Life skills are supposed to be essential part of balanced personality and a teacher needs to be balanced. The investigators are curious to see whether the profile of pupil teachers who have studied from regular source in their degree course have better skill of social contact than the pupil teachers who have studied by private mode in their degree course.

**KEY WORD: Life Skills**

**INTRODUCTION:**
Life skills: Life skills are essentially those abilities that help to promote mental well-being and competence in young people as they face the realities of life. Life skills enable us to get the knowledge to develop reasoning and analytical strengths to manage emotions and to live with and relate to others.

Life skills are the perfect companions for the students to make positive difference in their lives considering the importance of life skills. Life skills include psychosocial competencies and interpersonal skills that help people make informed decision, solve problem, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and managing their lives in healthy and productive manner. Essentially, there are two kinds of skills those related to thinking termed as thinking skills and skills related to dealing with others termed as social skills.

Components of life skills are Skill of self care, Skill of Non-Turbulence, Skill of Communication, Skill of Social Contact and Skill of Responsibility.

**Review of the related studies:**
Studies related to life skills were reviewed and are as under.

Trauer T. Robot, A., Edmond Chiw (1995) studied life skills profiles – a study of its psychometric properties. Two hundred patients with severe mental illness of mixed type were assessed by treating mental health professional a total of 730 times with life skill profile founded internal consistency were generally good but inter later reliabilities were of only marginal acceptability.

Alwell M and Cobb B. (2009) studied Functional life skills curricular interventions for youth with disabilities a systematic review and founded the relationship between functional or life skills curricula interventions across educational environment disability types, ages and gender in promoting positive transitions related outcomes.

Hermens, N., et al (2017) took up Systematic review of Life Skills Development through Sports programmes serving socially vulnerable youth and found that Sports programmes have the potential to make a difference in the life skill development of vulnerable youth.

Rationale of the study: Life skills are psycho-social and interpersonal skills which can help pupils to make informed decision, communication effectively and develop coping and self management skills that may help a teacher to lead a healthy and productive life.

Life skills are supposed to be essential part of balanced personality and a teacher needs to be balanced. The investigators are curious to see whether the profile of life skills among pupil teachers differs because of the mode of attaining bachelor's degree that is regular course or private study.

Objectives:
1. To compare Life skills of pupil teachers who studied on regular bases and who studied privately for qualifying bachelor's degree.
2. To compare skill of Self Care, Non-turbulence, Social Contact, Communication and Responsibility among pupil teacher who studied in regular bases and who studied privately for qualifying bachelor's degree.

Hypotheses:
1. Life skills are independent of mode of studies in bachelor degree i.e. regular or private study.
2. Skill of self care, Skill of Non-Turbulence, Skill of social contact, Skill of communication and Skill of responsibility are independent of regular or private mode of qualifying bachelor's degree among pupil teachers.

**MATERIAL AND METHODOLOGY:**
Design: Descriptive survey method was adopted in the present study.

Sample: 200 B.Ed. students were taken from Ludhiana and Moga districts of Punjab randomly.


**Statistical Techniques:** t-ratios was employed in the present study.

**ANALYSIS OF DATA AND DISCUSSION:**
As the NPC of data was normal, so t ratio was used to analyze data.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>S.E</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Private study</td>
<td>80</td>
<td>127.00</td>
<td>18.38</td>
<td>3.87</td>
<td>1.534</td>
</tr>
<tr>
<td>2</td>
<td>Regular study</td>
<td>120</td>
<td>121.051</td>
<td>16.33</td>
<td>3.87</td>
<td>1.534</td>
</tr>
</tbody>
</table>

Table 1 revealed that the mean scores of pupil teachers studied privately among pupil teachers studied regularly on the variable of life skills is as 127.00 and 121.05 respectively and t-ratio is 1.534 which is not significant at 0.05 and 0.01 level of confidence. This means that no significant difference exists between life skills of pupil teachers studied from public schools and pupil teachers studied privately and pupil teachers studied regularly.

This means that mode of acquiring bachelor's degree i.e. studied regularly or privately does not matter in the overall development of life skills.

The reasons for the above results may be that the college curriculum is not providing something different which can make regular students different in life skills than pupil teachers who have studied privately in bachelor's degree.
than private candidate because they daily come in contact with other students. Informally get the skill of social contact with others, they learn more sociability. The reasons for the above result may be that students who study by regular mode, rather than the pupil teachers who have studied by private mode in their degree course. The pupil teachers who have studied from regular institute in their degree course have better skill of social contact than the pupil teachers who have studied privately and pupil teachers studied regularly.

The means that mode of acquiring bachelor degree i.e. studied regularly or privately does not matter in the development of self care skill.

Table 2 revealed that the mean scores of self care skill of pupil teachers studied privately and pupil teachers studied regularly is as 32.32 and 31.23 respectively. The t-ratio is 0.846 which is not significant at 0.05 and 0.01 level of confidence. This means that no significant difference exists in self care skill of pupil teachers studied privately and pupil teachers studied regularly.

Table 3 revealed that the mean scores of non-turbulence skill of pupil teachers studied privately and pupil teachers studied regularly is as 39.05 and 38.08 respectively. The t-ratio is 1.03 with df = 198 is not significant at 0.05 and 0.01 level of confidence. This means that no significant difference exists in non-turbulence skill of pupil teachers studied privately and pupil teachers studied regularly.

This means that way or means of acquiring bachelor degree that is studied regularly or privately does not matter in the development of non-turbulence skill.

Table 4 revealed that the mean scores of communication skill of pupil teachers studied privately and pupil teachers studied regularly is as 17.44 and 18.81 respectively. The t-ratio is 1.002 with df = 198 is not significant at 0.05 and 0.01 level of confidence. This means that no significant difference exist between mean scores of communication skill pupil teachers studied privately and pupil teachers studied regularly.

Table 5 revealed that the mean scores of social contact skills of pupil teachers studied privately and pupil teachers studied regularly is as 17.43 and 18.97 respectively. The t-ratio comes out to be 2.36 which is significant at 0.05 and 0.01 level of confidence. This means the pupil teachers who have studied from regular institutes in their degree course have better skill of social contact than the pupil teachers who have studied by private mode in their degree course.

The reasons for the above result may be that students who study by regular mode, informally get the skill of social contact with others, they learn more sociability than private candidate because they daily come in contact with other students.

Table 6 revealed that the mean scores of responsibility skill of pupil teachers studied privately and pupil teachers studied regularly is as 16.36 and 15.59 respectively. The t-ratio is 1.236 with df = 198 is not significant at 0.05 and 0.01 level of confidence. This means that no significant difference exist between mean scores of responsibility skill pupil teachers studied privately and pupil teachers studied regularly.

This means that mode of acquiring bachelor degree i.e. studied regularly or privately does not matter in the development of responsibility skill.

RESULTS:

• Mode of acquiring bachelor's degree i.e. studied regularly or privately does not matter in the overall development of life skills as well as in the development of life skills like Self care, Non-turbulence, Communication and Responsibility.

• The pupil teachers who have studied from regular institute in their degree course have better skill of social contact than the pupil teachers who have studied by private mode in their degree course.

Educational Implication:

Universities should encourage their students to have their bachelor's degree through regular mode so that private students should not lack in life skill of social contact.

REFERENCES: