Chapter - 1

Introduction
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INTRODUCTION

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CHAPTER ONE
INTRODUCTION

1.0 Introduction

*It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings.*

Ann Landers

Leading success by an individual in any field or occupation depends not only upon the knowledge, intellect or talent but it is also affected by certain skills or abilities like communication power, problem solving and decision-making abilities, teamwork and leadership skills, empathy, management skills, self awareness, interpersonal skills, negotiation skills, assertiveness, ability to coping skills to deal with stress and emotions, and many more. The group of such skills together is known as life skills as they contribute most to live a quality, healthy and happy life. They are those soft skills that basically rest in the individual. Once mastered, life skills help a person in every facet and every sphere of his life. For example, a person who is assertive will be a better and effective communicator and enjoy better inter-personal relationships at workplace, in family, and with friends.

Unfortunately, training of life skills hardly finds any place in regular school curriculum and class setting than subject knowledge. Moreover, even the learner as individual is inclined towards developing competency and knowledge in prime subjects of education with paying less or no attention towards developing other skills/life skills. Therefore, ‘training of life skills’ or at least awareness about importance of life skills is required to be interwoven into the tapestry of curriculum or syllabus design in some or the other form. Of course, much of the dissemination of the life skills theory and training at the end level is accountable to be in the hands of ‘teacher’ at classroom level. Teacher’s philosophy, methods, knowledge of contents, aptitude and attitude for teaching, command over language, mental abilities, social skills, ability to manage with stress and emotions, general knowledge etc. are the backbone of the future progress of the person and largely of the society and nation. His inefficiency can result in the downfall of the nation. The nation and society will attain more and more achievements and success in every field of national life and the key
role for that is of teacher; and that’s why teacher preparation is very important, which is also reflected in the statements of various educational agencies:

- “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession” (The University Education Commission Report, 1948-49).
- “The destiny of India is now being shaped in her classrooms (The Education Commission, 1964-66).
- “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers” (National Policy on Education, 1986-92).

These statements truly reflect the important task carried out by the teachers as transmitters, motivators and supporters of person’s eternal quest for knowledge in a true sense. Therefore quality teacher preparation is very important as the society demands quality teachers to meet these requirements. The National Council for Educational Research and Training (NCERT) published a document called the National Curriculum Framework (NCF) in the year 2000. National Curriculum framework: 2005 (NCF: 2005) and National Curriculum Framework for Teacher Education: 2009 (NCFTE: 2009) has advocated to instruct prospective teachers with life skills education. The NCF provides the following guidelines, which reflects the importance of life skills education:

- The document sketched out four aspects of education in India. The first of these, “context and concerns” included a clause about “linking education with life skills and the world of work and value education” (NCERT, p. 12).
- True education is a process of developing the human personality in all its dimensions – intellectual, physical, emotional, social, moral and spiritual (NCFTE, 2009, p.32).
- Every person has ability of thinking and making ethical decisions independently or in a group. It is essential to sensitize students regarding emotions then only they can survive in the world of satisfaction. To understand others, coperation, social responsibility and good interpersonal relations are essential for prospective teachers. (NCFTE, 2009)
- NCF, 2005 acknowledged Adolescent Education and Life Skills linked to health, consumer rights and legal literacy as important areas in school
education and included accordingly in secondary school curriculum. After 2005, over countrywide debate, sex education was restructured as the Adolescence Education Program (AEP) which focused on enhancing life skills among the adolescents, so that they can be responsible to deal the real life situations. The NCF, 2005 clearly outlined that the AEP should not be practiced separately rather be included in school education. (NCFTE, 2009).

These all above statements necessitate the need to prepare the teachers with life skill constructs so that in future they would be able to handle children and youth related issues and events. The society today is facing through the signal changes and challenges like increasing poverty and unemployment, inequality, and youth unrest and violence etc. To meet these challenges, the society demands skill based man power and individuals having creative brains and problem-solving attitudes. Delors Commission also emphasized on personal development and empowerment rather than the individual’s economic growth. Life skills help the youth to transform knowledge, and attitude, to condense risk behaviour and acquire healthy behaviour which improves their lives in general. Studies on life skills conducted by Shangold (2004), Davis (2004), Rowland (2002), Chopra (2002), Meghani (1999), Waltemire (1999), Magee (1999), NIMHANS, Botvin (1985), RGIYD (2009), Kulikov (2005), Grover (2006), Chaudhari & Mehta (2012) supported that fact and indicated that life skills have made the following effects: decreased aggressive behaviour; promoted good social behaviour and increased good interpersonal behaviour, decreased negative and destructive behaviour; increased the planning and decision-making ability, making effective problem-solving attitude; improved self-esteem, self-awareness and self control, improved emotional management and empathy; better handling of conflict with peers and family; and coping with anxiety and stress.

Very less has been done to provide life skills education in Indian schools. Rather it is more emphasised on developing numeral and literacy skills i.e. 3R-skills (reading, writing and arithmetic skills). Moreover Indian educational system encourages rote learning and surface learning rather than understanding and thinking. Another fact about conventional approaches is that instrumental and vocational skills are more focused there. It is more concentrated on developing the cognitive aspects rather than on the applying reflective practices and developing psychological dimensions. The changes and challenges of fast growing society today does not end with the development of 3R- skills or vocational skills only but requires more contextual
approach in education to prepare students to face real life situations. That indicates that there is a dire need to incorporate life skills in teacher education programmes at all level, whether it is elementary, secondary or higher secondary teacher education programmes.

1.1 Background of the Study
A research needs knowledge of some fundamental concepts and concerns on which the whole research work is based. It provides necessary direction for an effective interpretation of the study. The theoretical foundation of the present study comprises as follows.

1.1.1 Concept of Life Skills
There is no universally accepted definition of life skills but there are different perceptions of life skills prevailing across the countries. Various organizations have given different meanings to the term ‘Life Skills’.

The World Health Organization and the United Nations Inter-Agency Meeting in April 1998 generated a broad definition of life skills which is described as:
“are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1997, p.1).

“Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, in the prevention of health and social problems, and the protection of human rights” (UNESCO, 1998).

Life skills are defined in the Targeting Life Skills (TLS) Model as “Skills that help an individual be successful in living a productive and satisfying life” (Hendricks, 1998).

The International Bureau of Education focused on four pillars of learning—learning to know, learning to do, learning to be and learning to live together and defines life
skills as personal management and social skills which are necessary for adequate functioning of an individual.

**UNICEF** defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The definition of UNICEF was formulated on the research base that the risk behaviour is likely to be if the knowledge, attitudinal and skill based competencies are not addressed.

Life skills are essential skills that make life easier, and increase the possibility that individuals will realize their potential and become productive members of the society (Rooth, 1997:6).

According to **Wikipedia**, life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experiences that are used to handle problems and questions commonly encountered in daily life.

In the context of Adolescent Education, Two days Life Skill Workshop was organized by Remedia Trust. It was supported by **UNESCO**. The participants of the workshop accepted the following two definitions for life skills:
1) Life skills are abilities for adaptive and positive behaviour.
2) Life skills refer to the ability to maintain the state of mental and Physical well-being while interacting with others within the local Culture and environment.

By analyzing all above definitions, it can be concluded that life skills are essential strategies developed in the form of insight, values, or one’s perception towards self that helps an individual to address the needs and challenges of real life successfully. These skills or abilities essentially help improve mental and physical strength amongst adolescents and young ones by avoiding indulging in issues like violent behaviours, suicide attempts, drug addiction, teenage affairs-problems, alcoholic behaviour, and sexual risk and so on.

**1.1.2 Historical Support to Life Skill Education**
The importance of Life Skills Education was recognized almost all over the world. Parmar (2013) has written, in his BlogSpot, about Life Skills Education and History of Life Skills. By analysing the history of Life Skills Education, it was realized that life skills education played an important role in child development and adolescent health support practices.

The **Ottawa Charter for Health Promotion** acknowledged importance of life skills in making better health choices in 1986. **The 1989 Convention on the Rights of the Child (CRC)** related life skills to education focusing that educational practices should focus on the children’s optimal development. **The 1990 Jomtien Declaration on Education for All** supported this notion and integrated life skills in education by realizing it as one of the important learning instruments for survival, competence and quality life.

**The 2000 Dakar World Education Conference** realized importance of life skills education as “an education to learning to know, to do, to live together and to be” by considering it as one of the six goals of EFA.

Various world class commissions and their reports expressed the importance of life skills, which is reflected through the following data.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Agency</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1986</td>
<td>Ottawa charter for Health Promotion</td>
<td>realized the significance of life skills in child’s better health choices</td>
</tr>
<tr>
<td>2</td>
<td>1989</td>
<td>Convention on the Rights of the child</td>
<td>related life skills to education</td>
</tr>
<tr>
<td>3</td>
<td>1990</td>
<td>Jomtien declaration on Education for all</td>
<td>linked life skills in education</td>
</tr>
<tr>
<td>4</td>
<td>2000</td>
<td>Dakar World education conference</td>
<td>advocated that all youth and adults have the human rights</td>
</tr>
<tr>
<td>5</td>
<td>2001</td>
<td>UNGASS on HIV/AIDS</td>
<td>Supported life skills education</td>
</tr>
<tr>
<td>6</td>
<td>2002</td>
<td>UNGASS on Children</td>
<td>Supported LSE</td>
</tr>
<tr>
<td>7</td>
<td>2003</td>
<td>World Health report</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2004</td>
<td>World programme for human right education</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2005</td>
<td>UN decade</td>
<td>Support LSE for sustainable development</td>
</tr>
<tr>
<td>10</td>
<td>2006</td>
<td>UN secretary general</td>
<td>study on violence against children</td>
</tr>
</tbody>
</table>

### 1.1.3 Initiatives of Life skills Programme across the Countries

UNICEF, UNESCO and WHO played a vital role in the area of life skills in the progressive years starting from the identification of life skills in the year 1986. UNICEF has carried out programmes and projects of Life Skills in the countries over the world; Myanmar (1997), Thailand (1999), Zimbabwe (1998), Vietnam (2000),

In **Myanmar (1997)** and **Zimbabwe (1998)** with the collaboration of country Ministry of Education designed Life Skills Education Curriculum for primary and secondary school students. Department of Planning and Training of Ministry of Education in Myanmar in collaboration with UNICEF initiated project called SHAPE (School based living and HIV/AIDS Prevention Programme) at primary level as a general course. Later it was developed for upper primary students also.

Similarly in **Thailand (1999)** and **Nepal (2008)** with the collaboration with their Ministry of Education designed Life Skills Education Curriculum for primary and secondary school students. The purpose behind was to develop positive attitudes and behaviours and to equip them avoid HIV/AIDS.

In **Vietnam (2000)**, Life Skills Education was initiated as part of project of UNICEF for youth inside and outside the school.

In **Combodia (2005)**, the initiative was taken by the Ministry of Education to implement Life Skills Programme. Initially it was introduced to prevent HIV/AIDS among adolescents of primary school. It was found fruitful as the students became sensitive about their sexual behaviours. Based on the success of Life Skills programme for primary students, the government has developed more programmes for higher school students.

In **Tajistan (2006)**, ministry of education of Tajistan collaborated with UNICEF and provided Life Skills education especially to girls out of school with the help of non-government organizations.

With support of UNICEF and with the help of Ministry of Education, **Indonesia (2006)** has prepared modules on Life Skills Education for Healthy Life for primary and secondary school level.

In countries like **Nepal (2008)** and **Bhutan (2003)**, the Ministry of Education have introduced Life Skills Education for reproductive health of adolescent group.


In **Nepal (2008)**, Life skills were integrated with different school subjects i.e. Social Science, Science, and health and Environment studies.
These all data indicates that more or less all countries have started efforts to provide life skills education.

**Comparative Status of life skills education across SAARC Countries**

All SAARC member countries realized the significance of Life Skills Based Education and incorporated it into their secondary teacher education programme. Munshi, K. and Guha D. (2014) studied the status of Life Skill Education in Teacher Education Curriculum of SAARC Countries: A Comparative Evaluation. The Comparative status of SAARC countries integrating life skills education in the teacher education programmes is given as below:

**Table 1.2 Country wise status of life skills education in the teacher education programmes of SAARC area**

<table>
<thead>
<tr>
<th>Names of Countries</th>
<th>Life Skill Education in Secondary Teacher Education Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>Included Life Skills as a subject in the curriculum</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Secondary school curriculum was analysed and loopholes were recognized in relation to LSBE. Bhutan mastery on life skill education has been started to provide life skills education from initial teacher education programmes to the four years programmes for their development in all dimensions</td>
</tr>
<tr>
<td>India</td>
<td>NCF-2005 realized that the Adolescent Education Programmes (AEP) should be integrated in school education and not as an isolated component, and secondary teachers should be given the responsibility to transact LSBE to secondary school students</td>
</tr>
<tr>
<td>Maldives</td>
<td>Life Skills Education project as a co-curricular activity was supported by United Nations Population Fund (UNFPA)</td>
</tr>
<tr>
<td>Nepal</td>
<td>National Curriculum Framework 2005 realized the importance of life skills and included it in the present curriculum by Curriculum Development Centre (CDC)</td>
</tr>
<tr>
<td>Pakistan</td>
<td>World Population Foundation during 2006-10 had undertaken a flag ship project on LSBE.</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>Conducted Life Competencies Programme (LCP) to train the</td>
</tr>
</tbody>
</table>
1.1.4 Life Skills Education

The World Health Organization’s Department of Mental Health state that “Life Skills Education is designed to facilitate the practice and reinforcement of psycho-social skills in a culturally and developmentally appropriate way. It contributes to the promotion of personal and social development (WHO, 1999”).

“Life-skills based education is behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude, and skills (UNICEF).” This definition of life skills education focuses on social, individual and reflective skills along with vocational skills. Life-skills based education has now become a regular and important component of the school and college curriculum in many parts of the world. This advancement has proved beneficiary to the deprived group of youth and adults.

According to UNICEF “it is ultimately the interrelations between the skills that produce powerful behaviour outcomes, especially where this approach is supported by other strategies such as media, policies and health service”. UNICEF identified the following criteria to ensure a successful life skills based education:

- **It should not only focus knowledge and attitude change, but more importantly behaviour change;**
- **Traditional ‘information based’ approaches are not sufficient to bring changes in attitudes and behaviours. Therefore, the lecture should be substantiated with exercise and situations through which participants can experience and practice life skills and abilities in class-room setting;**
- **It will work best when augmented or reinforced. Hence, there needs to repeat, recap, reinforce and review such practices.**

1.1.5 Importance of Life Skills Education

Life Skills Education helps building a society that is equipped with a creative spark, problem solving attitude, critical thinking approach, rationalistic individual, decision
making potentialities, high level of sociability, effective communication and skills of interpersonal and empathy for tuning in the society. All these skills are the basis of successful life and therefore students/youth need to be given training in life skills right from the primary education, along with textbook knowledge, academics skills and social skills.

Life Skills training creates an opportunity for the inculcation of fundamental life skills for operating successfully in the world of work, as well as fulfilling the demands of a changing society.

1. A joint initiative of ST and SC Development (SSD) Department, School and Mass Education (S&ME) Department, Government of Odisha and United Nations Population Fund (UNFPA) with Kalinga Institute of Social Sciences (KISS) as the Technical Resource Agency (TSR) states that life skills contribute to an individual to be:
   - Able to think creatively, critically and positively
   - Able to develop leadership qualities and social responsibilities
   - Able to communicate effectively and make informed decisions
   - Able to practice health, personal hygiene and nutrition
   - Able to know growing processes and changes
   - Able to deal with reproductive health issues
   - Able to deal with peer pressure and avoid physical abuses
   - Able to be safe and handle harassment including sexual harassment
   - Able to develop social skills and gender sensitivity
   - Able to deal with stress and storms of life

2. At the United Nations Inter-Agency Meeting held at WHO, Geneva (WHO, 1999: 4) life skills education was considered as crucial for:
   - For healthy child and adolescent development;
   - To be needs to be physically, intellectually, socially and emotionally sound;
   - Prevention of children’ and adolescents’ health related issues like death disease and disability;
   - Preparing for socialization;
   - Preparing youth for changes and demands of society.
   - For promoting lifelong learning;
   - For promote quality life and peace;
3. Some research findings reveal about life skills’ importance:
   - To promote self esteem, self confidence and peace education etc [TACADE, 1990].
   - To reduce antisocial activities and disruptive behaviour [Botvin et.al. 1984, Pentz, 1983].
   - To help promoting person’s health and well being [Errecart et al., 1991; Perry and Kelder, 1992; Caplan et al., 1992].
   - To transform knowledge, attitudes and values into their real abilities and to behave in healthy ways; and to improve academic performance [Weissberg et.al. 1989].

1.1.6 Relevance of Life Skills in Pre-service Teacher Education

Teacher Education programmes are the programmes for professional preparation of teachers. There are various types of teacher education programmes like

1. Formal Teacher Education Programmes (Pre-teacher education, In-service teacher education, Distance teacher education)
2. Adult and Non-formal teacher education
3. Preparing teacher educators for distance education
4. Professional Development Programmes like Orientation, Refresher courses and faculty development programmes for the professional growth of teachers and teacher educators.

Unlike general academic programmes, teacher education programmes are different programmes which are aimed at professional preparation and development of teachers. It is a process of preparing a person with specialized skills and methods/techniques required for a teaching profession. The colleges of education, known as B.Ed. and D.Ed. prepare teachers through their varied programmes for schools which provide professional knowledge, attitudes, values and skills required for teaching profession. There is a difference in the development of teacher education in India between the two periods- before and after independence. After independence, during the five decades, teacher education has embarked a new height from its early dreary structure to its new identity as a complex institutions and varied programmes with distinctive relevance. But there is a need to bring together all teacher education programmes at various stages, for more focused attention for composite conceptualization leading to stage-specific and programme-specific differentiated
forms of knowledge base. And attempts were made at the national level to develop curriculum frameworks for teacher education in 1978 and 1988. The NCTE has attempted to study specific teacher education programmes, such as the integrated courses in teacher education. Teacher education has been greatly influenced over the years by developments in the field of education as well as those in the society at large.

According to NCTE (National Council of Teacher Education, 1998), teacher education is a professional training programme for the development of teacher as a person and as an agent of social change. So teacher education for all stages of school education is the most crucial point for the improvement of quality of school education. Teacher is the person who serves as a social worker of the society. The teacher has many responsibilities towards pupils, parents and the institution. The teacher has to decide which kinds of learning experiences need to be given to the students, inform parents about pupil’s performance and also play different roles like administrator, coordinator, researcher, decision maker, guide, leader and facilitator within the institution. Many a times it is difficult to give proper attention to manage all these roles properly. In such conditions they experience stress and that affects their performance in the school as stress and mental health are closely related. Due to this students’ development is affected.

Teacher trainees need to study issues related to self and identity, human relationships, adult-child gaps, assumptions, beliefs and attitudes. They could explore the meaning of ethics and values, observe and understand feelings of fear and trust and their influences in personal and social attitude, attitudes towards competition and co-operation, analyse and observe the impact of competition in personal and social life, observe the role of listening, attention and empathy and the role of a teacher in establishing relationship with children and as a communicator. A greater insight into one’s aims of life, one’s strengths and weaknesses and the dynamics of identity formation provides the base for developing a professionally competent teacher who is sensitive to issues of equity, democracy and social justice (NCF, 2009, p.33).

It has stressed on preparing teachers to be equipped with not only the subject content and epistemology but also with the knowledge of concepts of child psychology,
understanding the adolescents, learning theories, and socialization processes at all the stages of school level whether it is pre-primary, primary, secondary stages of teacher education.

However during the admission of Teacher education certain points are often overlooked like (a) communication skills (b) general awareness of the self and the world (c) a positive outlook on life (d) capacity to build and maintain good human relations etc. and these abilities are very important for pre service teachers to grow in personality and to face certain problems in life and ultimately lead towards quality life.

In this line, the National Curriculum Framework on Teacher Education, while articulating the vision of teacher education, positions the new approach, as under:

- Central aim should be reflective practices;
- An individual should be provided environment to be self-learner, reflector, critique, and creative;
- An individual should be provided to develop capacities to think, and to work cooperative manner;
- Student teachers should be providing opportunities to observe and engage with children, communicate with and relate to children.

Hence, it is desired that the future teachers would develop essential constructs of life skills which not only help them to face challenges in life confidently but also to train their students, in future, to utilize the skills in their personal and professional life.

1.1.7 Status of Life Skills Education in India

Between 1978 and 1988, steps were initiated to develop curriculum frameworks for teacher education at national level. As its initiative the NCTE has made an attempt to study integrated courses in teacher education. Similarly, the document popularly known as NCF (National Curriculum Framework) was published by the National Council for Educational Research and Training outlining four aspects of education in India. The very first aspect “context and concerns” mentioned and rather advocated to link education with life skills and the real world work as well as value education. The prime objective here was to get teacher trainees acquainted with life skills elements to
cope with issues related with youth in future. Moreover, NCF (2010) also emphasizes on development and learning perspectives for child, youth and adolescent. The idea is not only to hone the teachers’ teaching skills but also to enable them to understand the students and their community in order to understand the students’ problems.

Life skills education has now turn out to be a very essential and imperative part of educational system all over the world. But in Indian schools it has yet to be fully initiated and acknowledged as an integral part of the curriculum. Here are few examples which show the status of life skills education in certain states of India.

Shiela Ramakrishnan (2010) published an article in Teacher Plus in which she has mentioned that value education is often misunderstood with life skills education in the majority schools of India. She further states that most schools have included value education in their curriculum but life skills education was given less importance in the curriculum in spite of its requirements as mentioned in the NCF.

Realizing the importance of life skills education as per recommendations of NCF, the Central Board of Secondary Education (CBSE) introduced LSE in class 6th in 2003-4, in class 7th in 2004-5 and consequently in classes 8th, 9th and 10th. UNICEF in collaboration with GCERT developed Life Skills Education Modules for elementary teachers to integrate life skills with schools subjects. In 2012, the CBSE began life skills training programme as a Continuous and Comprehensive Evaluation aimed at the adolescents of 10-18 years of age (Subitha G.V., 2013).

Sarva Shiksha Abhiyaan (SSA) has started giving training in life skills for the upper primary girls apart from providing elementary education. But it was observed from classrooms of Government schools in few districts of Tamilnadu that life skills education has a lot been misunderstood with vocational education. When government schools were asked about the life skills education being offered, the reply received from the teachers was surprising. The teachers shared that the girls are taught to make dolls, stitch frocks, and make candles and napkins under life skills training (Subitha G.V., 2013). These data indirectly point outs the need of disseminating appropriate training programs of life skills in schools in order to deliver its true intent. And
teacher education colleges are the direct stakeholders to integrate life skill approach as future teachers are going to train the adolescents and youth.

A special course, first of its kind in India, M.A. in Life Skills Education is offered by Rajiv Gandhi National Institute of Youth Development which aims at preparing a cadre of youth with self-worth, power and competence in all walks of life. This program, as it states, is designed for imparting skill-based education to address the issues of day-to-day life. This PG program presumes to enable students to help others to make informed decisions, solve problems, develop critical and creative thinking, and build healthy relationships through effective communication and deal with risk situations.

Similarly, an institute known as KISS (Kalinga Institute of Social Sciences) in Odisha provides free education along with residential facilities to tribal students. The prime idea is to educate these students through life skills to deal with the challenges of their real life effectively. Moreover, the institute is also supported by United Nations Population Fund (UNFPA) to undertake initiatives for promoting Life Skills Education (LSE). The institute in collaboration with ST and SC Development has embarked towards the journey of providing life skills education in 121 tribal residential high schools and 17 Kasturba Gandhi Balika Vidyalayas (KGBVs). This endeavor is considered to reach out to more and more school children in near future.

Along with initiatives supported by the government, there have been few non-government organizations who have taken up projects to improve quality of education in the nation. Pratham is an organization of that kind which aims for quality improvement with low-cost interventions in education. With several projects in different states, Pratham began its work in Gujarat in 1999, primarily in Baroda and Ahmedabad offering rural and urban programmes since 2003. It provides learning support by offering modules to brush for secondary education, in Language, Math, Life Skills and English. This project runs in Ahmedabad, Gondal, Kadi and Dholka in Gujarat.

Very few teacher education colleges in Gujarat offer Life Skills Education as one of the subjects in the curriculum. UNICEF in collaboration with GCERT developed Life
Skills Education Modules for elementary teachers to integrate life skills with schools subjects. The Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda, Vadodara has initiated to provide life skills integrated in one of the core subjects “education Psychology”. Also Waymade College of Education, Vallabh Vidyanagar, Anand has started offering “Life Skills” as one of the elective/ foundation courses in B.Ed. and M.Ed. Programmes. Similarly, Gujarat Technological University has also introduced Life Skills as a subject in the Bridge Course (one month course) offered to the first year students of Engineering in Gujarat. These all efforts were voluntarily taken by the organizations. But government’s systematic efforts are not made to enhance life skills among pre-service teachers.

Although there have been educational initiatives to either introduce or incorporate Life Skills Education with the main stream curriculum, it still has not got its place into the main frame of academics on a regular level. The recommendations made by NCF about life skills have not become a regular part of school curriculum in real sense, particularly in GSEB schools. GSEB schools give no emphasis at all on life skills education. Somehow, the gap between knowledge aimed through the pure academics and preparing competent individuals who would be ready to take challenge in future world needs to be filled up through appropriate training of life skills. On a more practical ground, substantially real life oriented and learner-centered life skills training programme needs to design. Unless, the students and parents do not realize its relevance to real life it is not make any difference in the perception towards taking life skills as important as any other core subject.

1.2 Rationale of the Study
If we ask any teacher who has been in the profession for several years, has the same opinion that students today are very different from students before years ago and so the mechanism to deal with them is also required knowledge and techniques by the teachers. An alarming percentage of students lack the fundamental values and human values like trustworthiness, being ethical, honesty, kindness, and lawfulness, at the same time they cannot cope with the stress and emotions due to the problems they face in the school, in the family and in the society. They are often said to be weak in
social skills and often found rude and uncooperative. They also need to be handled in their emotional skills where they fail, at times, to control their impulses and give away to their feelings. Often, they are also observed less trained with personal, organizational and planning skills.

There can be number of factors influencing the youth’s behaviour or attitude towards the work on hand, the society at large, and towards life. However, it is necessary to find reasons that drive youth’s action and behaviour. Some of the research studies reveal shocking results. A statistics by Open Government Data (OGD) Platform India - data.gov.in (a platform for supporting Open Data initiative of Government of India) published a data base for suicide cases in Gujarat and its causes in the year 2009 and 2011, which is mentioned below:

<table>
<thead>
<tr>
<th>Causes</th>
<th>Year 2009</th>
<th>Year 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>682</td>
<td>29</td>
</tr>
<tr>
<td>Failure in examination</td>
<td>872</td>
<td>719</td>
</tr>
<tr>
<td>Love affairs</td>
<td>1415</td>
<td>1360</td>
</tr>
<tr>
<td>Physical abuse</td>
<td>48</td>
<td>137</td>
</tr>
<tr>
<td>Family problems</td>
<td>235</td>
<td>5194</td>
</tr>
<tr>
<td>Professional/career problem</td>
<td>290</td>
<td>53</td>
</tr>
<tr>
<td>Unemployment</td>
<td>986</td>
<td>142</td>
</tr>
<tr>
<td>Illegimate pregnancy</td>
<td>0</td>
<td>91</td>
</tr>
</tbody>
</table>

Vijaykumar L. (2007) describes an unhappy state of the suicide rate among youth in southern and eastern states of India from 7.9% to 10.3% between the years 1987 to 2007. It was found that if not to make suicidal attempts, they lose the motivation and drive towards life. This indicates life skills crisis among youth. Therefore it is a responsibility of a teachers and parents to prepare their children and youth to cope
with the pressures and challenges of their life. Such a scenario made it imperative to intervene for providing them with life skills. Therefore only classroom curriculum or moral/value education is not sufficient to bring a desired change. The education must help these young people to face the problems and storms of tomorrow. Today the teachers, schools and formal institutions take great care of all domains of learning consisting cognitive, affective and psychomotor, what is missing are the skills to bridge the gap between knowledge and behaviour. There is an urgent need to provide today's youth to equip with a new set of ways and systems to deal with the demands of life. Since the basic unit of the society is 'system' rather than 'individual', it is essential that the youth be helped to develop skills inherently to handle a wide variety of choices, changes, problems and stressors. It is the purpose of education to equip individuals to face these challenges. Teachers’ community can best contribute to develop life skills to deal challenges and demand of life everyday life. If teachers would not be competent enough, then that would affect the development of students at a large scale as development of children is directly related to teachers' competency (Jones, 1983). On the contrary, teachers’ themselves need to develop life skills constructs among them, which is reflected from some of the research studies. Paul et al. (1995) disclosed that teachers needed to develop clear understanding of the basic concepts of critical thinking as very few have a comprehensive sense of how to promote critical thinking while teaching the content subjects of discipline. Bhave (1999) suggested all the teachers should be imparted life skills training of junior colleges. Sharma S, (2003) revealed that most of the teachers were not aware of the concept of life skills. Promod & Pereira (2011) disclosed that the propagators’ of nation’s future i.e. student teachers of Kerala were not empowered enough to meet the demands and challenges of the day-to-day life, which require life skill to a great extent. Study conducted by Devi Prasad (2001) indicated that significant incidence of violence in Indian Families warrants the need for appropriate intervention program. A glimpse of the above mentioned studies indicates life skills crisis among the prospective teachers.

Moreover, reflecting on the experience of being teacher educator for last five years, the investigator has realized on several occasions that pre-service teachers too, like children in schools, lack certain life skills like decision making, coping with stress and emotions, negotiating while finding alternatives to aggression and so on.
Therefore, the accomplishment of graduation/post graduation degree does not necessarily guarantee the ability of a person to handle real life crisis. So the investigator had decided to know how much equipped the pre-service teacher educators are with the life skills at the large level. Hence, the investigator made an attempt to measure the level of life skills practices of pre-service teachers; to develop a Life Skills Programme along with the activities, procedure and evaluation tools to enhance life skills of pre-service teachers; and finally at the end to evaluate the effectiveness of the life skills programme.

1.3 Title of the Research Problem
The main problem investigated in this study was:
Development & Tryout of a Programme on Life Skills for Pre-Service Teachers

1.4 Operational Definitions of the Key Terms
In order to various key words used in the present study - Life Skills, Life Skills Programme, Effectiveness and Pre-service teachers are operationally defined as below:

**LIFE SKILLS**
“A skill is a learned ability to do something well.”
“Life skills are the abilities for adaptive and passive behaviour that enables individual to deal effectively with the demands and challenges of everyday life (WHO).”
Life skills are many. But life skills here mean the ten core life skills suggested by WHO.
Core Life Skills include (World Health Organization 1997: p.1):

**Self-awareness** - It refers to the ability to identify personal strengths, weaknesses and vulnerabilities, clarify personal values and beliefs, and recognize personal worth and personal happiness; identify goals and aspirations;

**Interpersonal relationship skill** - It refers to the ability to maintain good relationship with the members of the society;

**Effective communication** - It refers to the ability to express own, ideas views, opinions, information, etc. verbally or non-verbally in an appropriate manner;

**Problem solving** - It refers to the ability to find solutions to the problem, ability to incorporate past experiences to solve the problem;

**Decision-making** - It refers to the ability to evaluate information and advice to make informed decisions, assess advantages and disadvantages of different options, change decisions to adapt to new situations, and plan for the future;

**Creative thinking** - It refers to the ability to think beyond thing exists and find alternative possibilities of how to come up with new, unique, original and useful ideas;

**Critical thinking** - It refers to the ability to analyze social and cultural influences on attitudes, values and behaviour, question inequality, injustice, prejudice and stigma, explore and evaluate social roles, rights and responsibilities, and evaluate risks;

**Empathy** - It refers to the ability to place yourself in other’s shoe and then think of the reactions, helping others; process of understanding a person’s subjective experience by vicariously sharing that experience while maintaining observant stance;

**Coping with emotions** - It refers to the ability to recognize own emotions, understanding emotions of others and expressing own emotions in an appropriate manner; control emotions when faced with situations which call for your deeper feelings;

**Coping with stress** - It refers to the ability to recognize sources of stress in own life and cope with stressful situations and find out stress-bursting mechanisms.
**LIFE SKILLS PROGRAMME**

Koontz, O'Donnell and Weihrich (1980:168-169) define programmes as: “….a complex of goals, policies, procedures, rules, task assignments, steps to be taken, resources to be employed, and other elements necessary to carry out a given course of action they are ordinarily supported by necessary capital and operating budgets…A primary program may call for many derivative programs…Thus one seldom finds that a programme of any importance in enterprise planning stands by itself. It is usually a part of complex system of programs, depending upon some and affecting others.”

For this study, the design of Life Skills Programme consists of the programme outcomes, series of learning activities and tasks, techniques and the procedure to be employed which will involve the participants in working participatory mode towards the achievement of one or more specific outcomes. The Programme here constituted of various individual, pair and group activities following various techniques and procedure. Various techniques suggested by WHO like small group-large group discussions, brainstorming, role plays, audio-visual activities, role-play, dramatization, games and puzzles, simulations, Case studies, story-telling/making, self-reporting, debates and simulations were used to develop the programme.

**EFFECTIVENESS**

According to Wikipedia, Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

The aim of the Life Skills Programme is to develop and enhance life skills among pre-service teachers and evaluate its impact/effectiveness. Here Effectiveness means, “the statistically significant difference in the mean ranks from pre-test to post life skills of the experimental group and control group due to intervention: LSP is termed as effectiveness for the purpose of the present study. Also the effectiveness of the program was judged in terms of gender (female/Male), area (rural/urban), discipline they opted at higher secondary level (Arts/Science/commerce) and educational qualification they hold (Bachelor degree/Master Degree).
**PRE SERVICE TEACHERS**
Pre service teachers are the teacher trainees who undergo B.Ed. Course before getting into the profession of teaching.

Pre-Service Teachers in the present study included teacher trainees (here termed as pre-service teachers) of Colleges of Education (B.Ed.) of Surat city affiliated to the Veer Narmad South Gujarat University.

**EXPERIMENTAL GROUP AND CONTROL GROUP**
In an experiment hypothesis testing research, when a group is exposed to usual conditions, it is termed as a ‘control group’. But when the group is exposed to some novel or special condition, it is termed an ‘Experimental Group’ (Kothari, 2004: 35)

In the present study experimental group is that group who were participated in the Intervention Programme: Life Skills Programme (LSP) and control group is that who are not participated in any intervention programme.

**1.5 Aim of the study**
The study aimed at finding out strategies, ways and means for developing the life skills programme in case of pre-service teachers to enhance the life skills in them and evaluating its effectiveness in enhancing their life skills.

**1.6 Objectives of the study**
**Research Objectives**
The research objectives of the study were:

1. To construct a Life Skills Scale (LSS) to assess the level of life skills of pre-service teachers before and after the intervention- LSP.
2. To explore the methods and strategies to impart life skills education, and to develop a Life Skills Programme (LSP) for pre service-teachers.
3. To construct a situational test to assess the level of life skills of pre-service teachers in life related situations before and after the intervention- LSP.
4. To study the effect of the Life Skills Programme (LSP) by assessing the difference between pre-service teachers who participated in the program and who did not.
5. To study the effect of a Life Skills Programme on pre-service teachers with respect to gender, the area they belong to, the discipline they opted at higher-secondary school level and the educational qualification.

6. To find out the opinions of pre-service teachers (who participated in the programme) regarding Life Skills Programme.

**Task Objectives**

The task objectives of the study were:

1. To review the literature related to life skills and to analyze the content for the programme.
2. To construct the situational test to measure the level of life skills of pre-service teachers in life-like situations.
3. To construct the Life Skills Scale to measure the level of life skills among pre-service teachers.
4. To develop and tryout the Life Skills Programme for pre-service teachers.
5. To analyze the data through appropriate statistical and descriptive techniques.
6. To interpret the statistical data received from data analysis.
7. To arrive at the findings of the programme prepared and implemented by the researcher.

**1.7 Variables involved in the Study**

Variables involved in the study Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. In this study, the treatment variable was the implementation of the ‘Life Skills Programme’ to enhance life skills which was given to the pre-service teachers. And the attributed variables for the present study were gender, area, discipline opted at higher-secondary school level and educational qualification of the pre-service teachers. The dependent variable in the present study were life skills scores measured on pre-test, post life skills and situational test with respect to gender(female/Male), area they belong to (rural/urban), the discipline they opted at higher secondary level (Arts/Science/Commerce) and the educational qualification of pre-service teachers (UG/PG).

**1.8 Hypotheses of the study**
Hypotheses are tentative, concrete and testable statements about relations among variables. A hypothesis which is suggested as an answer to a problem has to be tested empirically before it can be accepted and incorporated into a theory (Bless & Higson-Smith, 1995:37).

In view of the preceding statement of the problem, this research is directed further by the following null hypotheses:

**Hypothesis framed by considering Scores on Situational Test**

$H_{01}$ There will be no significant difference in pre situational scores and post-situational scores between pre-service teachers who participated in the programme and who did not.

$H_{02}$ There will be no significant difference in pre situational scores and post-situational scores between pre-service teachers who participated in the programme and who did not, with respect to gender.

$H_{03}$ There will be no significant difference in pre situational scores and post-situational scores between pre-service teachers who participated in the programme and who did not, with respect to area.

$H_{04}$ There will be no significant difference in pre situational scores and post-situational scores between pre-service teachers who participated in the programme and who did not, with respect to discipline.

$H_{05}$ There will be no significant difference in pre situational scores and post-situational scores between pre-service teachers who participated in the programme and who did not, with respect to educational qualification.

**Hypotheses framed by considering Scores on Life Skills Scale**

$H_{06}$ There will be no significant difference in pre life skills scores and post life skills scores between pre-service teachers who attended the programme and who did not.

$H_{07}$ There will be no significant difference in pre life skills scores and post life skills scores between pre-service teachers who participated in the programme and who did not, with respect to gender.

$H_{08}$ There will be no significant difference in pre life skills scores and post life skills scores between pre-service teachers who participated in the programme and who did not, with respect to area.
H_{10} \text{ There will be no significant difference in pre life skills scores and post life skills scores between pre-service teachers who participated in the programme and who did not, with respect to discipline.} \\
H_{10} \text{ There will be no significant difference in pre life skills scores and post life skills scores between pre-service teachers who participated in the programme and who did not, with respect to educational qualification.} \\

\textbf{1.9 Area of the Research study} \\
Buch M. B. Mentions, in Fifth survey of educational Research (1997:14), there are thirty-eight areas of educational research. The classification of areas was based on the subject content, stages of education, and branches of education etc. which are as follow:

1. Language Education 
2. Philosophy of Education 
3. Sociology of Education 
4. History of Education 
5. Economics of Education 
6. Psychology of Education 
7. Mental Health 
8. Cognitive Process 
9. Social Process 
10. Motivation 
11. Creativity and Innovations 
12. Guidance and Counselling 
13. Curriculum Development 
14. Pre-primary Education 
15. Primary Education 
16. Secondary Education 
17. Higher Education 
18. Social Science Education 
19. Science Education 
20. Mathematics Education 
21. Physical and Health Education
In the present study, the researcher has developed techniques to enhance life skills for pre-service teachers. And therefore the present research is having more relevance with certain areas: (1) Teacher Education: Pre-service and In-service and (2) Teaching Strategies. Also the study falls under the area: Mental Health and Cognitive Process. Moreover, life skills education has emerged as one of the area in teacher education nowadays, the present study also falls under Life Skills Education.

1.10 Type of Research

1. Fundamental researches
2. Applied researches
3. Action researches
In the present study, the experiment was conducted using theoretical knowledge to find its usability in educational practices. So the study was considered as an applied research.

Secondly the researches are classified as: (1) Qualitative Research and (2) Quantitative Research. In the present study the data, in terms of the ordinal scale, were collected and numerically analyzed. The result of the study was found out with the help of the proper statistical techniques. Hence, the present study was also classified under the quantitative research.

Also this study is also referred as Hypothesis Testing/Evaluation Research as the experimental tests the hypotheses in controlled environment and either accepts or rejects the hypothesis.

This research was focused on developing a programme and finding out its effectiveness, therefore, research type is Intervention Research.

1.11 Significance of the Study
1. Researcher has constructed ‘Life Skills Scale (LSS)’ for measurement of life skills attributes/constructs/level of pre-service teachers. So it will be useful for the teachers to identify the level of life skills of their students and give life skills training according to the learners’ need.
2. In the present study, the ‘Life Skills Scale’ was constructed to know the level of life skills among pre-service teachers. The study explored the possibilities of creating need based and age based life skills programme that is user friendly and cost effective.
3. In the present study, ‘Life Skills Programme” was developed, which was based on various individual, pair and group activities using various techniques i.e. discussion, role play, drama, self reporting, case study, story making games and so on. Thus, the study could be useful to guide the teacher educators and other teachers in preparing Life skills programme for a specific group of learners. Further the programme will help teachers to guide how to
integrate life skills with curriculum and make learning more realistic, and effective.

4. Further it could be significant to the teachers at various stages of education, school counsellors and community volunteers in preparing need based, adaptable and user friendly materials based on experiential approach. The above mentioned communities will get the opportunity to create life skills programme for children and youth that reflect their socio-cultural context, age based, and language specific.

5. The Life Skills Scale and the Life Skills Programmes will also guide and equip parents to help their children in the home to know the life skill constructs of their children and develop life skills among them.

1.12 Delimitation of the Study

The research findings of the study cannot be applicable in all the conditions. Keeping in mind the constraints like time and resource constraints, the study was delimited to the following:

- The present study is confined to preparation and tryout of a Life Skills Programme for pre-service teachers at secondary level of B.Ed. Colleges of Surat city affiliated to Veer Narmad South Gujarat University.
- The Life Skills Scale constructed was not standardized.
- Life Skills are many but the present study was confined to the development of a programme on ten core life skills suggested by World Health Organization (WHO) i.e. Self awareness Skill, Interpersonal Skill, Effective communication Skill, Critical Thinking Skill, Creative Thinking Skill, Decision Making Skill, Problem Solving Skill, Coping with stress, Coping with emotions, and Empathy. So the generalization of information provided by this study will be limited to these ten life skills.

1.13 Limitations of the study

Due to limitation of time and resources, the present study has been delimited to the following aspects.

1. It was not possible to make equal groups with respect to gender, area, discipline and the educational qualification of the pre-service teachers in the
present study. So the study used non-parametric techniques namely Mann Whitney (U) Test and Kruskal Wallis Test (H).

1.14 Research Methodology employed for the study
1.14.1 Population of the Study
All the B.Ed. Colleges affiliated to Veer Narmad South Gujarat University constituted a population for the present study.

1.14.2 Sample of the Study
Two B.Ed. colleges affiliated to Veer Narmad South Gujarat University were selected by purposive sampling. All the pre-service teachers of those selected B.Ed. colleges constituted the sample.

1.14.3 Research Design employed for the present study
The study incorporated quasi-experimental design namely Pre-test Post life skills Non-equivalent Experimental Control Group design. The experimental group was exposed to Life Skills Programme and the control group was given Life Skills Theoretical Orientation. The Life Skills Scale and Situational Test (at pre phase) were administered at the beginning of the experiment to both the groups to assess the pre-status of life skills and the use of life skills in real life situations of pre-service teachers. The Life Skills Scale and Situational Test (at post phase) were administered towards the end of the experiment to measure the enhancement level and to evaluate the effectiveness of the treatment, that is, Life Skills Programme.

1.14.4 Research tools employed for the study
The Situational Test and Life Skills Scale (used at pre phase and post phase level) were used to assess the level of life skills before and after the intervention-LSP. A range of questions based on understandings of life skills and the practices of life skills in real life situations were incorporated in the situational test, and were employed before and after the intervention-LSP. The Life Skills Scale covered items that evaluated various constructs (indicators) of the core life skills inherent among pre-service teachers. Programme Feedback Questionnaire, Focused Group Discussion and
Field Notes and Observations were used to get opinions of pre-service teachers about Life Skills Programme.

1.15 Scheme of Chapterization

The thesis has been presented into the following six chapters.

Chapter I
This chapter introduces the background and context of the current study. Further it enumerates the problem of study with the explanation of key terms. It also states the objectives of the study, the rationale and purpose of the study, research questions, objectives of the study, scope of the study, hypotheses framed, delimitation and limitations of the study and scheme of presentation.

Chapter II Review of Related Literature
This chapter was divided in two parts- Conceptual Framework and Review of Related studies. Conceptual Framework focuses on the framework or theoretical background of the study undertaken. This includes definitions of life skills and components of life skills, models of life skills existed. Review of Related Literature begins by stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work. This chapter reviews the literature in the main areas related to present study.

Chapter II Research Design and Methodology
This chapter provides a detailed description of the methodological principles and procedures adopted for the study. A detailed account of the research setting, the sample for the study and tools used for data collection. Each of the tools is discussed in detail from the designing point of view, and finally it presents the procedure of data collection as well as data analysis.

Chapter IV Life Skills Programme
This chapter outlines the expected outcomes of the programme, index of activities of the programme, detailing of each activity in series focusing aim of the activity, skills to be focused, process to be employed and facilitator’s role to make activity more sound and meaningful.
Chapter V Data Analysis and Interpretation
This chapter depicts the analysis and interpretation of the data gathered through research instruments. The hypotheses reiterated were examined through various statistical tests and measures with the help of SPSS Version 10 software. Interpretations based on the findings have been presented and discussed in the light of the study undertaken. The data obtained is analyzed quantitatively using Mann-whitney U test and Kruskal-Wallis Test (U). Moreover, the data gathered from different sources were brought to bear upon each other, where needed to arrive at a set of conclusions.

Chapter VI Findings, Suggestions and Implications
This is the last chapter of the dissertation which deals with the findings from the present study and educational implications of the same. This chapter provides an overview of the research study with an explanation of the findings resulting from the analysis of the data. The chapter also presents the implications of the study based on the findings of the research. In addition, the chapter also offers recommendations for future studies that can be undertaken in the field.

1.16 Conclusion
This chapter introduced the background and context of the current research. The chapter then discussed the meaning of life skills education, status of life skills education in India and across countries of the world; and importance of life skills education. Moreover, it also examined Life Skills Education in India and Gujarat with a specific focus on the role of teacher education for the development of life skills among the youth and children. This was followed by an explanation of the rationale of the study, the research questions, statement of the problem, scope of the study, research objectives, research hypotheses, population and sampling, research design and methodology, and delimitation of the study were then presented. Finally, the scheme of Chapterization offered an overview of the entire research study.