## An Action Research on Upscaling Quality of Education in Preschool through Life Skill Education in Ravipura Village of Gujarat, India

## Abstract

The early childhood is a critical stage of development as it directly influences the social, economic and health of people and society. In early years there is a rapid development of the brain, which duly impacts on health, behaviour, and learning of children. Further researches proved that during the early years, the attitudinal development of the child is immensely flourishing. We are aware that early childhood education plays a significant role in human lives. Preschool education in Rural India is imparted through the Integrated Child Development Scheme (ICDS), which has emerged as the most extensive program for early childhood development. It has observed that they are lagging in imparting education to preschool children. Thus, it encourages me to work on the quality of education through life skills education . The aim of the present study is to describe the contributing role of life skill education in enhancing the quality of education of preschool children in Ravipura village, Gujarat. India.

In this paper, I have exemplified my classroom practice and cited a living educational theory by stating, "how do I improve my practice"? How do I improve what I am doing? And How I do enhance the process of education with the help of modules of life skill education?

With preschool children, I have used two modules of life skill education that is emotion and communication. Since its preschool children, the games and activity-based learning is medium to carry out the modules. The results of this study indicated that changes in the educational development of preschool children. Children can cooperate in all the activities of life skill education. Before I started the life skill education program, I experienced that children’s behavior is very submissive, fear to talk, fear to act and always have their reservation in class participation. I developed a trust relationship with the help of listening, communication and activity-based techniques such as a game, drawing and screening the film, between my children and me.

Consequently, children open up, became participative and urged to learn. I observed a transformation in their learning. It is hard to make them write about their reflection; hence, through observation, it is accounted.

**Keywords: Life Skill Education, Preschool, Integrated Child Development Scheme, Living Educational Theory, Action Research**