Chapter - IV

ROLE PLAYED BY VARIOUS EDUCATIONAL INSTITUTIONS IN SHAPING THE PERSONALITY OF THE STUDENTS

4.1 INTRODUCTION

The general objective of the education is to achieve the comprehensive development of the students. The comprehensive development includes development of physical development, mental, intellectual and the development of the soul. Because physique, mind, intellect and soul are the integral parts of the student’s personality. However every student is different so far as physique, mind, intellect and soul so also his present stage of development as well as his ability to develop is also different. Therefore, it is not possible to achieve uniform development in respect of one aspect and uniform development. Therefore, for the development and manifestation of the various physical, mental, intellectual and soul abilities, it is essential to provide opportunities and guidance to the students. It is from this very important point of view the schools are required to undertake and execute study related complementary and co-curricular activities during the school and college education.

Study related complementary education means that education which helps the student to manifest the formal education that he gets at the school
in various subjects. E.g. In the school mother language is taught which includes various passages, stories and poetry portion. This is a regular study syllabus. But if the student is motivated to read the books from which these passages, stories or poetry is taken from here is value addition to his knowledge of language. This is called complementary education. Therefore, it is necessary that such reference books be made available in the library. Thus, any competition relating to reading, writing or poetry becomes the part of this complementary education. This aspect is equally true regarding the other subjects.

One thing one should keep in mind that the complementary education should not be a compulsory subject for all the students. Those students who are interested in such complementary education will be participating and benefiting from it. The head master should create an environment that the students who are interested in complementary education are made aware of the school’s various such programmes.

Projects / Programs at School level

The various aspects of Complementary Education

1. **Reading** – The school should prepare a list of books from various authors relating to various subjects being taught in the school as a reference reading. The teachers while teaching the subject should guide the students to read the reference recommended books. Ensure that these books are available in the school library. The teachers
should make inquiries with the interested students as to whether and what they have read it. Once in a week, one of the interested student should be asked to narrate to the class what he has read.

2. **Elocution Competitions** - Elocution helps build listening, speaking and communication skills of students. Education not only means academics these things are also a part. Thus many schools conduct this competition. It also encourages healthy competition. it check on the ability of a student to grasp, research and communicate probably to drive away stage fright... you know... the fear of having to get up on the stage and perform/talk in front of big crowds.

3. **Writing** – The students may be asked to take down the notes of the extra reading that they make. They should be asked to write down any new information relating to the subject. In some schools a specific programme for improving orthography in all the three languages (Hindi, Marathi, and English) is undertaken. Everyday the students are expected to write at least 2 paragraphs on any subject of their interest so that the students’ handwriting as well as orthography also improves.

4. **Conversation and Group Discussion** – The students may be encouraged to have conversation with the other students, parents or other interested persons having special knowledge of the subject. The students be asked to form a homogeneous group of those students
having similar interest and they may be encouraged to discuss and share the new knowledge that they have acquired amongst them. They may be asked to prepare notes of such new knowledge. This activity in the course of time develops the student for group discussion which has now become a part and parcel of placement in any company.

5. **T. V. and Radio Programmes** – Now a days, there are various programmes relating to complementary education both on the Television and the Radios. The students are asked to watch these programmes and to take notes of it. Cultivation of this habit of taking notes will go a long way in developing the student to sail in the real life situations.

6. **Presentation** – The students who have put in special efforts to acquire knowledge from such complementary education may be provided an opportunity to present it to the class. At such time, if there is proper appreciation of the student, his confidence level increases and he get encouragement to pursue his complementary education.

It is suggested that once in a week a school hour (period) may be devoted for such presentation. E.g. during the language period a student who has shown and developed and acquired additional knowledge about any particular author/poet or subject related may be asked to present the topic. If possible there may be question answer
This adds to the curiosity and interest of the students. E.g. If during the craft period if the students have been taught to prepare a rose flower from a craft paper and if an interested student brings a Sunflower prepared by him then provide him an opportunity to show it to the class. Appreciate his initiative as he will be a role model for the others.

7. **Yoga at School is Unique**

   It costs virtually nothing to set up a time for yoga lessons. A 10-minute yoga session per day is adequate. There is no need for any equipment. Any open class room is sufficient for holding a yoga class.

   - Students will develop a sense of well-being, and will increase their capacity of mental concentration
   - Will find harmony between the mind and the body.
   - Students will develop proper breathing habits.
   - Yoga can be adapted for all children, including the physically impaired and the overweight.
   - Yoga is not presented as a religious practice, nor does it conflict with any religion.
   - Yoga makes a significant difference in the sense of well-being of children of all ages and from all backgrounds.
   - Yoga generates positive emotions and compassion.
   - Yoga teaches children to be gentle with themselves and others.
Regular practice of yogic postures enhances the ability of students to concentrate, to deal with impulsive behaviour, and to think more clearly.

Yoga helps mental equilibrium and self-control.

Yoga reduces stress and helps children to relax and release tension.

Yoga helps children develop life long health habits (mental and physical), i.e. acquaints them with the option of healthy daily exercises for the brain and the body.

Yoga offers students a safe and balanced way for them to relate to themselves and to their surroundings, inner & outer awareness.

Practicing yoga increases self-confidence as the students measure their own individual success and improvement.

Yoga creates a group cooperation & vocabulary in a playful manner.

Yoga has an exhilarating and calming effect, and could lead in later life to a marked reduction of stress, postural and blood pressure problems and nervous disorders.

Children enjoy associating the name of a pose with the characteristics of the animal it represents.

8. **News Item Notice Board** – With a view to update the students on important events and to add to their knowledge there should be a
News Item Notice Board in the school. Important news from the paper / or any special information collected by a student may be written down on the board. The work may be assigned to a student having good hand writing. The name of the student who has provided this information may please be mentioned on the board. Any achievements of the students from the school may be highlighted through this board which will provide encouragement to the other students.

9. **Display Board** - The paper cuttings, pictures etc. may be displayed on a display board at a prominent place in the school. A teacher may be notified to decide as to what item should be displayed on such display board.

It should be ensured that the school’s notice board should be a separate and different in colour. Display board may have a different size and with a panel.

10. **Hand written Annual** - With a view to develop the students’ writing skills keeping in view the number of students in the school may decide to bring out one or more handwritten annual of various classes. It may give encouragement to the students to write. Of course there should be reasonable editing from a designated teacher. Even translations made by the students may not be discarded.
11. **Annual School Report** - In large schools the interested students be encouraged to prepare an Annual Report on the various activities conducted during the academic year, it may include the important visitors to the school, guest lectures, study tours, participation in various exhibitions, achievements of the students, teachers and the school as well. This responsibility may be entrusted to a group of students having interest in writing. They should be entrusted this responsibility at the beginning of the school so that they will start working right from the beginning of the academic year.

4.2 **CO-CURRICULAR ACTIVITIES**

Those activities which cannot be accommodated in the regular school study periods but which are important from the point of view of personality development are forming part of this activity. Those activities which provide an opportunity to bring out latent / hidden talent and abilities of the students are covered under these activities. E.g. Annual Social Gathering etc. These activities can be classified as under:

a. **Birth and Death anniversaries of the Great Individuals –**

In organizing such programs opportunities are provided to the students to give information about those great individuals. It also provides an inspiration to the students.
b. **Important National Festivals** - This provides a forum for giving special information about the national festivals and the commitment for the nation can be nourished.

c. **Religious Festivals** - The school can also celebrate some religious festivals like: Raksha Bandhan, Ganesh Festivals, Diwali, Christmas, Id, etc. through which information about the festivals can be imparted to the students. Besides this as per the government directions there are certain other Days / Weeks are required to be celebrated at every school which creates awareness of that particular theme.

d. **The programs organized by the Govt.** – For social transformation and for creating awareness government organizes various programs. When such programs are arranged in the school those turn out to be complementary educational programs. E.g. Tree Plantation, Environment Protection day etc.

### 4.3 SOME SPECIAL PROGRAMMES

There are some traditional special programs run in every school. Those are Annual Social Gathering, Educational Tours, Sports Day, etc.

1. **Annual Social Gathering, / Shardotsav/ Ganesh Festival etc.** – In order to provide opportunity to hidden talent amongst the students these programs prove to be very vital. On these occasions
various sports competition, elocution competitions, drama, musical competition and handicraft exhibition and competition help to develop the hidden talent of the students. An appreciation of the deserving students by the school authorities provides motivation and encouragement to the students. Sometimes because of the non-students in the vicinity with ulterior motive create nuisance at the Annual Social and hence the school authorities should take abundant care and if the annual social is connected with any of the other occasions mentioned in the paragraph title, automatically some limitations are placed. However, the school authorities should see that the programs are of interest to the students.

2. **Educational Visits** – Visits to historical places in the vicinity, or industrial units may also be organized. This brings out to the student magnitude of the projects/units and also nourishes the patriotism.

3. **Entertaining Tours** - In order to cultivate the community feeling and how to provide an opportunity to learn how to live in a social group, what one should do and what not, what makes the friendship bonds and what leads to creating enemies, entertainment tours prove to be useful. Because of these visits it helps to enrich the nationality feelings.
4. Exhibitions – In order to develop the various skills, arts of the students the school authorities may hold exhibitions like drawing, handicraft, science exhibitions in the school. These exhibitions provide encouragement and inspiration to the other students.

Currently in every district Zilha Parishad through its block level organization namely the Block Development Officer’s office conducts Block level science exhibition in each block every year. The successful students projects are displayed at the District level and in turn State level exhibitions which are organized with the help of the government funds.

5. Camps – Through various camps like that of Bharat Scout Guide, Veerbala, MCC etc, the students learn to live in a social group, their habits are known to the teachers and it helps the teachers to extend proper guidance to the particular student.

If such programs are organized at a nearby village, the villagers also participate in such programs and provide food to the students. The students can also interact with the villagers and try to understand the villagers’ problems and wherever possible with the help of the teacher suggest possible solutions to the villagers.
6. **Sports Day** – In some schools, special sports day is organized. Parents and local public is also invited for such programs. This helps the school authorities to develop rapport with the local public and the parents.

7. **Students’ Day** – In some schools, one day in a year the students run the school activities including the teaching, administration etc. On such occasion’s right from the role of the Head Master to peon of the school all are played by the students. Of course, for such celebration there should be proper briefing to the enthusiastic students and the head master should supervise the overall celebration. This activity also exposes the students to the problems of the teachers as well as the school administration to some extent. Ultimately the outcome of such a programme leads to increased responsible of the students.

4.4 **VARIOUS COMPETITIONS**

In order to test the various skills /abilities on a wider canvas every year competitions are organized at various levels.

1. **School and Inter School Competitions** - Competitions of various cultural programs, elocution competitions, etc. at school or inter school level are being held. These competitions which are conducted as per age group classification provide competitive spirit amongst the students. The inter school
competition provide an opportunity to assess the caliber of one school vis-à-vis the other schools in the neighbourhood. This is very much essential from the development of the student.

2. **Tournaments organized by the Society** - At times various organizations /associations organize open competitions wherein the school teams also take part. On such occasions the school teachers should provide proper guidance and provide support to the participating teams.

3. **State & National Level Competitions:** With a view to give scope for the students sport talent Education and Social Welfare Dept. of the State Government organizes State level and National Level sports events. The schools should identify the hidden talent and provide special coaching to the deserving student so as to ensure his participation in the State level / National level tournaments.

4.5 **NEW APPROACH TO CLASSIFICATION OF THE STUDENTS**

On the basis of a pre decided parameter the students of the school from one class or all the students, groups are formed and those groups are named after the names of Great Men / Scientists or something like Red House, Blue House, etc. These groups / houses compete with each other and in the process try to improvise upon their all-round performance. These groups can also be based on ages, residential location, class, ability etc. If
there is a mixed class group then the students of higher class help the
students of lower class which are weak in any of the subject just to compete
the other opponent group/house. Such healthy competition amongst groups
should be encouraged.

The school authorities should take precaution that the competition
amongst the groups/house does not end in hatred. Therefore, usually it is
observed that the responsibility of each group/house is entrusted to a capable
teacher who can identify the leadership qualities amongst the students and
help them to develop in on sound footing. They can also identify the trouble
shooters and can take appropriate action timely so that possible untoward
incident can be avoided. This arrangement is made for extracting excellence
out of the students, to develop their potential.

4.6 SANCHAYIKA / BACHAT BANK

In order to have a happy and wealthy life the importance of the
savings cannot be undermined. Controlled spending is a virtue which should
be nourished. The Sanchayika / Bachat Bank movement helps the students to
develop saving habit right in the childhood.

Parents provide some pocket money to the students for their personal
expenses, for eatables etc. So also in the family at various functions/
celebrations like birth days, marriages, visits of the guests the students get
some money in the form of gift. So as to ensure that the amount at the
hands of the student is spending on unnecessary items, these savings banks help the student to place their money in the school savings bank. The school authorities can entrust the supervision responsibility to a teacher or a non-teaching staff from clerical cadre. The work involves receiving money, accounting it, provide pass books to the students and allow withdrawals. The head master should have a overall supervision on the functioning of the savings bank for his school. This helps the student to develop habit of filling in pay in slip, and withdrawal slip. There should be no undue restrictions on withdrawals which might defeat the very purpose of the savings bank. This certainly develops the banking habit amongst the students at the right age which helps them when they are grown up.

In some of the schools, the school authorities encourage students to open Postal Recurring Deposit Account and the pass books thereof are being filled in by the students under the guidance of a designated teacher. This helps in imbibing saving habit amongst the students at the right age.

4.7 NATIONAL SERVICE SCHEME (NSS)

Schools can organize social service in the schools which are also having Jr. College attached to the school only for the Jr. College students. The NSS activity is actively organized at the Sr. College level. It will be appropriate to know about the NSS in the following paras:
Today we go back in history to understand the aim and working of India’s National Service Scheme (popularly called as NSS). The NSS was launched in 1969 with an aim to “inculcate the social welfare thoughts in the students, and to provide service to the society without any prejudice.” Wikipedia article on NSS tells us:

NSS volunteers work hard day and night to ensure that every one in our society who is needy gets the every possible help from them so that they can also enhance their standards and lead a life of dignity in the society with all of us. In doing so the volunteers themselves learn a lot from the people in villages like how to struggle and how to lead a happy life in the extreme scarcity of resources and so on.

Before we get into the actual workings of this organization, here is a bit of history related to the NSS:

After the independence, the University Grants Commission headed by Dr. S. Radhakrishnan recommended introduction of national service in the academic institutions on a voluntary basis. This idea was again considered by the Central Advisory Board of Education (CABE) at its meeting held in January, 1950 and after examining the various aspects of this idea and the experiences of other countries in this field, the Board recommended that students should devote some time to manual work on a voluntary basis and that the teachers should also associate with them in such work. In the draft
First Five year Plan adopted by the Government of India in 1952, the need for social and labour service for the students of India for one year was stressed. In 1958, Pandit Jawaharlal Nehru in his letter to the Chief Ministers mooted the idea of having social service as a prerequisite for graduation.

Subsequently, through various deliberations and refinements, the NSS was formed in 1969. Their motto was simple – “Not me, but You”. There are various camps that the NSS conducts and each of them broadly fall into one of these four categories:

- Cleaning
- Afforestation
- Stage shows or Procession creating awareness on social problems, education, cleanliness etc
- Inviting doctors for health camps.

Most of these camps are conducted in rural places or sub-urban areas.

Projects / Programs at College and Higher Level

At the College and higher level various programs which directly or indirectly go to shape the students’ personality are organized by the respective institutions by three methods: 1) out of their own resources 2) Sponsored by the University 3) Out of support from University Grants Commission. There is one more avenue open for the colleges for organizing
such programs and it is the sponsorship from Non Governmental Organizations (NGOs) like Rotary Club, Lions Club, etc.

**University Grants Commission** gives different kinds of assistance to colleges for promotion of quality and strengthening of infrastructure in higher education. In order to facilitate effective utilization of various funds, the UGC formulated different schemes for various academic, co-curricular and extra-curricular activities of colleges under its affiliation.

**At College & University Level**

Here it will be appropriate to understand the support that the University Grants Commission offers to the Colleges:

1. UGC provide grants to the colleges for strengthening basic infrastructure and meet their basic needs like books & journals including book banks, scientific equipment, campus development, teaching aids and sports facilities.

2. UGC provide assistance to the colleges catering to the needs of the students belonging to the SC/ST/OBC/ Minority communities as well as physically challenged and economically deprived students coming from families below poverty line.

3. UGC also provide special remedial coaching to academically poor performers so that they graduate as confident men and women.
4. To encourage of various alternatives in the internal examination system and accommodate innovative ideas to influence teaching, research, academic excellence and societal growth.

Some of the programs are organized by the colleges on their own and some programs are financed by the affiliated University. The following is the list of various programs which are being conducted by the colleges in their area of operation for which sponsorship is provided by the respective university. The title of the programme speaks for itself about the contents of the programme: These programs provide an opportunity to the students, teachers, colleges, in community development activities. These programs strengthen higher education with realization of social realities. Of course, personality development of students for better achievements in life is a distinct feature. These programs help in increasing rapport between society and higher education. These programs bridge the gap between the society and higher education.

- Adult Education and spread of Literacy
- Continuing Education
- Population Education
- Planning forum
- Jara Shikshan Nilayam
- Various Extension Programme
- Legal Literacy
- Village Development Programme
- National Integration
- Non-Governmental Organization
- Unorganized workers
- Women Entrepreneurs
- Senior Citizens

i. **Debating and Elocution Competitions:** At the college level debating competitions are held where topics of current interests are debated at length by the participating students. The professors guide the students in presenting their points of views. The students also make a reference to the library facility provided by the college. Such Debating competitions are also held at Inter Collegiate Level and the Achievers at this level also get an opportunity to represent the university for Inter University Competitions. This exercise is also helpful to prepare the students for group discussion which they are required to face when they are appearing for securing a job where in apart from written test thrust is also given to group discussions.

ii. **Special Programme for Developing Competitive Examinations:** Some of the colleges organize special training programme for the students interested in giving competitive examination. The various faculty members of the college set out a paper based on the current issues and the same are administered on the participating students. After the examination the students
are provided guidance and the key for the paper set. This enables
the students to prepare themselves for participating in the
competitive examinations which they are required to face when
they complete their college education and enter into real life
situation. Even there are some nearby universities which also
conduct such competitive examination of the students of other
colleges and give rating, issue participation certificates as well as
some cash prizes to the successful students.

iii. **Essay writing and Poetry reciting, hand writing competitions:** Some of the colleges organize essay writing and
poetry reciting competitions for their students which provide the
participating students an opportunity to express themselves. The
participating students also get guidance from the respective professors.

iv. **Arranging Guest Lectures:** The colleges on their own as well as
with the help of the university organize special guidance for specific
subjects which help the students to perform better in those subjects. Some times, experts from different faculties are also
invited on special occasions to guide the students on the current
issues. E.g. After the presentation of the Central Government’s
Financial Budget some colleges organize guest lectures of the
professional Chartered Accounts to brief the students about the
various budgetary provisions. At times eminent bankers are invited to the college and an opportunity to the students is provided to know the implications of the Economic Policy announced by the Reserve bank of India.

v. **Quality Improvement Scheme:** On behalf of the university, colleges conduct special quality improvement programmes for teachers and students of specific subjects. The university support comprises of funds for organizing guest lectures, holding seminars, conferences on inter college, state, national and international level. These seminars or conferences prove to be beneficial for the participants of such programs. It helps the professors and the students to keep them updated as to what is currently happening in their specific subject area.

vi. **University Support for Infrastructural Development of the College:** Under this programme the university provides funds for purchasing library books, computers, fax machine, LCD, sports equipments which in turn helps the college and the students to make use of the modern infrastructure to develop their knowledge and skills which in turn helps them to face the stiff competition which they face at the time of settling in the real life situation.
The university also provides funds for developing certain infrastructure like cycle stand, library building, guest house etc. for which partial support is available. The concerned educational institution should mobilize the balance funds required for completion of the project. For such support specific project approval is required to be sought from the concerned university to which it is affiliated.

vii. **Holding Exhibitions:** Some colleges hold scientific exhibitions in which the projects prepared by the students are exhibited. This provides an opportunity to the college students for creating thinking and development of scientific attitude. The professors of the specific subject provide guidance to the students. Best projects are appreciated by giving suitable awards and merit certificates. E.g. At E. S. Divekar College the Botany department every year holds flower exhibition some time in the month of January.

viii. **National Service Scheme (NSS) and National Cadet Core:**

These are the two special organizations which are having their College level presence. It will be appropriate if one knows about the National Cadet Core in brief as narrated in the following paragraphs.
The NCC in India was formed with the National Cadet Corps Act of 1948. It was raised on 15 July 1948. The National Cadet Corps can be considered as a successor of the University Officers Training Corps (UOTC) which was established by the British Government in 1942. During World War II, the UOTC never came up to the expectations set by the British. This led to the idea that some better schemes should be formed, which could train more young men in a better way, even during peace times. A committee headed by Pandit H.N. Kunzru recommended a cadet organization to be established in schools and colleges at a national level. The National Cadet Corps Act was accepted by the Governor General and on 15 July 1948 the National Cadet Corps came into existence.

During the 1965 and 1971 wars with Pakistan, NCC cadets were the second line of defense. They organized camps to assist the ordnance factories, supplying arms and ammunition to the front, and also were used as patrol parties to capture the enemy paratroopers. The N.C.C cadets also worked hand in hand with the Civil Defense authorities and actively took part in rescue work and traffic control. After the 1965 and 1971 Indo-Pak wars the N.C.C syllabus was revised. Rather than just being the second line of defense, N.C.C syllabus laid a greater stress on developing qualities of leadership and officer-like qualities. The military training
which the NCC cadets received was reduced and greater importance was given to other areas like social service and youth-management.

Aims

The aims of NCC are:

- To develop qualities of Character, Courage, Comradeship, Discipline, Leadership, Secular Outlook, Spirit of Adventure and the ideals of Selfless Service amongst the Youth of the Country.
- To Create a Human Resource of Organized, Trained and Motivated Youth, to Provide Leadership in all Walks of life and be Always Available for the Service of the Nation.
- To Provide a Suitable Environment to Motivate the Youth to Take Up a Career in the Armed Forces.

These two schemes are optional for the students. However, those students who want to make career in Services prefer to participate in NCC / NSS where they get training and are also exposed to various camps and their ground level preparation for entry in the services is made by the College. These organizations also create social awareness amongst the students who come forward to help the society in case of need e.g. at the time of earthquake, disaster management, to ensure environment protection in a particular area, and the participation and providing
leadership in implementing Sant Gadge Maharaj Swachhata Abhiyan at the villages – a programme by Government of Maharashtra. Apart from the development of leadership qualities participation in these organizations help the students to improve upon self discipline and build national consciousness and prepare a foundation for being a good citizen of tomorrow.

ix. **U.G.C. Support for Colleges:** The University Grants Commission provides financial support for undertaking various programmes which are helpful in shaping the students’ personality. For this purpose a specific project is required to be submitted to the UGC through the affiliated university. E.g. Conducting remedial coaching classes, Guidance & Counseling programmes, Soft Skill Development programmes like communication skill development, personality development programmes etc. UGC also provides assistance for career development of teachers which ultimately benefits the students.

x. **The UGC support for SC/ST/ Minority students:** The UGC provides special support for specific guidance to the students belonging to the SC/ST/ Minority communities. E.g. Special grant for giving special coaching in English/ mathematics etc.
xi. **UGC grants for preparation of Competitive Examination:**

The UGC provides special grants for the students who want to prepare themselves for competitive examination likes M.P.S.C. / U.P.S.C. / Bank Recruitment Exams, etc. Some affiliated colleges organize such programmes through which the student prepares for such competitive examination. The funding is for purchase of special books, organization for guest lectures etc.

xii. **UGC Grants for conducting Minor / Major Research Projects:**

Under this scheme financial support is given to the teachers and students for carrying out minor or major researcher projects. This helps the participating teachers to develop their research skill and also the society at large as usually the research projects are useful to the society. Through this scheme the UGC helps the teachers to enrich their knowledge and sharpen their skills which in turn help them to teach the students in a professional way.

xiii. **Vidyarthini Manch Scheme:** University provides support for organizing such Vidyarthini Manch (which comprises of Principal, lady teacher, female students, a social worker from the locality, a lady doctor from the locality etc.) wherein the female students come together and discuss their problems and difficulties and try to seek solution for the same. The colleges organize such Manch
wherein training is also provided to face any social problem successfully by these female students.

xiv. **Nirbhay Kanya Abhiyan:** University provides assistance for organizing programmes like ‘Nirbhay Kanya Abhiyan’ where lectures of various resource persons are conducted to guide female students of colleges to make them aware of different physical and social problems they have to face in their life. Through such programs these female students may cope with the adverse situations in their future life more confidently.

In addition to the above following special programs are also implemented at the schools:

1) Tree Plantation and Social forestry
2) Social Education and Eradication of the blind faith
3) Programs for professionals and self employed.
4) Special Sports Guidance
5) Science related programs

The teachers from High Schools are being given special training as under:

1. Training for teachers from Senior Scale : 21 days
2. Training for Selection grade Teachers: 21 tdays
3. Training for Languages, maths, Science
4. Training for NCC
5. Syllabus related training.

All the above training programs are conducted by Maharashtra State Education Board and Pune Regional Mandal.

**Students Education**

During vacation special education is provided for the 10\textsuperscript{th} and 12\textsuperscript{th} standard students. So also special vacation training is also provided to the Semi English medium schools from 5\textsuperscript{th} standard onward.

Personality Development: From the academic year 2007-08 Secondary School Examination Board has given training to the teachers.

**Value Education**

From the year 2007-08 the S.S.C. Board has provided special training to the teachers who teach this subject for 9\textsuperscript{th} and 10\textsuperscript{th} Std. The training was for two days.

### 4.8 EVENT PLANNING

By far it has been observed that these activities particularly national functions are being felicitated in a routine manner. What is needed is that there should be involvement of the students and these celebrations should be viewed as a tool to provide a learning ground for the students. In today’s world Event Management has become a professional activity and has
assumed lot of importance. Therefore it is necessary that these educational institutions should make use of this aspect to groom the students to shoulder the responsibilities under the guidance of an able teacher. Initially there might be some mistakes / lapses on the part of the students in organizing these functions but in course of time they will improve upon in future. It is therefore essential that once the celebrations of a function are over there should be a review meeting when achievements and lapses are reviewed so that the performance in the subsequent celebrations will improve.

The researcher has therefore considered it appropriate to mention the planning process and the significance and importance of the event management in the educational institutions.

Event planning is the process of planning a festival, ceremony, competition, party, concert, or convention. Event planning includes budgeting, establishing dates and alternate dates, selecting and reserving the event site, acquiring permits, and coordinating transportation and parking. Event planning also includes some or all of the following, depending on the event: developing a theme or motif for the event, arranging for speakers and alternate speakers, coordinating location support (such as electricity and other utilities), arranging decor, tables, chairs, tents, event support and security, catering, police, fire, portable toilets, parking, signage, emergency plans, health care professionals, and cleanup.
Event management is vital for the following purposes –

1. **Develops the theme of the Event:** - The event management team develops the theme of the event. The theme of the event should be linked to the purpose of the event. It should develop team spirit or friendship between two clubs or states or nations. Therefore, the theme of the event may be described as ‘The friendship Series’ or ‘The Good will Series’.

2. **Provides Career Opportunities:** - Event management provides career opportunities. Apart from event manager, there are several other job opportunities in the Event management such as:
   1. Operation and Logistics managers.
   2. Entertainment manager’s
   3. Sponsorship managers.
   4. Event coordinator
   5. Event Designer
   6. Security Coordinator, etc.

3. **Develops leadership qualities:** - Event management develops leadership qualities. To manage an event, the managers require good leadership qualities to influence and motivate the subordinates to work effectively in making the event more successful.
4. **Develop Team spirit:** - Event management helps to develops team spirit in the employees. The success of the Event management largely depends upon the team effort. Therefore, there is need for team work between managers and their subordinates, and between the various departments in the organisation, so as to make the event more successful.

5. **Enhances Corporate Image:** - Proper Event management helps to develop corporate image of an organisation. If the event is well managed, then there is a possibility of greater success.

6. **Encourages Creativity:** - Event management encourages and develops creativity in the managers. Managers need to be dynamic or innovative in managing the event. The managers have to find out new and innovative ways in managing the event.

7. **Ensures safety and security:** - Event management team ensures safety and security of the people during the event. The Event management team makes proper security and safety arrangements. For instance, the event management team makes proper arrangement to deal with the certain crisis such as occurrence of fire, failure of lighting or air conditioning, gas leaks, and so on.
8. **Financial Management**: The Event management team may be responsible for the financial management of the event. The event management team may be responsible for:

- Preparation of budget for the event.
- Determining break-even point
- Preparation of cash-flow analysis and preparation of profit and loss statement, etc.

4.9 **CONCLUSION**

Thus, it can be seen from the above discussion that there are n-number of programs with special funding from different agencies so far as the college students are concerned. However, the problem is in regard to the funding for such programmes at the High School level. If the leader of the school (i.e. Head Master) shows initiative and takes interest and seek involvement of the society in which the school is situated funding will not be a big problem. The government should also come forward and restore the grants which they were providing prior to 2003-04.

Schools and colleges irrespective off area where they are working must provide various curricular and extra curricular activities in order to develop skills of the students. The school and college activities should work hand in hand in this context.