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Analysis on The Development of Students

Abstract

This report consolidates the results of the interventions carried out in various districts for the past 4 years by guided teams under Talent Quest for India Trust in partnership with Ullas Trust (CSR Initiative of INTELLECT). The development in attitude and behaviour of the students of Government Schools are noticed. In spite of various odds and hurdles, every district has shown improvement in one or the other aspect of the study. The study is performed with a sample space of 5 schools out of 12 in 8 different districts which was started in the year 2014.

Introduction

Talent Quest for India Trust in partnership with Ullas Trust have been working on the development of the Government School students. The intervention pattern works in the form of Summit Classes with each summit holding 5 sessions for classes from 9th to 12th. This process began in the year 2014 in 8 districts across Tamilnadu. College students from the same district held responsibility for handling the session at the respective government schools. With the help of 600+ volunteers over the past 4 years, the interventions are being carried out and the results are evaluated.

The summit classes hold major values such as developing self-confidence, planning and time management, prioritising and creating an impression. The students of government schools get connected with the volunteers and look up to them as the mentors. This remains as the backbone for success in all the cases. The sample was taken in 6 district government schools with a total student population of 790 and volunteer strength 83 of in the current year.

The development analysis began in December 2017 and was carried out with a team of people who were willing to analyse and understand other districts in terms of their creativity in carrying forward the lesson plans and student responses. The attitudes and thought process of the children have shown the impact of the interventions. Even though every district is not completely successful in all aspects of connect, it is proved to be unique and creative with respect to their situations. The analysis focus on the development which was witnessed by the staff handing them, the Head Master of the school and the Impactor.

The teams have been working on all the 3 focus areas such as connect with students, staff and the Head Master, but situations also play a major role in dealing with the school students.

AIMS OF THE STUDY

The study aims at the analysis of the development of the Government Schools students as an impact of the interventions carried out by the volunteers of Talent Quest for India Trust.

The focus points of the study are development of the students in the view of

- The Impactor
- Their Staff
- Head Master of the School

This acts as an evaluation platform to understand the areas which require more attention and improve the support to the students in a better way in the years to come.

DATA COLLECTION

With various patterns of evaluation available, it was chosen to perform a Qualitative study in order to identify the level of emotional impact to the students. Criteria for evaluation was narrowed down to 7 variables after in depth analysis of the qualities which the lesson plan aims to develop among the students. The below mentioned qualities were assessed

- Time Management
- Self-Control
- Self-Esteem
- Goal Setting
- Concentration
- Habitual
- Communication

The data was collected as stories and experiences which state the way they are fine-tuned and nurtured in the past 4 years. Few experiences portrayed the depth of shift in attitude and practices.

The volunteer involvement analysis was carried out in terms of their interest and team commitment towards the completion and carrying forward of the summit classes with creativity and in a student friendly manner. The volunteers were analysed based on

- Team work
- Lesson Plan
- Regularity
- Coordination
- Creativity
- Interest

The sample space of 6 schools out of 12 was taken which are mentioned below:

S.No.	School Name	District	Students Count (12th)	Team Count
1	Govt.HSS,Mallur	Salem	165	19
2	Govt.HSS.,Kanagammachathiram	Thiruvallur	136	13
3	Govt.HSS,Tharuvaikulam	Tuticorin	98	15
4	Govt.HSS,Cheranmahadevi	Tirunalveli	283	11
5	Govt.HSS,Kumar Nagar	Tirupur	64	20
6	Sri Mariamman HSS,Samayapuram	Trichy	44	5

The evaluation was performed by an Alumni who does not belong to the same district. Making it an interactive session with the children, the alumni analysed the criteria which they were instructed to. The analysis gets complicated since, different persons were sent to each locations and the perspective of the evaluator varies. But concluding with the broader view the analysis was carried forward.

The input data was in 2 different formats

- Descriptive Reports
- Grading under various variables

The findings of the analysis hold values from both which gives a broader picture of the Impact analysis on the whole.

DATA ANALYSIS

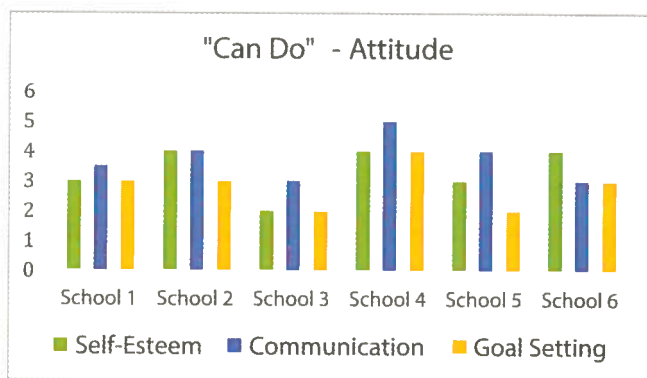
The data analysis is split into two segments

- Student Development
- Volunteer Involvement

Each of these was seen in 3 perspectives as mentioned earlier.

STUDENT DEVELOPMENT

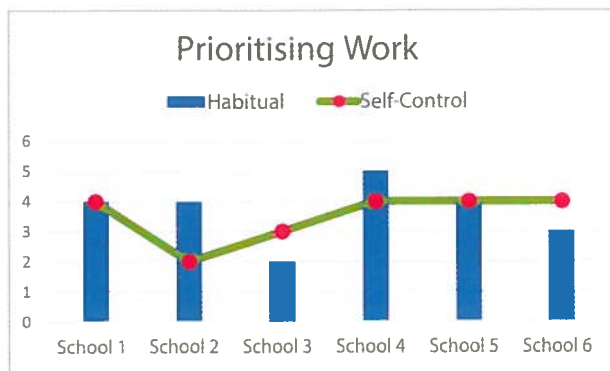
The 7 criteria are grouped down in 3 sets for clear understanding. The grouping is based on the values which the lesson plan holds.



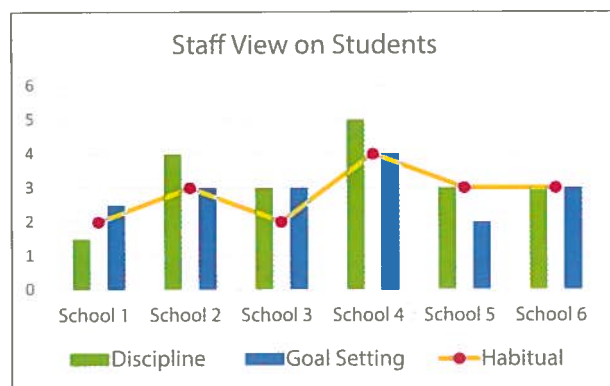
The "Can Do" – Attitude to be developed among children needs to build their self-esteem, communication and to work with a clear goal. The students have shown clear sign of improvements which is remarkably high at School 4 and in the development stages in school 3. The rest schools have equal over all development. It was noticed in one of the school that the students have improved the practice of saying "Please, Thank You and Sorry" among their peers and are self-motivated to use certain words in English as a part of their sentences which would help them to learn new words and develop their communication level. The stories from children were about their short term goals to score good marks in 12th and make their parents happy. In another school the emotional connect between the students and the team was limited which shook the base of learning and development.



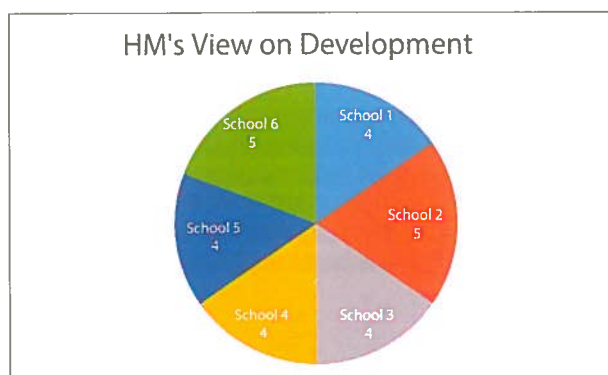
Time management and Concentration are the major attributes required in planning and organising. Every school has improved to positive level with 3 schools taking a step ahead in bringing the students in line. In many districts it was witnessed that the students remember the memory mapping and planning techniques which was taught and are still following it in their studies and other activities. In few districts the connect between the students and team is so high that time management becomes a challenge due to an emotional request to stay.



The self-control among the students to carry on a prioritized work and create new good habits and follow them regularly was kindled right from the initial stages of the summit. Every team taught their children with different habits such as Waste Management techniques, reading newspapers, conservation of water and so on. The budding youth follow these habits which has given them a zeal to explore and learn from every opportunity. The remarkable effects include behavioural changes among the students. Few students came forward to share their change moments where a student who was commenting others in class realised the mistake and became humble and friendly to everyone.



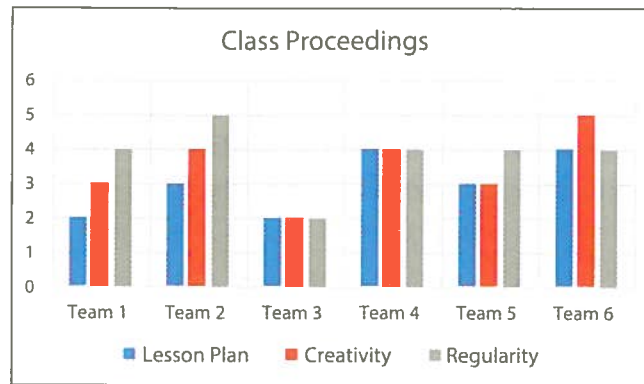
Staff on the whole are always with a view to complete their portions and see only academics as the important part in the life of children. In School 4, students have shown positive change which was appreciated by the staff. In some districts the teachers feel students lack in Goal Setting and it has to be improved to a great extent. Few staff acknowledged the improvement in the discipline of the students.



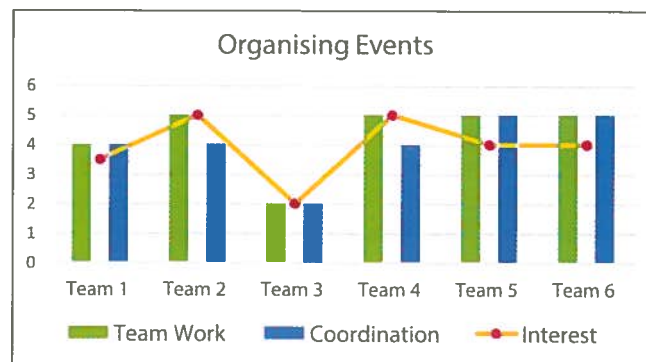
All the Head Master are having a good opinion since they are able to see an increase in the respect shown by the students towards them and the staff. It is noted that the respect is which was earlier shown due to fear is now shown with a sense of gratitude and true respect.

VOLUNTEER INVOLVEMENT

The 6 criteria of volunteer involvement analysis are grouped in 2 categories for their class proceedings and the methods in organising events. The perspective of the Staff and Head Master is also taken into consideration.

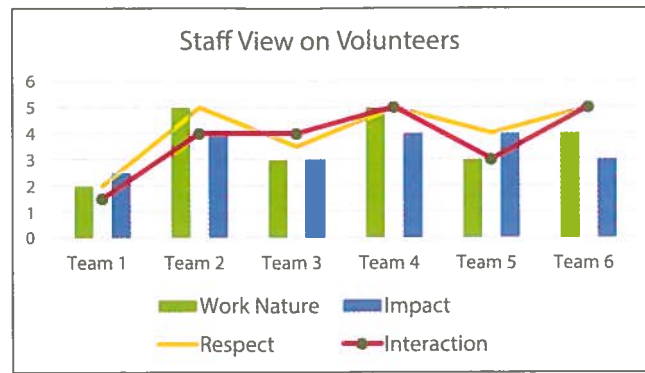


The class proceedings which are carried on by the team are based on their Lesson Plans, creativity with which it is executed and the regularity of the team. This lies as the base for the sustainability of the team. Most of the teams have shown remarkable commitment towards the class and care with the students. The connect the students has with the team was witnessed when the students are able to recall the names of their brothers and sisters who handled classes for them when they were in class 9. One of the team had difficulties due to the pressure from the college and other circumstances.

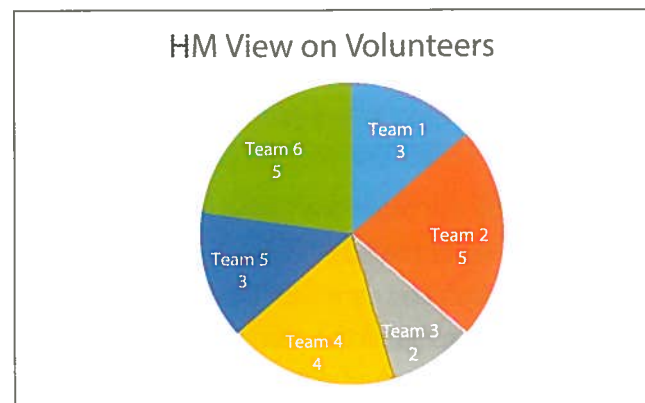


Other than the summit classes the volunteers also work on Daan Utsav, 1 year 1 cause and other events with the children and with the community. The team works with a social responsibility to enhance the quality of life and living conditions of their society.

The teams work with a strong bond of friendship which makes every event more energetic and powerful.



The overall support of the staff is highly variant. In many school's certain staff support summit classes but others still feel it as a distraction from studies. In other cases, the Head Master insist the cooperation of the staff who are personally not willing. So it takes a great deal for the team to convince the staff. But on the positive note few teams have broken the ice with the staff and gaining their confidence as well.



In almost all schools, the Head Master is supportive and has a positive interaction with the volunteers. The tables turn in cases where there is a change of the person due to official transfer or other official grounds. It becomes a challenge for the team to initiate the rapport from the first step.

INFERENCE

- Communication and Confidence of the children have improved over all.
- Students are willing to come forward and participate in events.
- The Goal Setting capacities of the children vary in a great scale and has to be developed.
- Peer to Peer communication have developed.
- Even though there is a development in the concentration, time management is to be fine-tuned.
- Teaching positive habits is creating a change in the behaviour of the children.
- Students have started respecting staff in a better way, but it is not being sustainable.
- Their respect towards Head Master of the school has increased mostly because of their observations of the conversation between the team members and the Head Master.
- Volunteers are being regular in the sessions and put in their best efforts.
- In some cases, the volunteers are unable to device a proper lesson plan.
- The coordination and sustainably among the team is low in few districts.
- The strategies used by certain district to convince the staff members is exuberating.

- Few districts lag in faculty support and interactions.
- All the districts have remarkable interactions with the Head Master of the School.
- Regular communication with the schools are not maintained in few districts.
- There is limited emotional connect between the team and students in certain districts.
- In certain schools, the 12th children are enthusiastic to carry forward role as Mentors once they join their degree program.
- In very few districts the volunteers have gone out of box to help the children in their academics

DISCUSSIONS

There are many best practices and certain flaws with the entire process. It is the stage to analyse and fix the pot holes for a great development. It is noticed that there is a development in the working pattern and coordination between the team in a district after the suggestions from the analyser. Many districts came up with suggestions to include activity based learning for difficult concepts as a part of the summit module. Goal Setting has to be trained to the students in more effective manner. Staff believe that the students have problems and distractions in their families which play a major role in their development. The external factor missed out in the entire process is the distraction of the children from their families. Creating a change there is essential for the children to practice what they have learnt and develop themselves.

The best practices among the districts can be interacted and used in other districts to create an overall development. This is to be implemented specially to handle the staff. The communication among the various districts has to be strengthened. The sustainability though well established in most of the districts, few districts still face issues which need to be given attention. The importance of establishing an emotional connect with the children has to be understood by every volunteer. The out of box thinking and creativity of the mentors to implement the lesson plan has to be improved. A structure can be formed that after the mentors meet, a meet in the team level has to be conducted and orientation about the module has to be given to all the members of the team before the start of the summit. If this is implemented successfully, there are possibilities for a lot of fresh ideas to pour in.

LIMITATIONS

- The perspective of the evaluators differs and the effect of the same could be there on the data collected.
- The additional factors are also the situations of the school and staff such as exams.

CONCLUSION

The importance of having an emotional connect and its positive outcomes are greatly brought about as a result of the analysis. The dreams of a developed nation have to be kindled in every child to create a socially responsible future generation. The energy of the volunteers is the pure essence for the success of the entire project.

Manasa Sri J.
Talent Quest for India

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