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RESEARCH PAPER

## Preparation and Try out of a Life Skills Education Programme for B.Ed Trainees

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**Key words:** *Life Skill, Education Program, Trainees etc.*

### *Abstract*

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. Looking to these postulates, the present study was carried out with a view to sensitize the B.Ed. trainees towards achieving life skills.

### **INTRODUCTION**

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner.

They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.

Life skills Education(LSE) as an approach is comprehensive with respect to the general objectives of the curriculum at school level. This approach is realistic since it envisages teachers to disseminate life skills to the coming generations in schools and is also pragmatic and relevant in the context of a developing country like ours. Implications of LSE for student teachers are of considerable value as every teacher serves a model for every student and therefore, he/she can easily transmit life skills among their students.

#### **OBJECTIVS OF THE STUDY:-**

- To prepare a life skills education (LSE) program for B.ED trainees.
- To implement LSE program on B.Ed. trainees with a view to sensitize them towards achieving life skills.
- To study the effectiveness of the implemented LSE program in terms of trainees reactions.

#### **RESEARCH QUESTIONS:-**

- What could be the basis for realizing the need of LSE?
- Which would be the most desirable target group for imparting LSE mainly for its wider dissemination in the society?
- How one can select the most effective ways for integration of LSE?
- How one can improve his/her own practices for effective SE at various levels?

#### **DELIMITATION:-**

The was limited to the ten core life skills.critical thinking, creative thinking, decision making, problem solving, interpersonal relationship, effective communication, coping with emotions, coping with stress, self awareness and empathy.

#### **RESEARCH DESIGN:-**

The present study was experimental type study in nature.

#### **SAMPLE:-**

Two sets of the sample(10B.Ed trainees from the Sardar Patel University for pilot testing and 30 B.Ed. trainees from Sardar Patel College of Education,Bakrol, for experiment) were selected purposively as sample for the present study.

### TOOLS AND TECHNIQUES:-

- A LSE program considering the major basis viz. concepts of life, self concept, social relationship, personality traits, role of art- literature and media, was prepared. The content covered under the LSE program was in the form of different activities related to concepts of life, knowledge about self, orientation to life skills, LSE through literary form like short stories, events, poetries etc.
- An open ended questionnaire based on the concepts of life, self concepts test and reaction scale tools were also used.
- Apart from these, a video film on concepts of life and a video CD on LSE through films were also used.

### DATA ANALYSIS:-

The collected data in terms of the reactions of the B.Ed. trainees were analyzed with the help of chi- square test.

### MAJOR FINDINGS:-

- The B.Ed. trainees were sensitized towards achieving the life skills. This was mainly in terms of their manifested attitude of towards conceptions of life, skills required for better living, importance of life skills, knowledge about self, conceptual understanding of LSE and different methods of LSE.
- The main effect of the LSE program was found significant with respect to the identified basis of the program viz. concepts of life, self concepts, social relationship, personality traits and role of art literature and media.

### IMPLICATIONS OF THE STUDY:-

- The findings of the study imply emphasis of LSE program at different levels of education.
- For providing effective LSE, teacher needs integrate different methods, media, approaches and techniques.
- Teacher should also focus on the hidden curricula through LSE approach.

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