

**Survey on Curriculum transaction methods, effects on Development of  
leadership qualities in higher Secondary students**

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**Survey on Curriculum transaction methods, effects on Development of  
leadership qualities in higher Secondary students**

**A Project Report**

**Submitted to**

**Indira Gandhi National Open University**

**for the Degree of**

**PGDEMA**

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## **Acknowledgments**

*First and foremost, I would like to thank My Guru without her blessings I couldn't have succeeded in completing this project.*

*Then I would like to thank My guide Mrs. Mahima Shukla who provided invaluable advice and helped me in difficult periods. Her motivation and help contributed tremendously to the successful completion of the project.*

*Besides, I would like to thank the Principal of Sindhu Vidya Mandir, Mrs. Palak, Mr. S.P. Mishra Principal of Eklavya Residential school, Maihar, Munendra Singh, Principal of Kamala Nehru girls' school, Mrs. Shobha Reddy Principal of Academic Heights, Mr. Ramsukh Verma Principal of Government higher secondary school Ghoordang, Satna for their support and valuable suggestions, and all the teachers and students who helped me in collecting data in this pandemic time.*

*Last but not least I would like to thank my parents for their support.*

*Finally, I would like to thank everyone who helped and motivated me directly and indirectly to work on this project.*

*Inspiration for this research was provided by "Shiksha" by Manish Sisodia and "Social Implication of Schooling" by Avijit Pathak.*

*Special thanks to Miss. Juhi Jotwani for helping me a lot in this survey.*

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**List of Abbreviations**

NSS- National Service Scheme

NCC- National Cadet Corps

CBSE- Central Board of Secondary Education

EFA; Education for All

MDG: Millennium Development Goals

SEL: Social Emotional Learning

CASEL: Collaborative for Academic, Social, and Emotional Learning

M.P. State Board: Madhya Pradesh Board of Secondary Education



# **Chapter – I**

## 1.1- Introduction

**Education is defined as the process of gaining knowledge. ... The process of training and developing the knowledge, skill, mind, character, etc., especially. by formal schooling; teaching; training.**

Education is the right of a human being in the world which is required to develop all of their attributes and skills to achieve their potential as human beings and members of society. In all aspects of the surrounding education community, the focus is on learning which strengthens the capabilities of human beings to act progressively on their behalf through the acquisition of relevant knowledge, useful skills, and appropriate attitudes; and which creates emotions of safety, security, over and healthy interaction in the human.

**Education** in societies is a process of developing learners, knowledge, skills, and attitudes which the society identifies as desirable. Education of individuals in a society may take place through formal, non-formal, and informal approaches. The initial education of an individual from the time of birth is **informal**. Living within the family, they pick up knowledge/skills without much conscious organized effort. This kind of education takes place throughout the life of an individual. They interact with several agencies in a society like home, neighborhood, community, and religious institutions. Activities in all these agencies impact them and shape them in certain ways. For example, they learn manners, customs, language, codes of conduct, and a host of behaviors through such interaction. Learning through informal ways is a slow process. It takes a long time to get people educated in that way. To instruct youngsters and equip them with essential knowledge, skills, attitudes, and values within a short period, we have set up organizations known as schools/colleges. Which came to be called **formal education**. In India, school education is compartmentalized into four stages and it covers twelve years of schooling: primary, upper primary or middle, secondary, and higher secondary.

The Education Commission (1964-66) recommended a common school system, consisting of 8 years of elementary education, 2 years of secondary education, and 2 years of the senior or higher secondary system of education.

Higher Secondary education is considered a terminal stage of education in many countries but it is different in our country. The higher secondary stage is a crucial stage of school education as students become eligible to compete in the future after this stage. It is a bridge between school and higher education. So, the pillar of this bridge must be strong enough for a successful journey towards the future. It is in this period that character starts forming.

**“The destiny of India is being shaped in her classroom”** has been pointed out by the Education Commission (1964-65) and to that it may be safely added that the destiny of these classrooms is being shaped in the institution of education with committed teachers.

In our country, the education system is influenced by Macaulay. In the British Raj, the only motive of education was to grow an educated servant class (followers). Sadly, after 75 years of independence, our nation is lacking good leaders in every field. Why any Indian without going abroad able to win any award for literature, science, research, or another field. The Indian education system just becomes a degree producer to fulfil the EFA and MDG. It is also being realized that elementary education may not be able to provide the adequate foundation or base for production tasks which in the context of scientific and technological advancement and their application to production processes, require much higher levels of knowledge and skills. It is also being increasingly realized that elementary education may not be able to provide the adequate foundation or base for production tasks which in the context of scientific and technological advancement and their application to production processes, require much higher levels of knowledge and skills, entrepreneurship courses, preparation for adulthood, career planning and vision of quality life are some of the dimensions which the schools of tomorrow need to address. The need for delinking quality with a performance at the Board

examination needs immediate actions. The steps taken in modernization must consider the Indian youth, "emerging market demands, skills needed for employability on one hand and inculcation of independence, self-reliance, decision-making skills, etc. On the other hand, the need for the right combination of skills, attitudes, values, approaches, and opportunities needs to be inbuilt in the secondary level itself. (2009, PGDEMA, MES-041 Growth and Development of Educational Management, Block-2, unit-6, School of Continuing Education, IGNOU.)

According to Gandhiji literacy itself is no education. Literacy is just a means of education. He emphasized the development of the head, heart, and hand (3 H). **According to Gandhiji “true education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children.**

Our education system has seen many changes and reformation but till now we are not able to give quality education to our young generation to grow as a confident and visionary leader. This is an era of knowledge society. The rate of enrolments is generally very high at almost all levels- primary, secondary, and tertiary and even adult learners assume a greater presence on campuses. Educational institutions are filled with disquiet. The emergence of the 'education industry', acceleration of online learning, 'corporate universities', growing numbers of new certificates and degrees all seem to signify that we are in a moment of transformational change. But unfortunately, leadership is not being implemented as per the requirement. As a result, our country is lagging far behind in many aspects in comparison to its many counterparts though we have the third-largest higher education system in the country after the US and China. India ranks at 124 out of 173 countries in the Human Development Index. Considering the state of affairs of our underperformance, an urgent and deliberate step of transformational leadership should be implemented. Transformational leadership is very much needed for us to become a developed country which is the vision of our former President Mr. A. P. J. Abdul Kalam.

### 1.1.1 Curriculum

**A course of study that will enable the learner to acquire specific knowledge and skills is called a curriculum.** The curriculum is from New Latin, in which language it means “a course of study.” It shares its ultimate root in classical Latin, where it meant “running” or “course” (as in “racecourse”), with words such as corridor, courier, and currency, all of which come from Latin *currere* “to run.” The Latin meaning of the term “curriculum” is racecourse used by chariots. It is any path or course of study to be undertaken by educational institutions within a specified time frame. The Sanskrit equivalent of the term “curriculum” is “pathyakram” to mean the sequence of courses of study including the content and its process. The word “path” in his opinion has a similar meaning to the words ‘vidya’ and ‘shiksha’.

Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

The curriculum has been defined by different scholars differently. **Cunningham finds it as a tool in the hands of a teacher as an artist who molds the material (the students) as per the idea (aims & objectives) in his studio, i.e., school.** More relates it with the aim of education and finds it means for the attainment of aims and objectives.

**Albert Oliver (1977): curriculum is “the educational program of the school” and divided into four basic elements: 1) program of studies, 2) program of experiences, 3) program of service, 4) hidden curriculum.**

**Caswell and Campbell (1935): curriculum is composed of all of the experiences children have under the guidance of the teacher."**

The curriculum has different important aspects to be taken into consideration. Curriculum, planning, curriculum development, curriculum management, curriculum transaction, and curriculum evaluation. The curriculum cannot be prepared in isolation as all these aspects are linked to each other. When any curriculum is developed five fundamental issues are carefully examined – (i) educational purpose (ii) educational experiences that are essential to attain the educational purposes (iii) effective organization of required educational experiences (iv) effective implementation and (v) purpose-based evaluation.

The curriculum is divided into subjects categorized based on the aspect dealt with. For each stage of education, for convenience, a syllabus is framed for each subject which indicates what aspects of the subject will be dealt with and to what depth of understanding. In general, a textbook is written for each level of schooling which defines the boundaries of the subject for that stage. It is this syllabus, presented in the form of a textbook that functions as the working tool which needs to be transacted by the teachers and learners. Based on competencies acquired, a teacher formulates activities and other experiences for learners which will ensure their mastery of the syllabus. That is, a transaction is a process of putting into practice the set of activities listed, or of covering the topics in the curriculum. The curriculum is a systematic and intended packaging of competencies (i.e., knowledge, skills, and attitudes that are underpinned by values) that learners should acquire through organized learning experiences both in formal and non-formal settings. A noble curriculum plays an important role in the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life, and careers.

This survey mainly focuses on the curriculum transaction methods of Higher Secondary schools in India. (CBSE and M.P. State Board). Both CBSE and State Boards have the power to frame and

implement the school curriculum. Here, the researcher studies the curriculum transaction methods and their effects on Higher secondary students.

### **1.1.2 Curriculum transaction**

**Curriculum transaction is the process of planning and organizing the curriculum in a particular subject area for different levels of education.**

**Curriculum Transaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration/implementation of the organized planning, and evaluation of the implementations by the implementer and the experts in the relevant field.**

Curriculum Transaction is the effective and desired implementation of the curriculum contents based on aims and objectives listed in the curriculum. Specifically, curriculum transaction or implementation not only refers to the teaching of the contents of various theory subjects but also to the practical work to be done in each area of study as prescribed. There are no fixed procedures for curriculum transactions. Many complex variables are operating in an educational situation. Also, classroom processes are dynamic and hence curriculum transactions will have to be planned to keep these characteristics in view. To ensure the effectiveness and efficiency of curriculum transactions, teachers need to be fully equipped with certain competencies.

While all educationists would agree to the fact that curriculum is the totality of experience of an individual through the process of education, they do maintain different views on how the curriculum is evolved. One is **the objectivist perspective**. Here, knowledge comprises truths that have accumulated over time. Such knowledge is relatively fixed. It is treated and organized in ways generally through the formulation of experiences that will enable learning to take place. Learners are exposed to a pre-chalked-out list of activities which lead to a definite set of outcomes. His / her extent

of mastery is measured through standardized tests. The second view is **the constructivist perspective**. It does not view knowledge as something fully known, fixed, To, and transmittable. On the other hand, knowledge is personal. Its meaning is constructed by the learner through his/her experience. Under the constructivist curriculum, the approach to learning will be to provide relevant experiences and opportunities and through dialogue and interaction with his/her teacher, peers, and perhaps, members of the community he/she constructs what he/she understands and thereby learns.

Therefore, the curriculum is not given as a readymade package of experiences to transmit fixed knowledge. The basic purpose of any curriculum is to fulfil the requirements demanded by the system. Educational objectives are determined keeping in view plenty of considerations, which may not be the same in every period. The present education system is being criticized by many scholars and educationists due to its cognitive orientation.

Any curriculum has three kinds of objectives: - Cognitive, Psychomotor, and Affective objectives. Affective objectives are designed to change an individual's attitude. Affective objectives refer to attitudes, appreciations, and relationships Major emphasis should be given to the effective transaction of the curriculum in any educational program.

The transaction takes different forms depending upon the roles that teachers and learners play.

1. **Teacher-centered-A** teaching method where the teacher is actively involved in teaching while the learners are in a passive, receptive mode listening as the teacher teaches. For example, Lecture method, Demonstration.

2. **Learner-centred-** In this process of transaction, the learner is active, engages in a variety of activities that lead to his learning, the teacher is more of a guide. These can be described as learner-centered transactions. Student-Centred Learning is personalized, engaging, competency-based, and not restricted to the classroom. Students take greater responsibility for their learning and support each



other's progress, so every student gets the skills he or she needs to succeed and contribute to society. Student-centered learning engages students in their success - and incorporates their interests and skills into the learning process.

**3- Group-centred-** Group activities enable students to discover deeper meaning in the content and improve thinking skills. The most effective use of group work is that which engages students with higher-level content that is thought-provoking, difficult to understand, or has multiple interpretations. For Example, Discussion, Buzz sessions, Tutorial sessions, Debates, Seminars, symposiums, Panel discussions, Brainstorming, Role Playing.

According to Praveen (2016) “that One of the basic aims of education is to nurture in the learner a sound mind and strong values-driven character. Learners should be educated to uphold democratic values, respect the Rules of Law, and support humanitarian ideals; they should engage in healthy practices to be able to develop robust and healthy physiques, learn how to think for themselves and be creative. The curriculum also aims at nurturing responsible citizens with a sense of patriotism and a global perspective. In principle, education is a learning progression to help learners explore their innate capacity and talents as well as develop their potential to improve and enhance the sustainability of their living environment.”

Here are some paramount guiding principles as proposed by **National Curriculum Framework 2005-** are:

- connecting knowledge to life outside the school,
- enriching the curriculum to provide for the overall development of children rather than remain textbook centric,

**The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners also.** It is to nurture future citizens who are mentally and physically robust,

assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant, and with creative vision and global perspective. To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's talents;
- To promote capabilities related to goal setting, decision making, and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender,
- To strengthen knowledge and attitude related to livelihood skills;
- To develop abilities related to thinking skills and problem-solving.

To achieve the above-mentioned goals, the curriculum shall focus on the requirements and capabilities of learners and aim at developing core competencies that a global 21st-century citizen should possess.

**Like this,** The Curriculum prescribed by CBSE strives to:

1. provide ample scope for holistic i.e., physical, intellectual, and social development of students;
2. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
3. encourage the application of knowledge and skills in real-life problem-solving scenarios;
4. uphold the Constitutional Values by encouraging values-based learning activities;
5. promote Critical and Creative Thinking aligned to the 21st Century Skills in classrooms;

The success of these noble objectives depends, to a great extent, on a school's practices: how teaching takes place, what curriculum transition methods are used, how knowledge is received, and how meanings are attached to the objective of education.

## **1.2 Background and rationale of the study**

According to a report in the Times of India Madhya Pradesh had 24th rank in the survey in the year 2014 (Francis, 2021).

“Poor State of MP Govt Schools Put Students at Risk” (CNN-News 18, 2016)

Madhya Pradesh had the third-highest number of student suicides in 2018 after Maharashtra and Tamil Nādu. The survey conducted in the age group 15-34 years also found that one out of every four youth moderately suffered from depression, loneliness, worthlessness, and suicidal thoughts. Six percent of them got suicidal thoughts at least once (Garai, 2020).

These types of news draw researchers' attention towards the education system of Madhya Pradesh. As she belongs to this state and worked as a teacher, she knows the real condition of the education system.

The lack of confidence, self-esteem, and stress management in India's youth is due to the absence of leadership qualities. Despite good academic results, the students are not able to cope with “real-life” problems. This might be because Indian schools are not focusing on soft skills which include leadership qualities. These concerns lead to the following research question and objectives. (Student suicides rising, 28 lives lost every day by Shuvabrata Garai)

We are in the age of turmoil. We are less conscious to construct the world but are more prepared to destroy the globe. Rajput, JS (2016) rightly narrates the condition, "Never before had human beings so mercilessly disrupted the sensitive man-nature link at present. Even for a layman, the dying rivers, polluted air, and contaminated water tell the entire story..... Human ingenuity must find a way out. The only way out is to go to education – schools, colleges, and institutions of higher learning – and put in prime focus value inculcation, nurturance, and development." Violence, religious fanaticism, disbelief, dishonesty, corruption, favouritism, the curriculum, and mistrust are so common in our individual, social and human life that we cannot easily believe we are members of a civilized human society. Education is vital to human development and again it is education that can teach us that our development is not in the right direction.

Lee Kuan Yew of Singapore is one of the great transformational leaders because, through a three-decade period, he shaped and drove Singapore's development, catapulting the city-state from a Third World backwater to the front ranks of the First World. His focus on getting the best people was almost absolute. Speaking in Parliament in 1994, he said, "Singapore must get some of its best in each year's crop of graduates into government. When I say best, I don't mean just academic results which indicate only the power of analysis. You've then got to assess him for his sense of reality, his imagination, his quality of leadership, his dynamism. But most of all, his character and his motivation, because the smarter a man is, the more harm he might do to society."

### 1.2.1- 21st Century Skills

There is an increased awareness among the educators of the need to integrate what is called 21st Century skills in educational systems. There are three key 21st-century skills i.e., Learning Skills, Literacy Skills, and Life Skills.

Life skills include:

- Flexibility
- Leadership
- Initiative
- Productivity,
- Self-awareness

Personalization, collaboration, communication, informal learning, productivity, and content creation are central to the competencies and skills learners are expected to develop and how these skills are taught. These elements are key to the overall vision of twenty-first-century learning (McLoughlin and Lee, 2008; Redecker and Punie, 2013). In addition, personal skills (initiative, resilience, responsibility, risk-taking, and creativity), social skills (teamwork, networking, empathy and compassion, and learning skills (managing, organizing, meta-cognitive skills and ‘failing for twenty-first-century one of and response to failure) are vital to peak performance in the twenty-first-century workplace (Learnovation, 2009). While many of these competencies and skills may seem modern, they’re not new, just newly imp they're Silva, cited in Salas-Pilco, 2013).

Wagner et al. (2006) advocate a curriculum founded on very different principles – ‘The new 3 Rs’: Rigour, Relevance, and Respect. Rigour refers to the abilities and capacities students acquire as a result of their learning. Relevance refers to their understanding of how their learning connects to

current real-world challenges and future work. Respect refers to the promotion of respectful relationships among teachers and students that foster academic and social competence.

Student leadership means students take active roles in their education and develop positive skills in the process. The goal of inspiring student leaders is to create a culture of ownership, collaboration, and community in the classroom. Student leadership development helps create skills that the students can carry over to adulthood. It relates directly to the wide-ranging Partnership for 21st-century learning mission, and its goals for life and career skills, which notes that the business community sees a need for teaching more leadership skills in schools. Jim Paterson wrote in “Education world “that When students are given leadership opportunities—and especially when they step up and take them on, give them the freedom to struggle and even fail, but support them. Experts often note there is no better lesson than failure, but you can help break the fall or encourage the comeback. involve them in extracurricular activities.

### **1.2.2 -Importance of Leadership Skills**

As Scott mentioned in his study “THE FUTURE OF LEARNING 2: WHAT KIND OF LEARNING FOR THE 21st CENTURY?” that “Growing concern about potential economic and global crises ahead is leading many to question whether today’s learners possess the combination of critical thinking, creativity, and collaborative and communication skills necessary to tackle the unexpected developments they will face. This paper explores these skills in-depth and highlights several key elements for learning in the twenty-first century including personalization, collaboration, communication, informal learning, productivity, and content creation. It also underlines the importance to the twenty-first-century workplace of personal skills such as initiative, resilience, responsibility, risk-taking, and creativity; social skills such as teamwork, networking, empathy, and compassion; and learning skills such as managing, organizing, meta-cognitive skills, and ‘failing forward’” (Scott, 2015)

The world is changing. The global economy, with its emerging industries and occupations, offers tremendous opportunities for everyone who has the skills to take advantage of it. Spurred by information and communications technology, there's been a dramatic acceleration in global competition and collaboration over the past 30 years. The service economy, which is driven by information, knowledge, and innovation, has supplanted the industrial economy and reshaped businesses and workplaces. In this era of rapid change, the social contract prevalent for a good part of the last century doesn't exist anymore. Doing well in school no longer guarantees a lifelong job or single career. Today, only people who have the knowledge and skills to negotiate constant change and reinvent themselves for new situations will succeed. Competency in 21st-century skills gives people the ability to keep learning and adjusting to change. Twenty-first-century skills are the coin of the realm for moving up the economic ladder. But our current public education system is not preparing many students for the economic, workforce, and citizenship opportunities—and demands—of the 21st century. Even if all students earned a high school diploma and mastered traditional academic subjects, they still would be ill-prepared for the expectations of the new economy. Today, a different set of skills—21st-century skills—increasingly powers the wealth of nations. Skills that support innovation, including creativity, critical thinking, and problem-solving, are in great demand (The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and Society for Human Resource Management, 2006)

Today's employers perceive a lack of *soft skills* among recent graduates. Soft skills, sometimes called key skills, core skills, key competencies, or employability skills, are those desirable qualities that apply across a variety of jobs and life situations—traits such as integrity, communication, courtesy, responsibility, professionalism, flexibility, and teamwork. It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining identities, and achieving tasks effectively. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills.

### 1.2.3- PRINCIPLES OF LEADERSHIP

**Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.** It is the crucial factor that helps an individual or a group identify its goals and then motivates and assists in achieving the stated goals. Being a leader also means learning how to cope with failure and how to persevere—no matter what people say. The first step is to believe in yourself.

**Leadership is not about titles, positions, or flowcharts. It is about one life influencing another.**

**John C. Maxwell**

The US Army, in 1973 listed the following eleven principles that help individuals realize their leadership potential. The researcher shall discuss these principles in the educational environment.

1. **Know yourself and seek self-improvement** - Any leader needs to know himself/ herself in terms of what he/she has done, can do, and is willing to do. Once these are identified, then the leader can constantly build on improving his/ her skill sets. A good leader is someone who is always evolving in one form or the other.
2. **Be technically proficient** - As a leader, one must know the job and have a solid familiarity with the tasks that one wishes others to accomplish. Here familiarity is generally expressed not in theoretical terms, but practical hands-on terms. Technically proficient also translates into possessing the ability to delegate the responsibility to various members of the group and be able to guide them in achieving common goals.
3. **Seek responsibility and take responsibility for your actions** - As a leader one needs to search for ways to guide the institution to new heights. And when anything goes wrong, a leader always takes the blame on himself/herself and does not search for scapegoats. This is one characteristic that always defines leaders. There is a great example before us in which APJ Abdul Kalam explained that in 1979 when he was the director of a Satellite Launch



Vehicle, the mission failed to launch the satellite into orbit. Instead, it was put into the Bay of Bengal. Abdul Kalam's team knew that there was a leakage in the fuel of the system, but they hoped that the leakage was negligible, and thus they thought there was enough fuel in the system. This miscalculation led to the failure. Satish Dhawan, being the chairman at the time, called Abdul Kalam and conveyed to the press; "We failed! But I have very strong trust in my team and I believe that next time we will succeed". This surprised Abdul Kalam, as the blame for the failure was taken by the chairman of ISRO. The next mission was prepared and launched successfully in 1980. When this succeeded, Satish Dhawan told Abdul Kalam to attend the press meet without his presence. It was observed that when the team failed, he took the blame. But when the team succeeded, he attributed the success to his team, thus portraying the picture of an ideal leader. Taking responsibility does not mean that the leader should take the blame, but it translates into the fact that the leader must be able to have a foresight-plan and anticipate events and then plan, and despite this, can this if any eventuality occurs, take responsibility for the actions.

4. **Make sound and timely decisions** - the use of good problem solving, decision making and planning tools adds to the leadership qualities of an individual.
5. **Set the example** - A leader always needs to be a good role model. "**We must become the change we want to see**" - **Mahatma Gandhi**. These are very powerful words that define a leader. In the school environment, as teachers, you might have noticed that there are times when we tell our students not to do something, while we find no harm in doing the same forbidden thing. This creates unrest amongst the group, where one is a leader. There is a story about Alexander the Great; during the conquest of the world that he had embarked upon, he and his men had to cross a desert. They were walking in the desert for a couple of days and their water and food resources were coming to an end. In this whole journey, historians say, Alexander was the leading man, always ahead. Seeing this, his soldiers drew courage and

determination and went forward. After a few more days, they were believed to have found an oasis. Being the example of what one wants, is a quality that every leader must possess.

6. **Know your people and look out for their well-being** - A leader is successful if he/she knows the people he/ she takes care of. When we say know, we mean knowledge in terms of their strengths, weaknesses, and problems. If a leader is aware of this, he/ she would be able to help people realize institutional goals along with the personal goals of the people.
7. **Keep your people informed** - In any institution, communication plays a key factor in deciding the success of the institution. Communication is a two-way process and it involves letting people know about institutional goals and targets, taking and accepting the suggestions that help the institution realize its goals, and importantly allowing people to disseminate relevant information freely.
8. **Develop a sense of responsibility in your people** - We all know that it is the human tendency to work well under the watchful eye of a supervisor, but a leader is successful if he/ she can develop a sense of responsibility in people, wherein they realize the importance of their contribution to the realization of the institutional goals.
9. **Ensure that tasks are understood, supervised, and accomplished** - An essential characteristic of a leader is not only to delegate tasks, but also to ensure that the tasks are understood by the doer, and that constant help and support are provided in the form of supervision as and when required.
10. **Train as a team** - A team is a collection of people, often drawn from diverse but related groups, assigned to perform a well-defined function for an organization or a project, team members always share some responsibility towards the realization of the goals. Thus, leaders always need to ensure their members train as a team. This also means an equal opportunity for all.

**11. Use the full capabilities of your Institution:** A leader always knows his/ her institution very well and always tries to utilize an organization to its fullest of capabilities. Important evidence of this is the delegation of responsibilities amongst individuals of the team. This also ensures that all the members of the group feel a sense of belonging to the group.

#### **1.2.4 - CHARACTERISTICS OF AN IDEAL LEADER**

The following verses from Gita help us to identify the characteristics of a Leader.

(Ahimsa satyamakrodhas tyagas shantirapaishunam; Dayaa bhootteshvaloluptwam maardavam hreerachaapalam (16.1)

(Fearlessness, purity 'of heart, steadfastness in knowledge and yoga, almsgiving, control of senses, sacrifice, study of scriptures, austerity, and straightforwardness)

(Tejas kshamaa dhritis shauchamadroho naatimaanitaa; Bhavani sampadam daiveemabhijaatasya bhaarata (16.2)

(Harmlessness, truth, absence of anger, renunciation, peacefulness, absence of crookedness, compassion towards beings, un-covetousness, gentleness, modesty, absence of fickleness).

**Some Leadership Skills can be cultivated in students' lives. (Time management, Goal-Setting, Decision-making, Vision, Ethics, Tolerance, confidence, self-management)**

**A. Time management:** A leader must be willing to take on a variety of responsibilities. Holding a leadership position often requires rapid turnarounds. Knowing when to prioritize certain tasks over others can sometimes be a challenge. However, deadlines help to ensure that one and others complete tasks on time.

- B. **Goal-Setting:** Leaders set goals to guide their progress. They see problems as opportunities to solve and break up their vision into smaller milestones. They evaluate their progress based on the milestones they've reached. And they look for creative and innovative ways to achieve their goals.
- C. **Decision-making:** While leadership and power are not the same, leaders often have the power to make decisions that affect a variety of stakeholders. Each day, we make decisions—many of these decisions are inconsequential. Yet, over time, these decisions come together to contribute to the big-picture vision.
- D. **Vision-** “If there is no vision, people cannot survive.” This is applicable both in business as well as in life. Leaders who lack vision cannot succeed in life and they work in a standard and monotonous manner. Vision is not a fantasy for leaders; rather it is a truth that has yet to come into practice. To achieve the vision, a leader must exert special extra efforts and have robust confidence and devotion to realize the vision. Vision acts as an internal force propelling a leader to act. It provides a leader with an objective. The consistent existence of a vision makes a leader progressive despite various hardships and obstacles.
- E. **Ethics-** individuals behave according to a set of principles and values that are recognized by the majority as a sound basis for the common good. These include integrity, respect, trust, fairness, transparency, and honesty.
- **Honesty-** Honesty makes ethical leaders worthy of the trust others place in them. It means leaders commit to presenting facts as they are, playing fair with competitors, and communicating honestly with others.
  - **Justice.** To be fair means to treat everyone equally, offer opportunities with no favouritism, and condemn improper behaviors and manipulations, as well as any other actions that could harm someone.

- **Respect.** Ethical leaders respect others around them, regardless of their position or identifying characteristics. This means they listen to each stakeholder, foster inclusion, and value diversity.
- **Integrity.** Integrity is shown when values, words, and actions are aligned and consistent. It is not enough to talk the talk; one has to walk the walk to demonstrate integrity.
- **Responsibility-** Responsibility means accepting to be in charge, embracing the power and duties that come with it, and always responding and being present in challenging situations.
- **Transparency.** Transparency concerns mainly the communication with all stakeholders. It means keeping an open dialogue, accepting feedback, and disclosing the information others need to deliver their work.

F. **Tolerance-** Tolerance means to have a fair, objective, and permissive attitude towards those, whose thinking, opinions, and practices differ from one's own. A good leader must show tolerance while dealing with various types of followers who have different opinions and practices.

G. **Confidence-** As Francisco Dao, a lifelong entrepreneur, says, “Self-confidence is the fundamental basis from which leadership grows. Trying to teach leadership without first building confidence is like building a house on a foundation of sand. It may have a nice coat of paint, but it is ultimately shaky at best.” People like to work with and admire leaders who are confident, yet humble. There is a natural tendency to trust people more when they appear confident. For most of us, dealing with a confident person helps assure us that the person is also competent. Generally, when a leader exhibits confidence, it makes it easier to trust that leader, and people want to work with leaders they trust.

H. **Self-management-** Self-management is our ability to manage our behaviors, thoughts, and emotions consciously and productively. Someone with strong self-management skills knows what to do and how to act in different situations. Self-management means you understand you're To Responsibility in different aspects of your life, and you do what you need to fulfil that responsibility.

### I.1.3- Statement of the problem

According to the latest report of the National Crime Records Bureau (NCRB) on 'Crime in India' (DATE), juveniles who went to a school committed crime more than those who did not, in 2017,

According to the data produced by the Global Business Coalition for Education (GBC-Education), the Education Commission (DATE), and United Nations Children's Fund (UNICEF) (DATE), approximately 54% of South Asian youth that leaves school will lack the necessary skills to find a decent job by 2030. The data also said that more than 50% of Indian youth are not on track to have the education and skills necessary for employment by 2030.

A 17-year-old girl in Rajasthan cracked the IIT-JEE but committed suicide a day later on Thursday as she did not want to pursue a career in engineering, police said. Experts say that most of the suicides are due to fear of failure and the burden of expectations from family (Quazi, 2016).

Are our schools preparing our children for future life? Are our children ready to face real life after completing their school education or higher secondary exam? The answer is arguable No. Teaching children and young people wellbeing and life skills at school prepares them for life. Life skills are first and foremost preventative mental health skills that allow more young people to lead good, happy, and meaningful lives.

### **1.4-Research Question**

What are the curriculum transaction methods which are used by public and private schools across boards to develop leadership qualities in higher Secondary students?

### **1.5-Objectives of the study**

1. To study the common curriculum transaction methods in State board schools and CBSE higher secondary schools.
2. To study the perception of and attitude towards leadership qualities in higher secondary students and teachers
3. To study the relationship between methods of curriculum transaction and the development of leadership qualities in students.
4. To compare the relation between curriculum transaction methods in private and government higher secondary schools concerning the development of leadership qualities in students.

### **1.6- Hypothesis**

1. There is no significant difference between the methods of curriculum transaction in private and government schools.
2. There is a significant difference between the methods of curriculum transaction in State board and CBSE schools.
3. There is no significant difference between government and private schools about leadership qualities among students.
4. There is a significant difference in leadership qualities of students where learner-centered transaction methods are used.

### 1.7- Operational definitions of the terms

**Curriculum** - Curriculum is the overall content, taught in an educational system or a course. The curriculum is a Latin term. **A course of study that will enable the learner to acquire specific knowledge and skills is called a curriculum.**

**Curriculum transaction** - Curriculum transaction is the process of planning and organizing the curriculum in a particular subject area for different levels of education.

**Leadership Skills-** In this report, the researcher has described leadership qualities as Time management, Goal-Setting, Decision-making, Moral Values, and Ethics, Tolerance, confidence, self-management)

**21st-century skills-** the term 21st-century skills refer to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces.

**Soft skills-** soft skills are character traits and interpersonal skills that characterize a person's relationships with other people. Sociologists may use the term soft skills to describe a person's emotional intelligence quotient (EQ).

### 1.8 Delimitations of the study

The research will be carried out among higher secondary schools, private and government, teachers, and students in SATNA (M.P) for the present study.

- The study is limited to higher secondary teachers and students
- The study is limited to higher secondary schools in Satna (M.P).
- The study is limited to the state board and CBSE school.



- The study is limited to the six schools in Satna (M.P.) from where primary data was collected.

## Chapter – II

### **Review of Related Literature**

Rehman (2016) did a study to know various factors which lead higher education students towards severe academic anxiety. The finding reveals that students entering the higher education system of developing and underdeveloped countries come across various issues like academic anxiety, academic depression, academic stress, socio-economic hardships, anxiety about the uncertainty of future outcomes due to the lack of employment opportunities, lack of life management skills, law and order problems in a particular society so on and so forth. This is the result of the absence of leadership skills such as stress-management and self-management in the students. Hence, the academic curriculum designer must take into account these problems and incorporate methods of transaction that encourage the development of such skills in students.

Shazyah Majeed & DR. Gulshan Wani (2018) conducted a study to analyze the secondary school teachers' perspective regarding curriculum in State Government and private schools of district Srinagar and Budgam of Jammu and Kashmir concerning curriculum content, curriculum transaction, and curriculum evaluation. The results revealed that the majority of the secondary school teachers were average satisfied with the content of the curriculum. The results further revealed that the majority of both private and government secondary school teachers were average satisfied with the content of the curriculum. This may be partly attributed to the reason that curriculum content is not reasonable and inclusive enough to meet various needs of learners and the curriculum doesn't maintain the balance of knowledge, skills, and values to develop the desired level of competency in learners.

Enriching Minds for the 21st Century by Ken Kay (2010) said that with 21st-century skills, students will be prepared to think, learn, work, solve problems, communicate, collaborate, and contribute effectively throughout their lives. First, these skills are rarely incorporated deliberately throughout the curriculum, nor are they routinely assessed. This status quo relegates these skills into

the “nice-to-have” rather than the “must-have” domain in education, which means they are taught unevenly. More likely, young people pick up these skills by chance in everyday living and job experiences and, yes, sometimes in school—if they are lucky enough to have good mentors or astute enough to recognize and build these skills on their own. Second, these skills are essential for all students today, not just an elite few. Third, the skills that employers and postsecondary educators say are required for success have converged.”

Developed countries like the United States of America are paying attention to the development of these skills, but in India, only a few higher-level institutions introduce these skills but if we started to give 21-century skills from school level, there will be no need to go to learn these separately.

## Chapter-III

### **3.1- Methodology of the Study**

Primary methods of research were majorly used by the investigator. The investigator will follow the survey method of descriptive research. It involves clearly defined imaginative planning, careful analysis, and interpretation of data gathered, and logical reporting on the investigation.

For this investigation, the questionnaire has been considered as a suitable tool for the collection of data. For the present study, the descriptive method of a survey type has been adopted.

The methods for data collection for the present study will include a Questionnaire, Online Google form (Link).

### **3.2- Research design**

The researcher informally spoke to a few friends and interacted with students studying in different schools. The findings revealed that the curriculum transaction methods in the class mainly focused on verbal and logical intelligence and at times interspersed with few activities that catered to the visual and kinaesthetic learners. The needs of all the learners with multiple intelligences were not met and the levels of achievement of educational objectives were not as per the students' needs. Overcrowded classrooms, lack of space, a, for, help developed time constraints were a hurdle for the teachers to involve students in their learning process. Few teachers were not aware of innovative and new teaching methods that they could incorporate in their classroom. Based on all these factors the researcher planned a study to find out the curriculum transaction methods'' effect on the development of leadership qualities. The study consisted of students studying in standard XI and XII of 6 schools of the M.P. State Boards and CBSE. Since the students were from different boards it was essential to have a common base for all students for uniform content delivery and assessment procedure.

The researcher used the survey method to identify perceptions, beliefs, and attitudes of students and teachers of different boards. To understand in detail how teachers and school management administers curriculum transaction methods and their thoughts on the development of leadership qualities, the researcher used an interview method.

- The researcher used a Semi-structured type of survey. Mostly multiple choice with one subjective question - Google Form,
- There was no response when the survey was mailed with the letter of approval to the heads of the school. Because of the pandemic, most of the schools were closed and students' presence was minimal. The research only made headway when the schools were personally approached by the researcher.

### **3.3-The population of the study**

To collect the requisite data for any research problem, the researcher had to sample the population concerned. In the present study, the researcher will select teachers and students of two-state board schools, and two CBSE schools in SATNA (M.P.).

### **3.4- Sample of the study**

For the present study, the target groups were the Higher Secondary teachers and students of State Board and CBSE Schools, SATNA (M.P.). The researcher selected 5 teachers and 28 students from a government State board school and 6 teachers and 25 students from a private State board School and 5 teachers and 20 students from a government CBSE school and 5 teachers and 25 students from a private CBSE school as final sample size. A sample of the present research will be administered by using a random sampling method.

Note: Because of the pandemic, the researcher had to go to more than 4 schools to complete the data.

### **3.5- Tools and techniques used for data collection**

To measure methods of curriculum transaction of teachers and leadership Qualities of students of higher secondary school, the scale will be developed and validated. The researcher selected a tool in the form of a questionnaire (Google form) and interview method to study the leadership Qualities of students and teachers.

The researcher took the higher secondary students of State Board and CBSE Board schools in Satna (M.P.) by using the Random Sampling and snowballing method. The reliability and content validity of the tool is established by the researcher.

### **3.6- The procedure of data collection**

The researcher prepared the covering and permission letter to seek the permission of the heads and Principal of the concerned schools. After taking the permission of the head of the institute, the researcher personally visited every school and administered the tool. The researcher assured the Principal that the identity of the students and students will be kept confidential and the data collected will be used for research purposes only. The researcher received good support from the teachers, students, and staff when the researcher appeared in person. The researcher got an opportunity to interact with different people like the Principals, Management personalities, teachers, supervisors, and students of all the four different boards. This was indeed a great learning experience for the researcher. The principals and the supervisors were extremely kind and very cooperative and gave their consent towards the conduct of the research procedure.

The teachers were given complete instructions for filling up the Questionnaire; the Online Google form (Link) procedure was adopted to collect the maximum responses from the respective respondent.

The researcher collected the leadership qualities of students from the concerned teachers and the Online Google form.

### **3.7-Procedure of data analysis**

The data collected for the present study were analysed from Percentage and Graph computation. Data were analysed using simple statistics techniques i.e. Percentage and further open-ended answers were analysed qualitatively.

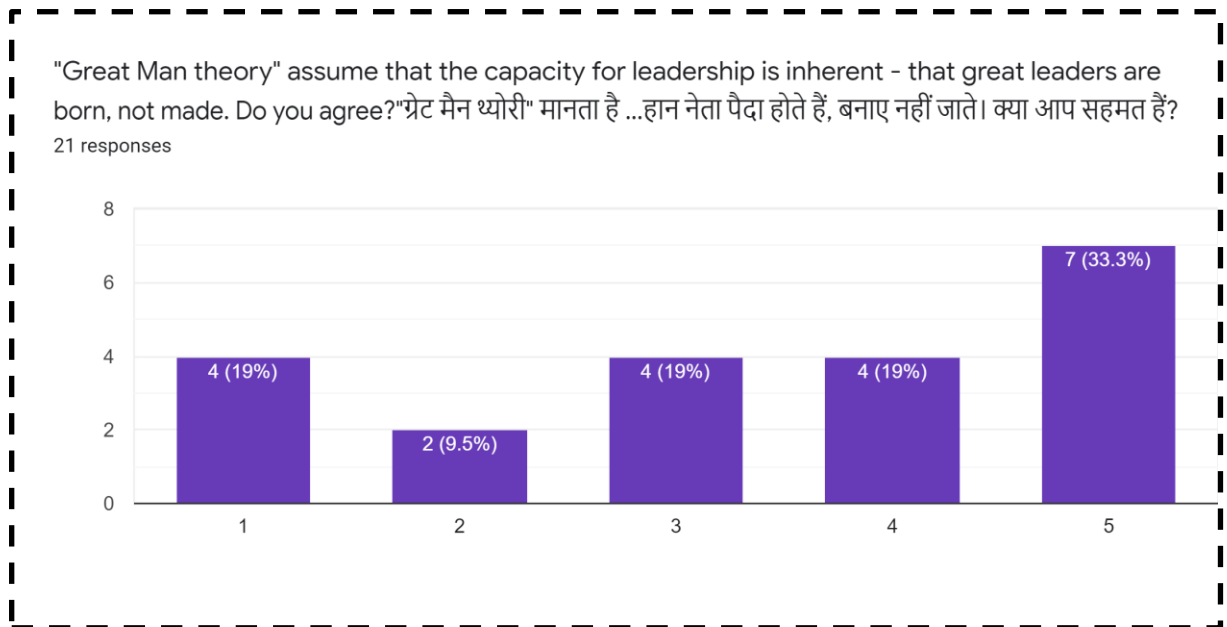


## **Chapter – IV**

### **Analysis and Interpretation**

In this survey, the researcher observed that M.P. state board schools (private and govt) and CBSE (private and govt) have not started using new innovative methods of curriculum transaction to develop leadership qualities in students. CBSE schools are doing better to some extent than state board schools because of the availability of resources and Guidance of the Centre, but not enough to transform students' lives. Almost all the schools want new innovative methods in curriculum transition and all agree that leadership development or soft skills add to the curriculum as a subject, because despite organizing co-curricular activities and using new methods in academics, schools can't pay attention to every student. Crowded classrooms and time constraints to complete the syllabus are major reasons for not giving importance to the development of leadership qualities.

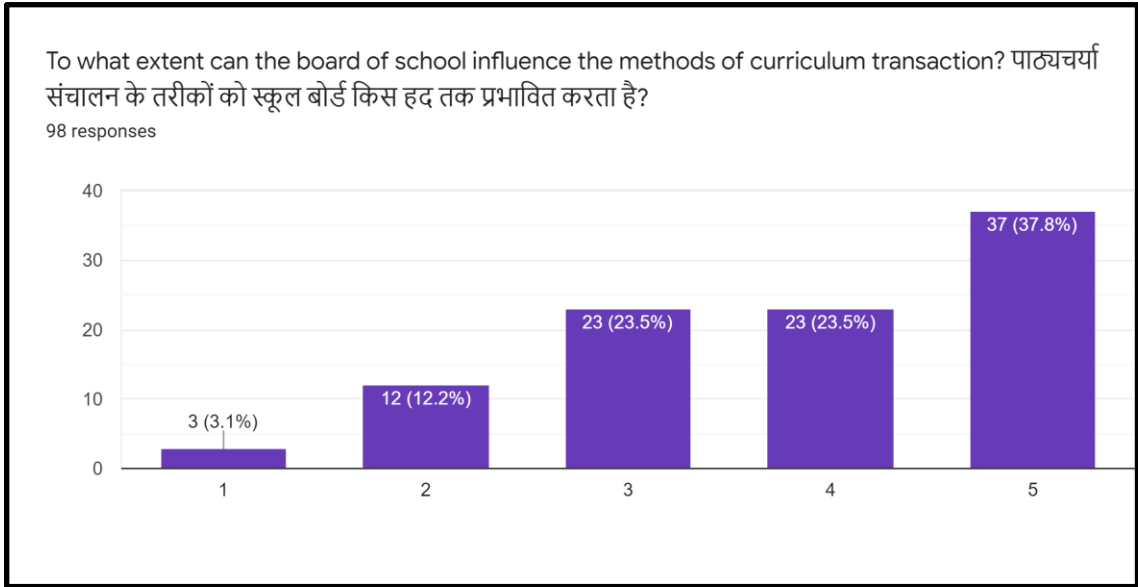
In response to a question "Great Man theory" assumes that the leadership capacity is inherent – that, great leaders are born, not made. Do you agree?" 6 teachers out of 21 have disagreed. 11 agree with the theory. This means that those 11 teachers' approach to teaching is based on the assumption that leaders cannot be nurtured in classrooms. This affects their teaching methods because it is highly probable that they will only focus on building the leadership skills of the students who already display the inborn qualities. The caste, class, and gender prejudices of teachers play a massive role in who they tend to recognize as "born" leaders (Singh 2021).



**Graph 1: Teachers response towards “Great man Theory”**

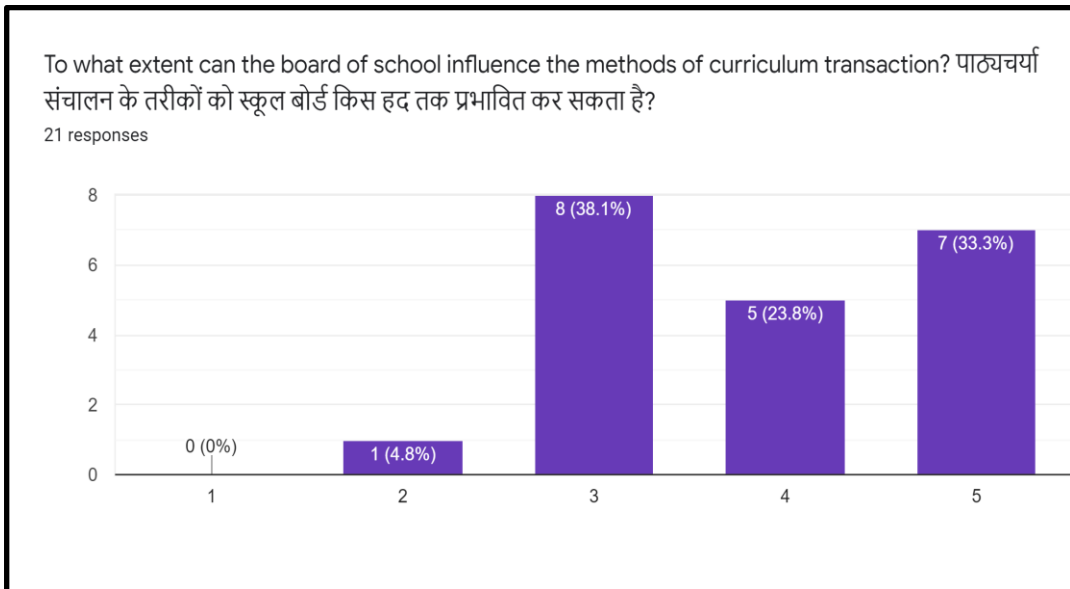
**Note-This is a Likert scale where 1 is “Strongly Disagree” and 5 is “Strongly Agree”**

In response to a question “To what extent can the board of school influence the methods of curriculum transaction?” More than 50% of teachers and students agree that the board of school affects the methods of curriculum transaction. This means that there are no standardized or uniform methods of curriculum transaction which encourage leadership qualities among students across boards. This further widens the difference in the quality of education between different boards, making state board education undesirable for many parents. Even interviews with students reflected their preference for the CBSE board as compared to the state board.



**Graph-2 Teacher’s Response towards the influence of Education Board on Curriculum**

**Transaction**

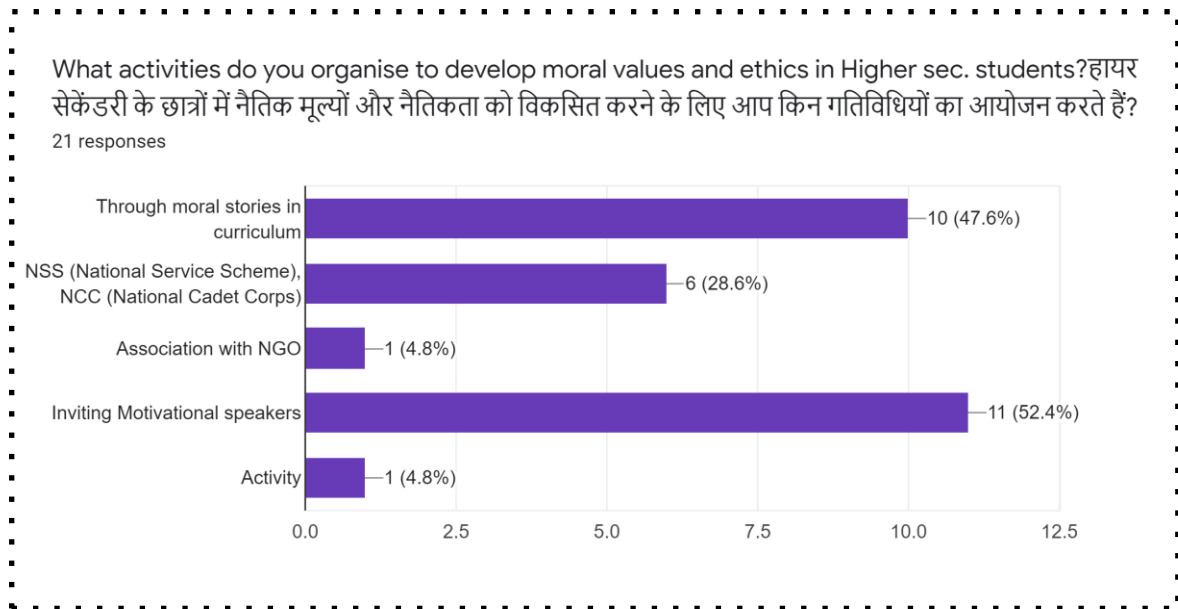


**Graph-3: Students Response towards the influence of Education Board on Curriculum**

**Transaction**

In response to a question, “What activities do you organize to develop moral values and ethics in Higher sec. Students?”, most teachers from private schools (both CBSE and State Board) have reported that they use moral stories. In CBSE Government schools, teachers have reported that they use both moral stories and motivational speakers to develop moral values. Only one teacher has reported the use of NSS (National Service Scheme) and NCC (National Cadet Corps), unlike state board government schools where most teachers have mentioned NSS and NCC.

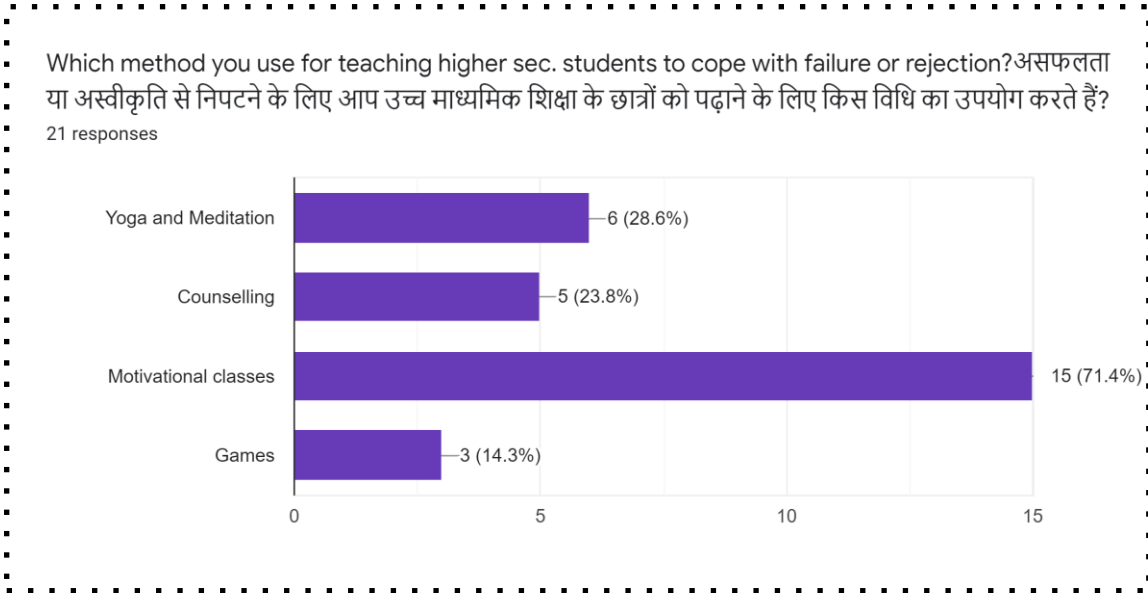
Except for State Board Government schools, all the other schools majorly use moral stories and motivational speakers to develop moral values and ethics in students. But These are theoretical methods that are not fundamentally interactive or learner-centric. State Board Government schools are using NSS and NCC which are practical, applied, and experiential. NSS helps in the personality development of the students through community service. Whereas NCC helps in the personality development of students through different physical activities that help in building stamina of the students. Surprisingly, no teacher has reported the use of associations with NGOs to develop moral values and ethics in students. Association with NGOs can give students a mission or goal to achieve. Students learn to participate in activities selflessly where they can get inner joy and satisfaction. Leaders frequently play a role in advocating for a cause or defending a decision. They have the opportunity to go against the grain and speak up for marginalized voices.



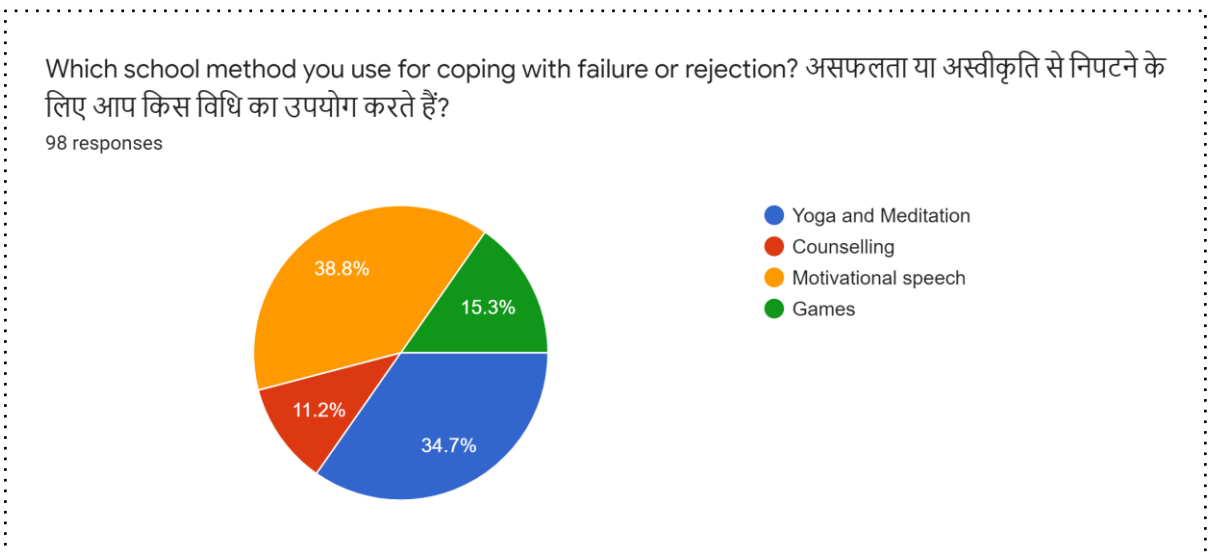
**Graph-4: Teachers Response to activities for the development of moral values and ethics**

**In response to the question, which method do you use for teaching higher Sec. students to cope with failure or rejection?**

Govt school teachers both in state board and CBSE use yoga and meditation to help the students cope with failure. In private schools, motivational classes are majorly used. Strangely Yoga and meditation which are ancient Indian methods are not used in Indian schools with sincerity and properly and foreign countries started experimenting with this technique in the education sector. Schools mainly depend upon motivational lectures. And it also shows that these schools are not using the services of a certified counselor to interact with students so that they can cope with failure and rejection. “New research in the fields of psychology, education, and neuroscience shows teaching meditation in schools is having positive effects on students’ well-being, social skills, and academic skills. Students who were taught meditation at school reported higher optimism, more positive emotions, stronger self-identity, greater self-acceptance and took better care of their health as well as experiencing reduced anxiety, stress, and depression”. (Lea waters June 30, 2015)



**Graph-5: -Teachers Response to methods of coping with failure/rejection**

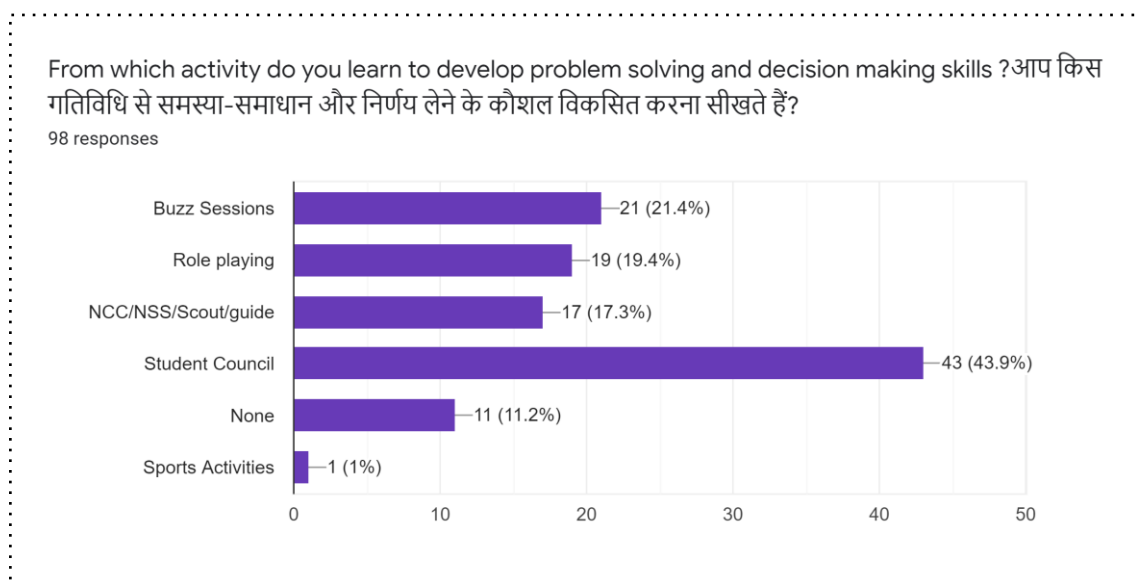


**Graph-6-Students response to methods of coping with failure/rejection**

While 38.8% of students use motivational speech, 34.7% use yoga and meditation for stress management or to cope with failure or rejection. More than 50% of Government State Board school

students use yoga and meditation to cope with failure whereas very few private schools and CBSE Government school students are using this method.

**In response to a question that “What activities do you organize to develop problem-solving and decision-making skills of Higher Sec. students?”** Most of the teachers/schools use multiple activities but student council is very popular. Role-playing is also used by some, but buzz sessions and organizing camps are used by few. 43% of Students also voted for student council, 21% voted for Buzz sessions. only 1% of students learn problem-solving and decision-making from sports activities. 11% of students selected option “none”

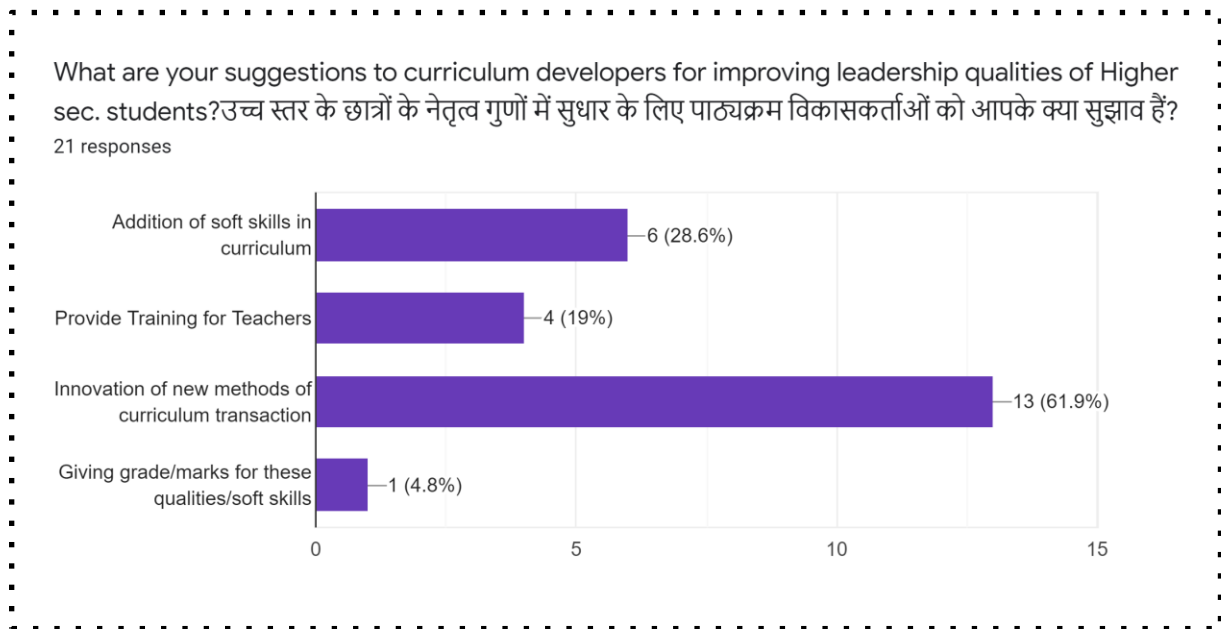


**Graph-7: Student’s response to using activities to develop Problem-Solving and Decision-Making skills**

**Teachers’ suggestions to improve students’ leadership qualities-**It is amazing to see that only 19% of teachers suggest training for teachers and less than 5 % of teachers are in favour of giving grades or marks for these qualities to help develop. This result also shows the traditional mindset of giving importance to academic knowledge. Because the main responsibility of the

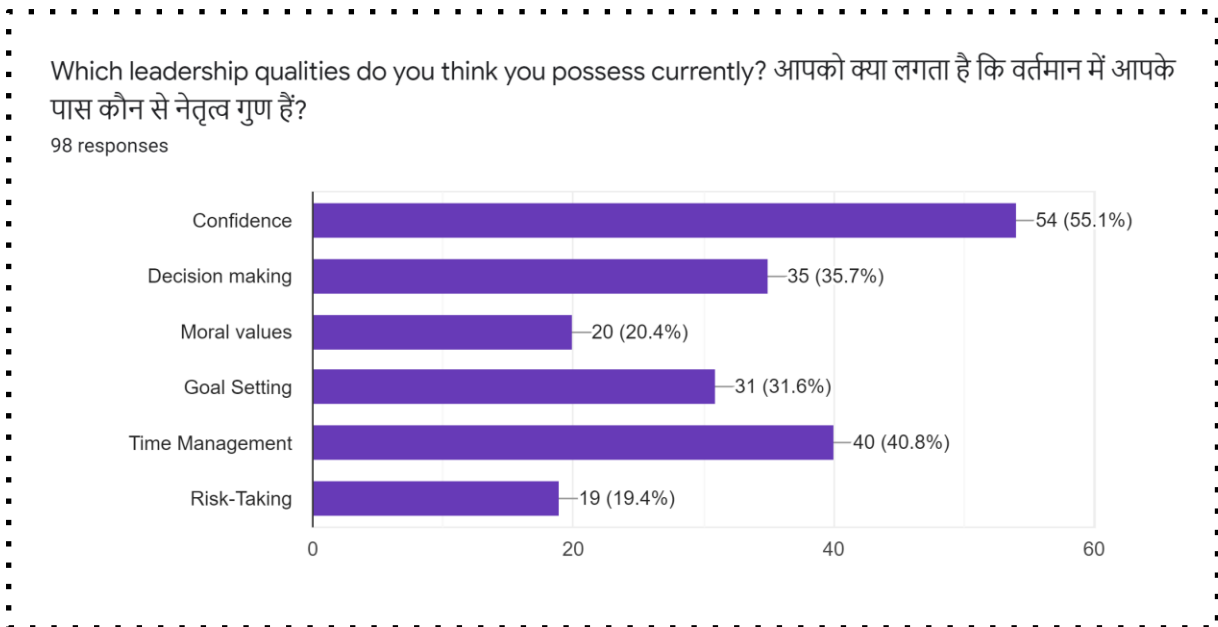


curriculum transaction lies on the teachers and trainers who may use different types of pedagogies to create a nice academic environment in the institution and students can be benefited from gaining knowledge and developing skills as per industry demand.



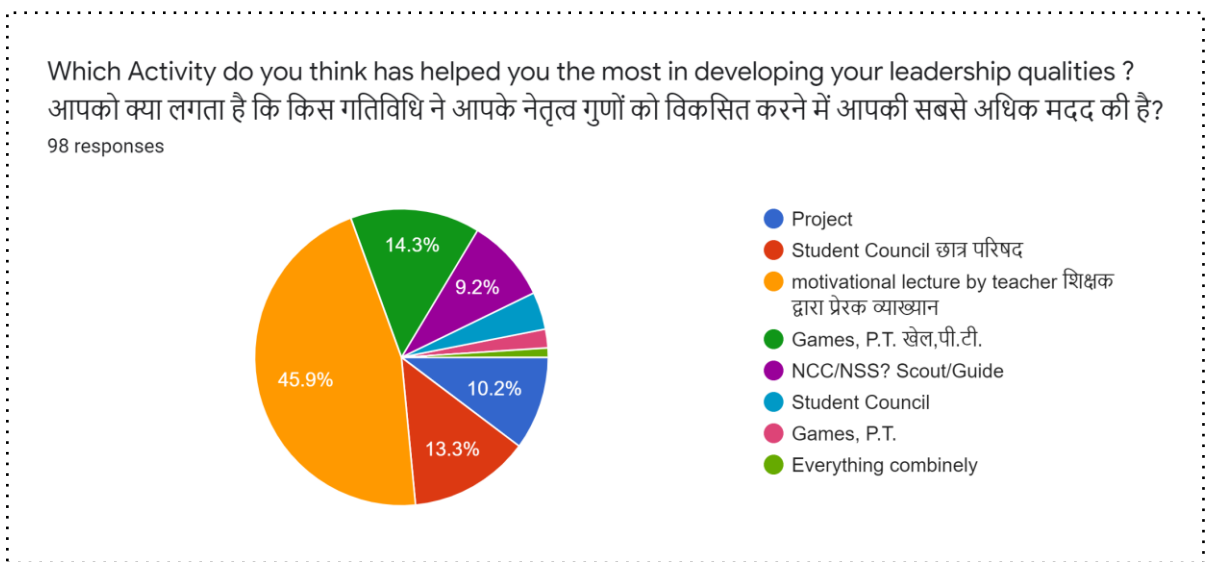
**Graph-8: Teacher's advice or suggestions to improve students' leadership qualities**

In response to the question "Which leadership qualities do you think you possess currently?" 55% of students say that they are confident, more than 35 % think that they can make decisions but only 20% have moral values! It shows that either the young generation don't have moral values or they are not aware of the importance of these qualities in life.



**Graph-9: Students response to leadership qualities they possess**

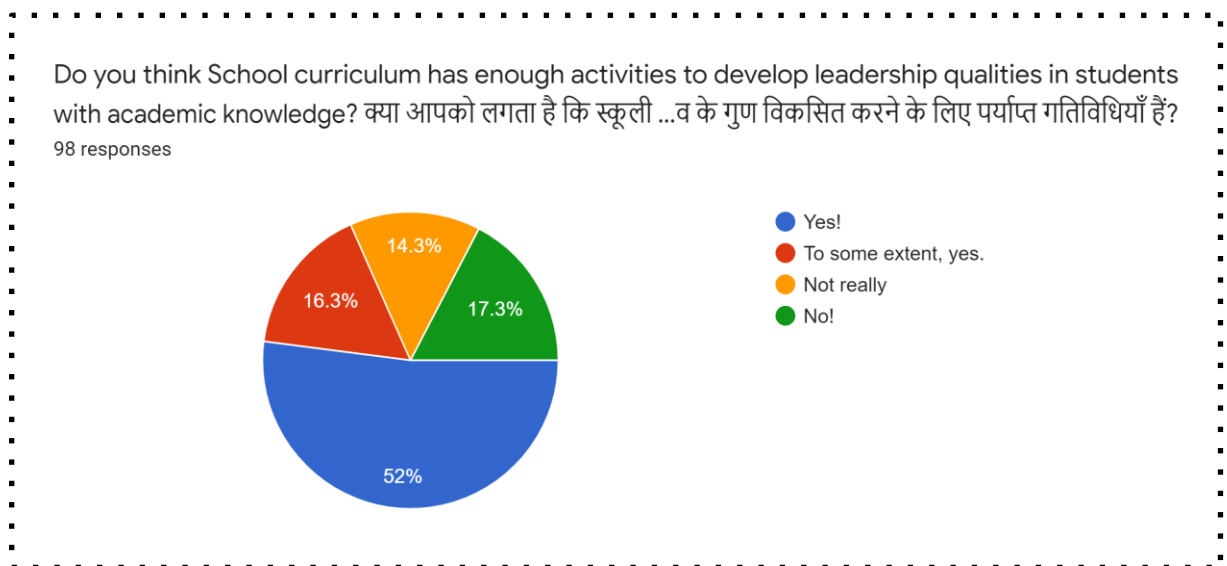
In response to the question “Which Activity do you think has helped you the most in developing your leadership qualities?” More than 45% of students think that motivational lectures help develop leadership qualities. while more than 25% of state board govt schools’ students get these qualities from NCC/NSS/Scout/Guide/Scouts.



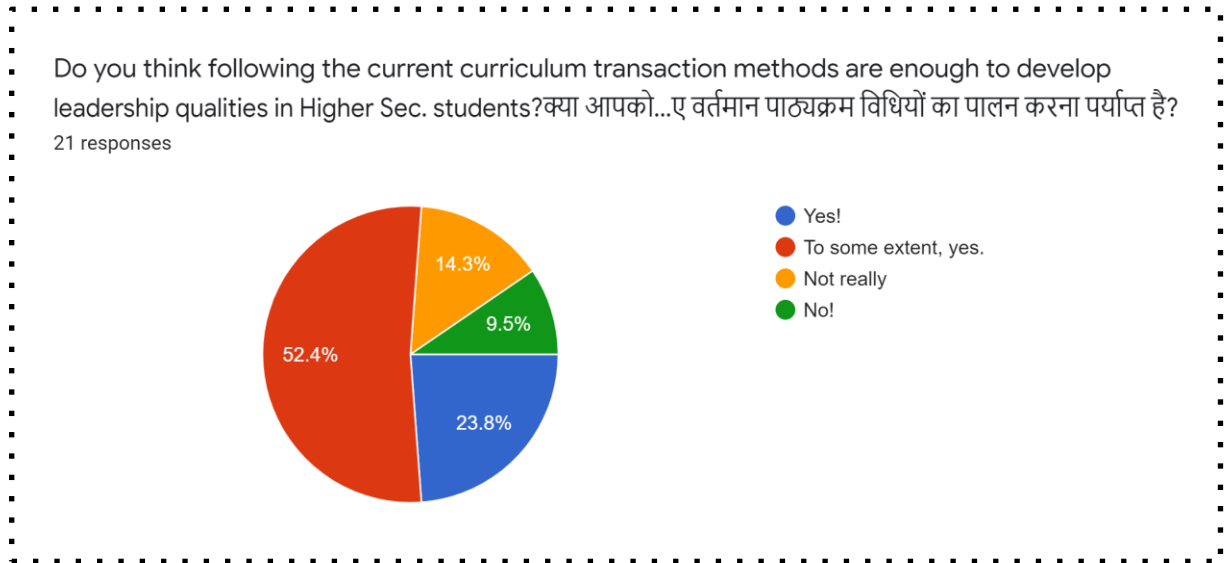
**Graph- 10: Students’ response to select activities that help in developing leadership qualities.**

In response to the question “Do you think the school curriculum has enough activities to develop leadership qualities in students with academic knowledge?” More than 70% of students think that the present curriculum is good enough to develop leadership qualities. More than 55% of students of state board private schools are not happy with the present curriculum to develop leadership qualities while more than 70% of state board government school students are satisfied with the curriculum. CBSE govt more than 80% students are happy with the curriculum. In CBSE private schools 60% of students are satisfied with the curriculum.

While asking the same question to teachers, the CBSE govt, most of the teachers are satisfied with the current curriculum. In CBSE private 3 teachers are not satisfied, in-state of board govt 3 teachers and state board private school all 6 teachers seem to be satisfied with the current curriculum. Overall, more than 70 % of teachers think that current curriculum transaction methods are enough to develop leadership qualities in higher secondary students.



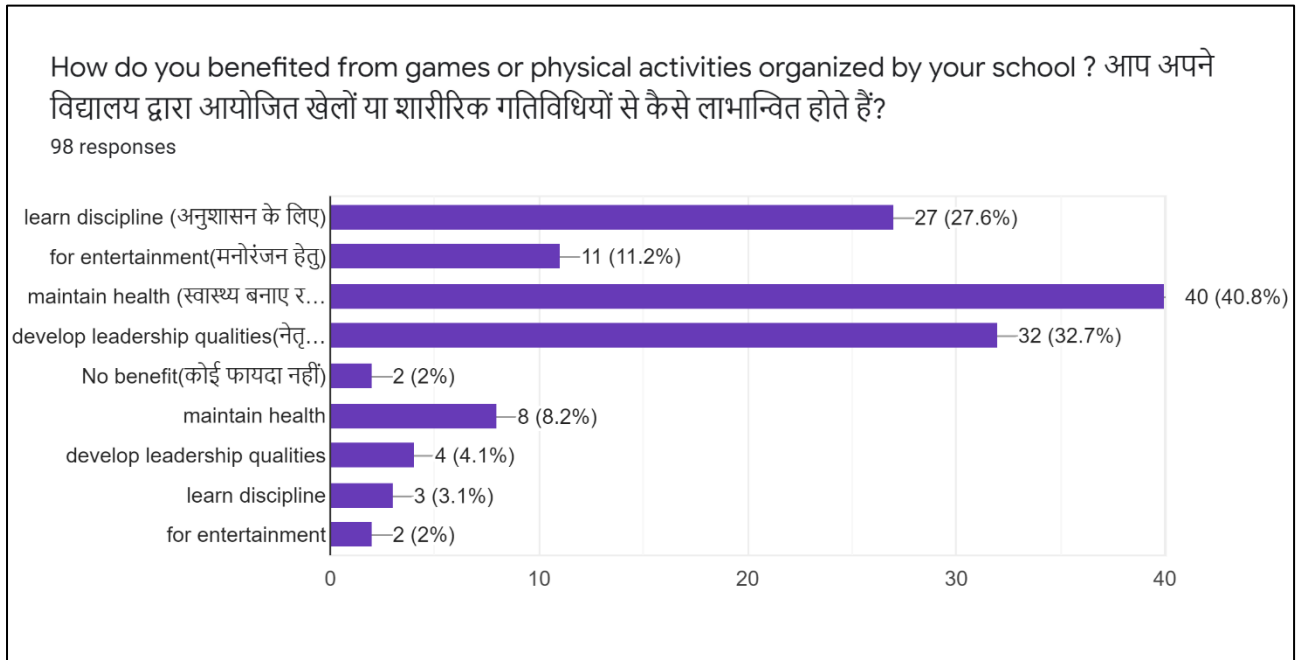
**Graph-11 Student response to enough Ness of activities in the current curriculum to develop leadership qualities**



**Graph-12 teacher's response to following current curriculum transaction methods are enough or not**

Students respond to how they benefit from games or physical activities organized by the school. Around 40% of students select the “to maintain health” option while 32% of the students think it develops their leadership qualities. 11% of students take part in games for entertainment. When the researcher compares between boards she found, out of 25, 11 students from State Board Private School believe that taking part in physical activities develops leadership qualities. From State Board Government School out of 28, only 5 students select the development of leadership qualities option. 7 out of 20 CBSE Government school students select the above-mentioned option. CBSE private school 13 students checked this option. It shows that students are aware that sports activities are good for team spirit, goal setting, time management, and feeling of cooperation. 62 students have not mentioned leadership qualities as one of the benefits that they derive from sports. This indicates that

either they are not aware of this aspect of sports or they are simply not becoming better leaders from sports activities.



**Graph 13: students respond on “How do you benefit from games or physical activities organized by your school?”**



Graph 14-Student's response on "What about school helps you best in developing time-management skills?"

Out of 98, 49 students choose group projects, 9 choose NCC/NSS/Scouts/Guides, 18 students select games, 12 students choose to take parts in debates to help them to learn time-management, 10 students think that none of these activities help them to develop time-management skill. From CBSE government school students out 20, 13 students choose group project, in contrary CBSE private school, only 9/25 students select this option. 16/28 select group project while in M.P. State Board private school's student 11/25 select group project option. This shows that it is a popular transaction method in schools. Group Project is a very good method of developing leadership qualities in students but sometimes only a few smart students take part and the rest of the students do not contribute to the project.

Some valuable responses by teachers on "which classroom methods have worked or not worked in enhancing the leadership skills amongst Higher Sec."

1. 1. Group activities... because few students do not participate in those activities, they believe that other students of that group will complete all the activities which are assigned to them.
2. Physical and practical oriented classes
3. Group activities
4. Motivational speech method is best by this we can develop understanding power among the students and make able to make a decision.
5. उच्च शिक्षा के छात्रों में समूह गतिविधियाँ, निगरानी प्रणाली, स्काउटिंग, गेम्स, एनसीसी, ड्रामाटिक्स, और अन्य समूह गतिविधियाँ स्वयं-मुखर वृत्ति के प्रशिक्षण और प्रस्तुतिकरण के लिए पर्याप्त अवसर प्रदान करती हैं। इन गतिविधियों में छात्र खुद को दिखाने के लिए उत्सुक होते हैं और इस तरह एक नेता के

गुणों को प्राप्त करते हैं। (Groups in higher education, grade systems, staging, entitlements, NICs, and other groups specialize in self-assertive vocational training and category-specific. Individuals displaying the personality of this type of person acquire such a distinctive quality.)

Note: Some teachers and students were not comfortable with English, so the researcher allowed them to use Hindi.

# **Chapter – V**



## **5.1 Summary and Conclusions**

**Leadership has been studied and therefore explained from several, perspectives, each with its insights as well as its limitations. Great Man theory** assumes that the leadership capacity is inherent - that great leaders are born, not made. **Trait Theory** says People are born with inherited traits. People who make good leaders have the right (or sufficient) combination of traits. But **Behavioural theories of leadership** are based upon the belief that great leaders are made, not born. According to this theory, people can learn to become leaders through teaching and observation. Whereas **Situational theories** propose that leaders choose the best course of action based upon situational variables.

**As Aristotle said that “Great leaders are not born, they are developed...fired in the crucible of experience and opportunity.”** The researcher as her experience of teaching knows that there is a great impact of the school on student’s life. If formal education institutions sincerely pay attention to a child’s overall development it can change the situation totally.

**“A school is a place where one learns about the totality, the wholeness of life. Academic excellence is absolutely necessary, but a school includes much more than that. It is a place where both the teacher and the student explore, not only the outer world, the world of knowledge, but also their own thinking, their own behavior”.** J. Krishnamurti

There is no need to establish a new school on these types of philosophies, but to apply in the common school system, so that the maximum number of students take benefit.

**Education in society prepares youngsters for adulthood so that they may form the next generation of leaders.** Education aims to develop the potential and talents hidden in every person. These include memory, reasoning power, imagination, physical ability, aesthetic sense, aptitude to communicate with each other, student life, and the natural charisma of group leadership. The emphasis is on self-knowledge and the development of personality. Time management, goal-setting,

communication, decision-making, advocating for and defending a cause, accountability, and networking are some key assets to a great leader.

Students can spend 12 years in school (even more) and not know what they're good at. While they have hopefully mastered academics such as reading, math, and science, they likely have spent little to no time studying their natural talents and strengths during that time. This is a major gap in our education system. In Countries like Bharat /India, most of the students come from the middle class or below the middle class. These students can't afford extra classes to learn different skills which are necessary for a successful future. A school is a place where a student can develop these skills naturally and systematically because of its formal and interactive nature. Students develop soft skills through socialization, learning the values, attitudes, and actions through interactions with others. Because socialization and relationship-building are a critical part of young adolescents' lives, school is a perfect place to incorporate soft skill development. By adding this important element to instructional plans and classroom expectations, educators help prepare students for success after graduation.

Many free soft skills instructional programs offer high-interest, grade-appropriate activities that allow students to reflect on and think about their development of soft skills. However, the most effective way to develop students' soft skills is to incorporate development into various aspects of the curriculum.

A study by DR. Lalit Kumar (Patna) mentions that "Philosophy is the way of life and involves ideas, values, the skills, and, stimulate skills purpose. It provides a framework for the preparation of any curriculum and that is why it is considered as the general theory of education. CFFTE (1996) has also suggested including the value in education in curriculum transactions, "The rapid erosion of values in the society is causing concern, necessitating imparting of value education. Accordingly, a definite place is given to value education in the section of curriculum transaction."

As a potter can shape and decorate only when the mud is wet and not once the pot has baked, it is only in schools where we can shape our next generation with all types of skills for the betterment of life. At a tender age, children learn fast. It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining identities, and achieving tasks effectively. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills. Leadership begins with identifying and understanding our values. Our values are our fundamental beliefs – those principles we consider worthwhile and desirable. The more leadership is encouraged, the more it flourishes. Leadership is a skill for life, and we must ensure that all students have regular opportunities to build and strengthen their skills.

Planning for the development of soft skills among the learners through curriculum management develops a sense of belongingness for school, community & humanity among every stage of learning. President Obama has clearly stated the important link between education and the economy. If educators are to play their part in strengthening that link, they must focus on helping students develop the soft skills that contribute to both college and workplace success. Developing strong leadership skills will not only enhance one's role as a member of society but will also help improve one's ability to make a difference in their own life and the lives of others.

Leadership is a quality of great importance in today's times where there is a hunger for innovation and entrepreneurship. Teachers are the first leaders in the truest sense that any student sees. As a teacher one has the capability and the capacity to lead students to attain their goals and societal needs. While some kids are good leaders by nature, other students need to be encouraged, role modelled, and nurtured to develop leadership skills. By being a leader, a child will develop qualities such as honesty, belief in one, dedication towards the task, being a good listener,

development, and a positive attitude. Teachers, caregivers, parents, and other family members can encourage the development of these qualities in early life.

Leadership Development activities can help students to-

1. Check the positive as well as negative aspects of their behaviour
2. Identify areas where they lack courage and improve
3. Boost self-confidence
4. Express themselves to others correctly
5. Develop organizational skills

Certain ways to develop leadership skills in children include helping them learn to see different viewpoints in a situation which will help to manage multiple opinions in a group setting, teaching them to set goals and try to do their best at everything, helping them maintain a positive attitude even when others make things difficult or tell them they can't achieve something and teaching them that mistakes will always happen and are a natural part of life and not to let the mistakes beat them down.

We need to rethink our skill bundles and maximize learning skills using a different approach, bring a revolutionary change and reform in education patterns that will improve occupational skills in a way that encourages reform and changes the life skills of the youth.

## **5.2- Major findings of the study**

Based on the analysis, interpretation, and conclusion of the results presented above, one can conclude that the majority of the higher secondary school teachers of both private and government schools were satisfied with the current curriculum and curriculum transaction methods. The findings further revealed that the majority of both CBSE and M.P. State Board schools are not using scientific methods like psychological tests or personality tests to find out students' abilities. A psychological

test is used to measure an individual's different abilities, such as their aptitude in a particular field, cognitive functions like memory and spatial recognition, or even traits like introverted Ness. These tests are based on scientifically tested psychological theories. But very few percentages of schools used these tests for personality development.

Students of both private and government schools are satisfied with the existing methods of their respective schools. Teachers are doing their job as well as they can but many of them are not trained in new innovative programs in the field of education like Social - Emotional Learning (SEL), Multiple Intelligence (MI), leadership curriculum programs, and many more such programs for motivating children.

In informal discussions with teachers and school management, the researcher found that many of them want a uniform curriculum for all boards to eliminate the differences between transaction methods. These differences in curriculums lead to inequalities among different boards and unequal standards in the quality of education. They further demanded the incorporation of leadership programs in the curriculum as a subject because many schools do not have sufficient resources to arrange these types of programs individually. Also, the teachers do not want to go through separate training sessions because of the pressure of course completion.

Therefore, a critical review of the curriculum by parents, teachers, and other stakeholders must be encouraged and their comments must make it into the guidelines for improvement of curriculum transaction methods.

### **5.3- Discussion of Results -**

The International Commission on Education (1999) emphasized the concept of lifelong learning. Students should be provided an opportunity to work on various work experience schemes or social work while they are still receiving education. Education should help in developing such abilities and

competencies which would enable students to deal with a variety of situations. Importance should be given to teamwork and to methods of combining study with work.

The curriculum is the reflection of educational aims and objectives. The curriculum is the means to attain educational aims and objectives. The education system shoulders the responsibility of preparing the individual for social, national, and international needs. Outside the classroom, teachers can promote soft skills development by providing opportunities for students to visit job sites or participate in job shadowing activities. However, the easiest and most authentic way to instill soft skills is to model them. When students regularly see adults who demonstrate these skills—by teaming, being respectful toward students and other teachers, communicating clearly, and being on time and prepared, they not only understand the value of soft skills, they know how they apply to real-life situations.

#### **5.4- Implications and conclusions of the study-**

According to Professor M. S. Rao (Founder of MSR Leadership Consultants India) 2017

“Leadership is a skill that can be honed by reading, training, experience, and observation. Hence, leadership is not the monopoly of any particular country, community, or region. Anyone can excel as a leader if there is a passion to take up leadership roles and responsibilities. Hence, leadership is a quality that can be partly inherited and partly cultivated. Indians must cultivate leadership qualities by questioning others, following their role models, and taking risks in their lives.” he further said “there is no dearth of leadership potential in India. The only thing is Indians must come out of their inhibitions and hesitations. They must question others and elders to get the right answers to lead. Presently there are so many Swami Vivekanandas among the Indian youth who lack the right direction and vision to take things forward. Hence, intellectuals and educators must come forward to guide and groom the Indian youth.”,

In a case study BY MALATHI IYER (2018) Planning skills, decision-making skills, communicating skills, and working as a team will build human capital. With confidence and experience, I can say these portable leadership skills cannot be learned when the kids are studying for an exam or sitting in a class. The SLP (Student Leadership Programme) Model is a sequence of workshops designed to provide additional skills to formal academic school curricula. Over the years, different school programs other than the main core curriculum have been implemented where learners can be warehoused “until they have learned the skill required for future career”

Schools should organize Buzz sessions that essentially mean focused discussions stimulate small groups for working out specific problems. These small groups discussing specifically focused themes for a short while are described as buzz sessions. Innovative solutions to problems are sometimes reached through buzz sessions. In buzz sessions, participation by almost all learners is assured. It allows divergent views to be expressed thereby promoting the creativity of the learners. After the buzz, the leader makes a presentation of the points discussed in the group. The teacher summarises the points of each group and gives his judgment, specifically While the buzz is in progress, the teacher takes rounds to just monitor what discussions are going on. At no point, he interfere with the discussions going on within the buzz groups. Extracurricular activities allow students to lead and can be ignited for that purpose. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), good SEL skills can be developed in schools and classrooms in several ways, including through leadership opportunities.

The new education policy is quite promising. The Union Cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from preschool to secondary level. Indeed, with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn but learn how to learn. Education must thus move towards less content, and more towards learning about how to think critically and solve problems,

how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects of learners' brains and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment. This National Education Policy is the first education policy of the 21st century and aims to address the many growing developmental imperatives of this country. The National Education Policy lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order cognitive skills such as critical thinking and problem solving - but also social and emotional skills - also referred to as 'soft skills, - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. The researcher is hopeful about skills properer implementation of these suggestions.

Guidance and counseling are important for children, and schools have a huge role in bringing out the best in children. Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through counseling, children are advised on how to manage and deal with emotional conflict and personal problems. Proper counseling will help incorporate valuable lessons into their daily life. Some sessions should involve career guidance, where the students are advised on the selection of courses and different career paths. It's important to prepare them for life after school and what to expect in the different fields they might opt for. In many schools, the principal or class teacher plays the role of a counsellor but Qualified Counsellors should be appointed on a full-time basis to counsel the children for better results.



Apply **SEL (Social Emotional Learning)** in the classroom. Teachers are the engine that drives social and emotional learning (SEL) programs and practices in schools and classrooms, and their social-emotional competence and wellbeing strongly influence their students. Classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students, writes Kimberly Schonert-Reichl (2017). Research shows that teaching is one of the most stressful occupations; moreover, the stress in the classroom is contagious—simply put, stressed-out teachers tend to have stressed-out students. SEL involves the processes by which people acquire and effectively apply the knowledge, attitudes, and skills to understand and manage their emotions, to feel and show empathy for others, to establish and achieve positive goals, to develop and maintain positive relationships, and to make responsible decisions. Based on extensive research, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated competencies that are central to SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These qualities improve leadership qualities.

eVidaloka is a not-for-profit organization that focuses on transforming the educational landscape of rural India. Leadership Curriculum is an annual extra-curricular event conducted by eVidyaloka in the rural schools of India. eVidyaloka believes that children should also be groomed to understand their capabilities and further strengthen them. Under the program, the interested Volunteer Teachers undergo two days of training to mentor a set of 4-5 children over 3 months. They mentor the children to set a "SMART" goal and work towards achieving the same. This is followed by a Ted-style talk by the children before a sizeable audience, reflecting upon their experience in this program. (Saswati Dutta Roy 2020). Schools also follow these types of programs to groom their students.

“We need kids who don’t just do what they are told but who are self-directed” (KenKay, 2009). A child’s personality is shaped and sharpened at school where the students get connected to the world

of knowledge and hence it becomes important for the teachers to satisfy the students' needs by playing diverse roles. n. Different activities can be a vital door to learning, which stimulate their interests and cater to the various intelligence as propounded by Professor Howard Gardner in his theory of Multiple Intelligences. The Multiple Intelligence Approach reaches out to children with different interests, likes, and capacities. (ACHAMMA-2012)

Promote professionalism through class expectations, such as being on time and coming prepared, being respectful of others, completing assignments, and adapting writing to the needs of others. Give students long-term, problem-based projects that must be completed within parameters and interim deadlines as they see fit. These activities will encourage them to be organized and focused, to problem-solve, and to self-monitor.

Resources play a major role in curriculum transaction methods of any school either private or government vs CBSE or state board. But it is not as big as an enthusiastic teacher/school management. We have role models like Ranjitsinh Disale, a primary teacher from Maharashtra's Solapur, who has won the Global Teacher Prize 2020. He not only **translated the class textbooks into his pupils' mother tongue** but also **embedded them with unique QR codes** to give students access to audio poems, video lectures, stories, and assignments. (thehindu- Dec-3)

### **5.5 Suggestions for further research-**

**How to develop and implement the constructivist curriculum in schools to develop leadership qualities among students?**

**Adding leadership as a subject/activity without burdening teachers and students.**

## Chapter-VI.

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## **Chapter-VII**



## Appendices

### 7.1 Approval of Project Proposal

ID	Roll No.	Name	Institute	Status	Submission Type	Comments	
260	EEBCADM08	176720586	Jaffar Khan	BCA-BCSP64	Not Approved	Fresh Submission	Nothing explain about the project DFD diagram is wrong explanation of any diagram and any module not given no testing Project report is not at all good. So resubmit the format.
261	EEEDUNR05	181789351	Kusum singh	PGDEMA-MESP49	Not Approved	Fresh Submission	you have to write need of the study,proper hypothesis,not mentioned sample size,tools used ,data collection ,data analysis ,nothing is mentioned in proposal
262	EEEDUNR05	185121303	Thomas George Correa	PGDEMA-MESP49	Approved	Fresh Submission	write your Bibliography in Chronological order
263	EEEDUNR05	198066369	Sandeep Pal	PGDEMA-MESP49	Approved	Fresh Submission	Review of Related literature need not be too lengthy in project proposal
264	EEEDUNR05	2002375822	Pooja Chandrakant Bhojane	PGDEMA-MESP49	Approved with modification	Fresh Submission	you should be writing need of the study, data collection and data analysis
265	EEEDUNR05	2001250158	Shwetambari Upadhya	PGDEMA-MESP49	Approved with modification	Fresh Submission	referencess should be taken from different sourcess
266	EEEDUNR05	198071543	Jaya Manghanani	PGDEMA-MESP49	Approved	Fresh Submission	Bibliography is too short, collect it from different relevant sourcess
267	EEEDUNR05	188433739	Bredon marshal Furtado	PGDEMA-MESP49	Not Approved	Fresh Submission	Is it a project or proposal /you have not at all written in the expected format , need of the study, sample size, type of methodology, proper bibliography,nothing is reflected in your project proposal
268	EEEDUNR05	2004068996	Sabari Sasidharan Nair	PGDEMA-MESP49	Approved	Fresh Submission	It looks like a final project,better you reduce the length of you proposal a bit
269	EEEDUNR05	2004738824	Neha Shivshakar Pandey	PGDEMA-MESP49	Not Approved	Fresh Submission	Referencess should be written in chronological order
270	EEMPCSP13	2002399038	Smitha Ratish	MAPC-MPCE16	Approved	Fresh Submission	1. Rationale needs to be adequate. 2. References need to be in APA.

## **7.2 Tools and techniques used-**

To measure methods of curriculum transaction of teachers and leadership Qualities of students of higher secondary schools. The researcher selected a tool in the form of a questionnaire (Google form) and interview method to study the leadership Qualities of students and teachers.

The researcher took the higher secondary students of State Board and CBSE Board schools in Satna (M.P.) both private and government by using the Random Sampling and snowballing method.

### **Google form link-**

<https://docs.google.com/forms/d/1yhLHF0psMMw2NrVNcrbQ6ngcMj9Tn1bsea4QxhVcaB8/edit>

[https://docs.google.com/forms/d/1OFWeKh\\_oTUCG5ngU\\_yDHvueWMXrJBZ6uy9RvW3-b1fU/edit](https://docs.google.com/forms/d/1OFWeKh_oTUCG5ngU_yDHvueWMXrJBZ6uy9RvW3-b1fU/edit)

### **Interview questions-**

What methods do you use for developing leadership qualities in your students?

What are your suggestions to curriculum developers to add leadership qualities to the curriculum?

### **Courses of study, if any**

**MES-043**

**MES-044**

**7.3 Raw data (lengthy and complex), if any, not given in Chapter-IV)**

**Table-1 Teachers Response to Great Man Theory**

Board of School	"Great Man theory" assumes that the leadership capacity is inherent - those great leaders are born, not made. Do you agree?" (1 is "Extremely Disagree" and 5 is "Extremely Agree")
CBSE (Government School)	4
CBSE (Private School)	5
CBSE (Private School)	5
State Board (Government School)	2
State Board (Government School)	3
State Board (Government School)	3
State Board (Government School)	3
State Board (Private School)	1
State Board (Government School)	1
State Board (Private School)	4
State Board (Private School)	1
State Board (Private School)	3
State Board (Private School)	5
State Board (Private School)	5
CBSE (Government School)	4

CBSE (Private School)	5
CBSE (Private School)	5
CBSE (Government School)	2
CBSE (Government School)	5
CBSE (Private School)	1
CBSE (Government School)	4

**Table-2 Teacher's Response to Influence of School's Board on Curriculum Transaction****Methods**

Board of School	To what extent can the board of schools are decision-making influence the methods of curriculum transaction?
CBSE (Government School)	4
CBSE (Private School)	5
CBSE (Private School)	4
State Board (Government School)	3
State Board (Government School)	3
State Board (Government School)	3
State Board (Government School)	2
State Board (Private School)	4
State Board (Government School)	5
State Board (Private School)	5
State Board (Private School)	4
State Board (Private School)	3
State Board (Private School)	5
State Board (Private School)	5
CBSE (Government School)	3
CBSE (Private School)	3
CBSE (Private School)	3

CBSE (Government School)	3
CBSE (Government School)	5
CBSE (Private School)	5
CBSE (Government School)	4

**Table-3: Teachers' Response to activities organized by them to develop moral values and ethics in Higher sec. students**

Board of School	What activities do you organize to develop moral values and ethics in Higher Sec. students?
CBSE (Government School)	NSS (National Service Scheme), NCC (National Cadet Corps), Association with NGO, Inviting Motivational speakers
CBSE (Private School)	Through moral stories in the curriculum
CBSE (Private School)	Through moral stories in the curriculum
State Board (Government School)	NSS (National Service Scheme), NCC (National Cadet Corps), Inviting Motivational speakers
State Board (Government School)	NSS (National Service Scheme), NCC (National Cadet Corps), Inviting Motivational speakers
State Board (Government School)	NSS (National Service Scheme), NCC (National Cadet Corps), Inviting Motivational speakers
State Board (Government School)	Inviting Motivational speakers
State Board (Private School)	Through moral stories in the curriculum
State Board (Government School)	Through moral stories in the curriculum
State Board (Private School)	NSS (National Service Scheme), NCC (National Cadet Corps)
State Board (Private School)	Inviting Motivational speakers
State Board (Private School)	Through moral stories in curriculum, NSS (National

	Service Scheme), NCC (National Cadet Corps)
State Board (Private School)	Through moral stories in the curriculum
State Board (Private School)	Through moral stories in the curriculum
CBSE (Government School)	Inviting Motivational speakers
CBSE (Private School)	Inviting Motivational speakers
CBSE (Private School)	Through moral stories in the curriculum
CBSE (Government School)	Through moral stories in curriculum, Inviting Motivational speakers
CBSE (Government School)	Inviting Motivational speakers
CBSE (Private School)	Activity
CBSE (Government School)	Through moral stories in curriculum, Inviting Motivational speakers



**Table-4: Teachers' Response to Organise activities to develop problem-solving and decision-making skills of Higher Sec. students**

Board of School	What activities do you organize to develop the problem-solving and decision-making skills of Higher Sec. students?
CBSE (Government School)	Buzz Sessions, Role-playing, Camps, Student Council
CBSE (Private School)	Roleplaying
CBSE (Private School)	Student Council
State Board (Government School)	Role-playing, Student Council
State Board (Government School)	Role-playing, Student Council
State Board (Government School)	Role-playing, Student Council
State Board (Government School)	Roleplaying
State Board (Private School)	Student Council
State Board (Government School)	Buzz Sessions
State Board (Private School)	Camps
State Board (Private School)	Student Council
State Board (Private School)	Student Council
State Board (Private School)	Student Council
State Board (Private School)	Roleplaying
CBSE (Government School)	Camps
CBSE (Private School)	Student Council

CBSE (Private School)	Student Council
CBSE (Government School)	Student Council
CBSE (Government School)	Student Council
CBSE (Private School)	Roleplaying
CBSE (Government School)	Role-playing, Student Council

**Table-5: Teachers' Response to spot hidden leadership qualities in an average Higher Sec. student**

Board of School	How do you spot hidden leadership qualities in an average Higher Sec. student?
CBSE (Government School)	Clinical Psychological test, Observations, Group activities
CBSE (Private School)	Group activities
CBSE (Private School)	Group activities
State Board (Government School)	Personality test, Group activities
State Board (Government School)	Group activities
State Board (Government School)	Personality test, Group activities
State Board (Government School)	Group activities
State Board (Private School)	Group activities
State Board (Government School)	Personality test
State Board (Private School)	Personality test
State Board (Private School)	Group activities
State Board (Private School)	Personality test, Observations, Group activities
State Board (Private School)	Group activities
State Board (Private School)	Personality test
CBSE (Government School)	Group activities
CBSE (Private School)	Personality test, Observations, Group activities
CBSE (Private School)	Group activities

CBSE (Government School)	Personality test, Observations
CBSE (Government School)	Personality test
CBSE (Private School)	Group activities
CBSE (Government School)	Clinical Psychological test, Observations, Group activities

**Table-6: Teachers' Response to Best Method for development of leadership qualities in Higher Sec. student**

Board of School	Which method do you think is best for the development of leadership qualities in higher sec. students?
CBSE (Government School)	Project method
CBSE (Private School)	Games, P.T.
CBSE (Private School)	Games, P.T.
State Board (Government School)	Games, P.T.
State Board (Government School)	Games, P.T.
State Board (Government School)	Games, P.T.
State Board (Government School)	Project method
State Board (Private School)	Project method
State Board (Government School)	Project method
State Board (Private School)	Group activities
State Board (Private School)	Games, P.T.
State Board (Private School)	Games, P.T.
State Board (Private School)	Student Council
State Board (Private School)	Student Council
CBSE (Government School)	Project method
CBSE (Private School)	Project method

CBSE (Private School)	Project method
CBSE (Government School)	Student Council
CBSE (Government School)	Project method
CBSE (Private School)	Games, P.T.
CBSE (Government School)	Project method

**Table-7: Teachers' Suggestions to curriculum developers for improving leadership qualities**

Board of School	What are your suggestions to curriculum developers for improving leadership qualities of Higher sec. students?
CBSE (Government School)	Innovation of new methods of curriculum transaction, Giving grades/marks for these qualities/soft skills
CBSE (Private School)	Provide Training for Teachers
CBSE (Private School)	Innovation of new methods of curriculum transaction
State Board (Government School)	Innovation of new methods of curriculum transaction
State Board (Government School)	Innovation of new methods of curriculum transaction
State Board (Government School)	Innovation of new methods of curriculum transaction
State Board (Government School)	Addition of soft skills in the curriculum
State Board (Private School)	Addition of soft skills in the curriculum
State Board (Government School)	Innovation of new methods of curriculum transaction
State Board (Private School)	Provide Training for Teachers, Innovation of new methods of curriculum transaction
State Board (Private School)	Innovation of new methods of curriculum transaction
State Board (Private School)	Innovation of new methods of curriculum transaction
State Board (Private School)	Innovation of new methods of curriculum transaction
State Board (Private School)	Innovation of new methods of curriculum transaction
CBSE (Government School)	Addition of soft skills in the curriculum

CBSE (Private School)	Addition of soft skills in the curriculum
CBSE (Private School)	Provide Training for Teachers
CBSE (Government School)	Addition of soft skills in curriculum, Provide Training for Teachers
CBSE (Government School)	Addition of soft skills in the curriculum
CBSE (Private School)	Innovation of new methods of curriculum transaction
CBSE (Government School)	Innovation of new methods of curriculum transaction



**Table-8: CBSE Private school Students Response to the outcome of co-curricular activities**

<b>Board of School:</b>	<b>What do you get out of co-curricular activities?</b>
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Relaxation from studies
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Entertainment, Developing leadership qualities
CBSE (Private School)	Entertainment
CBSE (Private School)	Entertainment, Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Relaxation from studies
CBSE (Private School)	Entertainment ँ, Relaxation from studies
CBSE (Private School)	Entertainment
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	I don't get anything out of co-curricular activities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities

CBSE (Private School)	Relaxation from studies
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities
CBSE (Private School)	Developing leadership qualities, Relaxation from studies
CBSE (Private School)	Developing leadership qualities

**Table-9: CBSE Government school Students Response to selecting the activity to develop time-management skills.**

Board of School:	What about school helps you best in developing time-management skills?
CBSE (Government School)	Group project
CBSE (Government School)	Group project
CBSE (Government School)	Games/sports
CBSE (Government School)	Games/sports
CBSE (Government School)	Debates
CBSE (Government School)	Group project
CBSE (Government School)	Group project
CBSE (Government School)	Games/sports
CBSE (Government School)	Group project
CBSE (Government School)	Games/sports
CBSE (Government School)	Group project
CBSE (Government School)	Group project
CBSE (Government School)	Group project
CBSE (Government School)	Debates
CBSE (Government School)	Debates
CBSE (Government School)	Group project
CBSE (Government School)	Group project

CBSE (Government School)	Group project
CBSE (Government School)	Group project
CBSE (Government School)	Group project

**Table-10: CBSE Government school Students Response to benefit from games or physical activities organized by school**

Board of School:	How do you benefit from games or physical activities organized by your school ?
CBSE (Government School)	maintain health
CBSE (Government School)	maintain health, develop leadership qualities
CBSE (Government School)	learn discipline, develop leadership qualities
CBSE (Government School)	for entertainment
CBSE (Government School)	develop leadership qualities
CBSE (Government School)	learn discipline
CBSE (Government School)	for entertainment
CBSE (Government School)	learn discipline
CBSE (Government School)	develop leadership qualities
CBSE (Government School)	learn discipline
CBSE (Government School)	learn discipline, maintain health, develop leadership qualities
CBSE (Government School)	learn discipline
CBSE (Government School)	maintain health
CBSE (Government School)	develop leadership qualities
CBSE (Government School)	develop leadership qualities
CBSE (Government School)	maintain health
CBSE (Government School)	learn discipline

CBSE (Government School)	learn discipline
CBSE (Government School)	maintain health
CBSE (Government School)	maintain health

**Table-11: State Board Government School Students Response to leadership qualities they possess currently**

Board of School:	Which leadership qualities do you think you possess currently?
State Board (Government School)	Moral values
State Board (Government School)	Decision making
State Board (Government School)	Time Management
State Board (Government School)	Decision making, Moral values, Goal Setting, Risk-Taking
State Board (Government School)	Confidence
State Board (Government School)	Time Management
State Board (Government School)	Confidence, Decision making
State Board (Government School)	Confidence
State Board (Government School)	Decision making, Moral values, Goal Setting, Time Management
State Board (Government School)	Decision making
State Board (Government School)	Decision making
State Board (Government School)	Decision making, Goal Setting
State Board (Government School)	Goal Setting
State Board (Government School)	Risk-Taking
State Board (Government School)	Decision making

State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Confidence, Decision making, Time Management, Risk-Taking
State Board (Government School)	Confidence
State Board (Government School)	Confidence
State Board (Government School)	Time Management



**Table-12: State Board Government School Students Response to develop problem-solving and decision-making skills**

Board of School:	From which activity do you learn to develop problem-solving and decision-making skills?
State Board (Private School)	None
State Board (Private School)	Student Council
State Board (Private School)	None
State Board (Private School)	Roleplaying
State Board (Private School)	Student Council
State Board (Private School)	Student Council
State Board (Private School)	Role-playing, Student Council
State Board (Private School)	Student Council
State Board (Private School)	None
State Board (Private School)	Roleplaying
State Board (Private School)	Student Council
State Board (Private School)	None
State Board (Private School)	None
State Board (Private School)	None
State Board (Private School)	None
State Board (Private School)	Roleplaying

State Board (Private School)	None
State Board (Private School)	NCC/NSS/Scout/guide
State Board (Private School)	Roleplaying
State Board (Private School)	Buzz Sessions, NCC/NSS/Scout/guide, Student Council
State Board (Private School)	Buzz Sessions
State Board (Private School)	Buzz Sessions
State Board (Private School)	Student Council
State Board (Private School)	Role-playing, NCC/NSS/Scout/guide, Student Council
State Board (Private School)	Buzz Sessions

## 7.4 Letter for Approval

To- The Principal

Date: 02/08/2021

Subject: Permission for online data collection

Respected Sir/ Madam,

My name is Jaya Manghnani and I am writing this letter to seek your permission for data collection for the Project work.

I am a student of PGDEMA (Post Graduate Diploma in Educational Management and Administration), IGNOU and my roll number is 198071543, RC Mumbai.

I would like to inform you that I am working on project work on the topic

**Survey on Curriculum transaction methods effects on Development of leadership qualities in higher Secondary students.**

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant, and with creative vision and global perspective. My concern is the increasing unrest, indiscipline, and uncertainty among youth despite following new methods in the curriculum transaction. only 1% of students show leadership qualities effectively in their life in the true sense.

**Objectives of the study**

1. To study the common curriculum transaction methods in State board schools and CBSE higher secondary schools.
2. To study the leadership qualities in higher secondary students
3. To study the relationship between methods of curriculum transaction and the development of leadership qualities in students.
4. To compare the relation between curriculum transaction methods in private and government higher secondary schools concerning the development of leadership qualities in students.

For which I will be required to collect data from teachers and students by conducting surveys. This data will be used for research purposes only. I believe you will consider this as a genuine request.

I look forward to your kind approval and request you to allow me to collect data from the Teachers and students.

Thanking You

Jaya Manghnani

Ph no-8120670297

email-vjaycreations09@gmail.com

**Appendix- IV****DECLARATION**

I hereby declare that the Project work entitled **SURVEY ON CURRICULUM TRANSACTION METHODS, EFFECTS ON DEVELOPMENT OF LEADERSHIP QUALITIES IN HIGHER SECONDARY STUDENTS...** submitted by me for the partial fulfillment of the PGDEMA. to Indira Gandhi National Open University. (IGNOU), New Delhi is my original work and has not been submitted earlier to IGNOU or any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from an earlier work done by others or me.

Place- Sewa Sadan Collage,  
Ulhasnagar-421 003.

Signature



Date- 29.11.2021

Enrolment No.-198071543

Name-Jaya Manghnani

Address- 8, Jeevan Jyoti Colony, Satna

appendix-V

## CERTIFICATE

This is to certify that

Mr./Miss/Mrs..... Jaya Manghnami.....

. Student of PGDEMA from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for his/her Project work for the Course MES-049. His/ Her Project has a title

(Survey on Curriculum transaction methods effects on Development of leadership qualities in high secondary students) which he/she is submitting, is his/her genuine and original work.

Place : Satna

Date : 18/11/2021

Signature Mahima  
(Asst. Professor)  
Name Mahima Shukla  
कमला नेहरू महिला महाविद्यालय  
सतना (म.प्र.)

Address of the Supervisor - Gali no 3 Shukla bhawan  
Dhawari Satna (M.P.) Near Dhawari  
Stadium.