



Life Skill Teachers and Their Role in Higher Education

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KEYWORDS

MEANING OF LIFE SKILLS

Life skills have been defined by the World Health Organization (WHO) as abilities for adoptive and positive behavior and include reflective skills such as that enable individuals to deal effectively with the demands and challenges of everyday life. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem solving and critical thinking to personal skills such as self awareness and to interpersonal skills, practicing life skills such as qualities of self-esteem, sociability and tolerance. Life skills Education promotes mental well being in young people and equips them to face the realities of life. It empowers children and thus enabling them to take more responsibility for their actions .

IMPORTANCE OF LIFE SKILLS IN HIGHER EDUCATION:-

Life skills education focuses on equipping individuals with skills relevant and appropriate which can prepare them to be successful at the world of work . For instance , in developing life skills assists adolescents translate knowledge , attitudes and values into healthy behaviour. For example , facilitates the ability to reduce special health risks and adopt healthy behaviour that improve adolescents , as well as promotes critical thinking in activities such as planning ahead , career planning, decision- making as well as developing and maintaining positive relationships. Currently ,youth grows up in an environment in which different messages are provided regarding early engaging in sexual activities , drug and alcohol as well as adolescent pregnancy . However , parents and teachers attempt to discourage promiscuous behavior , adolescent pregnancy , drugs and alcohol abuse. But adolescent are in a dilemma since media in most instances promotes some of the behaviours which parents and teachers describe as inappropriate.

IMPORTANCE OF LIFE SKILLS TEACHERS:-

Teacher's professional duties may extend beyond formed teaching outside the classroom teachers may accompany student on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extra-curricular activities. In some education systems, teacher may have responsibility for student discipline.

One of the educational system in India is to produce effective and productive citizens who are able to deal with the requirement of continuous technological development and changes in life style. So life skill in basic education is to expose students to real life skills in order to improve their daily life and home environment and to enable them to realize the positive and negative effects of technology in various environment. (Rassekh,2004,lynch,2000, UNESCO,2002,Al-saydeh,2002,Raid,2000).They always guide students with occupational information related to various careers and services in the society .This is to be achieved through explorative activities and using hands on experiences that allow students to Discover their interest and inclinations and consequently make an informed decision.

Although there are no pre-service life skills teacher education programs in India but we expected much from the teachers that life skills teachers are expected to provide students with

knowledge and skills that enable them to deal with and make use of the products of modern technology in their local environment. This entails that life skill teachers should keep up-to-date with recent innovations in technology and information.

In current scenario of increased urbanization and rampant globalization the children are hitherto are a confused a lot. There is a lot of stress on achievements and performance from the teachers and parents children are pushed to do much more than customary to get the desired acceptance and acknowledgement from the family and society circle. The stress faced by the adolescent in such a current situation is enormous . This is reflected by raising suicide rates and growing crime among young persons. There is an urgent need to provide today's youth with a new set of ways and systems to deal with the demands of life. So life skill teacher always develops self awareness among adolescent . Self awareness helps adolescent understand themselves and establish their personal identity.

NEED OF THE LIFE SKILLS TEACHERS IN PRESENT SCENARIO:-

According to Sam Pitroda, The Chairman of Knowledge Commission viewed that 5-10 percentage of our universities quality education is pretty bad many of the graduates are not employable. We have 550 million young people below the age of 25 so we have to focus on expansion because this is the workforce for world but we have to make sure that the quality is reasonable to appoint when they come out of these institutions, they are useful citizens to the society.

India has the largest number of young people and the highest global un employment rate. These are the pointers to the nature and efficiency of our education system.

At a juncture when the percentage of employers facing difficulty in finding skilled workforce is as high as 81 percentage in Japan, 71 Percentage in Brazil, 49 Percentage in US and 48 Percentage in India, 42 Percentage in Germany one wonders what is that we are turning out from our universities and colleges even for India- the youngest country in the world, if the percentage is 48%. It is an alarming situation, to put it mildly because it means that half of our companies business are finding it difficult to run their daily operations due to lack of skilled work force.

CONCLUSION:-

There is a need to have a comprehensive policy of teacher education institutions should come forward with new modules of teachers education to meet the newer challenges being generated by the knowledge society of tomorrow due to practical nature of life skill, the ministry of higher education and training. In service training should empower teachers with knowledge and skills. So that they can help student clarify the relation between science and technology in addition to enabling them to clarify their ideas through context dependent activities.

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