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*ALTERNATIVE SCHOOLING IN EDUCATION: IS THIS REALITY OR THREAT  
OR CHALLENGE?*

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Alternative Schooling is going to be challenge in coming days, both quantity and quality of Education and there is need to provide urgent attention to this system with social, psychological and Education concerned.

The Government has started alternate schooling for those children who are deprived or missed or by any reason lagged behind in acquiring opportunity in receiving Education at the right time and right place. DPEP/SSA has planned and implemented the Bridge Courses and Back to School programme, Summer Schools etc. with specific functional curriculum, teaching methodology, teaching aids, evaluation system. A special teacher 'Bal mitra' becomes a real friend of these children and nurtures their interest in education through various functional learning activities. The teacher adopts a multigrade teaching approach, fulfilling the target of mainstreaming these children to classroom/school and where by achieving enrolment target too.

On the other hand there are several groups of people who are either not satisfied with regular schooling or they expect more than the class room experiences and the way in which it is provided in school have started forming study groups and learners groups in many urban and semi urban societies. Here a major distinction is found that there is certain 'parallel schooling' in the form of tuition classes have come with the aim for higher result, an examination view point, totally quantitative approach. The children and parents have started giving more importance to this system than existing school system. This gives a picture that they have started showing more faith in parallel system than regular schooling. It seriously implies that lack of confidence in school, school system, teacher etc. At the same time there is other group of urbanites who have started providing education to their children in their own perspectives. Five to seven families having

children of same age have joined hand and form study group. They hire specialized teacher or parent him or herself teaches prescribe curriculum and also organize special type of co curricular activities. They send their children only to give tests/exam as private candidate.

To quote a few:

1) Krish Murali Ishwer of Bangalore educated from Harward Business school as Management Consultant left his 20 years career of software and started taking in Education. He observed and noted that children studying in Nursery classes ask several questions but by the time they reach in 3<sup>rd</sup> standard they lost the potentials and enthusiasm to ask questions. He has also realized that “Machaulay’s model” which we are following in Education is very defective and destroys creativity and originality of child’s abilities and thinking pattern. He withdrew his children from the school and started teaching at home with practical experiences.

2) Poet Rajendra Shukla has never sent his sons to formal school and today both the sons are well place in their choiced profession quite successfully progressing having no regret of not attending formal school. There few other alternative arrangements for school for those who do not want to risk withdrawing from school but at the same time wishes to keep away their children from “negative and polluted effect” of schooling.

3) In 1990, the **Centre for learning** was established near Bangalore. It follows J. Krishnamurthy’s philosophy. Along with curricular activities, traing and experience in rich co curricular activities are also provided. In this centre till 10<sup>th</sup> class there is no test. At 10<sup>th</sup> students appear for IGCSE-Cambridge Board exam and at 12<sup>th</sup> give exam of IB diploma Exam. Till 10<sup>th</sup> no exam but follow continuous examination techniques are adopted to guide the children for progress.

4) IIT graduate Pavan Gupta, Engineer by profession two decade ago established “society for Integrated Development of Himalaya”-SIDH, education institution near Masoori . He advocates Life Oriented Education for the local children who were not happy with school result and after school they were not getting job and not able to do their agriculture related activities.

5) Sandeep Pandey, has done Ph. D in Engineering from University of California, established “Asha Ashram” near Lucknow. This school provides 3 hours regular teaching and then practical experience related to life and profession.

6) Manish Jain, Harvard Graduate staying at Udaipur established SIKSHANTAR, an Educational institution. He believes that 90% of knowledge require for life is available outside the school so he tries to give education in school without walls. According to him today’s education dose not aim at preparing citizen for independent thinking but it prepares the key winded toys who accepts all what is taught blindly which curb and erode the creativity and ability to oppose the things which they do not approve or accept. For this very reason the people could not come out of slavery mentality. People tolerate silently the unjust laws framed by the politicians because they have been given training right from the schooldays to tolerate injustice and tyranny. From the day people are given education to become fearless and raise voice against the tyranny, will they become independent in real sense.

In one level desperately government is trying to bring the unreachable to mainstream and in other case the affluent is running away from the main stream and establishing their own centers. From the above the author would like to raise few issues

- Are we moving towards stratification of society on the basis of need/desires/choices?
- Will this serve the purpose of National Integration which we are striving for through education?
- Is this not a big blot on the very purpose of Education which questions the very credibility of Education?

***DEVELOPMENT AND EFFECTIVENESS OF CAI IN ENGLISH GRAMMAR***

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**INTRODUCTION**

The world in which we live is changing rapidly and the field of education is experiencing these changes in particular as it applies to Media Services. The old days of an educational institution having an isolated audio-visual department are long gone! The growth in use of multimedia within the education sector has accelerated in recent years, and looks set for continued expansion in the future.

Teachers primarily require access to learning resources, which can support concept development by learners in a variety of ways to meet individual learning needs. The development of multimedia technologies for learning offers new ways in which learning can take place in schools and the home. Enabling teachers to have access to multimedia learning resources, which support constructive concept development, allows the teacher to focus more on being a facilitator of learning while working with individual students. Extending the use of multimedia learning resources to the home represents an educational opportunity with the potential to improve student learning.

The multimedia technologies that have had the greatest impact in education are those that augment the existing curriculum, allowing both immediate enhancement and encouraging further curriculum development. For example, the WWW serves as a storehouse of information that individual learners can search for subject matter content that specifically fits their learning agendas. Multimedia applications for computers have been developed for single computing platforms such as the PC, Apple Mac and games machines.

**IMPLICATIONS FOR THE PRESENT STUDY**

A sizable number of studies reviewed revealed that the CAI used as supplement to traditional instruction, produces an educationally significant improvement in students' achievement. Also in a large number of studies the CAI has been found significantly

more effective than conventional instruction. Students learning rate has been found faster with CAI than with conventional instruction. The students have been found to have favorable reactions towards CAI. The CAI has been found effective on various subjects. Some of the studies have found that composite modes of instruction may not always result into higher cognitive learning in languages. Interactive modes of instruction on languages through Computer Assisted Learning Material (CALM) have been found quite effective. CAI on various subjects has been found useful for learners of varied profiles.

The review of Related Literature reveals that the studies conducted on languages particularly English are very rare. The investigator has not come across any study on effectiveness of CAI on English Grammar.

The Related Literature Reviewed definitely establishes the effectiveness of computer as a medium of educational instruction. The Related Literature motivated the learner to take up a study on English Grammar instruction through computer.

### **METHODOLOGY:**

The present study was an experimental study. Detail of the methodology like design of the study, population, sample, tool, development of the package, data collection and data analysis are discussed here as follows.

### **STATEMENT OF THE PROBLEM**

*Development and Effectiveness of CAI in English Grammar for Std. IX Students*

### **OBJECTIVES OF THE STUDY**

1. To develop Computer Assisted Instruction (CAI) on English Grammar for Standard IX Students.
2. To study the effectiveness of the CAI in terms of achievement of Std. IX Students on English Grammar.
3. To study the reactions of the Standard IX Students on the CAI developed by the investigator.

### **OPERATIONALIZATION OF TERMS**

**CAI IN ENGLISH:** CAI in English Grammar in the presents study refers to the Computer Assisted Instructional Package developed by researcher using various software to teach English Grammar to Std. IX students.

**ACHIEVEMENT:** Here, achievement means the marks obtained by the students of standard IX on the pre- test and post-test of English Grammar constructed by the investigator on the selected English Grammar points from Std. IX.

**EFFECTIVENESS OF CAI:** Here, effectiveness of CAI has been studied in terms of the significance of difference of mean achievement gain scores of the students obtained on the pre-test and post-test, and their reactions on the developed CAI.

### **HYPOTHESES**

- 1) There will be no significance difference in the mean gain scores of experimental and control group of the students on written pre-test and post-test.
- 2) There will be no significance difference in the mean scores of experimental group and control group of the students on oral post-test.
- 3) There will be no significant difference in the observed frequencies and frequencies expected against equal probability against various statements of the reaction scale

### **DELIMITATION OF THE STUDY**

The present study is delimited to English Grammar Section of Std. IX of GSHEB.

### **RESEARCH DESIGN**

Pre-test, post-test experimental and control group design was employed for the study for the written test.

### **POPULATION**

All the Gujarati medium schools of Gujarat State under GSHEB was the target population of the present study.

### **SAMPLE**

Investigator was make list of schools which have computer facilities and two division

have at least class 9<sup>th</sup>. From this list one school was be selected randomly & All student of class 9<sup>th</sup> was constitute two sample. (1) Division was called as experimental group (2) other division was control group. Treatment was given randomly to group. There are 60 students in each class.

## TOOLS AND TECHNIQUES

Following tools were constructed to realize the above objectives:

**1 Achievement test:** An Achievement test, written was constructed by the investigator. The written test was constituted on Grammar covering the contents of 9<sup>th</sup> standard Grammar.

Achievement test in English is prepared for administering pre-test and post-test. This achievement test is prepared by the researcher keeping in mind content of the English Grammar, which is selected for purpose of preparing Multimedia Package. This achievement consists of 5 Question, Types of Question was open ended and close ended. The achievement has the total weight age of 20 marks. The researcher has considered 30 minutes of time for solving the test. The prepared test was referred to the experts in the field of education and English for its content validation and modification. Considering the suggestions by the experts, the final achievement test was prepared.

**2 Reaction Scale:** In order to study the reactions of the students towards the developed Multimedia package, objective-3 the researcher constructed a five point-Strongly agree, agree, disagree, undecided, strongly disagree reaction scales.

### 3. Procedure of the study:

For developing multimedia package the investigator was considered the Std. IX English syllabus. The investigator was kept in mind the following objectives during the development of multimedia package.

1. The students will be able to give the meaning of all difficult grammar points.
2. The students will be able to learn English grammar with interest.
3. The student will be able to understand grammar easily.
4. The students will be able to develop confidence in English grammar.

The multimedia package was developed on the principals of programmed learning material (PLM). Developed programme material has different small frames. Each frame



contains one bit of contents of the topic. This content is followed by a question and its answers are known as stimulus- response. This way the entire multimedia package developed. This programme material was shown to two subject experts for validating it in terms of the content of the subject and clarity of the language used in the material is also given to the two experts in the field of programme learning for checking the systematic flow of instruction and formation of frames. Finally, the suggestion given by the experts was incorporated.

After completion of the programmed material it was programmed through the computer software for converting it into a multimedia package. For the purpose of programming, the researcher has chosen the MACRO MEDIA FLASH, PAGE MAKER was chosen because of the following characteristics.

1. It is windows based and user friendly.
2. It permits the colorful figures, graphics and pictures that make the content interesting.
3. Ease of simulation, and animation, which helps in easy understanding of content.
4. Provision for presenting for more than one window on screen at a time, which helps the researcher to present the text and figure at the same time.
5. It also helps for the narration.
6. It is also helpful for background effects and color.

The researcher was entered all frames of programme material in the data files. Pictures and symbols from the Corel draw, front-page were used for construction of different formulas and graphical presentation of content which was needed for multimedia package. By using this graphics researcher was made an attempt for preparing the multimedia package more interesting.

The developed multimedia package was shown to two experts in the field of computer programming and multimedia package, for checking the mode of presentation, clarity of the graphics, contiguity and modality. The suggestions from the experts were incorporate. The modified multimedia package was used for the experimentation.

### **Phase I – Designing of multimedia package**

Using of the various packages like macromedia flash, coral draw, page maker, Sony sound recorder with the features of sounds, text, color and background investigator was developed the Package.

The Whole Package has been Divided in 13 Frames and Each frame has contain Text, Sound, Colors, Background etc.

#### **Phase II –Administration of pre-test**

The study was conducted for 5 days and before the investigation investigator will take pre-test. Duration of pre-test 35 minute.

#### **Phase III- Implementation of multimedia package**

Developed Multimedia Package was be implemented in Experimental Group. Five days investigator was teach multimedia package in computer lab. Two students was set gather on one computer. Duration of teaching one day two periods of 35 minute.

#### **Phase IV- Administration of Post test**

After the implementation of the developed Package investigator was be employed the post test

#### **Phase V- Administration of Reaction Scale**

After the implantation of the developed multimedia package investigator was employed the reaction scale

### **DEVELOPMENT OF CAI**

For developing CAI, the investigator considered the English Grammar Points taught to Std .IX students. The investigator kept in mind the following objectives during the development of the CAI.

- 1) The students will be able to read English by their own.
- 2) The students will be able to translate English Stanza by their own.
- 3) The Students will be able to give the meaning of all difficult words.
- 4) The students will be able to learn English Grammar with interest.
- 5) The students will be able to understand English Grammar easily.
- 6) The students will be able to develop confidence in English Grammar.

The CAI will be developed on the principals of programmed learning material (PLM).

Developed program material has different small frames. Each frame contains one bit of

contents of the topic. This content is followed by a questions and its answer related to the presented content. This sequence of content followed by questions and answers is known as stimulus-response. This way the entire CAI will be developed. This programme material will be shown to two subject experts. for validating it in terms of the content of the subject and clarity of the language used in the material. The material will be also given to the two experts in the field of programme learning for checking the systematic flow of instruction and the formation of frames. Finally, the suggestions given by the experts will be incorporated.

After completion of the programmed material it will be the programmed through the computer software for converting it into a CAI. For the purpose of programming, the researcher has chosen the FLASH, COREL-DRAW, DIRECTOR FRONT PAGE, PAGE MAKER software. The FLASH, COREL-DRAW, DIRECTOR, FRONT PAGE, PAGE MAKER were chosen because of the following characteristics.

- 1) It is windows based and user friendly
- 2) It permits the colorful figures, graphics and pictures that make the content interesting
- 3) Ease of simulation, and animation, which helps in easy understanding of content.
- 4) Provision for presenting for more than one window on screen at a time, which helps the researcher to present the text and figure at the same time.
- 5) It also helps for the narration
- 6) It is also helpful for background effects and color.

The researcher has entered all frames of programme material in the data files. Pictures and symbols from the Corel draw, front-page were used for construction of different formulas and graphical presentation of content which were needed for CAI. By using this graphics researcher has made an attempt for preparing the CAI more interesting.

The developed CAI will be shown to two experts in the field of computer programming and CAI, for checking the mode of presentation, clarity of the graphics, contiguity and modality. The suggestions from the experts will be incorporated. The modified CAI will be used for the experimentation.

#### **DATA COLLECTION:-**

The presenter has major 2 aspects; one aspect is to study the effectiveness of multimedia

package. For this purpose single group pre-test and post-test design was followed. As per research design, an achievement test was administered twice, before the experiment as pre-test and after the experiment post-test with the help of computer.

Before the student started studying English through Multimedia package the investigator conduct pre-test. The students attempted the test and also got their doubts clarified. Investigator collected the scores of students when they completed the pre-test. The time by students for answer the test was thirty minutes.

Then investigator implemented the developed Multimedia Package 2 day after. All the students who had given pre-test were also given post-test and investigator had collected scores of individual students.

The researcher also administered reaction scales by computer on the students to collect their reaction on the developed Multimedia Package.

For the purpose of the objective no 3 i.e. to study the reaction of the students regarding development multimedia package. The investigator had constructed a reaction scale for the students. Investigator have given the useful instruction regarding how to fill up the reaction scale. An on average time taken for fill up reaction scale was 30 minutes.

### **DATA ANALYSIS**

Collection data were analyzed using appropriate statistics techniques. To study effectiveness of developed multimedia package, Mean, Standard Deviation, Standard Error of difference and t-value will be computed. To study the reaction of the students towards developed multimedia package frequencies and percentage will be calculated.

### **FINDINGS**

- Multimedia Package can use very well for remediation purpose.
- Prepared Multimedia Package in English was found effective in teaching English Grammar to 9<sup>th</sup> std. Students as the post-test score was found significantly more than pre-test score.
- The reaction of students towards the prepared Multimedia Package in English Grammar was found positive.

## CONCLUSION

The study was conducted by the investigator has revealed that the Multimedia Package developed by the investigator on selected topics of English grammar of class 9<sup>th</sup> students was found effective in terms of achievement of the learners and their reactions. Such software's need to be developed and widely deployed for the revival of English. Such attempts need to be made at a large scale at all levels of Education.

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*APTITUDE OF B.ED. STUDENT TEACHERS OF ANAND DISTRICT IN THE  
CONTEXT OF SOME VARIABLES*

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**Introduction**

A good teacher trainee must possess significant aspect of teaching. A person will be considered possessing high teaching aptitude if one possesses good mental ability, positive attitude towards children, adaptability, professional information, interest in profession. Teaching aptitude may be considered as a special ability or specific capacity besides the general intellectual ability which helps an individual to acquire a required degree of proficiency or achievement in a teaching field.

Aptitude is related, and in some ways opposite views of human mental ability. Whereas intelligence quotient sees intelligence as being a single measurable characteristic affecting all mental ability, aptitude refers to one of many different characteristics which can be independent of each other, such as aptitude for military flight, air traffic control, or computer programming. This is more similar to the theory of multiple intelligences.

“Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand.” It refers to part of a person’s mental equipment which gives him a special fitness for any kind of Endeavour. Such an aptitude may be the result of either an innate endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish.

Warren’s Dictionary says, “Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual’s ability to acquire with some training, some knowledge, skills or set of responses such as ability to speak a language.” When one refer to a person’s aptitude for mathematics or music one are referring to one’s future too.

In contrast, highly structured instructional treatment for low aptitude learners is designed in small units through sequential steps and feedback.

Summary and review with simplified illustration, analogy and precise explanation of concepts and principle to be learned will facilitate progressive learning. Periodic

achievement and aptitude assessments and comparison of these scores with the aptitude scores obtained at the start of instruction would tell degree to which each learner in the specific treatment group has achieved.

If one have decided to take a career aptitude test first, it will certainly make one comfortable as it gives one an idea what filed or career would be the best suitable for one based on one’s education, interests, intellectual level and most importantly personality. That is why the researcher has selected the following problem.

### **Statement of the problem**

*Aptitude of B.Ed. Student Teachers of Anand District in the context of some Variables*

### **Aptitude**

According to present research, the set of abilities essential for acquiring knowledge and skills specific to an area of performance is called aptitude. Pre-concisely it denotes the set of abilities required to perform a specialized activity.

According to Chris Adams, “Aptitude is inherent capacity, talent or ability to do something. Having a high aptitude for something means one are good at doing that something.”

### **Objectives of the study**

#### **According to Blooms taxonomy (1956),**

“Objectives are not only the goal towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the construction and evaluative technique in the field of education.”

- To study the Aptitude of B.Ed. student teachers in the context of Gender.
- To study the Aptitude of B.Ed. student teachers in the context of discipline.
- To measure difference between the Aptitude of boys and girls B.Ed. student teachers.
- To measure difference between the Aptitude of B.Ed. student teachers by faculty (Arts,Commerce,Science)

### **Variables of the study**

Variables of the study are as under in table:1.

**Table: 1: Variable of the Study**

Types of Variable		Numbers of type
Independent	Gender (Boys-Girls)	Two
Independent	Faculty (Arts, Commerce, Science)	Three
Dependent	Aptitude	-----

**Hypothesis of the study**

A hypothesis guides the researcher. The researcher refers to the hypothesis to direct the thought process towards the solution of the research problem. It helps an investigator to collect the right kind of data needed for the investigation. A hypothesis is a logical supposition a reasonable guess, an educator conjecture.

The Hypotheses of the study are as following:-

- H01. There will be no significant difference between mean scores of Aptitude of boys and girls B.Ed. student teacher.
- H02. There will be no significant difference between mean scores of Aptitude of Arts and Commerce faculty B.Ed. student teacher.
- H03. There will be no significant difference between mean scores of Aptitude of Arts and Science faculty B.Ed. student teacher.
- H04. There will be no significant difference between mean scores of Aptitude of Science and Commerce faculty B.Ed. student teacher.
- H05. There will be no significant difference between mean scores of Aptitude of Arts faculty boys and girls B.Ed. student teacher.
- H06. There will be no significant difference between mean scores of Aptitude of Commerce faculty boys and girls B.Ed. student teacher.
- H07. There will be no significant difference between mean scores of Aptitude of Science faculty boys and girls B.Ed. student teacher.

**Sample of the research**

There are more than 80 colleges in Gujarat University. Education colleges of Anand district affiliated to Gujarat University are the part of research. Name of the colleges and numbers of students are mentioned in Table: 2.

**Table: 2: Sample of the research**

Name of the College		Type of College	Number of Trainees
1	Shree R P Anada College of Edu., Borsad	Granted	90
2	Ippcowala College of Education, Petlad	Granted	88
3	Dharmaj College of Education, Dharmaj	SF	76
4	B C J College of Education, Cambay	Granted	76
<b>TOTAL TRAINEES</b>			<b>330</b>

	Arts	Commerce	Science	Total
<b>Boys Trainees</b>	<b>80</b>	<b>52</b>	<b>28</b>	<b>160</b>
<b>Girls Trainees</b>	<b>90</b>	<b>40</b>	<b>40</b>	<b>170</b>
<b>TOTAL</b>	<b>170</b>	<b>92</b>	<b>68</b>	<b>330</b>

### **Methodology of the research**

Every design has its positive and negative sides. The research design has been considered a “blueprint” for research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results. Data were collected from the education colleges of Anand district affiliated to Gujarat University B.Ed. student Teachers studying during academic year 2013-14.

Questionnaire of 35 questions with the help of Gujarat Government TET/TAT syllabus was prepared by researcher. There were included questions of Philosophical aspects, Psychological aspects, teaching aptitude, behavior of the teacher, inter personal relation with students and staff in the questionnaire. All questions having MCQ with four choice based answers. Two marks were given to each question.

### **Analysis of the Research**

Data were collected from above mentioned Anand District Colleges and calculated with IBM SPSS - 21 version and MS excel programme. Analysis of hypotheses are mentioned table wise as below.

**Table: 3: Mean difference of the different group**

Types of Group	Mean Score Aptitude	Standard Deviation
Boys Trainees	41.30	13.71
Girls Trainees	47.50	11.28
Arts Faculty Trainees	42.40	12.08
Commerce Faculty Trainees	43.71	12.83
Science Faculty Trainees	48.62	11.06
Arts Faculty Boys	41.70	13.17
Arts Faculty Girls	43.93	11.82
Commerce Faculty Boys	42.83	11.84
Commerce Faculty Girls	45.73	11.49
Science Faculty Boys	44.83	10.83
Science Faculty Girls	47.83	10.27

- Highest aptitude is in favour of Science faculty trainee and it is 48.62
- Lowest aptitude is in favour of boys' trainee and it is 41.30
- Science faculty students are higher (48.62) in aptitude than other groups.

#### Analysis of the data through Hypotheses

**H<sub>01</sub>. There will be no significant difference between mean scores of Aptitude of boys and girls B.Ed. student teacher.**

**Table: 4: Significant difference between mean scores of Aptitude of boys and girls B.Ed. student teacher**

APTITUDE	NUMBERS	MEAN	Standard Deviation	t value	t table	SIGNIFICANCE
Boys Student Teachers	160	41.30	13.71	4.47	1.96(0.05) 2.58(0.01)	SIGNIFICANT AT 0.01
Girls Student Teachers	170	47.50	11.28			
TOTAL	330					
	t value	4.47	DF=328, H <sub>01</sub> is rejected at 0.01 level			

From the table 4. t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 4.47 which is higher than the t – table value. It reflects that the mean scores of aptitude of boys and girls differ significantly. So the null hypothesis 1 ‘There will be no significant difference between mean scores of Aptitude of boys and girls B.Ed. student teacher’ is rejected. Aptitude of girls student teachers (48.55) is higher than boys student teachers (42.35).

**Ho2. There will be no significant difference between mean scores of Aptitude of Arts and Commerce faculty B.Ed. student teachers.**

**Table: 5: Significant difference between mean scores of Aptitude of Arts and Commerce faculty B.Ed. student teacher**

Aptitude	Numbers	Mean	Standard deviation	T value	T table	Significance
Arts student teachers	170	42.40	12.08	0.81	1.96(0.05) 2.58(0.01)	Not Significant
Commerce student teachers	92	43.71	12.83			
Total	262					
	<b>T value</b>	<b>0.81</b>	<b>Df=260, h02 is accepted</b>			

From the table 5 t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 0.81 which is not higher than the t – table value at 0.05 level. It reflects that the mean scores of aptitude of Arts and Commerce faculty B.Ed. student teachers do not differ significantly. So the null hypothesis 2 ‘There will be no significant difference between mean scores of Aptitude of Arts and Commerce faculty B.Ed. student teacher’ is accepted. Aptitude of Arts and commerce faculty student teachers are same.

**Ho3. There will be no significant difference between mean scores of Aptitude of Arts and Science faculty B.Ed. student teachers.**

**Table: 6: Significant difference between mean scores of Aptitude of Arts and Science faculty B.Ed. student teacher**

Aptitude	Numbers	Mean	Standard deviation	T value	T table	Significance
Arts student teachers	170	42.40	12.08	3.82	1.96(0.05) 2.58(0.01)	significant At 0.01
Science student teachers	68	48.62	11.06			
<b>Total</b>	<b>238</b>					
	<b>T value</b>	<b>3.82</b>	<b>Df=236, h03 is rejected at 0.01 level</b>			

From the table 6 t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 3.82 which is higher than the t – table value at 0.01 level. It reflects that the mean scores of aptitude of Arts and Science faculty B.Ed. student teachers differ significantly. So the null hypothesis 3 ‘There will be no significant difference between mean scores of Aptitude of Arts and Science faculty B.Ed. student teacher’ is rejected. Aptitude of Science faculty B.Ed. student teachers (48.62) is higher than Arts faculty B.Ed. student teachers (42.40).

**Ho4. There will be no significant difference between mean scores of Aptitude of Science and Commerce faculty B.Ed. student teachers.**

**Table: 7: Significant difference between mean scores of Aptitude of Science and Commerce faculty B.Ed. student teacher**

Aptitude	Numbers	Mean	Standard deviation	T value	T table	Significance
Science student teachers	68	48.62	11.06	2.59	1.96(0.05) 2.58(0.01)	significant At 0.01
Commerce student teachers	92	43.71	12.83			
<b>Total</b>	<b>160</b>					
	<b>T value</b>	<b>2.59</b>	<b>Df=158, h04 is rejected at 0.01 level</b>			

From the table 6 t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 2.59 which is higher than the t – table value at 0.01 level. It reflects that the mean scores of aptitude of Science and Commerce faculty B.Ed. student teachers

differ significantly. So the null hypothesis 4 ‘There will be no significant difference between mean scores of Aptitude of Science and Commerce faculty B.Ed. student teacher’ is rejected. Aptitude of Science faculty student teachers (48.62) is higher than Commerce faculty student teachers (43.71).

**Ho5. There will be no significant difference between mean scores of Aptitude of Arts faculty boys and girls B.Ed. student teacher.**

**Table: 8: Significant difference between mean scores of Aptitude of Arts faculty boys and girls B.Ed. student teacher**

Aptitude arts faculty	Numbers	Mean	Standard deviation	T value	T table	Significance
Boys	80	41.70	13.17	1.16	1.96(0.05) 2.58(0.01)	Not Significant
Girls	90	43.93	11.82			
Total	170					
	<b>T value</b>	<b>1.16</b>	<b>Df=168, h05 is accepted</b>			

From the table 4.7 t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 1.16 which is not higher than the t – table value at 0.05 level . It reflects that the mean scores of aptitude of Arts faculty boys and girls student teachers do not differ significantly. So the null hypothesis 5 ‘There will be no significant difference between mean scores of Aptitude of Arts faculty boys and girls B.Ed. student teacher’ is accepted. Aptitude of Arts faculty boys and girls B.Ed. student teachers are same.

**Ho6. There will be no significant difference between mean scores of Aptitude of Commerce faculty boys and girls B.Ed. student teacher.**

**Table: 9: Significant difference between mean scores of Aptitude of Commerce faculty boys and girls B.Ed. student teacher**

Aptitude commerce faculty	Numbers	Mean	Standard deviation	T value	T table	Significance
Boys	52	42.83	11.84	1.18	1.96(0.05) 2.58(0.01)	not significant
Girls	40	45.73	11.49			
Total	92					
	<b>T value</b>	<b>1.18</b>	<b>Df=90, h06 is accepted</b>			



From the table 4.8 t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 1.18 which is not higher than the t – table value at 0.05 level . It reflects that the mean scores of aptitude of Commerce faculty boys and girls student teachers do not differ significantly. So the null hypothesis 6 ‘There will be no significant difference between mean scores of Aptitude of Commerce faculty boys and girls B.Ed. student teacher’ is accepted. Aptitude of Commerce faculty boys and girls B.Ed. student teachers are same.

**Ho8. There will be no significant difference between mean scores of Aptitude of Science faculty boys and girls B.Ed. student teacher.**

**Table: 10: Significant difference between mean scores of Aptitude of Science faculty boys and girls B.Ed. student teacher**

Aptitude science faculty	Numbers	Mean	Standard deviation	T value	T table	Significance
Boys	28	44.83	10.83	1.15	1.96(0.05) 2.58(0.01)	Not significant
Girls	40	47.83	10.27			
Total	68					
	<b>T value</b>	<b>1.15</b>	<b>Df=66, h07 is accepted</b>			

From the table 10 t table value at 0.05 level is 1.96 and at 0.01 level it is 2.58. Here t calculated value is 1.15 which is not higher than the t – table value at 0.05 level . It reflects that the mean scores of aptitude of Science faculty boys and girls student teachers do not differ significantly. So the null hypothesis 9 ‘There will be no significant difference between mean scores of Aptitude of Science faculty boys and girls B.Ed. student teacher’ is accepted. Aptitude of Science faculty boys and girls B.Ed. student teachers are same.

**Findings of the research**

As a result of analysis and interpretation of the data collected the researcher was able to obtain the findings as given below;

- Highest aptitude is in favour of Science faculty trainee and it is 48.62
- Lowest aptitude is in favour of boys’ trainee and it is 41.30

- Science faculty students are higher (48.62) in aptitude than other groups.
- There will be no significant difference between mean scores of Aptitude of boys and girls B.Ed. student teacher” is rejected. Aptitude of girls student teachers (47.50) is higher than boys student teachers (41.30).
- There will be no significant difference between mean scores of Aptitude of Arts and Commerce B.Ed. student teacher” is accepted. Aptitude of Arts and Commerce faculty B.Ed. student teachers are same.
- There will be no significant difference between mean scores of Aptitude of Arts and Science faculty B.Ed. student teacher” is rejected. Aptitude of Science faculty B.Ed. student teachers (48.62) is higher than Arts faculty B.Ed. student teachers (42.40).
- There will be no significant difference between mean scores of Aptitude of Science and Commerce faculty B.Ed. student teacher” is rejected. Aptitude of Science faculty B.Ed. student teachers (48.62) is higher than Commerce faculty B.Ed. student teachers (43.71).
- There will be no significant difference between mean scores of Aptitude of Arts faculty boys and girls B.Ed. student teacher is accepted. Aptitude of Arts faculty boys and girls B.Ed. student teachers are same.
- There will be no significant difference between mean scores of Aptitude of Commerce faculty boys and girls B.Ed. student teachers is accepted. Aptitude of Commerce faculty boys and girls B.Ed. student teachers are same.
- There will be no significant difference between mean scores of Aptitude of Science faculty boys and girls B.Ed. student teacher” is accepted. Aptitude of Science faculty boys and girls B.Ed. student teachers are same.

**Conclusion:**

Findings shows that Aptitude of B.Ed. student teachers should be improved in Arts and Commerce faculty students. There should be arranging special seminars for the B.Ed. student teachers of Anand district.

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*RIGHT TO EDUCATION ACT IN INDIA*

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**Introduction:**

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty.

Normative instruments of the United Nations and UNESCO lay down international legal obligations for the right to education. These instruments promote and develop the right of every person to enjoy access to education of good quality, without discrimination or exclusion. These instruments bear witness to the great importance that Member States and the international community attach to normative action for realizing the right to education. It is for governments to fulfil their obligations both legal and political in regard to providing education for all of good quality and to implement and monitor more effectively education strategies.

Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens.

“Every child of the age of six to 14 years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education”

Education and social change are very closely related to each other. Education should prepare the background for social change. Education fulfils the needs of society and propagates such ideas which promote social change, political change etc. in all forms of life. Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Convention against Discrimination in

Education (1960), the International Covenant on Economic, Social and cultural rights (1966). These treaties establish an entitlement to free, compulsory primary education for all children and more important a responsibility to provide basic education for individuals who have not completed primary education.

India achieved independence on August 15, 1947. Meanwhile, the social and legal structure of the society underwent changes with the change in the political set-up on January 26, 1950 a new constitution adopted and need of education arises because education is the only medium for achieving benefit, by the developments and changes in the society.

### **History of RTE in India**

15 December 2008, seventy one years since Mahatma Gandhi gave the call for universal education in 1937; sixty one years since independence; fifty eight years since the Constitution, instead of making education a fundamental right made it part of the Directive Principles; fifteen years since the Supreme Court in 1993 ruled on the right to education; six years after the 86th constitutional amendment was passed by the Parliament in 2002 by inserting Article 21A making education a fundamental right for children in the restricted age group of 6 to 14 years; and four years after the draft bill was prepared by the **CABE** committee, the Right to Free and Compulsory Education Bill was introduced in the Rajya Sabha on 15 December 2008. Though the delay on part of the state is deplorable, the introduction is undeniably momentous (Rana, 2009).

The Supreme Court, in 1993 in the Unnikrishnan case, ruled that the right to education would be restricted by the economic capacity of the state *only* beyond age 14, the government ignored it. When the current draft was being prepared by the CABE in 2005, **NUEPA** made cost calculations in different scenarios, using the Kendriya Vidyalaya salary scales and state government scales for teachers and all the provisions of the mandatory schedule. The amounts in each case fell well within the six per cent of the GDP norm promised by the Common Minimum Programme of the present UPA government (Rana, 2009)

Yet, despite a much better economic situation than during Gandhiji's time in 1937, the response of the government was no different! The high level group set up by the prime minister to examine the economic and legal implications of the bill recommended that the states bring in their respective legislations for reasons not disclosed. Essentially it was felt that it was much too expensive for the Centre to fund the scheme as per the NUEPA calculations, and further that the Centre could be burdened with a plethora of court cases; so let the states with financial assistance from the centre assume both these responsibilities. The phrase used was that 'states were flush with funds', and in any case they are prone to misuse central funding for freebies like cheap rice and colour TVs for buying votes. Once the states rejected the recommendations and many of the critics, in August 2007, questioned the prime minister on the quantum of funds required (on the basis of reduced projections of child population figures by the Registrar of Census in its 2006 corrections to the Census 2001 figures), and perhaps because of the 'political' value of such a legislation on the threshold of parliamentary elections, the central legislation was resurrected.

Finally in last two months RTE got the momentum after Kabil Sibbal coming aboard as the Human Resource Cabinet minister in the new Manmohan Singh Government and it was quickly tabled and passed first in Rajya Sabha and then in Lok Sabha<sup>5</sup> in August, 2009. So as of today Indians have one more fundamental right i.e Right to Education (Rana, 2009). In the next chapter, we will explore the various aspects of 'education' as a human right and as a fundamental right, as drafted in various legislations of various countries.

### **Education as a Right**

Human rights are widely recognized and accepted by the international community as ideals to be defended and entitlements to be guaranteed to all people, and by all people. The list of matters which are considered as human rights is broad and keeps growing since human rights are understood as tools for enabling people to live in dignity, equity and freedom. Tomasevski (2003:36-50) tells us the history and the evolution of the theme within the United Nations (UN) and its evident that the centrality of human rights in the

UN has been translated in a multitude of human rights documents generated through political discussions and negotiations among nation-states. International treaties, covenants and conventions that aim to establish and regulate human rights in the international sphere are numerous and it is patent that the practice of generating international legislation on rights will continue for many years as the challenges which surprise the world with inequality, ignominy and constraints are under continuous transformation.

Tomasevski (2003) is, however, skeptical of the future of human rights in the UN believing that it is constituted of rhetoric which does not match practices. Her opinion is widely divergent from others such as Weiss (in Mertus 2005: foreword) who asserted that the human rights mechanisms within the UN have "evolved dramatically since the signing of the Universal Declaration of Human Rights in December 1948".

The Universal Declaration of Human Rights (UDHR)<sup>6</sup> is the first international settlement to emerge on the theme. This document is a landmark for human rights as from it many others have followed. The International Convention on Civil and Political Rights (ICCPR) and the International Covenant of Economic, Social and Cultural Rights (ICESCR), both dated 1966, deserve special attention since it is from their aggregation of issues that the divide of human rights into generations occurred.

The mentioned division of human rights into three generations was originated politically and strategically done in order to facilitate greater adherence to treaties from nations (Eldridge 2002:13-14). From then onwards the classification of human rights became important and a division in the theme was rooted, blurring the characteristics of complementation and indivisibility of human rights.

The first generation of rights relates to civil and political rights, the second focuses on economic, social and cultural rights while the third, on another plateau, addresses community or solidarity rights (Nowak 2001:252; Uvin 2004:15 and Cheria, Petchamarese and Edwin 2004:16). The consequence of this segregation of rights is that civil and political rights gained status of being hierarchically superior to the other

generations of rights (Mertus 2005:3). One explanation for it lies on the belief that civil and political rights only require the state to refrain from actions and play a passive role, which would demand less costs and investment than other categories of rights. The other rights, the defenders of such theories continue to argue, requires states to be active in providing effective benefits to people. However others have argued that such an assumption is mistaken since all generations of rights require both passive and active behavior from nation-states, who are the main dutyholders of the internationally acquired obligations (Eldridge 2002:14-15). Recent pronouncements made by the UN, such as the during the 1993 World Conference on Human Rights, confront the division of rights by recognizing that all rights are hierarchically equal and cannot be implemented separately as they are interdependent and affect each other throughout their realization.

The **right to education** is among the listed human rights whose status affects the realization of all other rights. Tomasevski (2005:224), passionately telling the difficulties on realizing her job as the UN Special rapporteur on the Right to Education, states that "right to education defies classification either as a civil and political right or an economic, social and cultural one. It forms part of both Covenants and, indeed, all core human rights treaties. I emphasized that the right to education represented an interface between civil and political rights and economic, social and cultural rights".

But, what is the fundament for education as a right? Legally, education is enshrined in all of the major international treaties, starting by the UDHR. UDHR establishes the right to education, in its article 26, in the following terms:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote



understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children (UNHR, art. 26). From this sole definition of the right to education, traces of what it really means, its substance, are set forth but other international legislation also deal with it. The most important provisions in this respect the right to education are Article 2 of the UDHR, Articles 13 and 14 of the CESCRC, Articles 28 and 29 of the CRC, and Article 13 of the Protocol of San Salvador<sup>7</sup> (Nowak 2001:225) and what underlies all of these norms is the assurance that people will have education which enables them to "participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace" (CESCRC, Art. 13).

Tomasevski (2005:224) also reminds us that "it is not only human rights law that regulates education, internationally or domestically". There are many other laws which have an influence on the substance of the right to education and "[Reaching out of human rights law became hugely important (...) [and Reaching out of the law was even more important" because there are other variables which influence the realization of the right to education. Education is a process which engages many "different actors who may derive from different sometimes competing) claims from their right to education: the one who provides education (the teacher, the owner of an educational institution, the parents), the one who receives education (the child, the pupil) and the one who is legally responsible for the one who receives education (the parents, the legal guardians, society and the state)" (Nowad 2001:246). These actors will be addressed in the next chapters as we analyze the variables that influence the right to education. For now, we need to ask: what does the right to education really mean?

The core of the right to education relates to its substance, which differs from education itself. Effective and transformative education should be the result of the exercise of the right to education, which is a universal human right. The right is about the entitlement to

claim the substance of it; it relates to the possibility of demanding the right to education and making it justiciable.

The substance of the right to education is given in broad terms by international legislation but real meaning is given to it as national legislators incorporate it. The process of incorporation is more important than the process of adhering to an international treaty because it is this incorporation that entitles people to demand for their right to education. As Tomasevski (2005:229) reminds us, "[international treaties are meant to be tools to vindicate human rights. Alas, they are not known beyond small circles around ministries of foreign affairs and international human rights organizations that can afford to travel to Geneva". Nevertheless, it is the international clauses that set minimum boundaries to secure rights. In the case of the right to education, the norms have been interpreted by Tomasevski (1999) and carved into the 4-A scheme establishing parameters for the analysis of the implementation of the right to education.

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the

Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

**The RTE Act provides for the:**

- 1) Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- 2) It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- 3) It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- 4) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- 5) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- 6) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- 7) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- 8) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- 9) It provides for development of curriculum in consonance with the values enshrined

in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

### **Education in India**

India's improved education system is often cited as one of the main contributions to the economic development of India. Much of the progress in education has been credited to various private institutions. The private education marked in India is estimated to be worth \$68 billion. However, according to an estimate 80% of all the schools are government schools making the government the major provider of education. Because of the poor quality of Public Education, 27% of the Indian children are privately educated. . India continues to face challenges. Despite growing importance, more than 40% of population is illiterate and only 15% of the students reach high school. India's post secondary high schools offer only 7% of the India's college age population and more than 25% of teaching positions nationwide are vacant.

### **Right to Education Act, 2009**

Undoubtedly, some of the provisions of the RTE Act, 2009 are laudable. Section 3 talks of right free and compulsory education and admission in a neighborhood, Sec. 4 talks of admission o f child in class appropriate to his or her age. Section 8 and 9 speaks of obligation of the government to provide education to all children. Section 12 lays down the obligation on unaided recognized private schools to provide free seats to the extent of 25% to the children of economically weaker sections. Section 13(1) talks of no capitation fee and no screening procedure for admission. Sec. 14 talks of admission without insisting upon the production of the age proof. Section 16 bans expulsion of the students and section 17 prevents corporal punishment. Section 23 talks of the of school management committee and recruitment of only qualified teachers. Section 25 speaks of ensuring people teacher ratio as specified in schedule and sec.32 talks of grievance redressal mechanism.

On the other hand, several provisions of the RTE Act 2009 are meant to legalize and to perpetuate the existing unjust and discriminatory school education system based on socio economic status. Section 3(b) defined ‘capitation fee’ means any kinds of donation or contribution or payment other than the fee notified by the school. The import of this provision is that the school is free to notify any amount of fee whether needed or not and once it is notified it is legal. The Act does not provide any fee regulatory mechanism to check the measures commercialization of education. Moreover the right of every child to receive free and compulsory education as guaranteed under Sec. 21-A of the Constitution does not depend on the capacity of the parents to afford the fee or not. Therefore, any child whether studying private or State-run school is entitled to free education. The state should bear the entire expenses even of the children studying in a private-run school. On the other hand, Section 8 entitles a child studying even in private school to claim from the school the reimbursement of expenditure incurred. Sec. 2(n) instead of permitting only same category of schools for all the children of different socio-economic status, defines the school belonging to specified category. Section 2(p) defines specified category in relation to school known as ‘Kedriya Vidyalaya’, ‘Sainik School’, or any other school having distinct character which may be notified by the appropriate government. How can we have such a specified category of school with State funding which does not provide equal opportunity to all equal opportunity in the matter of admission?

Section 7 talks of sharing financial responsibilities between Centre and States. It appears that the Central Government does not want to provide funds to the States uniformly. The State Government cannot insist on the Central Government to provide funds more than what is provided under Sec. 7(3). The State Government will have to depend for implementation of the Act. It is submitted, therefore, that unless the Central Government takes upon itself to provide entire funds for the implementation of the Act is not possible to be achieved, particularly when the Government have publicly declared their inability to implement the Act on account of paucity of the funds. Section 10 of the Act lays down the duty for admission on the parents absolving its of such duty. There are many other provisions of the Act promoting injustice and inequality in terms of providing equal

education to all.

The Constitution of India lays down the goal to achieve casteless and classless society as have been highlighted by a seven-judge bench of the Supreme Court in one decision regarding OBC reservation in educational institutions case. But the Governments in India continues to divide and rule people in the name of caste, religion etc. defying the constitutional goal.

### **Recommendations**

In the light of above discussion the following policy should be laid down in education sector:

- Education must be made compulsory for all.
- To maintain uniformity in education it should be under full control of Central Government. It is not proper to keep education in State list.
- School education must be made free, uniform and centralized. No private and government institutions should run side by side.
- Education should be designed for removing cultural and religious blind faith and corrupt practice in the society from the mind of children. Educational institutions draw most talented teachers maintaining this value and having high moral character.
- Cost of education at school level must be borne by the State
- In the long run population must be optimized according to resources and need of man power in the country.

### **International agenda beyond 2015**

UNO should be vested power to decide the policy for internationally uniform education system and to implement the same playing the role of top management by framing International Law. It will help the member countries to convince the voters that education is in the hands of International Authorities and they are bound to follow the same.

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*DEVELOPING SCHOOLS AS LEARNING ORGANIZATIONS: NEED OF  
RESPONSIVE SOCIETY*

*Dr Rina Godara*

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**INTRODUCTION**

We all are now in the global era. Relentless, global social, cultural and economic change needs to be translated into the continuous stream of complex reforms aimed at restructuring schools. Like the leaders of businesses and hospitals, now the leaders of school also want their organizations to be flexible and responsive, which can easily change in accord with changing circumstances. The ideal organization is characterized as "self-renewing" or as a "learning organization," the term popularized by Peter Senge (1990) in *The Fifth Discipline*.

The pressure on education systems to adapt to change and improve outcomes has created new challenges for schools. *We can no longer afford to conceive of schools simply as knowledge distribution centres. The school must be much more than a place of instruction, it must also be a centre of inquiry, that is a producer as well as a transmitter of knowledge. A school organised as a centre of inquiry is an institution characterised by a pervasive search for meaning and rationality in its work.* (Kleine-Kracht 1993).

The capacity of schools to adapt to change, improve and respond to community needs depends on their capacity to engage in continuous learning as organisations (Hallinger, 1999). Globalization thus influences the patterns of education, wherein it urges the consolidation of national and regional systems and values. The entire world is now increasingly evolving towards “ a learning society”, a society of knowledge”. “Learning Organization” is now becoming a new buzzwords in many of the literature of management, psychological and human resource development. Many senior management believes that the key index to the effectiveness and potential to innovate and grow is the way in which the organization learns.

Reframing schools as learning organisations, where the structures, processes and practices foster continuous learning of all those involved, is rapidly gaining favour (Dibbon, 2000; Leithwood and Louis, 1999; Louis *et al.*, 1999; Marks *et al.*, 2000; Silins *et al.*, 2000). The concept of schools as learning organizations has thus grown out of the need to create school environments where people are learning how to learn together. The learning organization is not to be seen in terms of destination but it is rather to be seen as a journey which implies that the process is ongoing and developmental (Burdett, 1983). Learning, it is considered, will be the essential factor if organizations are to cope with change and survive in the future.

### WHAT IS A LEARNING ORGANIZATION?

Senge (1990) defines the Learning Organization as the organization

"in which you cannot learn because learning is so insinuated into the fabric of life." Also, he defines a learning community as *an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.*

Learning Organization can also be defined as an "Organization with an ingrained philosophy for anticipating, reacting and responding to change, complexity and uncertainty." The concept of Learning Organization is increasingly relevant given the increasing complexity and uncertainty of the organizational environment. As Senge (1990) remarks: "The rate at which organizations learn may become the only sustainable source of competitive advantage."

McGill et al. (1992) define the Learning Organization as "a company that can respond to new information by altering the very "programming" by which information is processed and evaluated."

The most frequently cited definition of the Learning Organization in the European literature is that of Fedlar et.al. (1991). They define a Learning Organization as "One which facilitates the learning of all of its members and continuously transforms itself."

Different people define learning organization in different ways. While into the literature of the Learning Organization we do not find one same definition, there is no generally accepted definition of the concept of Learning Organization (Kerka, 1995). The definitions used are closely linked with the perspectives of the authors concerned. However, a common theme in all the definitions can be drawn and certainly some characteristics or dimensions can be found common among them.

## **CHARACTERISTICS OF SCHOOLS AS LEARNING ORGANISATION**

### **1. Shared Goal and Vision :**

In the Literature of Learning Organization we find that much emphasis is laid down on the formulation of common vision or mission (Senge, 1990, Huber, 1991), but relatively little attention is given in the education world upto now. The vision of the learning organization is not one mandated by a few, but rather generated by all the members. The vision that does not come from the school and is imposed on education from outside, will have no meaningful change. Because it didn't come from the schools, that is the administration, the faculty, the students, the support staff, the parents and the community, it is not a true vision. While developing a shared vision for the school, the learning organization school has to spent long hours in dialogue and reflection, both as individual and group. The perspectives of all the groups, personal goals and ideas of the individual are taken into account while providing a common mission that will guide the short term planning and functioning of the school. This vision developed will not be a static vision, it grows and evolves with the people who are members. The goals of such learning organizations are very demanding and actually guide the organization and also gain the dedication of staff and other constituents as it is a shared goal and a shared vision. Thus, we see that in the Learning Organization shared goal and vision plays an important role. It is not so much about the product but it's more about the process: the development of the sense of community.

### **2. Continued growth and learning:**

In the learning organization a very high priority is given to the continued growth and learning of each individual. So the learning organizations can grow and learn so long as

the individual involved therein learn and grow. This means ALL the people and not only the students. The role of the school is only to encourage and foster this growth, but its shape and direction must be upto the individual. The decision by a principal that the teachers should all go for training program is not an example of promoting personal growth and learning in the school. Providing a substitute for a teacher who is interested in that training program and wants to go and observe it in use at school would be promoting personal growth, and thus growth of the school. Each person would have time to reflect and clarify what was important for them personally, and then make their choices about where to go with that idea and use it. The Learning Organization school understands that the members' growth is their chance for growth.

### **3. Team Learning:**

Team learning is one of the important characteristics of learning organizations. The learning organization schools make time and money available for learning by groups of its members. It acknowledges the fact that the well being and growth of school is possible by helping the members learn to work together. These shared learning experiences will provide time for the members to get to know one another, to understand each other in ways that does not happen outside of the school day. They will together build the shared vision that is needed to define the Learning Organization school. These learning teams may include members from one, some, or all of the groups that make up the organization. It seems odd that though schools have made cooperative work for students an important part of the day, there isn't time for adults in the schoolwork this way.

### **Supportive Organizational Cultures:**

The culture of such learning organizations should be humane-psychologically comfortable with warm relationship and professionally supportive. The organization should be a place where each people have tools and training they need and they have enough opportunities to collaborate with others and learn from others. A supportive atmosphere where all observes one another teach and then gather to reflect on their practices with an effort to grow both personally and as a department. Leaders who want staff members to continue learning should strive to create such conditions for the adult learners in their organizations (Brandt,R. 1998).

Recent empirical research indicates that where there are supportive conditions in the school, particularly effective leadership, teachers will pursue collective and individual learning (Leithwood and Jantzi, 2000; Louis and Kruse, 1999; Silins *et al.*, 2000).

#### **4. Open systems:**

Learning organizations are “open systems” which should be sensitive to the external environment including social, political, and economic conditions, wherein considerable attention is given to interpreting and responding to changes in the environment. Each change in the outside environment has to be incorporated by the schools to cope up with the changing scenario. Both qualitative and quantitative studies attest to the importance of school leadership in promoting an environment where new information and practices are readily incorporated (Louis *et al.*, 1999). The Learning organization literature focuses on the importance of acquiring knowledge from the environment. The organization’s capacity to interpret changes coming from the environment requires both problem-sensing and problem-solving processes (Kiesler & Sproull, 1982). The most essential characteristic of learning organization is that it should be authentically engaged with the broader community by responding intelligently to all its external environment.

Jayne Rolls (*Learning Organizations*, p 103) says, "The cornerstone of the successful learning organization is the ability to repeatedly become." Schools, like other organizations have to respond to rapid and continual change in the world.

#### **5. Exchange of Information:**

Organizations, like human beings, are systems. Humans have a natural desire to know and understand, similarly the organizations also seek to benefit themselves through exchange of information, both internally and with other systems. We find that some humans are better learners than others, in the same way, some organizations are better than others at exchanging and making good use of information (Brandt, R., 1998)

Learning organizations exchange information frequently with the relevant external sources. Just as we individuals learn by interacting with other people similarly organizations can also learn from one another. They should be well connected with other schools as well as with parents and community agencies. The climate should be such

where information can be freely exchanged between community members, parents, teachers and students discuss their goals, values and immediate priorities.

#### **6. Feedback on products and services:**

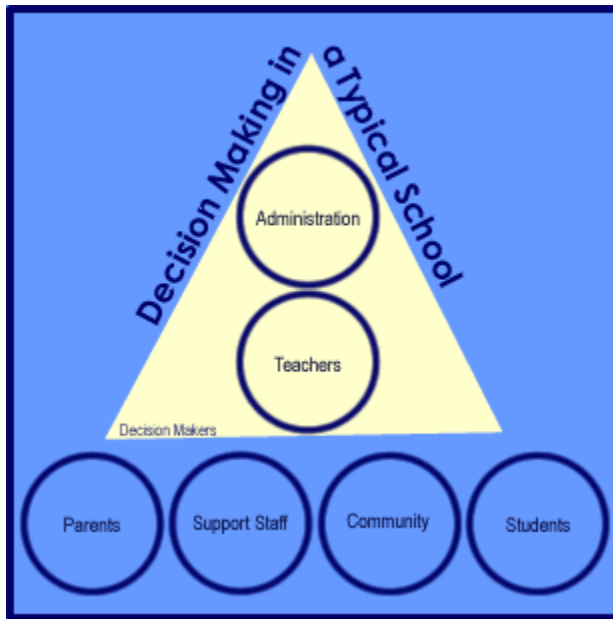
Feedback and interdependence are crucial concept in Learning Organization (Little, 1990, Rozenholz, 1989). Feedback helps in getting an insight into the quality of functioning. Feedback is essential for organizing collaboration in order to facilitate inter dependence. **Learning** organizations get feedback on products and services. The most important benefit, which one receives from interacting with others, is feedback. The changes should be embedded to meet the needs of their ‘customers’ the students. Periodically the students should be asked to evaluate the work just done and based on their input the curriculum should be revised. The students committee advise the principal on the changes which are proposed at school and students serve on the Total Quality teams, working to improve on different aspects like future goals in curriculum, instruction, communication, finances, facilities and technology. To get the feedback, which they need, schools must demonstrate a high degree of openness and trust. The parent’s observations are also considered to get the opinion of what the school needs to continue doing well and what they need to improve upon. To be a learning Organization, the schools thus should have provisions for collection and analysis of data on matters that concern them, especially the feedback from parents, students and other customers (Brandt, R, 1998).

#### **7. Continuously refine the basic processes:**

**Learning** organizations continuously refine their basic processes. The most closely related characteristics of any school as learning organization is their attention to processes, which can be done by communicating with constituents, gathering and using data, getting feedback and the other characteristics which are already discussed above. The “basic processes” which learning organization schools develop and refine are similar to “learning to learn” strategies used by individuals. Also, research is beginning to accumulate that identifies characteristics of healthy and productive schools that engage in the continuous self-inquiry that organizational learning demands (Leithwood *et al.*, 1998; Marks and Louis, 1999; Silins *et al.*, 2000).

In light of these characteristics, how are our schools related to the concept of “Learning Organization”. Can our schools be called as Learning Organizations”. Let us examine our school system.

### SCHOOL SYSTEM

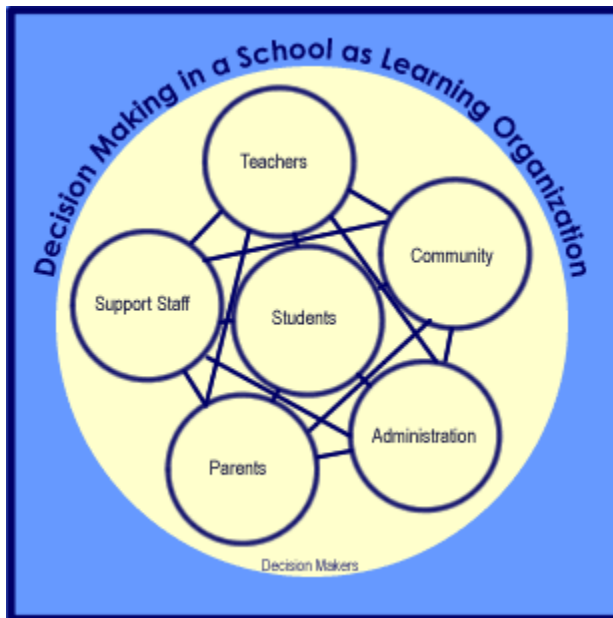


The institutions in our society that are most associated with learning are interestingly found to be at odds with the concept of learning organization. We find the top down approach in schools wherein the decisions which effect many groups are being made by a very few people who have little contact, if any then with some of the groups effected by those decisions. This narrowness in the decision making process of the typical schools is one of the factor which keeps the schools from changing which needs to happen. Another important trait which differentiates our schools from learning organizations is the relative isolation in which the various groups function. Knowledge and insights from these various groups remain isolated, and inaccessible to the whole. The “school vision” or mission remains something that serves more as a window dressing for brochures or required for some office somewhere other than the building in which the school operates. Often only a lip service is paid to the “school vision”. In other words it is meaningless in the day to day functioning of the school.

Let us now look at what the school might look like if it functioned like a true learning organization.

## SCHOOLS AS LEARNING ORGANIZATION

How the schools will look like if they are “Learning Organizations”



Schools as learning organization would now be seen as a system, rather than a sum of different parts. This is the most important difference, which must be understood by all people involved like administrators, teachers, students, support staff, parents and community members as all these have a stake in how the school operates. Thus, to maximize the performance all these must be a part of decision making. This system approach of running the school will allow all accesses to the great amount of knowledge that is spread across the various groups. Each of the groups can see the school and its work in a different way from the others, each group has a unique insight into the school. For eg. Administrators have knowledge of ideas, facts and pattern that teachers, students, parents, community, and support staff do not have. Teachers have knowledge that comes from their work in the organization, knowledge that is unique to their position, and thus something to contribute to the whole. In such a system view of the school, the decision making is spread across the groups only after all sides, thoughts, relative knowledge and insights have been thoroughly discussed. The Learning Organization school would have



built-in time for the interaction and dialogue between all the groups, allowing for this. As long as schools function as isolated components under a common roof, the reforms being touted as "the answer" will likely change only one little part of the school, and the rest of the organization will soon reclaim its former shape.

## **CHALLENGES TO MANAGEMENT FOR DEVELOPING SCHOOLS AS LEARNING ORGANISATION**

### **Reconceptualisation of leadership :**

For creating such learning organizations there is a need for leadership to be reconceptualized at the school level. The leader will play an important role in making this happen or building such learning organization schools. Not only at school level, however a similar reconceptualization of leadership needs to be explored at the district, state and other levels. Otherwise the efforts of the leaders at the school-level to build learning organizations may be weakened or neutralized. Indeed, beyond the local context of schools is a broader policy environment, the influence of which, and its relationship to learning communities, needs to be explored. This external policy environment has a considerable influence in the schools ability to create and sustain learning communities. While we recognize that there are many different forces that shape the policy environment surrounding schools, the most important and primary forces are: —the role of the district, the role of the state, the role of stakeholders, e.g. families, business, community, the role of professional associations and credentialing institutions, the role of education reform networks and university partnerships, and the role of the federal government.

These can be conceived as forces, which are part of the policy environment surrounding the schools. Some of these forces may be part of the learning organization itself.

Making schools as learning organizations thus needs a deep thinking of the role of a leader. The Principal and superintendents must see themselves as “learning leaders” who are responsible for helping the schools in developing the capacity required to carry out their mission. The most crucial part of this role is cultivating and maintaining a shared vision (Lashway, Leithwood and colleagues, Lipton and Melamede). The vision will

provide a focus, and will generate questions, which will apply to everyone in the organization. Learning will become a collaborative, goal oriented task rather than a generalized desire to ‘stay current’.

### **Realigning the structure and processes :**

There is a need to realign the structure and processes of the entire organization to support continuous adaptation and change. Leaders must provide organizational structures which supports continuous learning, they should find out time from busy schedule to collect and disseminate information that will accurately track the school’s performance and should also create forms of governance that will support a collective inquiry.

The most important point is that the leaders must view their organizations as learning communities for faculty as well as the students. This requires casting school improvement in terms of hypotheses to be tested rather than solutions to be handed out, attacking the barriers to collaboration, and making decisions democratically rather than bureaucratically (Joyce and Calhoun, 1996). When the spirit of inquiry permeates the daily routine, schools are on their way to becoming true learning organizations.

### **Conclusion:**

This shift towards the learning organization school provides a chance to create an organization that is truly centered around learning, caring, knowledge, communication and growth of people and ideas. The crucial part here is the notion of school as a system. In such learning organization schools, all of the members, from principal to community members would decide where the school wants to go and how best to get there. Time for dialogue, reflection, personal and team learning are integrated into and nurtured by the school culture. The growth of the individuals, from principal to community member, would be seen as key to the school's success.

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*ENVIRONMENT EDUCATION THROUGH PARTICIPATORY  
LEARNING APPROACH*

*Dr Sheetal Helaiya*

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**Introduction**

The very existence, survival and progress of man on earth depend on the quality of environment. The history of human civilization is a unique contradiction of strange paradoxes. On the one hand, human beings have developed agriculture, medicine and industry and on the other hand, oblivious consequences. The human beings have tempered with the environment. The human beings live in the environment and have overused it to an extent that today the whole human civilization is in peril. Misuse and overuse of nature and natural environment has created disturbance in the eco-system and which result in to change in climate. Due to the environmental changes, many diseases like cancer, skin diseases, heart diseases, etc. are speedily spreading in the society. These environmental changes are affecting directly or indirectly life of human beings.

It is an essential to sensitize the society towards the environment and environment related problems. It is a high time to take steps to resolve environmental problems and prevent mishandling of environmental resources. To create awareness about the environmental problems in the society, most easy accessible and effective way is through education. Through education related to environment at various levels of education, sensitivity towards environmental could be created.

**Meaning of Environment Education**

The concept of Environment Education was first formalized by the International Union for the Conservation of Nature and Natural Resources (IUCN), in 1970 at an Environmental Education meeting in Nevada, USA. In the Environmental Education meeting, Environment Education was defined as: *A process of recognizing values and classifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his biophysical*

*surroundings. Environment education also entails practice in decision-making and self-formulation of a code of behaviours about issues concerning environmental quality.*

According to United State Environmental Education Act (1970), Environment Education is *an integrated process which deals with man's interrelationship with his nature, population growth, pollution, resource allocation, technology and urban and rural planning to the total human environment.*

Allen A. Schmieder (1974) stated that *Environment Education is concerned with dynamic interaction between humanity and nature and it is directed at the improvement of the quality and existence for all living things.*

So, Environment Education is *a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments and skills to work individually and collectively towards solutions of current problems and the prevention of new ones.*

As per above definitions of Environment Education, it refers to curriculum and programs which aim to teach people about the natural world and particularly about ways in which eco-system works. The education for sensitizing people towards the environmental problems means providing knowledge, skills and developing positive attitude towards the environment and making them committed towards environment.

### **Goals and Objectives of Environment Education:**

The main goal of Environment Education is to change people's perceptions about the value of the natural world and to teach about how to change environmental behaviours, such as, getting people to recycle or how to build eco-friendly dwellings. It can be divided into numbers of goals to make it more specific and clear for understanding goal of Environment Education. These *goals of Environment Educations* are listed as under.

1) To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas.

2) To provide every person with opportunities to acquire knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.

3) To create new patterns of behaviour of individuals groups and society as a whole towards the environment.

These goals of Environment Education are helpful in deciding objectives of Environment Education. These *objectives of Environment Education* are as follows:

1) **Awareness:** To help individuals and social groups to acquire an awareness and sensitivity to the total environment and it's allied problems.

2) **Knowledge:** To help individuals and social groups to acquire basic understanding of the total environment, its associated problems and humanity's critically responsible presence and role in it.

3) **Attitude:** To help individuals and social groups to acquire values, strong feelings of concern for the environment and motivation for actively participating in its protection and improvement.

4) **Skills:** To help individuals and social groups to acquire skills for solving environmental problems.

5) **Evaluation ability:** To help individuals and social groups to evaluate environmental measures and education programs in terms of ecological, political, social, aesthetic and education factors.

6) **Participation:** To help individuals and social groups to develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve their problems.

To achieve objectives and goals of Environment Education, each nation has initiated to integrate it with subjects or design separate subject curriculum.

### **Environment Education in India**

In India, in the National Policy on Education, 1986 (NPE) states that “*There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process*”. The programme obliges the Ministry of Human Resource Development (MHRD), the Ministry of Environment & Forests to ensure that environmental education is imparted adequately at the school levels. It mandates that environmental components are covered in the school curriculum at various levels. As per NPE (1989), Environment Education is included at various levels of education. At School level, Environment Education is provided two ways. One way is to integrate Environment Education in various school subjects and another as separate subject of Environment Education. At various levels of school education, various concepts of environment are introduced.

### **Present scenario of Environment Education in India**

As per NPE (1989) Environment Education is introduced in the school education for sensitising Indian society towards environmental problems. The curriculum for Environment Education has been developed as separate subject and as integrated subjects like science and technology, social science, languages, etc. The purpose of integrating Environment Education with subject is to relate environmental issues with subject concept. And the role of school teacher is to teach such subject by relating environmental issues with the subject content knowledge because the environmental issues are intimately connected with a nation’s social, political and economic policies. It can not be taught in isolation as subject content. Unfortunately, awareness of environment as a holistic discipline is lacking in most of school curriculum. Environment education has become just another subject to be rote-learned for marks and results,” (*Monte, environmentalist*). The school teachers give more emphasis on knowledge of the environmental issues and subject knowledge rather understanding and application of the subject and environmental knowledge. More rote memory is foster rather application of knowledge and skills which are essential for Environment Education. For providing Environment Education, teachers are using ‘chalk and talk’ method rather student centre



methods which are essential for developing skills and values in the students. As teachers are adopting ‘chalk and talk’ method for providing Environment Education, students are aware about environmental issues but do not able to acquire skills, attitude and values related to environmental issues. The goals and objectives of Environment Education are not fully achieved by adopting such teaching method because it doesn’t provide much scope to students to develop concern for the environment. To make students sensitive towards environmental issues, it is a necessary to adopt new approach for providing Environment Education.

### **Participatory Learning Approach and Environment Education**

Participatory Learning approach is an approach in which teacher and students are participating in teaching learning process to achieve educational objectives. In the participatory learning approach, participation of students and teachers are almost equal. They are actively involved in teaching learning process. The participatory learning approach provides an opportunity to students to get on hands experience by which they understand the concept.

To provide Environment Education, the participatory learning approach is useful. The higher objectives of Environment Education will be achieved through participatory learning approach. For adopting participatory leaning approach, teacher has to plan certain activities in which students can participate actively and get on hands experience. By adopting participatory learning approach, teacher can plan various activities like brainstorming session, project work, group discussions, case studies, community work, poster presentation, survey, action research, scenario responses, problem solving activities, slogan making, etc. for providing Environment Education. Few examples of such activities are presented as follows.

<b>Objectives</b>	<b>Name of activity</b>	<b>Example of activity</b>
To sensitise students toward impact of pollution on environment and decide remedies to reduce	Project work	Instruct students to take a project to reduce land pollution in their local surrounding.

pollution.		
To sensitise students toward usages of environmental resources.	Group discussion	Instruct students to list non renewable products which they consume daily and then list alternative product of non renewable product from renewable product which can use.
To sensitise students toward causes of the environmental problems and decide relevant solution to the environmental problem.	Case studies	Give case study related to environmental problem to the students and ask them to find out causes of the environmental problem and solution thereof.
To develop skills among students to conduct environment awareness program.	Community work	Conduct community awareness program with help of students to create awareness regarding environmental problems such as water pollution, air pollution, land pollution, more use of electricity or other non renewable resources in their local area.
To sensitise students toward environmental problems and decide remedies for those problems.	Poster presentation	Instruct students to prepare poster which highlight environmental problems and remedies for reducing those environmental problem for creating awareness among community.
To develop skills to address environmental problems in their surrounding.	Action research	Orient students to identify environmental problem in their surrounding and try to design remedy to reduce that environmental problem.
<b>Objectives</b>	<b>Name of activity</b>	<b>Example of activity</b>
To develop skills to address environmental problems.	Group Discussion	Give students an environmental problem and ask them to describe how they will respond to that environmental problem.

To develop problem solving skill of students to address environmental problems.	Brain storming	Give environmental problem such as more consumption of non renewable resources to students and ask them how they will resolve such problem.
To develop skills to create environment awareness among community.	Slogan making	Ask students to make slogan for creating environment awareness among community.

### Conclusion

If the environment education is provided in such a way students will realised the importance of environment in their life. They will be able to understand their role and responsibilities towards the environment as the Constitution of India explicitly makes environmental conservation a duty of every citizen. It is a role of teacher to provide such kind of opportunity to students by planning various activities. Number of researches has revealed that the participatory learning approach is an effective one for developing values and skills. So, teacher needs to adopt participatory learning approach to achieve higher objectives of Environment Education.

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*LIFE SKILL EDUCATION*

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Now a days a large number of youth engaged in antisocial activities which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. These habits deteriorate their physical and intellectual capabilities and also seem to be a burden to the society. Youths are engaged in many antisocial activities and which adversely affecting other members of the society. These high risk behaviors affecting society in a large extend. This new challenge requires immediate and effective responses from a socially responsible system of education. It may be noted that to date, no university or board of school education has come forward to initiate such a programme in the country which may be beneficial to our young people. In this connection life skill education plays a very vital role to increase the awareness among the youth about all social problems and to alleviate social evils from the society. Life skill education helps the individual to improve the decision making skill, ability to take every thing in the right sense and also improve their contributions to the society.

**Meaning of Life Skill;** The abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges everyday life (WHO). It further encompasses thinking skill, social skill and negotiation skill. It also helps the young people to develop and grow into well behaved adults.

Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

Life skill education is a value addition programme for the youth to understand self and able to assess their skill, abilities and areas of developments. Which also enable them to

analyze their capacity to enhance the function in a most productive way. Life skill education allows the youth get along with other people, able to adjust with their environment and making responsible decision. Which also incorporate to build up their values and to communicate effectively. In many circles, reproductive health education, population education and family welfare education are interchangeably used to convey the same meaning. The main objective of life skill education is to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in personal responsibility.

Life skill education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively among the youth. We need to create life skill education as the cornerstone of various youth programmes. An effective implementation strategy will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decisions, working with groups, socialization etc added the quality of youth.

Developing life skill helps the adolescents to translate knowledge, attitude and their health behavior such as acquiring the ability to reduce specific risk behavior and adopt healthy behavior that improve their lives in general. Life skills have produced the following effects: lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behavior; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.

Skill based approach in life skill education follows well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable

pattern of life style's particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skill and abilities as a part of development. Proper feedback are necessary from the trainer as well as the peer groups to an individual to improve their confidence. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

Life skills are abilities for adaptive and positive behavior that enable individuals to Deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the Nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

**Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.

Similarly, **problem solving** enables us to deal constructively with problems in our

lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**Creative thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

**Critical thinking** is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

**Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**Interpersonal relationship skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**Self-awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

**Empathy** is the ability to imagine what life is like for another person, even in a

situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

### **Life skill education Strategies**

Life skill covering the areas like leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skill and self direction. Leadership skill enables the person to solve problems, attain his/her life goal and the ability to motivate others and also achieve a common goal. Person will meet the high standard of accomplishments by following the ethics in his/her personal as well as professional life. He will be able to adapt different roles and responsibilities. They are able to tolerate ambiguity and willing to change their priorities as per the requirement. Thus they will be committed to their work by utilizing the time more effectively. Life skill education will be effective only when people are able to act upon the skill which they have learned. In mental health and other areas, there is a considerable improvement in behavior with the help of life skill education. Life skill education lays the foundation for learning skill, which is greater demand in job market. Life skill education enhances self direction of the individual. He/She will be able to monitor his or her own understanding and learning needs. And also has the commitment to learning as a lifelong process.

A life skill programme could include content about friendships, bullying, sexual relationships, anger management, and perceptions about drug use. The Key basic categories of life skills including communication, negotiation, refusal skills, assertiveness, cooperation, empathy. Cognitive skills including problem solving skills, understanding consequences, decision making, critical thinking, self evaluation. Emotional coping skills including managing feelings self management and self monitoring.



In order to have an effective implementation of life skill education there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programme of study prepared by experts which has the approval of a competent authority. There is an urgent need to train and prepare a large contingent of “trainers of trainers” (TOTs). The TOTs will require adequate training on all aspects of the subject. They have to be expert in this field of study in order to be effective in performing their task.

Through life skill education one can move towards a more positive and holistic approaches in order to educate the new generations and through them the future generations.

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