



REFLECTIONS OF THE LIFE SKILLS THROUGH CURRICULUM OF TEACHER EDUCATION PROGRAM OF S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI

Sangita Nandkumar Shirode, Ph. D.

Associate Professor, S.N.D.T. College of Education, Pune



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction:

21st Century is an age of Technology and Tremendous Competition. In this age every individual has to face conflict, competition, and stress in every walk of life. To face this age and to accept the challenges of this age it is essential to inculcate life skills amongst each individual. Teacher is one of the source who will take this responsibility. So it is important to impart life skills in teacher education.

Life skills: World Health Organization has defined life skills as “The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of every day life”.

WHO has given the list of 10 life skills as follows?

Self awareness

Empathy

Problem Solving

Decision Making

Effective Communication

Interpersonal Relation

Creative Thinking

Critical thinking

Coping with Emotions

Coping with stress

Meaning of Each Skill:

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health and every walk of life by assessing the different options, and what effects different decisions may have.

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

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

Critical thinking is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

Self-awareness includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support. WHO/MNH/PSF/93.7A.Rev.2

Coping with emotions involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

Coping with stress is about recognising the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. Teacher is the main source who inculcate these life skills in young minds. To make aware teacher about life skills it should come first in Teacher education Curriculum. To see whether these life skills are imparted and reflected in teacher Education Curriculum researcher has undertaken following research study.

Title of the Study;

A study of reflections of the Life Skills through Curriculum of Teacher Education Program (2008-2013) of S.N.D.T. Women's University, Mumbai

Objectives of the Study:

1. To study the existing curriculum of B.Ed. program of S.N.D.T. Women's University (2008-2013) according to the life skills given by WHO.
2. Categorize the activities of B.Ed. curriculum according to the ten life skills.

Methodology:

Information Analysis Method

Data Analysis:

By using the information analysis method a researcher has studied and analyzed B.Ed. curriculum of S.N.D. T. Women's University(2008-2013) and found that above mentioned all life skills are reflecting in the existing curriculum which college is implementing in the academic year 2012-13. Various curricular and co curricular activities have been planned in the curriculum which can make aware student teachers about the life skills. These activities help to inculcate life skills within the mind of would be teachers.

Activities related to life skills reflected through Teacher Education Curriculum:

- 1) Micro teaching, simulation lessons, practice lessons help to develop self awareness, Decision Making, Effective Communication, Interpersonal Relation and Creative Thinking
- 2) Working with community program help to develop Effective Communication, Interpersonal Relation. Also it helps for coping with emotions.
- 3) 2 visits are included in the syllabus. It help to develop empathy, effective communication, interpersonal relation and release stress.
- 4) Every student teacher has to present 2 seminars. Seminars help to develop self awareness, effective communication,
- 5) Every student has to write 4 essays related to theory papers. This activity helps to develop creative and critical thinking and problem solving.
- 6) Every student has to perform case study, helps to develop empathy, coping with emotions, effective communication and interpersonal relation.
- 7) Individual project and Research project help problem solving, decision making, creative and critical thinking.
- 8) Peer observation and reflection on self practice lessons help to think critically, aware about self.
- 9) Computer project helps to develop creative and critical thinking.
- 10) Following curricular and extracurricular activities also help to inculcate life skills.
 - a) Daily assembly program includes prayer, day's importance, moral story, news and meditation helps to develop self awareness, coping with stress.
 - b) Assignments such as collection of cartoon, poem selection, news collection related to particular developmental stage, searching characteristics related to particular life stage through movie or through story help to develop critical thinking
 - c) Group activities help to develop interpersonal relation, communication skill.
 - d) Various competitions such as Group dramatization, salad decoration , preparation of costume through paper folding, quiz , hurdle relay, creation of song or poem or story building related to theme , guess the song with music and by seeing actual incidence etc. help to develop self awareness, coping with emotions, coping with stress, interpersonal relations ,problem solving and creative thinking .

Conclusions:

- Life skill are imparted through B.Ed. curriculum of S.N.D.T. Women's University.
- Various curricular and co curricular activities help to orient student teachers about life skills.
- After studying this syllabus would be teachers are capable to inculcate life skills among school going students and will develop mind set according to need of this age.

References:

- Best J.W. & Kahn J.V. (1986). 'Research in Education'. New Delhi: Prentice hall of India.*
- Buch M.B. 'A survey of Research in Education I-VI volumes'. New Delhi : N.C.E.R.T. Shri Aurobindo Marg.*
- S. N.D.T. Women's University, B.Ed. Curriuchlum, Mumbai.*
- WORLD HEALTH ORGANIZATION2806623131, PROGRAMME ON MENTAL HEALTH , LIFE SKILLS EDUCATION IN SCHOOLS ,HQ5.6 WOR, DIVISION OF MENTAL HEALTH AND PREVENTION OF SUBSTANCE ABUSE , WHO/MNH/PSF/93.7A.Rev.2*