



LIFE SKILL AWARENESS PROGRAMME AND ITS EFFECTIVENESS FOR B. ED. STUDENTS

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Abstract

The focus of this study is to create the awareness of Life skills, to find out the effectiveness of Life Skill awareness programme, and to find out the opinions about developed Life skill awareness programme for B. Ed. students. Experimental research methodology has been used for this study and single group design has been used for the research study. Forty B. Ed. students trainee are selected from entire population by incidental sampling method. The awareness test i.e. pre-test and post-test tools and questionnaire are used for collection of data. To find out the effectiveness and awareness of Life skill programme the hypotheses are formulated. H-0: There is no Significant difference between means score of experimental group and control group taught by Life skill awareness programme. H0: 1 No difference existing between observed frequencies and expected frequencies. The findings of the study are developed Life skill awareness programme enhances the Life skill Knowledge and information among the B. Ed. students and opinions of students are positive towards the developed Life Skill Awareness programme.

Key Words: Effectiveness, Life Skill Awareness, B Ed. students.

Introduction

India is the 4th largest developing economy in the world and 2nd largest densely populated country in the world. In regard of this India have the largest up growing youth potential of the world. Youths are the fore pillars of the every country and performing the vital role in development of each sector of the country, because they are considered as the most productive and powerful members of the society. If they aware the about their potential power. In spite of this, it is a duty of citizens to channelize and to help him or her in identifying their root potentials

and give the proper direction to boost their energy. As concerns with Psychological aspect, Youth stage is a golden period in this period they are fully blossoms and ready to utilize their power. Unfortunately Youths are unable to identify their intellectual power and potentials among them because of this we are observing youths are engaged in performing antisocial activities such as addiction of drugs, alcoholism, tobacco chewing, smoking, sexual abuse, gang war and newly rising issue is terrorism all these activities create a problem to our society. Why today generation is involved in these activities? Answer is parents, teachers, and society's lack of attention, lack of awareness, guidance, knowledge, support and motivation all these issues are concerned with life skill education.

To avoid this social conflicts and problems we have to educate our youths and society to tackle all these issues, problems related to life skill education. The NCF (2010, p. 28). *The courses on Learner Studies are visualized as the first systematic introduction to the study of childhood, child development and adolescence. Beginning teachers need to engage with and understand children of different ages by interacting with them and observing them in diverse social, economic and cultural contexts rather than through an exclusive focus on psychological theories of child development. This would include a close study of adolescence in contemporary India as it poses several new challenges that emerge from the personal as well as social turmoil characteristics of societies in transition. It is equally important for teachers to engage with the social construct of childhood and adolescence, the various socio-cultural and political dimensions associated with its positioning and development in society.*

Historical Support to Life Skill Education

S. No.	Year	Events
1	1986	Ottawa charter for Health Promotion recognized life skills in terms of making better health.
2	1989	Convention on the Rights
3	1990	Jomtein declaration on Education for all
4	2000	Dakar World education conference took apposition that all young people and adults have the human rights
5	2001	UNGASS on HIV/AIDS
6	2002	UNGASS on Children

7	2003	World Health report
8	2004	World programme for human right education
9	2005	UN decade on education for sustainable development
10	2006	UN secretary general study on violence against children
11	2007	51 st Commission on the status of woman and world development report.

Need and Significance of the study

India is the 4th largest developing economy in the World and has a world's largest youth potential after China. But where youth are utilizing their potential, dynamic power this is a one part of research study. Most of youths are engaged in performing antisocial activities which create problem to society and spontaneously to the Nation.

In the context of prevention all these crisis related to youths Pre service education play an important role. There is necessity to train the trainee with life skill elements so that in future they can able to cope with youth's related issue and events. In connection of this NCF (2010) elaborates the information about childhood, child, and adolescent development and learning its main focus is to equip the teachers not only for teach but also to understand the students and community of parents so that they could able to understand the problems of students and their children.

Regarding the youth development RGNYD playing a significant role by organizing various training programme such as parenting adolescent, TOT, Life Skills Training Programme all these training programme create awareness among the trainer. As a part teaching community it is our duty to train the pre service trainers for the betterment of youth and for our future betterment. So that, they can handle the situation properly and help the society to cope with such type of problems. The NYP 2010 will also help in creating a bond between young people, on the one hand, and the community, on the other. There will be greater acceptability of the young people in the community and as a result, it will be able to make optimum use of their potential, energy, and enthusiasm. On their part, young people will get enhanced understanding of the constraints and problems of the community. The NYP - 2010 visualize developing responsible citizenship among the youth based on the values enshrined in the constitution. The NYP 2010

seeks to ensure that youth needs and concerns are mainstreamed into overall national development policies, underscoring the need for the wholesome development of the young people and optimum utilization of their potential for national development.

Statement of the Problem: Effectiveness of Life Skill Awareness Programme for B. Ed. Students of Abhinav College of Education Ambegaon Pune A Study.

Objectives of the Study

1. To find out life skill awareness among the B. Ed. students.
2. To prepare life skill awareness programme for B. Ed. students.
3. To find out the effectiveness of life skill awareness programme.
4. To find out the opinions of B. Ed. students towards developed awareness programme.

Conceptual Definitions the Study

Life Skill: The abilities for adaptive and passive behaviour that enables individual to deal effectively with the demands and challenges of everyday life. (WHO)

A behaviour change or behaviour development approach designed to address a balance of three areas knowledge, attitude and skill. (UNICEF)

Operational Definitions of the Study

Life Skill Awareness Programme: Life skill awareness programme based on the ten core elements laid by WHO i.e. Self awareness, empathy, critical thinking, decision making, problem solving, effective communication, Interpersonal relationship, coping with stress, coping with emotion.

Effectiveness: An observed significant difference between means score of experimental group and control group taught by Life skill awareness programme.

Assumptions of the Study

- i) B. Ed. students have knowledge about Life skill element.
- ii) B. Ed. students are familiar with life skill core element.
- iii) B. Ed. students acquainted with the application of Life skill element.
- iv) B. Ed. students apply life skill core element in everyday life.

Research Hypothesis of the study

- 1) There is a significant difference between means score of control group and experimental group taught by Life skill awareness programme.

2) A significant difference existing between observed frequencies and observed frequencies of experimental group students.

Null Hypothesis of the study

H 0: There is no significant difference between means score of control group and experimental group taught by Life skill awareness programme.

H 01: No significant difference existing between observed frequencies and observed frequencies of experimental group students.

Delimitations of the study: This research study is delimited to

- i) B. Ed. students.
- ii) For the academic year 2014-2015
- iii) 40 B. Ed. students of Abhinav College of Education Ambegaon
- iv) Affiliated to Pune University
- v) Life skill awareness programme developed by investigator

Limitations of the study

i) The psychological aspects like attention, motivation, interest are beyond the control of investigator.

ii) The attendance aspect of the B. Ed. students is beyond the control of investigator.

Research Methodology: For this research study Experimental research methodology is used to find out the life skill awareness among the B. Ed. students.

Research Design of the study: Research design is blue print of the study which enables researcher to achieve the goal. For this research study single group design is used.

Population of the study: Population of the present research study consists of all B. Ed. trainee students from college of Education which are affiliated to the Pune University Pune Maharashtra.

Sample and Sampling Method of the study

TABLE: 1

Sr. No	Design	Experimental / Control group	Total
1	Single Group	40	40

Figure: 1 show the sample of the present research study which consists of 40 B. Ed. trainee students from Abhinav College of Education, Ambegaon Pune. Incidental Sampling method is used for present research study.

Variables of the Research Study: Variables of the present research study are as given bellow.

Independent Variable: Life Skill awareness programme developed by researcher comes under independent variable.

Dependent Variable: achievement score of B. Ed. students comes under dependent variable.

Research Tool: Tools for the data for this research study consist of (a) Life Skill Awareness Test (Pre test and post test) (b) Opinionnaire for B. Ed. students. (c) Life Skill Awareness programme

Statistical Tools

a) Mean

$$M = \sum fx / N \dots\dots\dots(Garret H. E. 2008 Page No. 29)$$

b) S.D.

$$\sigma = \sqrt{\sum X^2 / N - \overline{C}^2} \dots\dots\dots(Garret H. E. 2008 Page No. 52)$$

c) t – test

$$t = (M1 - M2) / SED \dots\dots\dots(Garret H. E. 2008 Page No. 224)$$

d) Chi-Square test

$$X^2 = \sum [(fo - fe)^2 / fe] \dots\dots (Garret H. E. 2008 Page No. 252)$$

Preparation of Tools

(a) Life Skill Awareness Test (Pre test and post test): This test is prepared by the investigator which is based on ten core element recommended by WHO.

(b) Life Skill Awareness programme: This programme is based on ten core element recommended by WHO. Activities are performed in accordance with each core element which includes storytelling, moral stories, and daily events, creating situations.

Administration of Test

a) Administration of Life Skill Awareness Test Pre Test: Before administration the Life Skill Awareness programme investigator has implemented the Life Skill Awareness Test for B. Ed. students. Pre test is used as awareness test.

b) Administration of Life Skill Awareness programme: A Life Skill Awareness programme based on ten core element Self awareness, Empathy, Critical Thinking, Creative Thinking, Decision making, Effective Communication, Interpersonal Relationship, Coping with stress,

Coping with Emotions, Problem solving. This programme is administered for experimental group.

c) Administration of Life Skill Awareness Post Test: After administration of the Life Skill Awareness programme investigator has implemented the Life Skill Awareness Test for B. Ed. students to find out the effectiveness.

d) Opinionnaire for B. Ed. students: After implementation of Life Skill Awareness test investigator has implemented the opinionnaire to know the opinions about Life Skill Awareness programme.

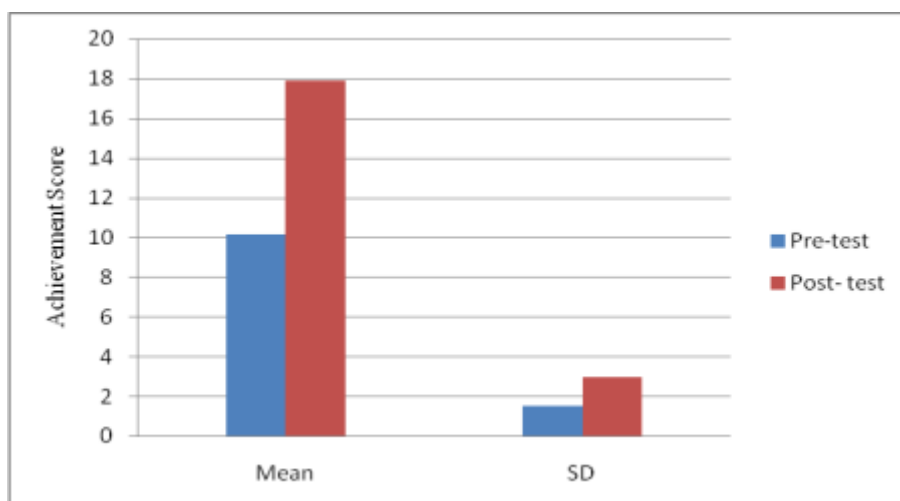
Testing of Hypothesis

H₀: There is no significant difference between means score of control group and experimental group taught by Life skill awareness programme.

TABLE: 2 Interpretation of data for 't' Test

Test	Mean	SD	df	't' Cal.	't' obs.	Decision
Pre-test	10.15	1.49	39	14.28	2.70	Rejected
Post- test	17.90	2.97				

Graphical Representation



Observations and Interpretation

❖ Figure: 2 shows the mean and standard deviation score obtained by, 39 B.Ed. students of control group; as well as experimental group. This table also shows, calculated and observed 't' value at 0.01 significance level.

❖ The calculated 't' value is 14.28 exceeds than observed 't' table value at 0.01 significance level respectively.

❖ Hence, it is taken to be significant resulting in the rejection of null hypothesis H₀: and accepting the research hypothesis.

H₀₁: No significant difference existing between observed frequencies and observed frequencies of experimental group students.

TABLE: 3 Interpretation of data for Chi Square Test

Category	Student	Calculated χ^2 Value
Medium	06	29.42*
Good	16	
Best	18	

* Significant at 0.01 Significance level.

Observations and Interpretation

❖ Table: 3 shows the reaction of the 40 B.Ed. students; about developed Life skill awareness programme, it shows calculated 'Chi' Square value; based on the hypothesis of equal distribution at 0.01 significance level for

❖ The calculated 'Chi' Square value is 29.42 which is exceed than observed 'Chi' Square table value at 0.01 significance level.

❖ Hence it is taken to be significant resulting in rejection of the null hypothesis H₀₁: and accepting the research hypothesis.

Major Findings

- 1) B. Ed. students are not aware about Life skill Education.
- 2) Life skill awareness programme is effective for B. Ed. students' trainee.
- 3) Responses of the B. Ed. students, towards developed Life skill awareness programme are found very positive.

Conclusion: From above findings, it concludes that,

1. Life skill awareness among the B. Ed. students is superior to previous time
2. Life skill awareness programme enhances the life skill knowledge and information about Life skill education.
- 3) Responses of the students towards developed Life skill awareness programme are found very positive.

Educational Implication

- 1) B. Ed. students understand the concept of Life skill.
- 2) B. Ed. students try to implicate ten core elements of life skill among their students.
- 3) B. Ed. students try to implicate the importance of ten core elements of life skill among the society for social harmony.
- 4) B. Ed. students try to implicate values related to life skill in school environment.

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