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Enhancing Critical Thinking Skills through Lifeskills Education Programme

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Abstract

Critical thinking is a fundamental skill that empowers individual to analyses information, make informed decisions and solve complex problems effectively. Lifeskills education programmes offer a unique platform for cultivating critical thinking skills among student-teachers. This paper provides an overview of the concept of enhancing critical thinking skills through lifeskills education programme. The objectives of this papers is 1) To study the critical thinking skills of B.Ed. student-teachers.2) To study the pre-test and post test score of critical thinking skills of B.Ed. student-teachers. 3) To study the effectiveness of critical thinking skills through lifeskills education programme. This paper is conclude with the Lifeskills Education Programmes provide a holistic approach to enhancing critical thinking skills.

Keywords: critical thinking, lifeskill programme

Introduction

Education is a systematic process through which an individual gains knowledge, understanding and experience. Along with this sound abilities and mindset are also an output of education. Therefore, it can be said that it makes an individual polished, educated and civilized.

Education also plays an important catalyst to reform society eradication of evils in the society such as poverty, corruption, female infanticide etc.

In the 21st century education importance is the all-round development of an individual. This all-round development involves the development of intelligence, the right social and mental health, the development of skills, right attitude and the right beliefs. Development of a child is greatly influenced by heredity and environmental factors such as school neighborhood society. School is considered as a second home of the child therefore the education system should be designed in such a way that it brings about the development of the child. Education should enable the child to think in all perspectives from his opinions based on truth and facts and give him the courage to present these opinions.

Thinking skills are mental activities used for processing of data to make connections and decisions and to create new ideas. In this process you try and make sense of an experience to solve various problems that come your way to make decisions based on the solutions. In this process you enquire about the situation, make plans or organize information and data. Every individual has thinking skills, but they may not use it to its maximum capacity. This skill is developed over a period of time. The simplest thinking skills are learning facts. According to bloom taxonomy this involves remembering, recalling, recognizing. High order thinking skills involve analysis synthesis application evaluation.

Types of Thinking Skills

1. Convergent

2. Critical
3. Creative
4. Divergent

Everyone uses the skills to make sense of the world around them, to make logical choices based on experiences.

Critical Thinking

Critical thinking is a process of analyzing a situation and forming a judgment depending on the situation. A critical thinker does not take others opinion as a matter of fact but uses his thinking to critique the views or knowledge available. Critical thinker uses the process of deduction, induction and abduction to form his opinions. Deduction involves using all the facts available to form a clear and unambiguous conclusion. Induction involves drawing conclusions based on generalization. Abduction involves concluding based on the small amount of knowledge that you have.

In today's rapidly evolving world, critical thinking skills have become indispensable for individuals of all ages. The ability to analyze information, make sound decisions, and solve complex problems is not only essential for academic success but also for navigating the challenges of daily life. Recognizing this need, educational institutions and organizations have increasingly turned to life skills education programmes as a means to foster and enhance critical thinking abilities among learners.

The significance of critical thinking skills, the role of life skills education programmes in their development and the broader implication of this approach in preparing individuals to the 21st century.

The Importance of Critical Thinking Skills

Critical thinking often defined as the ability to think rationally and reflectively is a fundamental cognitive skill that enables individuals to approach problems and decisions with greater clarity and precision. In a world inundated with information and complex challenges, the capacity to think critically has never been more vital. It empowers individuals to.

Analyze information: Critical thinkers can dissect information, distinguishing between facts and opinion, evaluating sources and discerning logical inconsistencies.

Problem Solving: They are excellent at identifying problems, formulating solutions and making decisions that have real –world applications.

Innovate: Critical thinking nurtures creativity and innovation by encouraging individual to explore alternative perspective and approaches.

The Role of Lifeskills Education Programme

Lifeskills education programmes provide a holistic framework for nurturing critical thinking skills. These programmes encompass a wide array of competencies beyond traditional academic subjects, including communication, decision-making, problem-solving, interpersonal

skills, and emotional intelligence. They are designed to equip individuals with the practical skills and knowledge needed to thrive in various aspects of life.

Enhancing critical thinking skills through life skills education programs is of paramount importance for several compelling reasons. These programs serve as a foundation for equipping individuals with the cognitive tools and practical knowledge needed to navigate the complexities of life effectively.

Importance of the Study

Thinking skills help us to be well informed and that our views are based on facts and truth. And makes us independent in our own ways; this promotes happiness in our lives. Thinking skills promotes curiosity in the minds of people about various topics they want to know more about the What, the Why, the When, the How and everything else to understand the situation effectively. Thinking enhances problem solving skills among people.

It is an essential cognitive skill that enables individuals to think outside the box and come up with novel and innovative solutions.

Aim of the Study

To study the effectiveness of critical thinking skills through lifeskills education programme.

Objectives of the Study

1. To study the critical thinking skills of B.Ed. student-teachers.
2. To study the pre-test and post test score of critical thinking skills of B.Ed. student-teachers.

3. To study the effectiveness of critical thinking skills through lifeskills education programme.

Hypothesis of the Study

There is no significance difference between pre-test and post test scores of critical thinking skills through lifeskills education programme.

Sampling Technique

The study adopted purposive sampling technique.

Sample of Study

The total sample for the study was 38 student teachers studying in F.Y.B.Ed. student-teachers. The sample consisted of B.Ed. college affiliated to university of Mumbai.

Tools used for the Study

The following tools were used for collecting data

Critical thinking- Mincemoyer, C., Perkin, D.F & Munyua

Intervention Programme

The intervention programme includes six lessons on critical thinking skills. The duration of each lesson was of one hours. A constructivist approach was used. The program focused on reasoning, inquiry and analysis. The topics was based on situation.

Methodology of the Study

The methodology of the present study was of an experiment. The present study adopted a quasi- experimental design of the pre-test-post-test, non-equivalent groups.

Statistical Technique Used for the Study

The statistical technique ‘t’ test used for the data analysis.

Finding and Discussion of the Study

Ho1: There is no significance difference between pre-test and post test scores of critical thinking skills through lifeskills education programme.

The pre-test scores of students on critical thinking were used. The t test score to be 56.67. Thus the null hypotheses is rejected. Hence a significant difference was founding the critical thinking skills of student-teachers from the experimental and control groups on the post –test after adjusting for the pre-test scores.

There is significance difference in the post-test scores of student on their critical thinking of control and experimental group after the treatment of post- test. Post test score was 68.96. Thus the null hypotheses was accepted. It means the life skills education programme was effective in enhancing critical thinking skills of student-teachers.

Conclusion

Lifeskills Education Programmes provide a holistic approach to enhancing critical thinking skills. By incorporating contextual learning, problem-solving exercises, decision-making frameworks, reflection, collaboration, and practical application, these programmes empower individuals to think critically, make informed decisions, and effectively navigate the complexities of their lives. As society continues to evolve, the cultivation of critical thinking skills through Lifeskills Education become increasingly vital for personal and professional success.

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