Preface

A good teacher not only faces the difficult task to arouse curiosity in the minds of younger children, but also to develop the skill of communicating and nurturing ideas in their imagination or dreams.

Most of the teachers have an opinion that a good interaction between teacher and students results into maximum learning outcomes. Contrary to the expectations, the use of word interaction does not lead any teacher to the confirmation of the pre-specified learning objectives. Learning is fundamental to any education system. Educators of today are more interested in the process which makes learning successful and the ways in which student enjoy their learning task. And, if a teacher can understand the conditions under which pupil learn and their approach towards the learning task, then it will be a positive opportunity for a teacher to generate certain pedagogical approaches to facilitate proper and successful learning. Then, there will be the concern for techniques, standard models, strategies etc. that will be helpful in retaining learning for a longer period in the mind of learners.

Life skills mean the better understanding of our self and our surroundings with healthy enthusiasm to solve life’s trickiest and conflicting situations. In a general way, it provides various ways of adjusting, to the mechanism of life, as a healthy body does for us automatically. It focuses on how to make rational and justified choices from the varied situations of life.

A teacher must be open and sensitive to the ever changing, multi-dimensional nature of the conditions, which cause learning while taking care of the other facets of child’s life also. Because, we cannot communicate with our students if we ignore their feelings, impulses, desires and goals which are somehow closely related to their life’s sensitive aspirations, situations and problems. And, teacher can help the pupil by bringing to their consciousness that life skills can change or mould the crucial junctions of life to a more determined solution or to an effective alternative choice, which otherwise can halt the natural growth of pupil’s life.

The aim of the present study is to put an effort for assessing the impact of BTMC on Life Skills of secondary school children in relation to their Learning Approaches. The report of the present investigation has been presented in five chapters. Chapter I deal with the introduction of different variables under study, theoretical framework of the variable, review of related literature, objectives, hypotheses and significance of the problem. Chapter II focuses around development and description of the tools along with their validation procedure. Chapter III deal with the tools, sample, design and procedure of the study. Chapter IV presents the analysis and interpretation of data, and Chapter V includes summary of the findings, implications of the research findings and suggestions for further research.