

To Study Role of Other Life Skills in Improving Employability Skills among Pupil Teachers

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Abstract

Life Skills refers to a multiplicity of psycho-social and interpersonal competencies. Life Skills can help people make informed decision, communicate effectively, develop coping and management skills and improving employability skills that can help them lead a healthy and productive life. When we talk of employability skills for being a teacher, there is abundance of skills related to life skills for eg: communication Skills, Decision making and problem solving skill, creative thinking and critical thinking skills helps to evaluate, interpret, assess the classroom situation and presentation skills etc. A institute tries its best to train the pupil teachers in updating new trends and challenges which world of work bestow upon them. In this paper, the researcher reflecting her views that are based on the experience gained by her being a part of an institute where a true effort was done in favour of would be teachers to sharp their employability skills with effect of their life skills.

INTRODUCTION

“Life Skills are the abilities that help us to adapt and behave positively so that we can deal effectively with challenges of everyday life.”

-- WORLD HEALTH ORGANISATION.

Life skills stand for

L – Learning

I – Identity and Self awareness

F – Fitness and Health

E – Emotional Development

S – Solving Problems

K - Kindness

I - Intimacy

L – Living in balance

L – Letting go and Holding on Social Skills

S - Social Skills

The term “Life Skills” refers to the skills you need to make the most out of life. There is no definite list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your cultures, beliefs, age, geographic location etc.

Eg: Study Skills, Negotiation Skills, employability Skills, leadership Skills, Presentation Skills, Time Management Skills, organizing Skills, conflict Resolution, Stress Management Skills. According to a study by Dr. Khera and Mrs. Shivani (2012) there is a positive correlation between core affective life skill and self-concept of adolescents

which means those who possess these essential skills are better coincidence in all aspects. The researcher being a part of teacher educator institute, where pupil teachers are prepared for schools and equipped with the skills that are needed for making them employable, want to share a experience that how an institute can do effort for inculcating employability skill in pupil teacher as if it is their life skill.

WHAT ARE EMPLOYABILITY SKILLS

A group of essential abilities that involve the development of a knowledge base, expertise level and mind set that is increasingly necessary for success in modern workplace. Employability Skills are typically considered as essential qualification for many job position and hence become necessary for an individual's employment success. Having Employability skills can help you get a job. They can also help you stay in a job and work your way to the top. Teachers need a variety of skills to become proficient in their carriers.

Education is both a cause and consequence of development. It is essentially seen as an aid to individual's economic achievement as well as national development. Skill Development is the key factor for increased employability and productivity which in turn will lead to economic growth and moral growth of the nation. Skills can be acquired through pre-employment training, on the job training and through formal programs.

A same kind of pre-employment training in a formal way was attended by researcher at BCM COLLEGE OF EDUCATION, Chandigarh road, Ludhiana under the supervision of respected Principal sir Dr. Khushwinder Singh.

Objectives:

1. To analyze the employability skills of B.Ed. students
2. To find the effect of life skills on employability skills of B.Ed. students
3. To compare the employability skills of B.Ed. students who have attended the skill will program with those who have not attended this program.

Hypotheses:

- There will be no significant role of the life skills on the employability skills among the pupil teachers.
- There will be no significant difference in employability skills of B.Ed. students who have attended skill program with those who have not attended this program.

Sample:

A program was conducted for the 250 B.Ed. and 35 M.Ed. students, the would be teachers of that time and many of them are at very good positions at teaching institutions.

Method And Procedure

The researcher used the self made questionnaire to analyze the employability skills of pupil teachers before skill will week program. Then, A week long 'Skill Will programme' was organized for B.Ed. and M.Ed. Students of the college with a motive to

equip the would be teachers with the skills that are needed for making them employable. After completion of the course, again the same questionnaire was given to pupil teachers.

The programme was organized in a systematic and scheduled way as following:

Day	Activity + Related Skills
I	On the spot teaching-aid preparation workshop
II	<ul style="list-style-type: none"> • Development of Communication Skills • Panel Discussion on the topic “building better teachers”
III	Workshop on Resume/CV Writing
IV	IT and Presentation Skills
V	Mock Interview session
VI	Seminar on paradigm Shift in School Education

Educational Implications :

Program like this for the pupil teachers who are going to be the teachers are beneficial. According to researcher, skills the students acquired and polished from this ‘Skill Will Program’ are:

- **Skill of coping with stress, creative thinking, time management**
On the very first day the pupil teachers were motivated to participate in ‘On the spot Teaching Aid Preparation’. It was time bound and compulsory for each and every student to participate in it. Some pupil teachers were feeling stressed because they thought they won’t be able to complete their teaching aid on time and they will not be able to give their best But as the time passes everyone was happy and was enjoying the task. This task make them aware of the time management, creative thinking skills and of coping with the stress skill.
- **Communication skill**
The second day of skill will week was dedicated to communication skills development. First session was conducted for development of communication skills. Communication skills are important for many professions but are crucial for teachers. Teachers communicate with the students, parents, colleagues and administrators every day. Whether communicated face to face, on the phone, in print , electronically or through the public address system the message must be constructed carefully and delivered clearly to be properly received. Prof. Gurbhajan singh gill (CCIL, Punjab Agriculture University, Ludhiana) & Mrs. Pallavi

exhibited Communication Skills and provided tips for effective communication.

➤ **Self-awareness skill**

The second session of second day was a panel discussion on the topic “Building Better teachers”. To build better teacher it is important that teacher educator should help pupil teacher to be aware of Oneself. If an individual want to be a better teacher one should know about one’s weaknesses and strengths so that using the strength he/she can overcome the weaknesses... A panel of 5-6 members who are experts of this field discussed on this topic and interact with pupil teachers and answer their questions.

➤ **Skills for planning, organizing and presentation**

Third day of the week started with a workshop on resume and CV writing, with the purpose to put the would be teacher on the road to a promising career. This workshop on resume/CV writing in a way was very helpful for pupil teacher to understand how skills like planning, organizing and presentation can prove them a good employee and how with these skills can help them to be impressive in eyes of higher authorities. Assistant professor Mrs. Ravdeep kaur, let the pupil teacher to know how they can make their resume/cv organized and presentable, so that it can reflect their true personality.

The fourth day was dedicated to sharpening IT and presentation skills. The session was co-ordinated by Ms. Kuldeep Kaur and Mr. Sunil Kumar. They provide many tips to pupil teachers about presentations.

➤ **Self Confidence Skill, self-Expression skill**

There was a mock interview session on fifth day. The session was conducted by a panel comprising of Dr. Vandana Shahi, Mrs. Jaspreet Kaur and S. Charanjit Singh. It was real time experience of facing a panel interview which every employee face to get a reputed job place. The questions asked were very interesting and students of college who participated in this session answered these questions in their way. After interview session the panel members suggest students how to answer the question asked and what they should improve that will help them in future.

➤ **Skill of being salivated for knowledge**

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lesson to his students, can only load their minds, he cannot quicken them. So, it is very important for a teacher to have a skill of being salivated for knowledge. This was discussed during this one week program by each and every Expert.

➤ **Skill of critically analyzing the things**

Critical thinking is a capacity to work with complex ideas whereby a person can make effective provision of evidence to justify a reasonable judgment. The evidence, and therefore the judgment, will pay appropriate attention to context. **Skill** of critically analyzing the things is much needed skill for the teachers as they have to make decision for students and their selves after critically analyzing the different aspects. A movie “tare Zameen par” was shown to the students and after end of the movie a workshop was conducted in which the teacher gave us some questions and ask us to answer the question after critically analyzing the things.

➤ **Skill of assessing the things, evaluating the things.**

Specifically, it applies wherever multiple criteria are used in making judgments about the quality of student responses This in turn requires that students possess an appreciation of what high quality work is, that they have the evaluative skill necessary for them to compare with some objectivity the quality of what they are producing in relation to the higher standard, and that they develop a store of tactics or moves which can be drawn upon to modify their own work. It is argued that these skills can be developed by providing direct authentic evaluative experience for students. A teacher should have this Skill of assessing and evaluating the things correctly for the future of the students. Whole skill will program helped the teachers to improve their these skills.

➤ **Skill of assertiveness and negotiation.**

Assertiveness is the quality of being self-assured and confident without being aggressive. In the field of psychology and psychotherapy, it is a learnable skill and mode of communication. Negotiating Skills include: communication, persuasion and influence, planning, strategising, tactics, process and systems, teamwork and others. Since negotiation requires much face to face interaction, Negotiation Skills cannot be learned from a book alone. The better Negotiation Skills training programs involve a great deal of role plays and feedback discussions. One of the most important skills teachers need for classroom management is negotiation. Teachers and students have very different relationships than in generations past, as students and parents are more aware of their rights and less likely to consider the teacher to be always right. This can make relationships between teachers and students stronger in that students feel like they are heard and respected as teachers teach and model good communication skills to students. Learning the art of negotiation can make your classroom a place of constant learning as struggles between students or between student and teacher become teachable moments. During this skill will week pupil teachers get aware from this skill by practicing some activities and listening to some experts.

Conclusions:

On the basis of the results that comes out from the questionnaire following conclusions can be drawn:

- There exist a positive role of other life skills on the employability skills among pupil teachers.
- There exists a significant difference in employability skills of B.Ed. students who have attended skill program with those who have not attended this program.

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