



Role of Teacher's in development of Life Skills – Overview Teacher Education Programmes of School of Education, Savitribai Phule Pune University

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ABSTRACT

Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. The present and fast materialistic has forgotten to provide the basic life skills to all the members of the society. There is high need to improve the skills in students. It has been felt that life skills education bridges the gap between basic functioning and capabilities. Imparting life skill training through inculcating life skill education will help students to overcome such difficulties in life so there is high need to develop life skill through teacher education programme or other programme. School of education takes a small effort through teacher education programme by conducting different activities that can be used to enhance Life Skills in Students. The present paper focuses on life skills education or role of teachers and the benefits of imparting life skill education in Classroom as well as in our curriculum i.e. developing social, emotional & thinking skills in students, that they can cope up with future challenges and survive well or manage day to day life. It is a small step towards to achieve the goals of students' academics as well as future achievements.

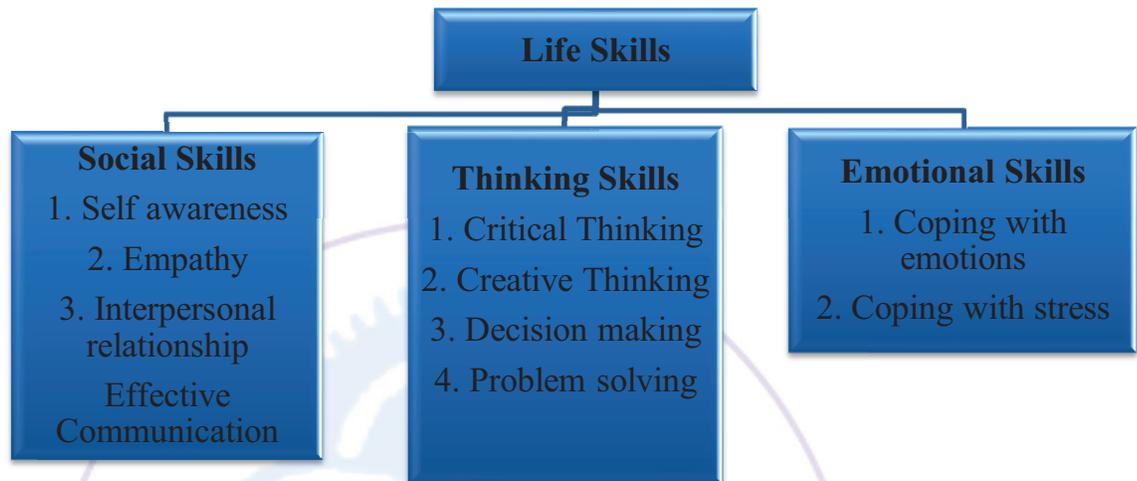
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Life skills are essentially those abilities that help to promote mental wellbeing and competence in young people as they face the realities of life. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, adolescents need life skills awareness such as the ability to deal with stressful lives, associated pressure and the need for flexibility. Life skills are the ability for adaptive and positive behaviour that enables human challenges for life.

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in their approach and is able to adjust in different circumstances. ‘Positive behaviour implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

Life Skills and overview:

- a) **Self-awareness:** It is a probe into one's own self, in relation to the surroundings in which we live. It is an unbiased assessment about one's character, capacity, capability, competency, desire and dislikes.
- b) **Empathy:** Empathy starts with our ability to understand and accept different kinds of people around us who are different from us in many respects. It is the imaginative transposing of one's self to the thinking and feeling of another.
- c) **Interpersonal relationship:** It is the ability to establish positive relationship and help us to relate in positive ways with the people we interact with.
- d) **Effective Communication:** It is the most important part of the life skill education. Communication is the process by which information and understanding transfer from one person to other.
- e) **Critical Thinking:** It is the ability to analyze information and experiences in an objective manner. Critical thinking is making objective judgments about choices and risks.
- f) **Creative Thinking:** Creativity is the ability to produce work that is both novel and appropriate. It is a unique way of thinking, which bases on the insight we have in a particular area.
- g) **Decision making:** Decision making is to choose from the varied options based on the existing knowledge of the topic under consideration keeping in mind the positive and negative consequences of each of the option.
- h) **Problem solving:** Enables us to deal with the problems in our life in a constructive manner.

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- i) **Coping with emotions:** Coping with emotions is being aware of the predominant emotion that preoccupies the mind at any point of time, knowing how emotions influence behavior, and being able to respond emotions appropriately.
- j) **Coping with stress:** Coping with stress means recognizing the sources of stress in our lives, recognizing how this affect us physically and emotionally and acting in ways that help us control our level of stress, by changing our environment or lifestyle and learning how to relax.

A) Self-Awareness: Self-awareness means being aware about oneself. Self-awareness means being aware about oneself, one's feelings, and one's emotions, one's positive side all the matter regarding oneself. It means being truthful to oneself. Self-awareness can be in a sense we are actually trying to study all the aspects of our personality. It is an important life skill because it will help us to understand more about our personality and our strengths.

B) Empathy: It is what is meant by empathy that is to have a sense to understand what another person feels in a particular situation. Sensing others feelings, others perspectives, others emotions etc. can be termed as empathy.

C) Interpersonal Relationship: Interpersonal relationship is an ability which enables the individual to collaborate positively with others. This ability permits individuals in creating and keeping up solid and friendly relationships in the family, group and social context. This assures social help which significantly adds to the psychological and social wellbeing of the person. It likewise encourages ending relationships in a useful way.

D) Effective Communication: Effective communication helps exposition of oneself, both verbally and nonverbally in a way that is suitable to the way of life and situation that person is in. It improves the ability to express not only feelings and desires, but also needs and anxiety, permitting the seeking of guidance and help in the midst of need.

E) Critical Thinking: Critical thinking is intentional and intelligent judgments about what to accept or what to do because of perceptions, acquaintance, verbal or written expressions, or contentions. Critical thinking may include deciding the importance and significance of what is observed or communicated or concerning a given induction or contention, determining if there is sufficient justification to accept the conclusion as obvious.

F) Creative Thinking: Creative thinking is a procedure through which an individual may deliver something new or unique or may utilize existing information or knowledge to arrive at solutions to issues circumstances in a way that is totally different to earlier usage. It involves a large group of thinking styles like flexibility, originality, familiarity, elaboration, brainstorming, modification, alteration, associative thinking, attribute listing, metaphorical

thinking, forced relationships and concentrates on investigating ideas, generating possibilities, searching for some right answers instead of only one.

G) Decision making: Decision making is the way toward making a choice between at least two alternatives. This also revealed that the maker of the decision must aware of the outcomes of his or her action. Accordingly, the ability of making positive choices in a useful way will also deter negative outcomes and enable adolescents to comprehend issues identified with their lives.

H) Problem solving: Problem solving helps us to deal constructively with problems in our lives. Significant issues that are left uncertain can cause mental pressure and give ascent to accompanying physical strain. It is a self-directed cognitive-behavioral process by which a person, couple, or group attempts to recognize or find effective solutions to particular problems experienced in regular living.

I) Coping with emotions: Emotions can be depicted as feeling good or bad. Good feeling to be profitable, though bad feeling being adverse to the person. Coping with emotions includes acknowledgement of emotions in oneself and in others. It is monitoring how emotions impact behavior and how to react appropriately to the emotions. Extreme emotions, similar to anger or sorrow can have exceptionally negative consequences for the sound of an individual in the event that he or she is not prepared to respond suitably to the circumstance which triggers such emotional states.

J) Coping with stress: Managing stress is about identifying of the causes of stress in daily life, the way in which it influences people and the activity expected to control levels of stress in day by day life. This may mean making a move to diminish the causes of stress, for instance, by making improvements to the physical condition or way of life on the other hand it might mean figuring how to relax, with the goal that pressures made by unavoidable stress which give the accession to health issues.

Imparting Life Skills Education in Classroom:

The researches in this field recommend that the use of different innovative activities and approaches will lead to better development of life skills among students. Following are examples of innovative activities that can be used in the classroom for inculcating life skills.

a. Classroom Discussions: Discussions provide opportunities for learners to understand and to solving problems of day to day life. Discussions helps the students to broaden their thinking abilities and also facilitate in depth reasoning of the topic. Through discussion many skills and qualities like assertiveness, listening skills, and interpersonal skills can be improved.

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b. Brainstorming: Brainstorming facilitates children to make ideas rapidly and impulsively. It helps to foster the systematic imagination skills of the students. Active discussion in the class can generate innovative ideas. It is helpful for evaluating the pros and cons of situation or event effectively.

c. Role Plays: Role plays helps to keep the whole students active throughout the class. It is very much effective for students. Role play also facilitate the practicing the skills and to provide a better understanding for handling real life problems.

d. Group tasks: When the number of students is high and time is limited, groups are helpful for better result. It facilitates the interpersonal skills of the students and learns how to work as a team through effective communication and understanding. It is also helpful for developing empathy.

f. Games and Simulation: Games are always favorite to the students irrespective of the age. It can provide rich learning experience through fun and activities. They demand knowledge, attitude and skills. It provides a safe and stress free classroom atmosphere and facilitate the practicing of many skills.

g. Analysis of situation and Case studies. Situation analyzing and case studies demands little more serious and careful practices from the students and teachers and trainers need to support students for the proper direction. They give chances to understand and discover problems and to find out their solutions. Students interpersonal skills, cooperation, communication skills are also promoted along with the critical thinking skills and cognitive development. Case studies are powerful tools for analytical and problem solving skills.

h. Story Telling: Story telling helps children to develop creative and critical thinking. It give chance to draw analogies with real life situations. It also increased the skills such as listening skills, attention and endurance.

g. Debates: For addressing a specific problem and to explore in depth, debates are best used. Socially important issues are handled using debates for better result and active participation. Skills such as assertiveness, communication skills, listening skills, critical thinking etc. are fostered through this activity. Students also learn to respect the opinion of the opposite views and to defend.

During these activities teachers try to engage students in those activities, frequently ask questions to the students, interact with students, motivate them, share views and opinions together. These activities help students to explore their ideas and they think & reflect critically. These activities also help to develop communication skills, listening skills and cognitive development. These practices make a great impact on students learning abilities and develop a

reflective personality in them which are assessed by the teachers by using Rubric or various assessment tools.

Role of teacher during classroom transactions:

In the Life skill development process teachers' and students' role is most important. During classroom transaction, for better learning, teacher need to design high impact experiences that engages students in brainstorming, production of ideas, articulation of ideas, argumentation, refutation & consolidation. These high impact experiences can be any one out of the ones described above. Moreover, as part of pre-instruction planning, teacher should prepare and provide a rubric to the students. The rubric should be framed according to the learning objective of the high impact activity of life skills. This will enabled teachers to facilitate learning of the students in way they want. During the high impact activity teacher role is of facilitation and continuous monitoring. During activity teacher's role is to encourage students to express views and ideas clearly.

To educate students life lived wisely teachers needs to create a friendly environment between students in the classroom. Teacher is a person who is responsible for shaping child's future, making him/ her a better human being so they have to be skillful, they do not only give guidance to the students in academics but also in extracurricular activities. To develop life skills in students every teacher who is responsible for the academic growth or progress of the student he/ she needs to acquire those skills themselves. They have to create comfort zone between students and also try to make a healthy relationship between them. Teachers success is depending on the student's success. Teachers requires a variety of skill sets for creating lesson plans, instructing students, working with administrators and interacting with parents. Teacher should ideally be good at physical, verbal and written communication. Strong verbal communication means that teachers make their lesson materials and expectations clear while presenting concepts in way that students can understand. Teachers need to practice leadership skills inside and outside in the classroom. Teachers should have the knowledge and skills needed to select and adapt curricula and instructional methods according to individual student needs. A variety of instructional arrangements are available (e.g., team teaching, cross-grade grouping, peer tutoring, and teacher assistance teams). The teachers should use their joint planning time to problem solve and discuss the use of special instructional techniques for all students who need special assistance. Teacher should adapt curricula so that lessons begin at the edge of the student's knowledge, adding new material at the student's pace, and presenting it in a style consistent with the student's learning style. Teacher should use

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cooperative learning projects to help the students learn to work together and develop social relationships. Teacher have to always moves towards the future, in spite of their difficult situations, by making healthy adjustments against adversity. Teachers should know about how to handle students in the classroom. Teacher have to adopt a number of techniques to help build classroom communities for e. Games designed to build community, Songs and books that teach community, openly dealing with individual differences, assigning classroom jobs that build community and also to Teaching student to look for way to help each other.

To develop Life Skills through teacher education programmes & other programmes of the school of Education takes a small effort to provide life skill education to their students. The school of education is one of the leading schools in India having research strengths in teaching and learning, cultural context of inclusive education, disability inclusion and pedagogy. It comprises of two departments one is Department of Education & Extension & Department of Physical Education and two centres i.e Centre for Teaching Support & Innovative Education & Centre for Disabilities & Inclusive Education. These departments have some courses which provide life skill education to the students through internship, skill development courses and the details are given as follows:

1. M.Ed.:

M.Ed. curriculum of Department of Education and Extension, School of Education, Savitribai Phule Pune University supports the development of all the life skills enumerated by UNESCO. The courses like Introduction to research method, Advanced Research Methodology & Inferential Statistics, and Perspective, Research and Issues in Teacher Education foster the problem solving skills of the students by training them in using various research tools. These tools support their ability to identify issues, analyze data and find solutions. The courses like History and Political Economy of Education, Psychology of Learning and Development, Philosophy of Education and Sociology of Education help students acquire multiple perspectives on education which support their ability to think critically and become rational decision makers. Having multiple ways of seeing problems enables students to view problems and issues with different standpoints making them empathetic individuals. Furthermore, Psychology of Learning and Development and Communication & Yoga Education promote students' self-awareness and communication skills by helping them learn about human learning behavior, developmental paradigm and giving them a way to express their ideas.

Moreover, Yoga education can help students learn how to regulate their emotions and manage stressful situations. Besides, Internship opportunities offered in M.Ed. gives students an

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opportunity to apply their learning to real situations and contextualize their knowledge. These courses enhance the interpersonal skills and creative thinking skills of the students.

2. B.Sc.B.Ed (IV Year Integrated):

NICEF, UNESCO and WHO list the ten core life skill strategies and techniques provided that are: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. IN B.Sc. B.Ed. integrated degree, we have included all ten skills under various courses.

Out of which one is separate course of Creative and critical thinking in this student can combine approaches from both critical and creative thinking skill to enrich their learning experiences. Another course is English language and German language with the help of which students can understand the basic concept of Communication Skill and Soft Skill, to use the effective communication in day-to-day life, interface between Indian literature and other global literatures.

Next course is Understanding of Education and its Perspectives in this student make use of problem solving, interpersonal relationship skills, self-awareness building skills, empathy with educational policy of India and identify the structure of levels of education, demonstrates competencies and acquire communication skills also criticizes philosophical, sociological and global perspective of education. Under the course Teaching Competencies students can improve self-awareness skill, decision making skill by conducting microteaching, simulation, bridge lessons. Understanding self-course develops continuous self-reflection and holistic understanding about himself/herself to become an integrated personality. Indian constitution & human rights make students aware about Constitutional provision regarding fundamental rights and principles. General pedagogy helps to acquire teaching learning activities general teaching skills and methods as well as subject oriented teaching skills and methods also improves empathy, and coping with stress and emotions skills. Yoga education is one course which helps to coping with stress and emotions specifically. Then we have Psychology of learner and learning theories, Basic research, E-learning, ICT which focuses on these ten skills.

3. Lifelong Learning:

For the development of Life Skills in students Dept. of Lifelong Learning conducts or organize various programmes or activities like the social responsibility in terms of university specific programmes, lifelong learning discipline, skill development, field outreach activities, universalization of education and health, university, industry and NGO partnership, faculty improvement programmes and institutional linkages. They develop life skills by non-formal

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education as well as formal education for e.g. Management, pedagogy and programme delivery, voluntary work by university and college students, internship /fieldwork, continuing education & lifelong learning, knowledge management system etc. By applying these strategies or techniques Dept. of Lifelong Learning develop these skills in students.

4. M.A. (Education):

M. A. Education curriculum imparts some papers i.e. Inclusive Education, Value Education & Humanities, Human Rights Education, Life Long Learning & NGO in Education, Field Work (Internship at NGO's in Education) to enhance one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside and outside, increase students' knowledge and awareness of emotional competency and emotional intelligence at place of study/work, provide opportunity for realising one's potential through practical experience, develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others, to set appropriate goals, manage stress and time effectively and also to manage competency- mix at all levels for achieving excellence with ethics.

All these courses of school of Education, Savitribai Phule Pune University are supports to develop ten core life skills in students. In this whole process teacher's role is most important, continuous monitoring and assessment is done by the teachers.

Conclusion:

The goal of School of Education teacher education programme or other programmes is to develop ten core life skills in students through various activities like community engagement practices, internships at NGO's, Skill Development programmes and field work. All the teacher education programme of School of Education are very helpful to develop the skills in students. To develop life skills in student teacher's role is most important. Teachers have to make teaching & learning process, more interesting and effective. It is challenging to do it practically. Teachers have to find out the different situations and different types of students in learning. Teachers have to be creative and smart in choosing and using different types of methods & techniques in teaching different skills. Through teacher education programme and other programme teacher are nurture the curiosity of students through their effective teaching learning process, by conducting various activities in the classroom.

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