysis:

The hypotheses were tested with the help of the various statistical techniques.

- t-test
11.0 findings of the study

11.1 findings on the bases of statistical data analysis

1. The post-test mean scores on LSII was significantly higher than that of pre-test in experimental group.

2. The post-test mean scores of experimental group on LSII was significantly higher as compared to those of the controlled group.

3. There was no significant difference in the post-test mean scores on LSII in the experimental group in relation to gender, parental education, religions faith and leisure time activities.

4. The post test mean scores on inventory of quality of life was significantly higher than that of pre-test in experimental group.

5. The post-test mean scores of experimental group on inventory of quality of life was significantly higher as compared to those of the controlled group.

6. There were no significant difference in the post-test mean scores on inventory regarding quality of life in the experimental group in relation to gender, parental education, religions faith or leisure time activities.

7. There was significant co-relation between the post-test scores on the LSII and post-test scores on the inventory of perceptions of quality of life in experimental group.

8. There was no significant difference between the scores on the post –test of LSII and the scores on the delayed post test of LSII.

11.2 findings on the bases of qualitative data analysis

1. Majority of the student-teachers found this LSTP useful for their future life.

2. All the student-teachers had a general opinion that they learnt new skills necessary for quality of life i.e. *Akatmatabhav, Nirikshan, Self- awareness, Vivek, Sanyam* and also became inclined to develop it.

3. The researcher noted on the basis of observation that the discussions, experiences and understanding during LSTP were very much motivational for the student-teachers. The student-teachers started judging their past and present experiences with a new insight.
4. It can be said on the basis of the motivational statements drawn by the researcher during the programme that the student-teachers accepted the LSTP and the student-teachers had a very positive feedback on every skill and majority of tasks.

5. The student-teachers had mixed feedbacks about the time duration of task package.

6. The student-teachers had better understanding about the skills related to the quality of life like Akatmatabhav, Nirikshan, and Sanyam understanding and co-operation than to other skills.

7. The student-teachers were eager to share their internalization about life skills, that they have learnt, with their friends.

8. Majority of the student-teachers opine that this programme will be helpful to develop life skills in students in their teaching career in future also. They feel proud to be Indian.

9. General feedback of the student-teachers was that the method of learning and reflecting during the programme was very good.