



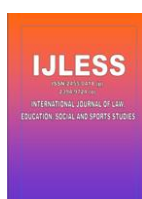
Life skills education among student-teachers of B.Ed. programme

Pallavi¹, Dr. Venkatesha K.²

¹Research Scholar, Department of Studies in Education, Davangere University,
Shivagangothri, Davangere, Karnataka, India

²Professor, Dean and Head, Department of Studies in Education, Davangere University,
Shivagangothri, Davangere, Karnataka, India

DOI: [10.33329/ijless.12.S2.317](https://doi.org/10.33329/ijless.12.S2.317)



Abstract

Life skills have emerged as a crucial component of teacher training in contemporary educational discourse. Among student- teachers enrolled in the Bachelor of Education (B.Ed.) programme, the development of life skills plays a foundational role in shaping their personal, social and professional competence. As future educators, student teachers are expected not only to possess strong pedagogical knowledge but also to exhibit qualities such as empathy, emotional intelligence, critical thinking, decision making, effective communication and problem- solving. This study explores the significance of life skills education within the B.Ed. Programme. It highlights the need for structured life skills education training integrated through curriculum design, experiential learning, reflective practices and peer collaboration.

In equipping student- teachers with life skills is not only a means of personal empowerment but also a strategy for improving educational quality and learning outcomes. A teacher who models and imparts life skills education creates a ripple effect that benefits students, schools and society at large, making life skills education an indispensable pillar of teacher preparation.

Key Words: Life skills education, student -teachers, B.Ed. Programme.

Introduction

UNICEF gives to an clear understanding that powerful behavioral outcomes are the results of interrelations between the skills, most importantly the psycho social and interpersonal skills.

WHO (world health organization) defined, life skills as "the abilities for adaptive and positive behavior that enable to deal effectively with the demands and challenges of everyday life". The term 'Adaptive means that a person is flexible in approach and is able to adjust in different circumstances, ` positive behavior' 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 education may provide student-teachers with strategies to make healthy choices that contribute a meaningful life. It facilitates a complete and integrated development of younger generation effectively as social beings and makes them socially more sensitive.

Review of related literature:

Viyavani and Geetha, (2007). conducted a study on life skills and value education among B.Ed. trainees. The sample of the study was 200 B.Ed. trainees in and around Coimbatore district. through simple random sampling techniques. The results found that there was no significant mean score difference in the life skills and value education among B.Ed. trainees with respect to gender, locality, general qualification, type of family, medium of instruction, nature of college, educational qualification of father and mother, occupation of father and mother monthly income of father and mother.

.Prema (2013), investigated enforcing life skills to teacher by teacher educators survey method was used in the study. 118 teacher educators from the colleges of education located in Tamil nadu was takes as samples. The data was analyzed using percentage. Results found that female teacher educators were possessed high level of life. skills and also teaching maximum possible life skills to student teacher when compare with male teacher educators.

Jagannath.K Dange (2016), studied on life skills: A research based model. The article highlights the research findings on the core life skills. Based on the mentioned research findings, A model of life skills is developed and which shows as suggested by the world health organization.

Bipasha Sinha. (2017), conducted a study on life skills and its teaching in schools. In this paper, various life skills are discussed which promote psychological competencies and inter sectional skills among students for development of healthy and productive life, various methods of teaching life skills are also elaborated which can be used effectively as a part of the school curriculum to inculcate life skills among school students.

M. Sridevi and T.G. Amuthavalli (2019). conducted a study on life skills among B.Ed. Student-teachers. Survey method was conducted on a random sample of 100 B.Ed. student teachers from Anathpur district. The result found that B.Ed. student -teachers have moderate level of life skills among B.Ed. Student-teachers with reference to gender and locality.

Need and significance of the study.

The life skills education is an essential part of being able to meet the challenges of everyday life. The life skills education helps to build confidence among student-teachers. Lack of life skills cause many problems to the student-teachers, student, the entire process and system of education. Thus, it is necessary to impart and assess life skills education to student-teachers for the development of the future generation. In the present study the researcher suggests for the further research studies the researcher to study the life skills education among student-teachers with respect to different demographics like gender ,locality etc.

Objective of the study

This study explores the significance of the life skills education within the B.Ed. programme, emphasizing its role in preparing student -teachers to meet the diverse demands of the teaching profession.

Research Methodology

This study is based on secondary sources of data such as articles, books, research papers, websites.

Life Skills Education Among Student-Teachers B.Ed Programme.

History of life skills education

The initiative on life skills-based education started with the Ottawa charters for health promotion (1986), where life skills were recognized in terms of making better health choices. The convention on the rights of the child (1989) declared that education should be focused towards the development of child's fullest potential and there by stressed the importance of connecting it with education.

The Jomtien declaration (1990) on education for all incorporated life-skills among necessary learning tools for the survival, capacity development and quality of life. The Dakar world education conference (2000) affirmed that all young people and adults have the right to gain from an education that include learning to know, to do, to live together and to be are to included life skills as a medium to do so.

Definition of life skills.

The international bureau of education (IBE) derives its understanding from 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 on an independent basis.

WHO (1993) defines life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

UNICEF defined the life skills as "a group of psychological 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 and manage their lives in a healthy and productive manner.

Various life skills identified by WHO (1999) that need to be taught to student-teachers of B.Ed. programme.

1. Self awareness : Self -awareness includes recognition of self , our characters strengths, weaknesses, desired and dislikes, developing self - awareness can help as to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

Components : Objectivity, introspection ability to accept strengths and weakness, reflectivity, accepting self.

2. Empathy : To have a successful relationship with our loved ones and society at large. Empathy is the ability to imagine what life is like for another person. empathy can help to accept others who may be very different from us. This can improve social interactions, especially in situations in ethnic and cultural diversity. Empathy can also encourage the adoption of a nurturing attitudes towards people in need of care and assistance or tolerance and understanding as in the case of people on whom they depend for support.

Components : Sympathy, cognitive empathy, affective empathy, comprehension, self-awareness, sensitivity, responsibility.

3. Critical thinking : It is ability to analyze information and experience in an objective manner. It can contribute to healthy living by helping us in recognizing and assessing the factors that influence attitudes and behavior, such values, peer pressure and the media.

4. Creative thinking : It is a novel way of seeing and doing things that is characteristic of four components-fluency, flexibility, originality and elaboration.

Components : fluency, (New ideas), flexibility, originality elaboration, boldness.

5.Decision making : Decision making helps to be proactive in making decisions about our life in relation to a healthy assessment of the different options available and in determining what effects there different decisions are likely to have.

Components : Self-knowledge, rationality, knowledge, emotional stability, logical thinking, creative thinking.

6.Problem solving : Problem solving helps to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Components : Intelligence, emotional stability, analytic ability, divergent - thinking, positive attitudes, self -knowledge, maintaining stress, interpersonal relations.

7.Interpersonal relationship : It helps us to relate in positive ways with the people with whom we interact. This means being able to maintain friendly relations with family, friends and colleagues which can be of great important source of social support.

Components: Empathy, sympathy, sensitivity, tolerance, positive, attitude, reciprocity, healthy distance.

8.Effective communication: Effective communication means that we are able to express ourselves, both verbally and non-verbally, in way that appropriate to our cultures and situations.

Components : Analytic and synthetic abilities, expressive skills, non-verbal skills, posture and gesture, presentation, objectivity, quickness to react on the spur of the movement, creativity, sensitivity, imaginability, patient listening and knowledge ability.

9 Coping with stress : Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and action in ways that helps us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

Components : Resilience, reality orientation, self-awareness, relaxation ability, entertain ability, planning ability, objectivity, ability to understand from others perspectives and ability to avoid lopsidedness in life.

10.Dealing with emotions : Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we not respond appropriately.

Components : Empathy, Sympathy, emotional intelligence, objectivity, resilience, critical thinking, sense of proportions, self-awareness and analytic and synthetic abilities.

Life skills education benefits for the student-teachers of B.Ed. programme.

Student-teachers enrolled in B.Ed. programme typically come from diverse sociocultural backgrounds and possess varying levels of maturity and preparedness for the teaching profession. Life skills education helps as a bridge for this gap promoting self- awareness and self-reflection, enabling student-teachers to understand their strengths, weakness, values and biases.

The integration of life skills education into the B.Ed. curriculum can be achieved through various means, including dedicated courses, experiential learning activities, workshops and co-curricular programs.

In B.Ed. programs , during school internships and teaching practice sessions, student-teachers are required to manage classroom, interact with diverse learners, collaborate with colleagues and respond

to unexpected challenges. Their experience, when complemented by life skills training, becomes powerful learning opportunities that reinforce professional and personal confidence.

Life skills education among student-teachers enhances peer interaction and collaborative learning. To work with others, respect differing perspectives and engage in co-operative problem solving is central to the student-teachers for their future teaching collaboration with peers during teachers' training. It fosters essential interpersonal skills such as empathy, negotiation, shared responsibility and constructive feedback.

Life skills education that incorporates cultural sensitivity helps future educators become more effective in recognizing and addressing cultural biases, stereotypes and inequalities. It enables them to foster a classroom environment that affirms all ideas and encourages open dialogue and mutual understanding. In addition to local cultural awareness, global awareness is equally important in a world facing transitional challenges such as climate change, migration and public health. Teachers who are globally conscious can connect curriculum content to real-world issues, inspire students to think beyond national borders and cultivate values of global citizenship.

Life skills education for student-teachers is the development of leadership and initiative. These qualities are essential not just for classroom instruction but also for professional growth and career advancement. Whether it involves organizing school events, leading parent-teacher interactions or participating in educational reforms, teachers often need to step into leadership roles.

Research and educational practice both suggest that student-teachers who receive life-skills education demonstrate intelligence. Life skills such as stress management, time management and emotional regulation are crucial in enabling student-teachers to maintain healthy work-life balance and prevent burnout. Furthermore, those skills empower them to make ethical decisions, handle conflicts constructively and maintain professional boundaries.

Teacher education institutions must adopt a more holistic and inclusive approach to curriculum design and implementation. Life skills education should be embedded across all courses and activities, rather than being treated as a standalone module. Faculty members should be sensitized and trained to incorporate life skills into their teaching practices and to model these skills in their interactions with students.

The role of policy makers and educational authorities is also critical in promoting life skills education through teacher training. National educational policies should emphasize the development of life skills as a core component of teacher education and allocate necessary resources for its implementation. There should be national and regional level initiatives to develop contextually relevant life skills framework, training materials and assessment tools.

Life skill education is the integration of technology and digital life skills. In the digital age, student-teachers must be comfortable navigating online platforms. Using digital teaching tools, and addressing cyber behavior and media literacy among student-teachers. Digital life skills include managing one's online identity, understanding privacy and safety, and using social media responsibly.

The global emphasis on 21st century skills further reinforces the need for life skills education in teacher preparation. In a world marked by rapid technological changes, globalization and socioeconomic transformation, teachers need to be lifelong learners, innovators and change-makers.

Conclusion

Life skills education is an essential dimension of teacher training that significantly contributes to the holistic development of student-teachers in the B.Ed. programme. As educators are expected to perform multifaceted roles in increasingly diverse and dynamic classrooms, the ability to manage emotions, communicate effectively, solve problems and work collaboratively is just as important as

subject expertise. Life skills education enables student - teachers to not only navigate the challenges of the teaching profession but also to serve as role models for their student, promoting values such as empathy, respect and responsibility.

References

- [1]. Dange, J. K. (2016). Life skills: A research-based model. *International Journal of English Language, Literature and Humanities*, 4(7), 199-213. <https://www.ijellh.com>
- [2]. National Council for Teacher Education. (2024). *Norms and standards for Bachelor of Education (B.Ed.) programme*. <https://ncte.gov.in>
- [3]. National Council of Educational Research and Training. (2005). *National curriculum framework 2005*. <https://ncert.nic.in>
- [4]. Sinha, B. (2017). Life skills and its teaching in schools. *Journal of Contemporary Educational Research and Innovations*, 7(1), 30-35. <https://www.jceri.com>
- [5]. Sridevi, M., & Amuthavalli, T. G. (2019). Life skills among B.Ed. student-teachers. *Review of Research*, 8(8), 1-4. <http://www.lbp.world>
- [6]. UNESCO. (2004). *Life skills education for children and adolescents in schools*. <https://unesdoc.unesco.org/ark:/48223/pf0000140279>
- [7]. Vijayarani, J., & Geetha, D. (2017). A study on life skills and value education among B.Ed. trainees. *International Journal of Research - Granthaalayah*, 5(9), 43-54. <https://doi.org/10.5281/zenodo.853182>
- [8]. World Health Organization. (1999). *Partners in life skills education: Conclusions from a United Nations inter-agency meeting*. <https://apps.who.int/iris/handle/10665/63559>