CHAPTER- I
INTRODUCTION

1.1 Introduction

“Everyone thinks of changing the world

But no one thinks of changing of himself.”

-Leo Tolstoy.

Each and every person wants to change the world because what is in the world is not perfect is known by everyone. But we forgot about we are the main part of this lovely world and if we want to change the world the starting must be from home of our self but we can’t accept it and for this acceptance education with life skill is important.

Education is a reflection of a good civilization. Human civilization has progressed by innovation in education since period and help to be a good social being and help others in our daily life. It removes blanket of ignorance and helps in knowledge their fundamental rights. The cardiac motive of education is the all round development of an individual. By education Mahatma Gandhiji meant the improvement of morality within a student. Without being bookish, a student should adopt certain moral ethical codes like trust, nonviolence, charity and so on which will illumine his character. Thus character building through education was a prime concern for Mahatma Gandhiji. Here functions like a magic trick that transfers an illiterate and uncivilized animal to a literate and civilized man. Literacy in itself is no education. By education Mahatma Gandhiji mean an all-round drawing out of the best in the child and man-body, mind, and spirit.
On the basis of wisdom and sanity grounds education is the light house that enlightens in them. The ability to difference between right and wrong, true and false, correct and incorrect and also is the milestone in the righteousness in character, the enlightenment of conscience and the inculcation of social, moral, ethical and spiritual values.

Education is the mighty instrument of change national growth and welfare hence educational planning call for proper understands insight and assessment of country developmental need with acceptance of education as an important medium for upward mobility in the social standards of individuals. And form emerging Indian citizens for developing India. “Equal educational opportunities to all” for this case education planning commission granted that huge amounts are allotted for the cause of schooling education in our national plan also, for developing country like India it is necessary. A large number of students with varying degrees of intelligence and temperaments, drawn from different states of socio economic group have crowded the classroom to make claims of their right to higher education. And here the role of school, teacher is play a vital role for quality development of student by giving equal opportunity.

“An Intelligence is the ability to solve problems or to create products, that are valued within one or more cultural setting.”-Howard Gardner-Frames of Mind (1983)

Multiple Intelligence is an educational theory put forth by psychologist Howard Gardner who suggested that an area of different kind of intelligence. Exist in human being, also he suggested that each individual manifests varying levels of these different intelligence and thus each person
has a unique ‘Cognitive profile’ and is the unique creation of this creative world. He has his own abilities, need is to just aware him by teaching. We can improve education by addressing the Multiple Intelligences of our students. Teacher should structure the presentation of material in a style which engage most or all the intelligence and excite students for learning. Everyone is born possessing the all intelligences. The theory has been criticize in the psychology an educational theory communities. Despite the criticism, the theory has enjoyed a great deal of success among educator over past 30 years. There are several schools which espouse Multiple Intelligence as pedagogy.

Life skill based education is a combination of learning experiences that aim to develop not only knowledge and attitude but also skills (i.e. life skills) that are related to make decision and take positive actions to change behavior and environment. Once the student knows the ability to know the skills in him he can adopt trust, nonviolence, charity, he can also know his body, mind and spirit which will help him to improve morality within student to become a good Indian.

“Education is the ability to listen almost anything without losing your temper or self confidence”. -Robert Frost

Life skill teaches the skill by which students can understand about why temper comes and how to tackle with temper. Once the student knows to overcome on temper his self confidence on little things get increased and by this overall confidence get improved.

United Nations International Children’s Emergency Fund (UNICEF) suggest in 2005 government should invest more in quality education for all ensure equal opportunity. Mission of UNICEF is developing humanity by
promoting rights HIV/AIDS prevention, care and support, health education; Human rights and social issues and violence prevention peace building and education for development. For giving equal opportunity to all multiple intelligence plays a vital role in education field. Using information and communication technology is the basic demand of United Nations International Children’s Emergency Fund (UNICEF). Dr. Abdul Kalam believed in making education reachable, flexible and feasible for all. His messages always resonated his belief that students should be provided ‘Wings to fly’. We aspire to provide best education and facilities to ensure that students are nurtured to become future-ready citizens. Therefore to achieve to goal of vision 2020 of Abdul Kalam various tools and techniques of computer must be used by teacher to improve quality of education. students must know which skill is best in them, which one is good and which one is weak by which he can improve himself in weak skills and transform them in to good one .Behalf of this student can get the ‘wings of fire by life skills.

As per National Curriculum Framework (NCF) 2005 knowledge constructivism says that students construct knowledge from their own experience and concept formation is best if there interaction is perfect, therefore to achieve the goal of 2005 life skill play very important role in our day to day life.

Life skill based education is a combination of learning experiences that aim to develop not only knowledge and attitude but also skills (i.e. life skills) that are related to make decision and take positive actions to change behavior and environment. Life skills are the skills which children learn from their parents, teachers and significant other who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to copy with
challenges of life skill programme is a school based programme where life skills are imparted in a supportive learning environment. Activities over the life course take place in a variety of contexts (political process, work place, at home, in the community, or in non-formal and informal settings), and sectors or domains (health, environment, gender, work, etc.) of human existence. Therefore, it is in the context of these different life skills need to be adapted and defined.

According to The United Nations Educational, Scientific and Cultural Organization (UNESCO) “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill programs.” So they are applicable for all specially for adolescents. According to The United Nations Educational, Scientific and Cultural Organization (UNESCO) why life skills – It is not enough to ask life skills are defined in general; rather it is essential to ask how they are defined in particular life situations and throughout life (Quane 2002; Goody 2001). Life skills are developed as a result of a constructive processing of information, impressions, encounters and experiences, - both individual and social – that are a part of one’s daily life and work and the rapid changes that occur in the course of one’s life. The social dimensions are particularly important as they condition life itself and compel individuals to purposefully acquire skills, develop attitude and values in order to face and master real life situations (Quane 2002).

Adolescent education is a new curricular area which is still undergoes the process of validation. It is yet to be considered as an established uniformly accepted curricular area like the existing subjects taught in school. The life skill development being its core makes it a still more uncommon area. It
therefore requires special efforts to adopt the transaction strategies into the existing education system.

In adolescent stage most of adjustment problems are there like alcoholism, drug abuse, frustration mental stress, as impact of stress they are not ready to think creatively and due to different changes as per stage they have less capacity to solve the problems; and because of these problems future of students are often the driving forces for high risk. It is a period of life with specific health and development needs and rights. It is also a time to develop knowledge and skill. Learn to manage emotions and relationship and acquire attributes and abilities that will be important for enjoying adolescent year and assuming adult role.

“Adolescent represents an inner emotional upheaval a struggle between the eternal human wish to cling to the past and equally powerful with to get on with the future”

-Louise J. Kaplan.

As this stage is the conjugator of childhood and adult hood many developments are taking place during this period such as in limbic system(Brain) that are responsible for pleasure seeking, reward processing, emotional responses and increasing cognitive and intellectual capacities. They are behaving like pendulum, are always in conflict of idealism, socialism and realism. For all these changes occur in them, they need psychological exercise to turn that changes in positive behavior for facing daily problems.

Swami Vivekananda defines,

“Education as the manifestation of the perfection already in man.”
And to acquire this motto of education life skills are necessary to adolescents. Education with Life skill helps to know what is already in them. So the researcher chosen this topic to know the real skills is hidden in students. In this condition behavior life skill training is an effective tool. Life skill enables adolescents to translate knowledge attitude and values into actual abilities. A good education system is one which helps all the children to develop their potentials, intelligence and life skills.

Psychological competence is a person’s ability to deal effectively with the demands and challenges of everyday life, because formal education and practical life are most different from each other. To maintain the state of mental well-being and demonstrate this an adaptive and positive behavior while interacting with others. Life skills are the abilities for adaptive and positive behavior that enable individuals to positive behavior to deal effectively with demand and challenges of life.

Analysis of life skill field according to study that there is a core set of life skills that are at heart of skill based initiatives for promotion of the health and the well-being of students.

According to recommendations of Continuous Comprehensive Evaluation (CCE) who acts as their role model they gradually learn to use a particular skill effective in diverse situation to cope with challenges of life. The school is an appropriate place for the introduction of life skill education. Life skill training through teaching subject is an efficacious tool for empowering adolescents to act responsibly. Here the role of school in the socialization of adolescents is very important.

Even in countries there were significant proportion of children do not complete school the introduction of life skill school should be properly life
skill education is highly related to daily need of adolescent when it is part of school curriculum. The indication age that it helps to prevent school dropout one experience has been gained in the development and implementation of life skill programme or school. This may help with the creation and implementation of program for others. So researcher has decided to design life skill programme in view of Multiple Intelligence for Eighth standard students of Marathi medium in Beed district. It will bring tremendous change in behavior of students.

1.2 Need of the Research

1) In today’s age of competitive world every parent want his child as an all rounder fellow, therefore expectations are increasing day by day.

2) Now a days the development of personality of student is not only tied with education only but also deals with life skills by which he can able to face the problems of daily routine life.

3) Each and every person is facing problems in his life and the reason behind problem is the wrong decisions made by us and has less capacity to think creatively in that situation so training of life skill is need of an hour now a days.

4) When life skill training is given through teaching in schools, students are able to face situations by their own thinking.

5) Life skill training in view of Multiple Intelligence will improve potentials in Eight standard Marathi medium students.

6) The researcher observed the condition of students learning in Eighth standard of Marathi medium. They are not able to think creatively in novel situation as well as have not confidence to solve the problem in
front of them. So researcher decided to design life skill programme in view of Multiple Intelligence for Eight standard students.

7) As per observation of researcher students are going from this age of adolescent there are many difficulties while facing many problems and to increase thinking & dealing with problem there is need of life skill education but there are no specific hours in school. For that so it is necessary to teach life skill through subjects to students. So the need of this programme increase. ‘Teaching life skill through subject’ keeping this in mind researcher wants to done research work.

1.3 **Significance of the Research**

Adolescent, a vital stage of growth and development. It is characterized by rapid psychological changes. Eighth standard students are passing through this stage in which acquisition of life skills is considering need of hour. So importance of life skill programme increases.

1) This research helps teacher to think on Multiple Intelligence while teaching in classroom.

2) As most of teachers have less awareness about life skills, this research helps them to know more about life skills.

3) It will lead the students to think creatively through a variety of activities in class room.

4) It will lead the students to solve their problems through life skill programme.

5) This research will be beneficial for teachers of English to develop and improve their performance in classroom teaching through activities for enriching quality education.
6) The conclusions of the present research will be beneficial for teachers and learners of Eighth standard students.

7) It will be beneficial to motivate teachers to develop programme like this life skill programme.

8) This programme develops skills in students and creates a new approach and vision among the parents.

1.4 Research Title

“Developing Life Skill Programme for Multiple Intelligence and It’s Effectiveness in Marathi Medium Eighth Standard Students of Beed District.”

1.5 Operational Definitions of important words in research title

1.5.1 Developing – “To design a programme for Eighth standard student for improving life skills.”

1.5.2 Life skill – The abilities for adaptive and positive behavior that enables individuals to deals effectively with the demands to deal effectively with the demands and challenges of everyday of life means life skill.”

1.5.3 Programme – Teaching learning material developed by researcher.

1.5.4 Multiple Intelligence – It is a psychological theory given by Gardner.

1.5.5 Effectiveness – Degree of understanding.

1.5.6 Students of Eighth standard – Students learning in eight standard.
1.5.7 Marathi medium school – Schools where medium of instruction is Marathi.

1.5.8 Beed District – The District situated at the central west of the Aurangabad and Jalna in the north, Parbhani and Latur in the east, Ahmednagar and Osmanabad in the west.

1.6 Assumptions of the Research

1) Most of the teachers are unknown about life skills.
2) Most of the parent and teachers are unknown about Multiple Intelligence.
3) Most of teacher didn’t include life skill in view of Multiple Intelligence while teaching.
4) Presently there is no specific programme for life skill development in view of Multiple Intelligence.
5) If teachers design the life skill programme in view of Multiple Intelligence the tremendous change occur in understanding of students.

1.7 Objectives

1) To study the concept of Multiple Intelligence.
2) To study the life skills given by World Health Organization (WHO)
3) To select the content From English Eighth standard text book in Marathi Medium of for developing life skill programme.
4) To develop the life skill programme for of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.
5) To develop the concentration and confidence by activities of life skill programme (Bhastrika pranayama, Bhramari and Meditation etc.) of Marathi medium Eighth standard students in Beed district.

5) To implement the life skill programme For of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

6) To study the effectiveness of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

9) To study the effectiveness in life skill sub factor of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students in Beed district.

10) To study the effectiveness in life skill sub factor of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students in Beed district.

11) To study the effectiveness of life skill programme in view of Multiple Intelligence according to gender of Marathi medium of Eighth standard students in Beed district.

12) To study the effectiveness of life skill programme in view of Multiple Intelligence according to division of Marathi medium Eighth standard students

13) To give suggestion for implementation of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students in Beed district.
1.8 Hypothesis

A} Research Hypothesis:-

1| The life skill programme in view of Multiple Intelligence design implemented in 2 schools of Marathi medium and Eighth standard students of Beed district is effective.

2| After implementation of life skill programme in view of Multiple Intelligence for Eighth standard Marathi medium students of Beed district students will be able to think creatively.

3| After implementation of life skill programme in view of Multiple Intelligence for Eighth standard Marathi medium students of Beed district students will be able to solve their problems.

B} Null Hypothesis :-

1) There is no significant difference between scores of pre-test in achievement of life skill and post-test in achievement of life skill programme of Marathi medium Eighth standard students in Beed district.

2) There is no significant difference between the of pre-test and post-test Scores for achievement of life skill of Eighth standard student of division A of Sanskar Prabhodhini in Beed district.

3) There is no significant difference between the Score of pre-test and post-test Scores for achievement of life skill of Eighth standard student of division B of Sanskar Prabhodhini in Beed district.
4) There is no significant difference between the pre-test and post-test scores for achievement of life skill of Eighth standard student of division C of Sanskar Vidyalaya in Beed district.

5) There is no significant difference between the pre-test and post-test scores for achievement of life skill of Eighth standard student of division D of Sanskar Vidyalaya in Beed district.

6) There is no significant difference between the pre-test and post-test scores for achievement of life skill sub factor ‘Fluency’ of creative thinking of the Eighth standard students in Beed district.

7) There is no significant difference between the pre-test and post-test scores for achievement of life skill sub factor ‘Originality’ of creative thinking of the Eighth standard students in Beed district.

8) There is no significant difference between the pre-test and post-test scores for achievement of life skill sub factor ‘Flexibility’ of creative thinking of the Eighth standard students of Beed district.

9) There is no significant difference between the pre-test and post-test scores for achievement of life skill sub factor ‘Abstractness’ of creative thinking of the Eighth standard students in Beed district.

10) There is no significant difference between the pre-test and post-test scores for achievement of life skill sub factor ‘Elaboration’ of creative thinking of the Eighth standard students in Beed district.

11) There is no significant difference between the pre-test and post-test scores for achievement of life skill sub factor ‘Identifying problem’ of problem solving of the Eighth standard students in Beed district.
12) There is no significant difference between the of pre-test and post-test scores for achievement of life skill sub factor ‘Selecting many option’ of problem solving of the Eighth standard students in Beed district.

13) There is no significant difference between the of pre-test and post-test scores for achievement of life skill sub factor ‘Making Decision’ of problem solving of the Eighth standard students in Beed district.

14) There is no significant difference between the of pre-test and post-test scores for achievement of life skill sub factor ‘Implementing decision’ of problem solving of the Eighth standard students in Beed district.

15) There is no significance difference between of pre-test and post-test scores in achievement of life skills of Eighth standard Marathi medium students of Sanskar Prabhodhini Beed district.

16) There is no significance difference between of pre-test and post-test scores in achievement of life skills of Eighth standard Marathi medium students of Sanskar Vidyalaya in Beed district.

17) There is no significant difference between of post-test of boys and post-test of girls scores in achievement of life skills of Eighth standard of Marathi medium students in Beed district.

18) There is no significant difference between of post-test of boys and post-test of girls scores in achievement of life skills of Eighth standard of Marathi medium students of Sanskar Prabhodhini in Beed district.

19) There is no significant difference between of post-test of boys and post-test of girls scores in achievement of life skills of Eighth standard of Marathi medium students of Sanskar Vidyalaya in Beed district.
20) There is no significant difference between of post-test of boys and post-test of girls Scores in achievement of life skill sub factor ‘Fluency’ of creative thinking of Eighth standard of Marathi medium students in Beed district.

21) There is no significant difference between of post-test of boys and of post-test of girls Scores in achievement of life skill sub factor ‘Originality’ of creative thinking of Eighth standard of Marathi medium students in Beed district.

22) There is no significant difference between of post-test of boys and post-test of girls Scores in achievement of life skill sub factor ‘Flexibility’ of creative thinking of Eighth standard of Marathi medium student’s in Beed district.

23) There is no significant difference between of post-test of boys and post-test of girls Scores in achievement of life skill sub factor ‘Abstractness’ of creative thinking of Eighth standard of Marathi medium students in Beed district.

24) There is no significant difference between of post-test of boys and post-test of girls Scores in achievement of life skill sub factor ‘Elaboration’ of creative thinking of Eighth standard of Marathi medium students in Beed district.

25) There is no significant difference between of post-test of boys and post-test of girls Scores in achievement of life skill sub factor ‘Identifying problem’ of problem solving of Eighth standard of Marathi medium students in Beed district.
26) There is no significant difference between post-test of boys and post-test of girls scores in achievement of life skill sub factor ‘Selecting many option’ of problem solving of Eighth standard of Marathi medium students in Beed district.

27) There is no significant difference between post-test of boys and post-test of girls scores in achievement of life skill sub factor ‘Making decision’ of problem solving of Eighth standard of Marathi medium students in Beed district.

28) There is no significant difference between post-test of boys and post-test of girls scores in achievement of life skill sub factor ‘Implementing Decision’ of problem solving of Eighth standard of Marathi medium students in Beed district.

29) There is no significant difference between post-test of boys and post-test of girls scores in achievement of life skill of Eighth standard of Marathi medium students of Division A of Sanskar Prabhodhini in Beed district.

30) There is no significant difference between post-test of boys and post-test of girls scores in achievement of life skill of Eighth standard of Marathi medium students of Division B of Sanskar Prabhodhini in Beed district.

31) There is no significant difference between post-test of boys and post-test of girls scores in achievement of life skill of Eighth standard of Marathi medium students of Division C of Sanskar Vidyalaya in Beed district.
32) There is no significant difference between post-test of boys and of post-test of girls Scores in achievement of life skill of Eighth standard of Marathi medium students of Division D of Sanskar Vidyalaya in Beed district.

C) Independent and Dependent variable:-

1| Independent Variable: Life skill programme

2| Dependent Variable: Achievement in creative thinking and problem solving.

1.9 Scope and Limitations of the Research:-

1.9.1 Scope of the Research:-

1.9.1.1 Scope of Area:- The Beed District.

1.9.1.2 Scope of Content: 2 life skills, i.e. creative thinking & problem solving, 5 factor of Multiple Intelligence [i.e. Linguistic Intelligence, Logical Mathematical Intelligence, Musical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence], Eight standard English text book[some lessons].

1.9.1.3 Scope of Unit: Students of Eight standards in Beed district are included in this research.

1.9.2 Limitations of the Research:-

1.9.2.1 Limitation of the Area: Marathi medium two schools with four divisions of Beed district is taken for research.
1.9.2.2 Limitation of the Content: Only two life skills are developed through life skill programme including Eighth standard text book.

1.9.2.3 Limitation of Unit: - Life skill programme is developed only for Eighth standard students.

1.9.2.4 Limitation of Time: - This research work is done in year duration 2012 to 2016

1.10 Epilogue:-

In this chapter the researcher has discussed problems faced by adolescents and need or role of life skill programme for them. A brief overview of life skill programme has been discussed over here. After the terms defined according to statement of the problem. Latterly objectives and hypothesis of the study were given at last scope and limitation of the study has discussed.