

Editorial

After independence, indigenous ideas have been introduced, new experiments have been conducted and new thrust areas have been identified to improve teacher education in India. Right to Education Act and Choice Based Credit System are recent examples. To keep pace with the developments in society, politics and economics at national as well as international level a teacher educator must be aware of the latest trends in teacher education. There is a great need of a platform for professionals in teacher education to discuss their ideas and research findings which can contribute to quality improvement of teacher education in India. Edutrends is started with a noble cause of providing a platform to scholars for sharing of knowledge in English, Hindi and Gujarati languages.

Edutrends is a peer reviewed online journal covering innovative research and practice in Teacher Education. Edutrends address issues related to teacher education, ICT and Education, curriculum development, language and education, Educational measurement, school governance, the education of special groups, gender and education, educational leadership, theories of education, literacy, educational research and methodologies.

The fourth issue of Edutrends deals with several aspects of the Teaching in Education, Academic Performance Indicator, implementation in Teacher Education, comprehensive and continues evaluation and communication. We hope our efforts will inspire others to join us.

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GST: BENEFITS AND HURDLES

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Abstract

The **Goods and Services Tax Bill** or **GST Bill**, officially known as **The Constitution (One Hundred and Twenty-Second Amendment) Bill, 2014**, proposes a national Value added Tax to be implemented in India from June 2016. "Goods and Services Tax" would be a comprehensive indirect tax on manufacture, sale and consumption of goods and services throughout India, to replace taxes levied by the Central and State governments. Goods and services tax would be levied and collected at each stage of sale or purchase of goods or services based on the input tax credit method. This method allows GST-registered businesses to claim tax credit to the value of GST they paid on purchase of goods or services as part of their normal commercial activity. Taxable goods and services are not distinguished from one another and are taxed at a single rate in a supply chain till the goods or services reach the consumer. Administrative responsibility would generally rest with a single authority to levy tax on goods and services. Exports would be zero-rated and imports would be levied the same taxes as domestic goods and services adhering to the destination principle.

Introduction

The introduction of Goods and Services Tax (GST) would be a significant step in the reform of indirect taxation in India. Amalgamating several Central and State taxes into a single tax would mitigate cascading or double taxation, facilitating a common national market. The simplicity of the tax should lead to easier administration and enforcement. From the consumer point of view, the biggest advantage would be in terms of a reduction in the overall tax burden on goods, which is currently estimated at 25%-30%.

What is GST?



The GST is a consolidated tax based on a uniform rate of tax fixed for both goods and services and it is payable at the final point of consumption.

The Goods and Services Tax (GST) is a value added tax that will replace all indirect taxes levied on goods and services by the Government, both Central and States, once it is implemented. The GST is all set to consolidate all State economies. This will be one of the biggest taxation reforms that will take place in India once the Bill gets officially the green signal to implement. The basic idea is to create a single, cooperative and undivided Indian market to make the economy stronger and powerful. The GST will see a significant breakthrough towards an all-inclusive indirect tax reform in the country.

The GST is basically an indirect tax that brings most of the taxes imposed on most goods and services, on manufacture, sale and consumption of goods and services, under a single domain at the national level. In the present system, taxes are levied separately on goods and services. The GST is a consolidated tax based on a uniform rate of tax fixed for both goods and services and it is payable at the final point of consumption. At each stage of sale or purchase in the supply chain, this tax is collected on value-added goods and services, through a tax credit mechanism.

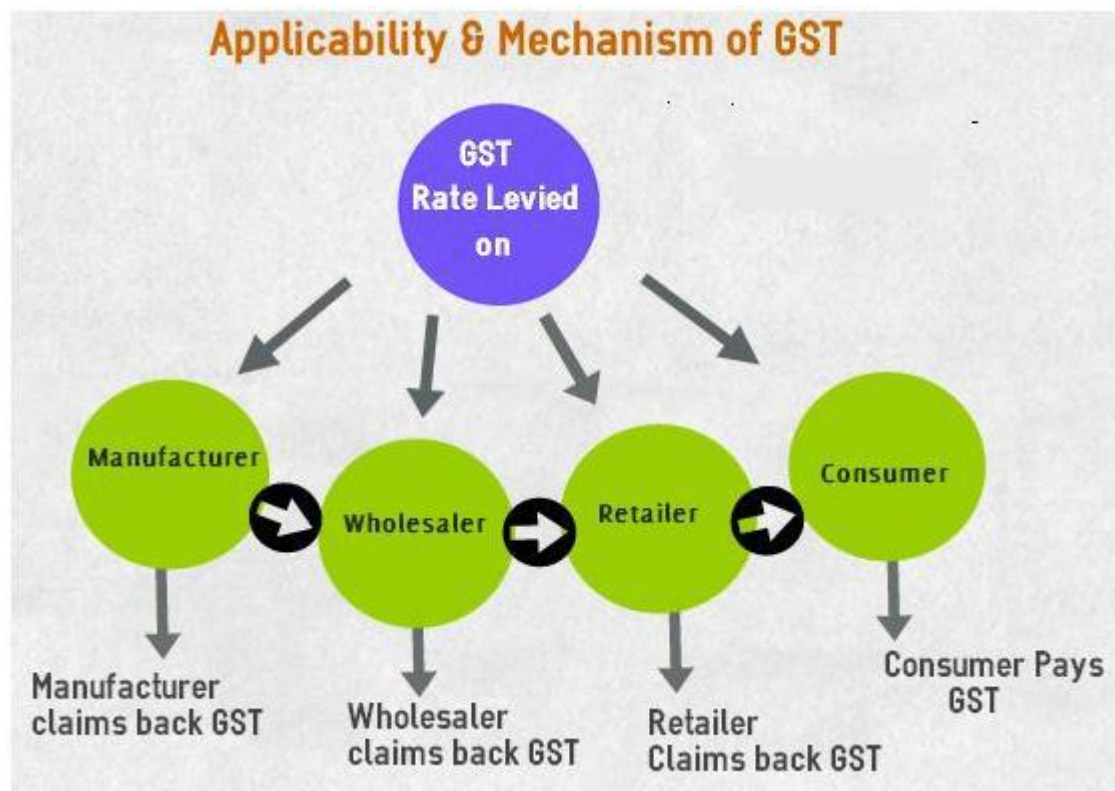
In the year 2000, for the first time the idea of initiating the GST was made by the then BJP Government under the leadership of Atal Behari Vajpayee. An empowered committee was also formed for that, headed by Asim Dasgupta (the then Finance Minister of the West Bengal Government). The committee was formed to design the model of the GST and at the same time inspect the preparation of the IT department for its rollout. In 2011, the previous United Progressive Alliance (UPA) Government also introduced a Constitution Amendment Bill to facilitate the introduction of the GST in the Lok Sabha but it was rejected by many States.

How is GST applied?

GST is a consumption based tax/levy. It is based on the “Destination principle.” GST is applied on goods and services at the place where final/actual consumption happens.

GST is collected on value-added goods and services at each stage of sale or purchase in the supply chain. GST paid on the procurement of goods and services can be set off against that payable on the supply of goods or services. The manufacturer or wholesaler or retailer will pay the applicable GST rate but will claim back through tax credit mechanism.

But being the last person in the supply chain, the end consumer has to bear this tax and so, in many respects, GST is like a last-point retail tax. GST is going to be collected at point of sale.



The GST is an indirect tax which means that the tax is passed on till the last stage wherein it is the customer of the goods and services who bears the tax. This is the case even today for all indirect taxes but the difference under the GST is that with streamlining of the multiple taxes the final cost to the customer will come out to be lower on the elimination of double charging in the system.

Let us understand the above supply chain of GST with an example:

GST supply chain example (assuming GST rate @8%)

Supply of Goods	GST Flow	Input Costs (ex-GST)	Sale Price (ex-GST)	GST collected
A weaver sells a fabric to a tailor for Rs 108 per meter	The weaver pays GST of Rs 8	0	Rs 100	Rs 8
The tailor sells a readymade completed shirt to a retailer for Rs 270	The tailor pays GST of Rs 12 (after input tax claim, Weaver claims tax credit for Rs 8)	Rs 100	Rs 250	Rs 12
The retailer sells the readymade shirt in the showroom for Rs 540	The retailer pays GST of Rs 20 (after input tax claim, Tailor claims tax credit for Rs 12)	Rs 250	Rs 540	Rs20
You purchase the shirt for Rs 540	No tax credit claim, You pay entire GST Rs 40 @ 8%	NA	NA	Total : Rs 40

The current tax structure does not allow a business person to take tax credits. There are lot of chances that double taxation takes place at every step of supply chain. This may set to change with the implementation of GST.

Indian Government is opting for Dual System GST. This system will have two components which will be known as

- ❖ Central Goods and Service Tax (CGST) and
- ❖ State Goods and Service Tax (SGST).

The current taxes like Excise duties, service tax, custom duty etc will be merged under CGST. The taxes like sales tax, entertainment tax, VAT and other state taxes will be included in SGST.

How is GST Levied?

GST will be levied on the place of consumption of Goods and services. It can be levied on:

- Intra-state supply and consumption of goods & services
- Inter-state movement of goods
- Import of Goods & Services

The proposed model of GST and the rate

A dual GST system is planned to be implemented in India as proposed by the Empowered Committee under which the GST will be divided into two parts:

- State Goods and Services Tax (SGST)
- Central Goods and Services Tax (CGST)

Both SGST and CGST will be levied on the taxable value of a transaction. All goods and services, leaving aside a few, will be brought into the GST and there will be no difference between goods and services. The GST system will combine Central excise duty, additional excise duty, services tax, State VAT entertainment tax etc. under one banner.

The GST rate is expected to be around 14-16 per cent. After the combined GST rate is fixed, the States and the Centre will decide on the SGST and CGST rates. At present, 10 per cent is levied on services and the indirect taxes on most goods are around 20 per cent.

History in Parliament and Empowered Committee

In 2000, the Vajpayee Government set up a committee headed by Asim Dasgupta, the (Finance Minister of the Government of West Bengal) to design a model for GST and oversee IT preparations.

An announcement was made by Palaniappan Chidambaram, the Union Finance Minister, during the central budget of 2006-07 dated 28th February 2006, that GST would be introduced from April 1, 2010 and that the Empowered Committee of State Finance Ministers, on his request, would work with the Central Government to prepare a road map for introduction of GST in India.

After this announcement, the Empowered Committee of State Finance Ministers decided to set up a Joint Working Group on May 10, 2007, with the Adviser to the Union Finance Minister and the Member-Secretary of Empowered Committee as co-convenors and the concerned Joint Secretaries of the Department of Revenue of Union Finance Ministry and all Finance Secretaries of the states as its members. The Joint Working Group, after intensive internal discussions as well as interaction with experts and representatives of Chambers of Commerce and Industry, submitted its report to the Empowered Committee on November 19, 2007.

This report was then discussed in detail in the meeting of Empowered Committee on November 28, 2007. On the basis of this discussion and the written observations of the states, certain modifications were made, and a final version of the views of Empowered Committee at that stage was prepared and was sent to the Government of India (April 30, 2008). The comments of the Government of India were received on December 12, 2008 and were duly considered by the Empowered Committee (December 16, 2008).

Legislative history

Empowered Committee

In 2000, the Vajpayee government set up the Empowered Committee of State Finance Ministers with the aim of facilitating a switch from the existing national-level central excise duty and state-level sales tax model to a value added tax (VAT) model. It was given the task of designing the

GST model and overseeing the IT back-end preparedness for its rollout. The committee was headed by Asim Dasgupta, Minister for Finance and Excise of West Bengal.

Dr. APJ Abdul Kalam pointed out that although the indirect tax policy in India has been steadily progressing in the direction of the value added tax (VAT) principle since 1986, the existing system of taxation of goods and services still suffered from many problems and had suggested a comprehensive goods and services tax (GST) based on the VAT principle. GST system is targeted to be a simple, transparent and efficient system of indirect taxation as has been adopted by over 130 countries around the world. This involves taxation of goods and services in an integrated manner as the blurring of line of demarcation between goods and services has made separate taxation of goods and services untenable.

From, 1 April 2005 onwards, a number of states abandoned the sales tax and adopted a state-level VAT.

Salient features of Goods and Service Tax, bill

The salient features about this legislation were first time discussed in its first discussion paper in year 2009. We will reproduce the features discussed here again to understand this act very well.

- The GST shall have two components: one levied by the Centre (hereinafter referred to as Central GST), and the other levied by the States (hereinafter referred to as State GST). Rates for Central GST and State GST would be prescribed appropriately, reflecting revenue considerations and acceptability. This dual GST model would be implemented through multiple statutes (one for CGST and SGST statute for every State).

However, the basic features of law such as chargeability, definition of taxable event and taxable person, measure of levy including valuation provisions, basis of classification etc. would be uniform across these statutes as far as practicable.

- The Central GST and the State GST would be applicable to all transactions of goods and services made for a consideration except the exempted goods and services, goods which are outside the purview of GST and the transactions which are below the prescribed threshold limits.
- The Central GST and State GST are to be paid to the accounts of the Centre and the States separately. It would have to be ensured that account-heads for all services and goods would have indication whether it relates to Central GST or State GST (with identification of the State to whom the tax is to be credited).
- Since the Central GST and State GST are to be treated separately, taxes paid against the Central GST shall be allowed to be taken as input tax credit (ITC) for the Central GST and could be utilized only against the payment of Central GST.

- Cross utilization of ITC between the Central GST and the State GST would not be allowed except in the case of inter-State supply of goods and services under the IGST model which is explained later.
- Ideally, the problem related to credit accumulation on account of refund of GST should be avoided by both the Centre and the States except in the cases such as exports, purchase of capital goods, input tax at higher rate than output tax etc. where, again refund/adjustment should be completed in a time bound manner.
- To the extent feasible, uniform procedure for collection of both Central GST and State GST would be prescribed in the respective legislation for Central GST and State GST.
- The administration of the Central GST to the Centre and for State GST to the States would be given. This would imply that the Centre and the States would have concurrent jurisdiction for the entire value chain and for all taxpayers on the basis of thresholds for goods and services prescribed for the States and the Centre.
- The present threshold prescribed in different State VAT Acts below which VAT is not applicable varies from State to State. A uniform State GST threshold across States is desirable and, therefore, it is considered that a threshold of gross annual turnover of Rs.10 lakh both for goods and services for all the States and Union Territories may be adopted with adequate compensation for the States (particularly, the States in North-Eastern Region and Special Category States) where lower threshold had prevailed in the VAT regime. Keeping in view the interest of small traders and small scale industries and to avoid dual control, the States also considered that the threshold for Central GST for goods may be kept at Rs.1.5 crore and the threshold for Central GST for services may also be appropriately high. It may be mentioned that even now there is a separate threshold of services (Rs. 10 lakh) and goods (Rs. 1.5 crore) in the Service Tax and CENVAT.
- The States are also of the view that Composition/Compounding Scheme for the purpose of GST should have an upper ceiling on gross annual turnover and a floor tax rate with respect to gross annual turnover. In particular, there would be a compounding cut-off at Rs. 50 lakh of gross annual turnover and a floor rate of 0.5% across the States. The scheme would also allow option for GST registration for dealers with turnover below the compounding cut-off.
- The taxpayer would need to submit periodical returns, in common format as far as possible, to both the Central GST authority and to the concerned State GST authorities.
- Each taxpayer would be allotted a PAN-linked taxpayer identification number with a total of 13/15 digits. This would bring the GST PAN-linked system in line with the prevailing PAN-based system for Income tax, facilitating data exchange and taxpayer compliance.

- Keeping in mind the need of tax payer's convenience, functions such as assessment, enforcement, scrutiny and audit would be undertaken by the authority which is collecting the tax, with information sharing between the Centre and the States.

Advantages of GST Bill

Introduction of a GST is very much essential in the emerging environment of the Indian economy.

- There is no doubt that in production and distribution of goods, services are increasingly used or consumed and vice versa. Separate taxes for goods and services, which is the present taxation system, requires division of transaction values into value of goods and services for taxation, leading to greater complications, administration, including compliances costs. In the GST system, when all the taxes are integrated, it would make possible the taxation burden to be split equitably between manufacturing and services.
- GST will be levied only at the final destination of consumption based on VAT principle and not at various points (from manufacturing to retail outlets). This will help in removing economic distortions and bring about development of a common national market.
- It will also help to build a transparent and corruption-free tax administration. Presently, a tax is levied on when a finished product moves out from a factory, which is paid by the manufacturer, and it is again levied at the retail outlet when sold.

Benefits of GST Bill

➤ **For the Centre and the States**

According to experts, by implementing the GST, India will gain \$15 billion a year. This is because, it will promote more exports, create more employment opportunities and boost growth. It will divide the burden of tax between manufacturing and services.

➤ **For individuals and companies**

In the GST system, taxes for both Centre and State will be collected at the point of sale. Both will be charged on the manufacturing cost. Individuals will be benefited by this as prices are likely to come down and lower prices mean more consumption, and more consumption means more production, thereby helping in the growth of the companies.

Items not under GST

Alcohol, tobacco, petroleum products

Bottlenecks in the implementation of GST

Though the Government wants the GST Bill to be implemented by April 2016, there are certain bottlenecks which need to be taken care of before that:

- What preparations are needed at the level of Central and State Governments for implementing the GST?
 - Whether the Government machinery is efficient enough for such an enormous change?
 - Whether the tax-payers are ready for such a change?
 - What will be the impact on the Government's revenue?
 - How will the manufacturers, traders and ultimate consumers be affected?
-
- Will GST help the small entrepreneurs and small traders?

Conclusions

All said and done, the GST Bill which was conceived way back in the year 2000 has not seen the light of the day as yet. If everything goes well, most likely the Bill will be legislated by April 2016. According to a study by the National Council of Applied Economic Research (NCAER), full implementation of the GST could expand India's growth of gross domestic product by 0.9-1.7 percentage points. By removing the system of multiple Central and State taxes, the GST can help in reducing taxation and filing costs and expand business profitability, thereby attracting investments and promoting GDP growth. Simplification of tax norms can help in improving tax compliance and increasing tax revenues.

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CONSUMER PREFERENCES ABOUT “WEIGHT LOSS CENTRES” LOCATED IN MEHSANA

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Abstract

This article is about the consumer preferences regarding weight loss centres in Mehsana. The study has been done in Mehsana city which is a small town but having better option about weight loss centres. Among them in this study researcher has taken four centres. First is for them who want to do exercise and reduce weight, second is for them who want medication, third is for them who want supplements and last one is for them who want medication as well as supplements. This research can solve so many problems of consumers and centres. With the help of this research consumer can choose a better option of weight loss centre and centres can improve their services.

Introduction

In a today's life style people are going to be more conscious about their fitness even small town people are aware about their weight. Overweight causes many problems such as diabetes, blood pressure and many more. Well overeating is not only the reason behind weight gain there are so many reasons behind it which are alcoholism, eating disorder, hormonal imbalances, insufficient sleep, limited physical exercise, poor nutrition, stress etc. This research is going to be useful for the people who are living in a small town and want to reduce their weight.

Objective of the study

The aims of the present study are as under:

- To study demographical profile of respondents' with reference to age, monthly income, marital status.
- To study the affordability of charges in the selected weight loss centres.
- To study diet charts provided to respondent.
- To study maintenance of reduced weight for long time.

Hypothesis of the study

1. Ho: There is no significance difference between respondents' opinion about charges of centres are affordable and their respective weight loss centres.
2. Ho: There is no significant difference between respondents' opinion about centres provide diet chart especially for them and their respective weight loss centres.
3. Ho: There is no significant difference between respondents' opinion about reducing weight can be maintained for long time and their respective weight loss centres.

Research methodology

In this empirical research primary data is collected through the questionnaire. The sample is restricted to 4 weight loss centres and 80 respondents. Detailed sample plan is as under.

Table 1: Sample plan

Sr.No.	Name of weight loss centres	Number of respondents
1	Unique Gym	20
2	Slim and Smile care clinic	20
3	The sliming centre	20
4	Jayantibhai weight loss consultancy	20
Total		80

This research has been done for knowing the consumer's preferences of weight loss centres from the selected weight loss centres. All the collected data have been arranged in following tables according to the information gathered in primary data.

Demographic Factors of Respondents:

The classification of respondents on the basis of age

Table 2: The classification of respondents on the basis of age

Centres	Age				Total
	Up to 18	19 to 30	31 to 45	Above 45	
U.Gym	1 (5%)	5 (25%)	13 (65%)	1 (5%)	20 (100%)
Slim & S.	2	9	4	5	20

	(10%)	(45%)	(20%)	(25%)	(100%)
Sliming C.	1 (5%)	9 (45%)	9 (45%)	1 (5%)	20 (100%)
J. con.	0 (0%)	9 (45%)	7 (35%)	4 (20%)	20 (100%)
Total	4 (5%)	32 (40%)	33 (41.25%)	11 (33.75%)	80 (100%)

(Sources: Field survey)

Table 2 shows that percentage of age under 31 to 45 is highest and it is 41.25%, while comparatively Unique gym has a highest number of respondents under age 31 to 45 and it is 65%.

The classification of respondents on the basis of monthly income

Table 3: The classification of respondents on the basis of monthly income

Centres	Monthly Income				Total
	Up to 10000	10001 to 20000	20001 to 40000	Above 40000	
U.Gym	1 (5%)	13 (65%)	5 (25%)	1 (5%)	20 (100%)
Slim & S.	0 (0%)	9 (45%)	8 (40%)	3 (15%)	20 (100%)
Sliming C.	2 (10%)	7 (35%)	8 (40%)	3 (15%)	20 (100%)
J. con.	0 (0%)	1 (5%)	8 (40%)	11 (55%)	20 (100%)
Total	3 (3.75%)	30 (37.5%)	29 (36.25%)	18 (22.5%)	80 (100%)

(Sources: Field survey)

It can be clear from the above table 3 that the respondents having income under 10001 to 20000 are the highest income group which is 37.5%. While comparatively unique gym has highest number of respondents having income under 10001 to 20000 and it is 65%.

The classification of respondents on the basis of marital status

Table 4: The classification of respondents on the basis of marital status

Centres	Marital status		Total
	Married	Unmarried	
U.Gym	17 (85%)	3 (15%)	20 (100%)
Slim & S.	18 (90%)	2 (10%)	20 (100%)

Sliming C.	15 (75%)	5 (25%)	20 (100%)
J. con.	15 (75%)	5 (25%)	20 (100%)
Total	65 (81.25%)	15 (18.25%)	80 (100%)

(Sources: Field survey)

Table 2 shows that there is highest number of married respondents which are 81.25% and comparatively Slim and smile centre have a highest number of married respondents which is 90%.

Analysis of Respondents opinion

Respondents' opinion about charges of selected weight loss centre is affordable:

Table: 5 Respondents' opinion about charges of selected weight loss centre is affordable

Centres	Charges of centres are affordable			Total
	Agree	Disagree	Can't say	
U.Gym	17 (85%)	3 (15%)	0 (0%)	20 (100%)
Slim & S.	14 (70%)	6 (30%)	0 (0%)	20 (100%)
Sliming C.	11 (55%)	8 (40%)	1 (5%)	20 (100%)
J. con.	8 (40%)	12 (60%)	0 (0%)	20 (100%)
Total	50 (62.5%)	29 (36.25%)	1 (1.25%)	80 (100%)

(Sources: Field survey)

It can be cleared from above table 5 that the most of the respondents are agree with affordability of charges in centres and it is 62.5%, while comparatively respondents of unique gym are agree with it.

Testing of Hypothesis

Ho: There is no significance difference between respondents' opinion about charges of centres are affordable and their respective weight loss centres.

Result of chi-square test shows that,

$$X^2_c = 12.5$$

At 5% level of significance and 6 degree of freedom ,

$$X^2_t = 12.59\%$$

Here, $X^2_c < X^2_t$

So, H_0 is accepted and H_1 is rejected..

i.e., there is no significance difference between respondents' opinion about charges of centres are affordable and their respective weight loss centres.

Respondents' opinion about provide diet chart especially for them by selected weight loss centres:

Table: 6 Respondents' opinion about provide diet chart especially for them by selected weight loss centres

Centres	Provide diet chart			Total
	Agree	Disagree	Can't say	
U.Gym	9 (45%)	11 (55%)	0 (0%)	20 (100%)
Slim & S.	8 (40%)	12 (60%)	0 (0%)	20 (100%)
Sliming C.	12 (60%)	8 (40%)	0 (0%)	20 (100%)
J. con.	7 (35%)	12 (60%)	1 (1%)	20 (100%)
Total	36 (45%)	43 (53.75%)	1 (1.25%)	80 (100%)

(Sources: Field survey)

Table 6 shows that 53.75% respondents are disagree in accordance with providing diet charts in selected weight loss centres, while comparatively there is fluctuation in opinion of each centre.

Testing of Hypothesis

H_0 : There is no significant difference between respondents' opinion about centres provide diet chart especially for them and their respective weight loss centres.

Result of chi-square test shows that,

$$X^2_c = 5.59$$

At 5% level of significance and 6 degree of freedom,

$$X^2_t = 12.59\%$$

Here, $X^2_c < X^2_t$

So, H_0 is accepted and H_1 is rejected.

i.e., there is no significant difference between respondents' opinion about centres provide diet chart especially for them and their respective weight loss centres.

Respondents' opinion about maintaining reduced weight for long time:

Table: 7 Respondents' opinion about maintaining reduced weight for long time

Centres	Maintain reduced weight			Total
	Agree	Disagree	Can't say	
U.Gym	6 (30%)	11 (55%)	3 (15%)	20 (100%)
Slim & S.	14 (70%)	6 (30%)	0 (0%)	20 (100%)
Sliming C.	7 (35%)	10 (50%)	3 (15%)	20 (100%)
J. con.	7 (35%)	7 (35%)	6 (30%)	20 (100%)
Total	34 (42.5%)	34 (42.5%)	12 (15%)	80 (100%)

(Sources: Field survey)

It can be clear from the above table 7 that equal number of respondents are agree as well disagree about maintaining reduced weight for long term and comparatively 70% respondents of slim and smile centre are mostly agreed with it.

Testing of Hypothesis

H_0 : There is no significant difference between respondents' opinion about reducing weight can be maintained for long time and their respective weight loss centres.

Result of chi-square test shows that,

$$X^2_c = 12.78$$

At 5% level of significance and 6 degree of freedom,

$$X^2_t = 12.59\%$$

Here, $X^2_c > X^2_t$

So, H_0 is rejected and H_1 is accepted.

i.e., there is significant difference between respondents' opinion about reducing weight can be maintained for long time and their respective weight loss centres.

Finding of the study

- According to income group, respondents of rs. 10001 to 20000 are more in selected weight loss centres.
- According to age group, respondents of 31 to 45 are more in selected weight loss centres.
- Married respondents are more than unmarried respondents in selected weight loss centres.
- All respondents are concern about their selected weight loss centres.
- There is no significance difference between respondents' opinion about charges of centres are affordable and their respective weight loss centres.
- There is no significant difference between respondents' opinion about centres provide diet chart especially for them and their respective weight loss centres.
- There is significant difference between respondents' opinion about reducing weight can be maintained for long time and their respective weight loss centres.

Suggestion of the study

- Maximum respondents have suggested that charges should be reduced.
- Maximum respondents have suggested that over diet / poor diet should not be suggested.
- Maximum respondents have suggested that reasonable discount should be given on price of medicines if it is required for long time.

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GREEN MARKETING :THE NEED OF CURRENT SCENARIO

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Abstract

The paper examines meaning of Green Marketing, its objectives and need in today's age. It also shows Green marketing's history. Marketing mix and also its problems are included. As it is necessary for present situation, every business firm should employ this concept in their working. The product must be produced in such a way that it does not harm the environment. Green, environmental and eco-marketing are part of the new marketing approaches which do not just refocus, adjust or enhance existing marketing thinking and practice, but seek to challenge those approaches and provide a substantially different perspective.

Introduction

Green marketing is the marketing of products that are presumed to be environmentally preferable to others. Thus green marketing incorporates a broad range of activities, including product modification, changes to the production process, sustainable packaging, as well as modifying advertising. Yet defining green marketing is not a simple task where several meanings intersect and contradict each other; an example of this will be the existence of varying social, environmental and retail definitions attached to this term. Other similar terms used are **environmental marketing** and **ecological marketing**. In more detail green, environmental and eco-marketing belong to the group of approaches which seek to address the lack of fit between marketing as it is currently practiced and the ecological and social realities of the wider marketing environment.

What is Green Marketing?

According to the American Marketing Association, green marketing is the marketing of products that are presumed to be environmentally safe. Thus green marketing incorporates a broad range of activities, including product modification, changes to the production process, packaging changes, as well as modifying advertising.

Other similar terms used are Environmental Marketing and Ecological Marketing. Thus "Green Marketing" refers to holistic marketing concept wherein the production, marketing consumption and disposal of products and services happen in a manner that is less detrimental to the environment with growing awareness about the implications of global warming, non-biodegradable solid waste, harmful impact of pollutants etc., both marketers and consumers are becoming increasingly sensitive to the need for switch in to green products and services. While

the shift to "green" may appear to be expensive in the short term, it will definitely prove to be indispensable and advantageous, cost-wise too, in the long run.

Environmentally responsible or "green" marketing refers to the satisfaction of consumer needs, wants, and desires in conjunction with the preservation and conservation of the natural environment. Considered an oxymoron by many environmentalists (because it still promotes consumption, albeit so-called responsible consumption), green marketing manipulates the four elements of the marketing mix (product, price, promotion, and distribution) to sell products and services offering superior environmental benefits in the form of reduced waste, increased energy efficiency, and/or decreased release of toxic emissions. These benefits are frequently estimated using life-cycle analysis (LCA) studies, which measure the environmental impact of products over their entire life cycle—resource extraction, refining, manufacturing, transportation, use, and disposal

History

The term Green Marketing came into prominence in the late 1980s and early 1990s. The proceedings of this workshop resulted in one of the first books on green marketing entitled "Ecological Marketing".

The Corporate Social Responsibility (CSR) Reports started with the ice cream seller Ben & Jerry's where the financial report was supplemented by a greater view on the company's environmental impact. In 1987 a document prepared by the World Commission on Environment and Development defined sustainable development as meeting "the needs of the present without compromising the ability of future generations to meet their own need", this became known as the Brundtland Report and was another step towards widespread thinking on sustainability in everyday activity. Two tangible milestones for wave 1 of green marketing came in the form of published books, both of which were called Green Marketing. They were by Ken Peattie (1992) in the United Kingdom and by Jacquelyn Ottman (1993) in the United States of America.

According to Jacquelyn Ottman, (author of "The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding" (Greenleaf Publishing and Berrett-Koehler Publishers, February 2011) from an organizational standpoint, environmental considerations should be integrated into all aspects of marketing — new product development and communications and all points in between. The holistic nature of green also suggests that besides suppliers and retailers new stakeholders be enlisted, including educators, members of the community, regulators, and NGOs. Environmental issues should be balanced with primary customer needs.

The past decade has shown that harnessing consumer power to effect positive environmental change is far easier said than done. The so-called "green consumer" movements in the U.S. and other countries have struggled to reach critical mass and to remain in the forefront of shoppers' minds. While public opinion polls taken since the late 1980s have shown consistently that a significant percentage of consumers in the U.S. and elsewhere profess a strong willingness to favour environmentally conscious products and companies, consumers' efforts to do so in real life have remained sketchy at best. One of green marketing's challenges is the lack of standards

or public consensus about what constitutes "green," according to Joel Makower, a writer on green marketing. In essence, there is no definition of "how good is good enough" when it comes to a product or company making green marketing claims. This lack of consensus—by consumers, marketers, activists, regulators, and influential people—has slowed the growth of green products, says Makower, because companies are often reluctant to promote their green attributes, and consumers are often skeptical about claims.

Despite these challenges, green marketing has continued to gain adherents, particularly in light of growing global concern about climate change. This concern has led more companies to advertise their commitment to reduce their climate impacts, and the effect this is having on their products and services.

Reasons for adoption of Green Marketing

Growing interests among the consumers all over the world, regarding protection of environment which tends to establish a reciprocal relationship between man and environment. As a result, green marketing notion has been given a third dimension to man and environment relationship. It includes sustainability and socially responsible products and services, rendered for human being, living on this earth. That is why green marketing has been widely adopted by the firms would wide and the following are the reason for widely adoption of this conception. There are basically five reasons for which a marketer should go for to adoption of green marketing-

1. Opportunities or Competitive advantage
2. Corporate social responsibility (CSR)
3. Government pressure
4. Competitive pressure
5. Cost or Profit issues

GREEN PRODUCTS AND ITS CHARACTERISTICS

The products those are manufactured through green technology and that caused no environmental hazards are called green products. Promotion of green technology and green products is necessary for conservation of natural resources and sustainable development. We can define green products by following measures:

- Products those are originally grown,
- Products those are recyclable, reusable and biodegradable,
- Products with natural ingredients,
- Products containing recycled contents, non-toxic chemical,
- Products contents under approved chemical,
- Products that do not harm or pollute the environment,
- Products that will not be tested on animals,
- Products that have eco-friendly packaging i.e. reusable, refillable containers etc.

OBJECTIVES OF GREEN MARKETING

The Green Marketing is aimed at following objectives:

- ❖ Eliminate the concept of waste;
- ❖ Reinvent the concept of product;
- ❖ Make environmentalism profitable;
- ❖ Bringing out product modification;
- ❖ Changing in production processes;
- ❖ Packaging changes;
- ❖ Modifying advertising.

STRATEGIES TO BE EXECUTED FOR GREEN MARKETING

In order to expand the market of green products it requires some of strategies which can be conducive to boost up the market of the green products. Those strategies can be implemented as follows:

- 1. Product Differentiation:** it is a paramount need to make continuous efforts which can be helpful to differentiate then products and services using green marketing practices. There is a wide range of markets which includes retailing etc. The manufactures have used eco - performance to differentiate and to compete. It has been observed that the product with poor eco-performance can become target for new substitution, as a result of this many organization are products from the competitors.
- 2. Value positioning of consumer:** the organization can design environmental products to perform as promoting and delivering the customer's desired value of environmental products and target relevant customer market segment can be proved conducive to organization to differentiate.
- 3. Designing of bio-degrading prone packaging:** it has been observed that promotion of green products have been strongly influenced by the design making of the customers. Thus it indicates that bio-degradable packing will affect in a strong and moderate on their decision making. It is therefore, an imperative to the personnel's associated with green marketing should modify the product packaging by making use of recycle as well as handmade paper in packaging rather than using more mechanized material. The manufacturers, who are using plastic for packaging should meet some of requisite standard.
- 4. Product strategy for green marketing:** in order to promote marketing for green marketing it is an urgent need to identify customer's environmental necessities and develop the products accordingly. It includes more environmentally responsible packages which ensure that products meet or exceed the quality expectation of the consumers; so that the marketers may charge higher price with highlighting the eco-logical viability of the products.

5. **Distribution strategy of green marketing:** in this strategy of green marketing, it is very essential to take customer support. In this case, the location must be differentiated from the competitors. It can be achieved by promoting the in-store activities like recycling of materials to focusing the environmental and other related benefits.
6. **Life cycle analysis of green marketing:** Product brand is a vital aspect, which can help to formulate plans for green marketing. It is a best tool for performing life cycle analysis complex assessment which can make available the vital statistics on social, environmental and economic impact of products through the supply chain production process and after the purchase. Life cycle analysis can inform a brand requirement to go before it claims to be sustainable. The consumers do not expect perfection when it shapes to sustainability but they would like to see that brands make out the levels of probe, formulate a plan and in the executing process.

In addition, different commercialization programmes and incentives could be proved conducive to acquire new technologies introduced of citing the examples included fleet programme to cultivate strategic niche markets and by rendering services for financial services e.g. advanced vehicle tax credit proposal in case of vehicle purchase.

The green marketing mix

A model green marketing mix contains four "P's":

- **Product:** A producer should offer ecological products which not only must not contaminate the environment but should protect it and even liquidate existing environmental damages.
- **Price:** Prices for such products may be a little higher than conventional alternatives. But target groups like for example LOHAS are willing to pay extra for green products.
- **Place:** A distribution logistics is of crucial importance; main focus is on ecological packaging. Marketing local and seasonal products e.g. vegetables from regional farms is easier to be marketed "green" than products imported.
- **Promotion:** A communication with the market should put stress on environmental aspects, for example that the company possesses a CP certificate or is ISO 14000 certified. This may be publicized to improve a firm's image. Furthermore, the fact that a company spends expenditures on environmental protection should be advertised. Third, sponsoring the natural environment is also very important. And last but not least, ecological products will probably require special sales promotions.

Additional social marketing "P's" that are used in this process are:

- **Publics:** Effective Social Marketing knows its audience, and can appeal to multiple groups of people. "Public" is the external and internal groups involved in the program. External publics include the target audience, secondary audiences, policymakers, and gatekeepers, while the internal publics are those who are involved in some way with either approval or implementation of the program.

- **Partnership:** Most social change issues, including "green" initiatives, are too complex for one person or group to handle. Associating with other groups and initiatives to team up strengthens the chance of efficacy.
- **Policy:** Social marketing programs can do well in motivating individual behaviour change, but that is difficult to sustain unless the environment they're in supports that change for the long run. Often, policy change is needed, and media advocacy programs can be an effective complement to a social marketing program.
- **Purse Strings:** How much will this strategic effort cost? Who is funding the effort?

The level of greening—strategic, quasi-strategic, or tactical—dictates what activities should be undertaken by a company. Strategic greening in one area may or may not be leveraged effectively in others. A firm could make substantial changes in production processes but opt not to leverage them by positioning itself as an environmental leader. So although strategic greening is not necessarily strategically integrated into all marketing activities, it is nevertheless strategic in the product area.

	Tactical greening	Quasi-strategic greening	Strategic greening
Targeting	Ads mentioning green features are run in green-focused media.	A firm develops a green brand in addition to its other brands.	A firm launches a new Strategic Business Unit (SBU) aimed at the green market.
Green design	A firm switches from one raw material supplier to another with more eco-friendly processes.	Life-cycle analysis is incorporated into the eco-design process to minimize eco-harm.	E.g. FUJI XEROX develops its Green Wrap paper to be more eco-friendly from the ground up.
Green positioning	E.g. a mining company runs a Public Relations (PR) campaign to highlight its green aspects and practices.	E.g. British Petroleum (BP) AMOCO redesigns its logo to a sun-based emblem to reflect its view to a hydrogen/solar-based future of the energy industry.	E.g. the BODY SHOP pursues environmental and social change improvements and encourages its consumers to do so as well.
Green pricing	Cost-savings due to existing energy-efficiency features are highlighted for a product.	E.g. a water company switches its pricing policy from a flat monthly rate to a per-unit-of-water-used basis.	A company rents its products rather than selling; consumers now pay only for use of the product.
Green logistics	A firm changes to a more concentrated detergent, which.	Packaging minimization is incorporated as a part of a firm's manufacturing review process.	A reverse logistics system is put into place by FUJI XEROX to reprocess and remanufacture copiers.
Marketing waste	A firm improves the efficiency of its manufacturing process, which lowers its waste output.	E.g. TELSTRA (a phone company) has internal processes so that old telephone directories (waste) are collected and turned into cat litter products by other companies.	E.g. a Queensland sugarcane facility is rebuilt to be cogeneration based, using sugar-cane waste to power the operation.
Green promotion	An oil company runs a PR campaign to highlight its green practices in order to counter an oil spill getting bad press coverage.	A company sets a policy that realistic product eco-benefits should always be mentioned in promotional materials.	As a part of its philosophy the BODY SHOP co-promotes one or more social/eco campaigns each year with in-shop and promotional materials.
Green alliance	A company funds a competition (one-off basis) run by an environmental group to heighten community awareness on storm water quality issues.	E.g. SOUTHCORP (a wine producer) forms a long-term alliance with the Australian Conservation Foundation to help combat land-salinity issues.	A company invites a representative of an environmental group to join its board of directors.

EXAMPLES OF GREEN MARKETING IN INDIA

- 1. Digital Tickets by Indian Railways:** Recently IRCTC has allowed its customers to carry PNR no. of their E-Tickets on their laptop and mobiles. Customers do not need to carry the printed version of their ticket anymore.
- 2. No Polythene carry bags for free:** Forest & Environmental Ministry of India has ordered to retail outlets like BigBazar, More, Central, D-Mart etc that they could provide polythene carry bags to customers only if customers are ready for pay for it.
- 3. Green IT Project: State Bank of India:** By using eco and power friendly equipment in its 10,000 new ATMs, the banking giant has not only saved power costs and earned carbon credits, but also set the right example for others to follow. SBI is also entered into green service known as "Green Channel Counter". SBI is providing many services like; paper less banking, no deposit slip, no withdrawal form, no checks, no money transactions form all these transaction are done through SBI shopping & ATM cards. State Bank of India turns to wind energy to reduce emissions. The wind project is the first step in the State Bank of India's green banking program dedicated to the reduction of its carbon footprint and promotion of energy efficient processes, especially among the bank's clients.
- 4. Lead Free Paints from Kansai Nerolac:** Kansai Nerolac has worked on removing hazardous heavy metals from their paints. The hazardous heavy metals like lead, mercury, chromium, arsenic and antimony can have adverse effects on humans. Lead in paints especially poses danger to human health where it can cause damage to Central Nervous System, kidney and reproductive system. Children are more prone to lead poisoning leading to lower intelligence levels and memory loss.
- 5. Wipro's Green Machines:** Wipro Infotech was India's first company to launch environment friendly computer peripherals. For the Indian market, Wipro has launched a new range of desktops and laptops called Wipro Green ware. These products are RoHS (Restriction of Hazardous Substances) compliant thus reducing e-waste in the environment.
- 6. Phillips's "Marathon" CFL light bulb:** Philips Lighting's first shot at marketing a standalone compact fluorescent light (CFL) bulb was Earth Light, at \$15 each versus 75 cents for incandescent bulbs. The product had difficulty climbing out of its deep green niche. The company re-launched the product as "Marathon," underscoring its new "super long life" positioning and promise of saving \$26 in energy costs over its five-year lifetime. Finally, with the U.S. EPA's Energy Star label to add credibility as well as new sensitivity to rising utility costs and electricity shortages, sales climbed 12 percent in an otherwise flat market.

Importance of Green Marketing

- ❖ The main idea behind green marketing has been re-marketing of products that are already manufactured, which adhere to certain environmental guidelines. There has been a huge hue and cry from various environmental organizations about the damage caused to the planet by large scale production industries, and the inappropriate disposal methods they use. Having looked into these accusations, the government has imposed different agreements and guidelines on production units. Some business organizations have used it to their advantage, by openly campaigning for the cause, hence gaining the support of customers. However, some critics claim that this is just an advertising stunt to promote business, and that no real steps have been taken towards the cause.
- ❖ There is growing interest among the consumers all over the world regarding protection of environment. Worldwide evidence indicates people are concerned about the environment and are changing their behaviour. As a result of this, green marketing has emerged which speaks for growing market for sustainable and socially responsible products and services.

Need of Green Marketing

Advantages with the proliferation of environmental stories in the press and broadcast media, individuals (whether as a consumer or acting for a company), are more aware of their personal responsibility to try to make a difference. Appealing to this need can increase response rates to marketing executions and build brand loyalty.

- **Promote for the better to customer**
As marketing actors should give the best to customers, by making green marketing strategy. For the better to consumers could mean provide packaging that can support surrounding environment or it could be if we have a food product we can pay more attention to consumer health impacts. With more attention to that, we have given something better than other products and it can make we more stand out in front of the customer. As said by Carrie Walsh, Our customers are consumers who care about their personal health and planetary health.”
- **More attractive products with green**
Doing a green marketing makes you different from the others, and this is will make its own interest to your product. However, implementing green marketing is certainly not easy, for the first you must know sure fire steps that lead you to green marketing.

CHALLENGES IN GREEN MARKETING

1. Need for Standardization

It is found that only 5% of the marketing messages from “Green” campaigns are entirely true and there is a lack of standardization to authenticate these claims. There is no standardization to authenticate these claims. There is no standardization currently in place to certify a product as organic. Unless some regulatory bodies are involved in providing the certifications there will not be any verifiable means. A standard quality control board needs to be in place for such labelling and licensing.

2. New Concept

Indian literate and urban consumer is getting more aware about the merits of Green products. But it is still a new concept for the masses. The consumer needs to be educated and made aware of the environmental threats. The new green movements need to reach the masses and that will take a lot of time and effort. By India's ayurvedic heritage, Indian consumers do appreciate the importance of using natural and herbal beauty products. Indian consumer is exposed to healthy living lifestyles such as yoga and natural food consumption. In those aspects the consumer is already aware and will be inclined to accept the green products.

3. Patience and Perseverance

The investors and corporate need to view the environment as a major long-term investment opportunity, the marketers need to look at the long-term benefits from this new green movement. It will require a lot of patience and no immediate results. Since it is a new concept and idea, it will have its own acceptance period.

4. Avoiding Green Myopia

The first rule of green marketing is focusing on customer benefits i.e. the primary reason why consumers buy certain products in the first place. Do this right, and motivate consumers to switch brands or even pay a premium for the greener alternative. It is not going to help if a product is developed which is absolutely green in various aspects but does not pass the customer satisfaction criteria. This will lead to green myopia. Also if the green products are priced very high then again it will lose its market acceptability.

Conclusion

The green marketing is the marketing of product that are presumed to be environmentally safe. Therefore, it become very essential to understand the dualism between green marketing and the growing price of the green product, so that the green product can be within the reach of the consumers of different hierarchy. Green Marketing is posing some of challenges which require innovative technology so that the ‘green products’ can fetch wider market at domestic and international levels. It require a periodic review of the ‘green product’, so that the products may become ‘**ecological viable**’ as well as ‘**economical viable**’ for the consumers, especially belong to middle and low income groups. Finally, consumers, industrial buyers and supplier need to pressurize effects on minimize the negative effect on the environment-friendly. Green marketing

assumes even more importance and relevance in developing countries like India. It is getting more importance day by day.

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A STUDY ON KINDER GARTEN IN BAVARIA STATE GERMANY

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INTRODUCTION

A **kindergarten** ([German](#) (German pronunciation: *[ˈkɪndɐˌɡaːrtn]*), literally **children's garden** combining the German word for children (Kinder) and garden(garten) is a [preschool educational](#) approach traditionally based on playing, singing, practical activities such as drawing, and social interaction as part of the transition from [home](#) to [school](#). The first such institutions were created in the late eighteenth century in [Bavaria](#) and [Strasbourg](#) to serve children both of whose parents worked out of the home.

The term kindergarten was coined by [Friedrich Fröbel](#), whose approach greatly influenced early-years education around the world. The term is used in many countries to describe a variety of educational institutions for children ranging from two to seven years of age, based on a variety of teaching methods.

AIMS AND OBJECTIVES

1. To study the system of Kinder Garten in Bavaria.
2. To study whether there is any difference in the system of Kinder Garten in Bavaria than India.

MATERIALS AND METHOD

The researcher has visited various Kinder Gartens in the state of Bavaria and had a face to face interview with the Rectorines(Head of the Kinder Garten) and staff members. Apart from this the researcher had collected data on the same through a questionnaire which was filled by the staff members.

What is the age limit to get enrolled in Kindergarten?

Children between the ages of 3 and 6 attend Kindergärten, which are not part of the school system.

How do the children get accustomed with the new environment in the Kindergarten?

The parents are allowed to visit the kindergarten along with the child and to spend sometime in the actual class room situation prior to the admission to kindergarten. The environment provided to the child is very conducive and delight.

How do the teachers distribute the children in to different class/ section?

According to the total strength children are divided in to different groups .As it is a child centered education children have complete freedom to join any group according to their fascination towards the teacher or classmates.

What is the teacher –student ratio in a kindergarten?

In Germany maximum 25 children can be enrolled in a group /classroom. There will be a main qualified teacher supported by a qualified assistant teacher and a helper. Apart from these there can be one or two teacher trainees who have come from different training schools to get experience in this field as a part of their practicum.

What is the the medium of instruction?

The medium of instruction is mothertongue.

How many hours a day a child stay back in the institution?

Children start coming to school at 7.30 a.m and disperse at 12.00 noon. The duration can be extended up to 5 pm as per the demand of the parents.

What is the daily routine in a kindergarten ?

The arrival of the children starts at 7.30am and they go to their respective classes. The teacher greets the children and the children greet each other. Thus the day begin with greeting each other. The teacher tells the children about the name of that particular day and the speciality of the day if anything falls followed by the date and month. Each class room has got sufficient furniture and play things.

Children play together in the group. They will have breakfast which brought from their own home together with the concerned teachers in their respective classes. 5-6 children sit around a table and have their breakfast. All children are trained from home how to eat and so without much difficulty they manage themselves to eat. The teachers also take care and guide the children to eat if it is needed. Thereafter the children clean up the table together with the teachers. Now children are free to play , draw, or to construct anything with the provided materials. The teachers observe them ,sit with them and guide them. The classroom atmosphere is very congenial and students move in the classroom freely. There is no strict rules and regulations or punishment on children. They fly in the classroom like butterflies. During this time if any child wishes to learn reading ,writing or arithmetic can be done with or without the help of a teacher. Then the children will have lunch which is prepared in the kindergarten kitchen by an appointed person. After the lunch children will pack their own baggage and keep ready in the special room which is allotted to keep their bags ,sweaters etc. And they will be taken to the open environment along with their teachers. Teachers teach them about the nature and sometimes they play over there. When they come back from the field their parents will be picking them up back to home. They wish a good day to each other .Thus the class hours ends.

How many faculty members are required in a class room?

One main trained teacher ,a trained assistant teacher and a helper in each classroom. Apart from this in most of the kindergarten they will have teacher trainees from different Montessori training schools.

What is the eligibility to become a Montessori school teacher?

A candidate who wishes to become a main teacher has to undergo five years training among that three years theory and two years practicum. Whereas a candidate who wishes to be assistant teacher needs two years training which includes theory and practicum.

What is the intake in a kindergarten per year?

They are often run by city or town administrations, churches, or registered societies. The intake depends on the size and facilities of the institution and it is decided by the concerned authority. However may be the maximum number of children in a classroom is 25. In case any child who applied for the admission is left out due to full enrolment in such situation the parents can complain in the concerned Panchayat and it forward the same to the authority concerned and the child will be paid the whole amount that he was supposed to be spent for his education by the govt. Because such students should be given three years kindergarten education at home by a special tutor.

Is kindergarten run along with the actual school?

No, kindergarten is totally separated from the real school.

Do the children pay fees to learn?

Yes, each child has to pay fees like 60 to 90 Euro per month. It varies on the hours a child stays in the institution as some students stayback after school hours according to the demand of their parents. Apart from this they have to pay fees for lunch and drinking water.

Does the govt. give any financial aid to children?

As Germany is a country that pays ample significance to its citizens specially the children and the youth the government pays much attention for the welfare of the same. Attending a Kindergarten is neither mandatory nor free of charge, but can be partly or wholly funded, depending on the local authority and the income of the parents.

Is there a system of formal evaluation in kindergarten?

Definitely there is no system of formal evaluation . But the teachers observe the children thoroughly and sense the serious weakness (if anything appears) of a child and inform the parents and guide them to give various therapy by the experts to the child to overcome the same. And also each and every activity or the

works like drawing, writing, painting etc are filed and kept as a document for each child separately. This record will be shown to parents in order to inform the status of the child in the classroom. As these files are kept confidential record it can be shown to any one only with the permission of the concerned child and will be shown by the same child only.

What Are the Duties of a Kindergarten Teacher?

Instruction

The primary duty of a kindergarten teacher is, of course, to teach. While kindergarten teachers do provide direct instruction in certain instances, there isn't a whole lot of lecture at the kindergarten level. Rather, kindergarten teachers give pupils directions and then supervise them as they engage in projects as groups or individuals. While instructing or facilitating, a teacher must observe young students closely to ensure that they understand the material, and re-teach them when necessary.

Developing Curriculum

At this stage of development, it is not only important that students begin to grasp the very basic elements of reading, writing and mathematics, but also begin to develop an appreciation for art and music. Just as importantly, kindergarten pupils should be developing social skills, and it is the responsibility of the teacher to provide frequent play within the curriculum. While kindergarten teachers usually have state or federal standards to which they must teach, they are usually responsible for developing the specifics of their own curriculum. Developing curriculum entails not only work outside the school day, but also consultation with administrators and other teachers, as well as continuing education.

Maintaining Safety and Health

Because kindergarten students are generally 5 or 6 years old, they require constant monitoring to ensure that they are not engaging in unsafe behavior. In addition to providing physical safety, kindergarten teachers must maintain a warm and welcoming environment in which young children feel emotionally safe. As a result, kindergarten teachers must have deep reserves of patience and kindness upon which they can draw. Kindergarten teachers also have a responsibility to help their students begin thinking about their well-being by providing healthy choices at snack time and at lunch.

Correcting Assignments

While most kindergarten students are not assigned homework and the amount of work that a kindergarten teacher must correct is much less than teachers in the higher grades, it is still significant. Correcting or assessing students' work is integral to monitoring their academic progress, which is a crucial activity for teachers at all levels. Because kindergarten teachers are primarily responsible for the safety of children during the school day and must always be watchful, they also have less time to correct assignments during the school day and must often correct assignments outside school hours.

Communicating With Parents

As with other teachers, kindergarten teachers have a responsibility to communicate with the parents of their students, and this goes beyond a quarterly progress report. Kindergarten teachers should contact parents directly, either by phone, mail or email, whenever there is a problem or concern. However, many kindergarten teachers have begun to keep parents more directly in the loop by initiating periodic mailings or constructing websites that let parents know what their children are learning in school.

Are the children taught hygiene and cleanliness in the class room?

The hygiene and health are already implanted in every child by their parents at home. They use lot of papers for their class activities but no child will litter a piece of paper to make the classroom dirty. They all use the dustbin properly. In the same way each child knows how to use the toilet and to leave it neat and clean. Their beginning days in the kindergarten teachers follow them when they use the toilet and make sure the child is able to manage alone or not. . In case if there is anyone who do not know how to use the toilet ,such children will be instructed by the teacher. Therefore the classroom, toilet and the campus always remain neat and tidy. They follow the same thing although their life and maintain the nation healthy.

How do the teachers foster social values in children?

They learn respecting others by greeting them. Children always work in different groups and there they learn the value of give and take, co-operation, helping nature ,adjustment,self - controletc. Children learn to protect the public property by keeping

things in order and neat and clean and it is very much visible among all citizens of Germany.

CONCLUSION

Kinder Garten education helps in cognitive development of children at the early grades of primary education and it has strong bearing on attendance and participation of children once they enter primary school. Kinder Garten education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promoting the all round development of the children (Ramachandran et al., 2003). Children who have been to pre-primary school tend to learn more rapidly through an organised curriculum, learning aids and by interacting with other children. The main purpose of pre-primary education is to prepare children physically, emotionally, socially and mentally for formal schooling. Through various play children learn language skill, better social skills, more empathy, more imagination self-control and higher levels of thinking. Thus it can be concluded that kindergarten education is very essential for all children of 3-6 years old.

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Multiple Intelligence of the Students of Standard VIII

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Abstract

We all as the creation of God differ in various ways. Once when we realize that people have very different kinds of minds, different kinds of strengths and still we treat them in the same way is actually the most unfair education. Multiple intelligences theory allows students to realize their own strengths in learning and gives teachers opportunity to understand the dynamics of the classroom. In present study, the multiple intelligences, their correlation with each other and effect of gender and area on them are studied. 8th standard school students of Gujarati medium schools of the Siddhpur Taluka were the population of the study. About 114 students were selected by stratified cluster method. Self-made multiple intelligence test containing 35 items evaluating each item on five point rating scale was used. By survey method data was collected and analyzed by inferential statistics. The findings shows students are not having high mathematical, logical-mathematical and intrapersonal intelligence compared to linguistic, musical, spatial and interpersonal intelligences. The students of rural area are having linguistic, logical-mathematical and spatial intelligences higher than that of the urban students. The girl students are having higher spatial intelligence than that of the boy students. Teachers and parents should provide proper environment, guidance and motivation according to the multiple intelligences of the student and cater the diversity of the students.

Key Word: Multiple Intelligence

Introduction

Doctrine of teaching says that the teacher must consider the individuality of the students while teaching. If we all had exactly the same kind of mind and there was only one kind of intelligence, then we could teach everybody the same thing in the same way and assess them in the same way and that would be fair. But once we realize that people have very different kinds of

minds, different kinds of strengths i.e. some people are good in thinking spatially, some in thinking language, others are very logical, other people need to be hands on and explore actively and try things out then education, which treat everybody the same way, is actually the most unfair education.

Dr. Howard Gardner, a psychologist and professor of neuroscience from Harvard University, developed the theory of Multiple Intelligences (MI) in 1983. The idea of multiple intelligences comes out of psychology. It's a theory that was developed to document the fact that human beings have very different kinds of intellectual strengths and that these strengths are most important in how kids learn and how people represent things in their minds and then how people use them in order to show what it is that they've understood.

Rational of the Study

Multiple intelligences theory allows students to realize their own strengths in learning and gives teachers opportunity to understand the dynamics of the classroom. Gardner's theory of multiple intelligences involves the use of these intelligences in student learning to emphasize their strengths and aid success. It emphasizes on the encouragement of students to use their talents and strengths to learn and interact with the content.

- Present study would be useful for teacher in knowing the individual differences as per their students' multiple intelligences.
- Teachers can arrange the educational activities as per these differences.
- The teachers would have guidance regarding the learners' multiple intelligence that may provide the profound perception of their students' diverse needs.

In present study, the multiple intelligences, their correlation with each other and effect of gender and area on multiple intelligences of the students is studied.

Explanations of the Important Terms

Multiple Intelligences: The theory of multiple intelligences offers seven different types of intelligences. They are (1) **Verbal / Linguistic Intelligence:** The ability to use language effectively both orally and in writing. (2) **Logical/Mathematical Intelligence:** The ability to use numbers effectively and reason well. (3) **Visual/Spatial Intelligence:** The ability to recognise form, space, colour, line, shape and graphically represent visual and spatial ideas. (4) **Bodily/Kinesthetic Intelligence:** The ability to use the

body to express ideas, feelings and to solve problems. (5) **Musical Intelligence**: The ability to recognise rhythm, pitch and melody. (6) **Interpersonal Intelligence**: The ability to understand another person's feelings, motivations, and intentions and to respond effectively. (7) **Intrapersonal Intelligence**: The ability to know about and understand oneself and recognise one's similarities to and differences from others.

In present study, multiple intelligence means the score achieved by the students on the self made multiple intelligence test that contains the seven types of multiple intelligence i.e. linguistic, logico - mathematical, musical, bodily-kinesthetic, spatial, inter-personal and intrapersonal intelligence.

Objectives of the Study

Objectives of the study are as following.

- To study the multiple intelligence of the students.
- To study the correlation between the various types of multiple intelligences.
- To study the multiple intelligence of the students with reference to the gender of the students.
- To study the multiple intelligence of the students with reference to the area of the students.

Hypotheses of the study

Hypotheses of the study will be as following.

1. There will be no significant correlation between the various types of multiple intelligences.
2. There will be no significant mean difference between the scores achieved by the boys and girls on the multiple intelligence test.
3. There will be no significant mean difference between the scores achieved by the students of urban and rural area on the multiple intelligence test.

Variables of the Study

Table 1 shows the variables, of the present study.

Table 1
Variables of the Study

No.	Variables	Types of Variables	Name of the Levels	Tool Used for Measurement
1	Gender	Independent Variable	1. Boy 2. Girl	Primary Information
2	Area	Independent Variable	1. Rural 2. Urban	Primary Information
3	Multiple Intelligence	Dependent Variable	--	Multiple Intelligence Test

Table 1 clarifies each variable and the tool used for its measurement

Delimitations of the Study

The delimitations of the present study were as follows.

- The present study was limited to the students of 8th standard of Gujarati medium schools of Siddhpur Taluka of North Gujarat region.
- Multiple intelligence test items measures only the seven types of multiple intelligence i.e. linguistic, logico - mathematical, musical, bodily-kinesthetic, spatial, inter-personal and intrapersonal intelligence. So, it will be the limitation of the study.

Limitation of the Study

The limitations of the present study were as follows.

- The multiple intelligence is self made.
- The sample of 114 students was selected by stratified cluster sampling method.

Area of the Study

Present study was related to the field of 'educational Psychology' as well as to the field of 'Educational Measurement'.

Type of the Study

Present study was an applied research as well as quantitative study as the developed educational theories of psychology will be applied and the data was analysed statistically.

Population and Sample of the Study

8th standard school students of Gujarati medium schools of the Siddhpur Taluka of North Gujarat region were the population of the study.

In present study, about 114 students were selected. For sample selection stratified cluster method was used. The 67 students were from the rural area and 47 students were from urban area.

Tools of the Study

The investigator used the Self-made multiple intelligence test. The test was containing 35 items evaluating each item on five point rating scale. The scale measures seven types of multiple intelligence i.e. linguistic, logical - mathematical, musical, bodily-kinesthetic, spatial, inter-personal and intrapersonal intelligence.

Research Methodology

Present study was a survey type.

Statistical Technique and Analysis of the Data

The data was analyzed by presenting inferential statistics, correlation 'r' and its significance and also by 't' test. Table 2 resents the statistics of the multiple intelligence of the students.

Table 2

Statistics of The Multiple Intelligence of The Students

Statistics	Linguistic	Logical- Mathematical	Musical	Bodily- Kinesthetic	Spatial- Visual	Inter- personal	Intra- personal
Max	25	25	25	25	25	25	22
Min	7	10	8	7	5	8	8
N	114	114	114	114	114	114	114
Average	16.31	18.05	17.53	18.54	18.83	18.76	13.85

Median	17	18	18	18	20	19	14
SD	3.51	3.45	3.73	3.76	4.81	3.79	2.90
Mode	18.39	17.89	18.95	16.91	22.33	19.47	14.30
Q1	14	15	16	16	15.25	16	12
Q3	19	20	20	21	23	22	15
Q	2.5	2.5	2	2.5	3.875	3	1.5
P10	12	13.3	12.3	15	12	14	10.3
P90	20	22.7	21.7	23	24	23	18
Skew	-0.13	0.00	-0.11	0.13	-0.17	-0.06	0.02
Sk CR	-2.57	0.00	-2.19	2.57	-3.43	-1.14	0.40
Kurt	0.31	0.27	0.21	0.31	0.32	0.33	0.19
Kurt CR	1.89	0.11	-1.94	1.89	2.30	2.70	-2.63

From the above table it is clear that the maximum score in all the type of intelligences are 25 except in intrapersonal it is 22. The minimum score is in spatial intelligence and it is 05. The values of average ranges from 13.85 to 18.83. The skewness of the frequency distribution ranges from 0.13 to -0.17. The three distributions are positively skewed while the other distributions are negatively skewed. It means the students are not having high mathematical, logical-mathematical and intrapersonal intelligence compared to linguistic, musical, spatial and interpersonal intelligences.

The kurtosis of distribution ranges from 0.19 to 0.31 which shows that distributions of linguistic, logical-mathematical, bodily-kinesthetic, spatial and interpersonal intelligences have thinner peak around the mean and wider tails. It means they are leptokurtosis. The rest type of intelligences i.e. musical and intrapersonal intelligences are having has a lower, wider peak around the mean and thinner tails means platykurtosis.

To study the correlation between the various types of multiple intelligences, correlation 'r' was calculated. Table 3 presents the calculated 'r' values between various types of intelligences and their significant level.

Table 3

'r' Values between Various Types of Intelligences and Their Significance Level

Type of Intelligence	Linguistic	Logical-Mathematical	Musical	Bodily-Kinesthetic	Spatial-Visual	Interpersonal	Intrapersonal
Linguistic	1.00	0.52**	0.26**	0.52**	0.59**	0.46**	0.46**
Logical-Mathematical	0.52**	1.00	0.10	0.24**	0.48**	0.38**	0.24**
Musical	0.26**	0.10	1.00	0.27**	0.34**	0.40**	0.32**
Bodily-Kinesthetic	0.52**	0.24**	0.27**	1.00	0.63**	0.49**	0.16
Spatial-Visual	0.59**	0.48**	0.34**	0.63**	1.00	0.56**	0.40**
Interpersonal	0.46**	0.38**	0.40**	0.49**	0.56**	1.00	0.22*
Intrapersonal	0.46**	0.24**	0.32**	0.16	0.40**	0.22*	1.00

** means significant at 0.01 level

* means significant at 0.05 level

The table 3 shows that the correlations of linguistic intelligence with other intelligences are significant at 0.01 level. The minimum correlation value is 0.26 (between linguistic and musical intelligence) and the maximum correlation value is 0.59 (between linguistic and spatial intelligence). The correlations of logical-mathematical intelligence with other intelligences are significant at 0.01 level except with musical intelligence it is non significant. The minimum correlation value is 0.10 (between logical-mathematical and musical intelligence) and the maximum correlation value is 0.52 (between logical-mathematical and linguistic intelligence). The table 3 shows that the correlations of musical intelligence with other intelligences are significant at 0.01 level except with logical-mathematical it is non significant. The minimum correlation value is 0.10 (between logical-mathematical and musical intelligence) and the maximum correlation value is 0.40 (between musical and interpersonal intelligence). The correlations of bodily kinesthetic intelligence with other intelligences are significant at 0.01 level except with intrapersonal it is non significant. The minimum correlation value is 0.16 (between bodily kinesthetic and intrapersonal intelligence) and the maximum correlation value is 0.63 (between bodily kinesthetic and spatial-visual intelligence). The correlations of spatial-visual intelligence with other intelligences are significant at 0.01 level. The minimum correlation value is 0.34 (between

spatial-visual and musical intelligence) and the maximum correlation value is 0.63 (between bodily kinesthetic and spatial-visual intelligence). The correlations of interpersonal intelligence with other intelligences are significant at 0.01 level. The minimum correlation value is 0.22 (between interpersonal and intrapersonal intelligence) and the maximum correlation value is 0.56 (between interpersonal and spatial-visual intelligence). The correlations of intrapersonal intelligence with other intelligences are significant at 0.01 or at 0.05 level except with bodily kinesthetic it is non significant. The minimum correlation value is 0.16 (between bodily kinesthetic and intrapersonal intelligence) and the maximum correlation value is 0.46 (between intrapersonal and linguistic intelligence).

To investigate the effect of area on the multiple intelligence of the students 't' test was applied. Table 4 presents the t value according to the area of residence of the students and multiple intelligence.

Table 4
't' values according to Area and Type of Intelligence

Type of Intelligence	Group	N	Mean	SD	SED	't' value	Level of Significance
Linguistic	Urban	47	15.02	4.02	0.68	3.23	0.01
	Rural	67	17.21	2.79			
Logical-Mathematical	Urban	47	17.06	3.53	0.65	2.60	0.01
	Rural	67	18.75	3.24			
Musical	Urban	47	17.81	3.67	0.71	0.68	N.S.
	Rural	67	17.33	3.78			
Bodily-Kinesthetic	Urban	47	17.96	4.40	0.75	1.33	N.S.
	Rural	67	18.96	3.22			
Spatial-Visual	Urban	47	17.09	5.32	0.92	3.23	0.01
	Rural	67	20.06	4.02			
Interpersonal	Urban	47	18.66	3.91	0.73	0.25	N.S.
	Rural	67	18.84	3.74			

Intrapersonal	Urban	47	14.09	2.87	0.55	0.73	N.S.
	Rural	67	13.69	2.93			

From table 2 it is clear that the area is not affecting variable on the musical, bodily – kinesthetic, interpersonal and intrapersonal intelligence. But it is affecting variable on the linguistic, logical-mathematical and spatial intelligences. The students of rural area are having all the three i.e. linguistic, logical-mathematical and spatial intelligences higher than that of the urban students.

To investigate the effect of gender on the multiple intelligence of the students ‘t’ test was applied. Table 5 presents the t value according to the gender of the students and multiple intelligence.

Table 5

‘t’ values according to Gender and Type of Intelligence

TYPE OF INTELLIGENCE	Gender	N	Mean	SD	SED	‘t’ value	Level of Significance
Linguistic	Boy	60	15.98	4.11	0.64	1.07	N.S.
	Girl	54	16.67	2.69			
Logical-Mathematical	Boy	60	17.80	3.78	0.64	0.83	N.S.
	Girl	54	18.33	3.05			
Musical	Boy	60	18.03	3.58	0.70	1.54	N.S.
	Girl	54	16.96	3.83			
Bodily-Kinesthetic	Boy	60	18.53	4.40	0.69	0.04	N.S.
	Girl	54	18.56	2.94			
Spatial-Visual	Boy	60	17.78	5.57	0.86	2.57	0.05
	Girl	54	20.00	3.50			
Interpersonal	Boy	60	18.48	3.70	0.71	0.83	N.S.
	Girl	54	19.07	3.90			
Intrapersonal	Boy	60	13.48	2.86	0.54	1.44	N.S.

	Girl	54	14.26	2.92			
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From table 5 it is clear that the gender is not affecting variable on the linguistic, logical-mathematical, musical, bodily – kinesthetic, interpersonal and intrapersonal intelligence. But it is affecting variable on the spatial intelligence. The girl students are having higher spatial intelligence than that of the boy students.

Findings of the Study

The findings of the study are as follows.

- Students are not having high mathematical, logical-mathematical and intrapersonal intelligence compared to linguistic, musical, spatial and interpersonal intelligences.
- The linguistic intelligence is highly correlated with the other type of intelligences.
- The logical-mathematical intelligence is significantly correlated with the other type of intelligences except with musical intelligence.
- The musical intelligence is significantly correlated with the other type of intelligences except with logical-mathematical.
- The bodily kinesthetic intelligence is significantly correlated with the other type of intelligences except with intrapersonal.
- The spatial-visual intelligence is significantly correlated with the other intelligences.
- The interpersonal intelligence is significantly correlated with the other intelligences.
- The correlation is significantly correlated with the other intelligences except with bodily kinesthetic.
- The area is not affecting variable on the musical, bodily – kinesthetic, interpersonal and intrapersonal intelligence. However, it is affecting variable on the linguistic, logical-mathematical and spatial intelligences.
- The students of rural area are having linguistic, logical-mathematical and spatial intelligences higher than that of the urban students.
- The gender is not affecting variable on the linguistic, logical-mathematical, musical, bodily – kinesthetic, interpersonal and intrapersonal intelligence. However, it is affecting variable on the spatial intelligence.
- The girl students are having higher spatial intelligence than that of the boy students.

Implications of the Study

On the bases of the findings of present study, the following implications can be derived.

- Teachers and parents should provide proper environment for the development of linguistic, musical, spatial and interpersonal intelligences.
- Teachers of urban areas should try to provide proper environment, guidance and motivation to develop linguistic, logical-mathematical and spatial intelligences.
- The teachers and caretakers should provide the boy students more guidance and attendance to develop spatial intelligence.

In a Nut Shell

The teacher must have the pluralistic view of teaching by recognizing that the every individual is having different cognitive strengths. The teacher must understand this and try to motivate the learning among students on the bases of these strengths. By using the model of multiple intelligence teacher can accommodate all students' ways of learning and diversify their experience.

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સારાંશ

પ્રસ્તુત સંશોધનનો મુખ્ય હેતુ પ્રાથમિક શાળાઓમાં ચાલતા “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંગે સર્વેક્ષણ કરવાનો હતો. જે અંતર્ગત આચાર્યો અને શિક્ષકોના “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંગે અભિપ્રાયો મેળવવામાં આવ્યા હતા. જેમાં ૩૦ પ્રાથમિક શાળાના ૩૦ આચાર્યો, ૬૫ શિક્ષકો અને ૩૦૦ વિદ્યાર્થીઓનો સમાવેશ કર્યો હતો. જેમાં ઉપકરણ તરીકે આચાર્યો માટે સાક્ષ્યપત્રક અને શિક્ષકો માટે અભિપ્રાયાવલિનો ઉપયોગ કરવામાં આવ્યો હતો. પ્રાપ્ત માહિતીનું સંખ્યાત્મક અને ગુણાત્મક રીતે પૃથક્કરણ કરવામાં આવ્યું હતું. પ્રાપ્ત તારણો પરથી કહી શકાય કે,

વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાનની હાલની સ્થિતિ પ્રમાણમાં સારી છે. અભિયાનમાં આચાર્યો, શિક્ષકો અને વિદ્યાર્થીઓને નડતી સમસ્યાઓ દૂર કરી વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાનને ગુણવત્તાસભર બનાવવા માટે સરકાર તરફથી વાલી-સંપર્ક, લોકભાગીદારી, જન જાગૃતિ જરૂરી, સમયનું આયોજન વગેરે જેવા પગલાઓ હાથ ધરવા ખૂબ જ જરૂરી છે.

ચાવીરૂપ શબ્દો: વાંચન, લેખન, ગણન, ગુણવત્તા, અભિવૃદ્ધિ, અભિયાન, સર્વેક્ષણ વગેરે.

પ્રસ્તાવના

શિક્ષણ એ આજીવન ચાલતી પ્રક્રિયા છે. શિક્ષણ એ માણસને સાચા અર્થમાં માનવ બનાવતું શાસ્ત્ર છે. શિક્ષણનું એક માત્ર ધ્યેય બાળકને વાંચતા, લખતા કરવાનું નથી. પરંતુ તેનાથી તેનામાં માનવતા, બંધુતા જેવા વિશિષ્ટ ગુણો વિકસાવી જીવન જીવવાની કળાનાં આવશ્યક કૌશલ્યો ખીલવી, સમાજનો ઉત્તમ નાગરિક બનાવે તે મુજબના ગુણોનું સિંચન કરવાનું છે. એટલા માટે જીસીઈઆરટી (ગુજરાત રાજ્ય શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ) એ “વાંચન-લેખન-ગણન અભિવૃદ્ધિ અભિયાન” સ્વીકાર્યું અને પ્રથમ તબક્કામાં જુનાગઢ, પોરબંદર, ગાંધીનગર, ભાવનગરનો વલ્લભીપુર તાલુકો અને ગઢડા તાલુકો તથા વડોદરા શહેર વિસ્તારની તમામ શાળાઓમાં આ જનઆંદોલન શરૂ થયું હતું. બીજો તબક્કો ૧-૧-૨૦૦૪થી વાંચન-લેખન-ગણન અભિવૃદ્ધિ અભિયાન રાજ્યના અન્ય જિલ્લાઓમાં શરૂ થયું. આ અભિયાન શૈક્ષણિક વર્ષ ૨૦૦૩-૦૪ માં ધોરણ ૩ થી ૭માં વાંચન-લેખન-ગણનમાં કચાશ ધરાવતા બાળકો માટે રાજ્યવ્યાપી અભિયાન મૂકવામાં આવ્યું હતું. જેનાથી આપણે સૌ વાકેફ છીએ.

વાંચન-લેખન-ગણન અભિવૃદ્ધિ અભિયાનનો ઉદ્દેશ ધોરણ-૩ થી ૭નાં તમામ બાળકો, ભાષા અને ગણિત જેવા મુખ્ય વિષયોમાં સક્ષમ બને તે છે. ભાષા અને ગણિત જેવા વિષયોની બાળકોની કચાશ દૂર થાય તે માટેનું આ અભિયાન છે. આ અભિયાન માટે જીસીઈઆરટી ના માર્ગદર્શન હેઠળ ધોરણ-૩ થી ૭ના બે વિષયો માટેનું તાલીમ સાહિત્ય મોડ્યુલ સ્વરૂપે તૈયાર કરવામાં આવ્યું.

વાંચન-લેખન-ગણન અભિવૃદ્ધિ અભિયાન શા માટે? આ અભિયાન ધોરણ ૩ થી ૭નાં બાળકોની ભાષા સજ્જતા અને ગણિતીક કૌશલ્યોના વિકાસ માટે અમલી બનાવવામાં આવ્યું હતું. જીસીઈઆરટીના સંશોધનો દ્વારા જાણવા મળ્યું હતું કે, જે તે ધોરણ અને વિષયોની શૈક્ષણિક સિદ્ધિના આંકડા જોતા ભાષા અને ગણિત જેવા વિષયોમાં તેમની સરેરાશ સિદ્ધિ ઘણી ઓછી જોવા મળી. આ બાળકોની શૈક્ષણિક સિદ્ધિ ઉંચી આવે તે માટે આ અભિયાનની આવશ્યકતા અને જરૂરિયાત ઘણી છે. જેથી આ અભિયાનને રાજ્યની દરેક શાળાઓમાં અમલી બનાવવામાં આવ્યું.

સંશોધનના હેતુઓ

પ્રસ્તુત સંશોધનના હેતુઓ નીચે પ્રમાણે છે.

૧. પ્રાથમિક શાળાઓમાં “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંતર્ગત ચાલતી પ્રવૃત્તિઓનો અભ્યાસ કરવો.
૨. પ્રાથમિક શાળાઓમાં “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંગેના આચાર્યોના અભિપ્રાયો જાણવા.
૩. પ્રાથમિક શાળાઓમાં “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંગેના શિક્ષકોના અભિપ્રાયો જાણવા.

સંશોધનના પ્રશ્નો

ઉપરોક્ત હેતુઓને ધ્યાનમાં રાખીને નીચે મુજબ પ્રશ્નોની રચના કરવામાં આવી છે.

૧. પ્રાથમિક શાળાઓમાં “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” હેઠળ કઈ-કઈ પ્રવૃત્તિઓ કરાવવામાં આવે છે?

૨. પ્રાથમિક શાળાઓમાં “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંગે આચાર્યો કયા અભિપ્રાયો ધરાવે છે?
૩. પ્રાથમિક શાળાઓમાં “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” અંગે શિક્ષકો કયા અભિપ્રાયો ધરાવે છે?

વ્યાપવિશ્વ

પ્રસ્તુત સંશોધનના વ્યાપવિશ્વમાં ઓલપાડ તાલુકામાં આવેલી તમામ ૧૨૨ પ્રાથમિક શાળાઓનો સમાવેશ કરવામાં આવ્યો હતો.

નમૂના પસંદગી

પ્રસ્તુત સંશોધનમાં ઓલપાડ તાલુકાની પ્રાથમિક શાળાઓ પૈકી યાદચ્છિક રીતે પસંદ કરેલ ૩૦ શાળાઓનો સમાવેશ કરવામાં આવ્યો છે. જેમાં ૩૦ પ્રાથમિક શાળાના ૩૦ આચાર્યો અને ધોરણ ૫ થી ૭માં અભ્યાસ કરાવતા ૬૫ શિક્ષકો અને દરેક પ્રાથમિક શાળામાંથી ધોરણ-૭ના ૫ છોકરાઓ અને ૫ છોકરીઓ એમ કુલ ૧૦ વિદ્યાર્થીઓનો સમાવેશ કરી ૩૦ શાળાના કુલ ૩૦૦ વિદ્યાર્થીઓનો સમાવેશ કર્યો હતો.

ઉપકરણ

પ્રસ્તુત સંશોધનમાં ઉપકરણ તરીકે આચાર્યો માટે સાક્ષ્યપત્રક, શિક્ષકો માટે અભિપ્રાયાવલિ, વિદ્યાર્થીઓ માટે પ્રશ્નાવલિનો ઉપયોગ કરવામાં આવ્યો હતો.

માહિતી પૃથક્કરણની રીત

પ્રસ્તુત સંશોધનમાં આચાર્યો પાસેથી સાક્ષ્યપત્રક દ્વારા પ્રતિચારો મેળવ્યા બાદ તેનું ગુણાત્મક રીતે પૃથક્કરણ કરવામાં આવ્યું હતું. શિક્ષકો પાસેથી અભિપ્રાયાવલિના પ્રતિચારો મેળવ્યા બાદ તેની કાઈવર્ગ કસોટી દ્વારા સાર્થકતા તપાસવામાં આવી હતી. વિદ્યાર્થીઓ પાસેથી પ્રશ્નાવલિ દ્વારા પ્રતિચારો મેળવ્યા બાદ તેની ટકાવારી શોધી અર્થઘટન કરવામાં આવ્યું હતું.

સંશોધનનાં તારણો

1. શિક્ષક દ્વારા વિદ્યાર્થીઓને વાંચન શીખવવા માટે શબ્દકાર્ડ વાંચન, વાક્યપટ્ટી વાંચન, જૂથકાર્ય, ફ્લેશકાર્ડ વાંચન, ચિત્રસ્પર્ધા વાંચન, શબ્દ અને વાક્યોનું વાંચન, ફકરાવાંચન, સમાચારપત્રોનું વાંચન, વાંચન સ્પર્ધા, સામાયિક વાંચન અને વાર્તાકથન જેવી પ્રવૃત્તિઓ ઉપયોગમાં લેવામાં આવતી હતી.

શિક્ષક દ્વારા વિદ્યાર્થીઓને લેખન શીખવવા નિબંધ સ્પર્ધા, સુલેખન, અનુલેખન, વાક્યલેખન, ફકરાલેખન, ચાર્ટલેખન, શ્રુત લેખન અને વાર્તા લેખન જેવી વિવિધ પ્રવૃત્તિઓ કરાવવામાં આવતી હતી.

શિક્ષક દ્વારા વિદ્યાર્થીઓને ગણન શીખવવા ઘડિયા ગાન, અંકકાર્ડ, પલાખા, સંખ્યારેખા પટ્ટી, સંખ્યાજ્ઞાન, કોયડાઉકેલ, જૂથકાર્ય, મૂર્તવસ્તુઓ, ઉદાહરણ અને રમતો દ્વારા શિક્ષણ આપવામાં આવે છે.

2. આચાર્યોના મતે વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાનની હાલની સ્થિતિ પ્રમાણમાં સારી છે, આ અભિયાનના અમલીકરણમાં અન્ય કામગીરીનું ભારણ, વિદ્યાર્થીઓની અનિયમિત હાજરી, સમયનો અભાવ, વગેરે જેવી સમસ્યાઓ આચાર્યોને નડી હતી. આ ઉપરાંત અભિયાનને ફળદાયી બનાવવા માટે શિક્ષકોને તાલીમની જરૂર નથી. આ અભિયાનની ઉત્તમ ફલશ્રુતિ માટે ટ.ળ.લ્લ , સંદર્ભ સાહિત્ય, નવી ટેકનોલોજીના સાધનો, રંગીન ચિત્રો, પ્રવૃત્તિ માટેના સાધનો વગેરે જેવી સાહિત્ય સામગ્રીની તીવ્ર જરૂરિયાત છે. વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાનને ગુણવત્તાસભર બનાવવા માટે સરકાર તરફથી વાલી-સંપર્ક, લોકભાગીદારી, જન જાગૃતિ જરૂરી, સમયનું આયોજન વગેરે જેવા પગલાઓ હાથ ધરવા ખૂબ જ જરૂરી છે.

3. શિક્ષકોના મત પ્રમાણે વિદ્યાર્થીઓ જોડાક્ષર વાંચનમાં ભૂલ, વિદ્યાર્થીની અનિયમિત હાજરી, મૂળાક્ષરમાં ભૂલ, વિરામચિન્હોમાં ભૂલ, ઉચ્ચારણ શુદ્ધિ, વારંવાર મહાવરો અને અટકી-અટકીને

વાંચન વગેરે જેવી ભૂલો કરતા હતા. જેના નિવારણ માટે શિક્ષકો વિદ્યાર્થી કોઈ અક્ષર, વાક્ય કે લીટીનું વાંચન ચૂકી જાય તો યોગ્ય માર્ગદર્શન આપતા, વ્યક્તિગત વાંચન કરાવવામાં આવતું, પ્રાર્થના સભામાં સુવિચાર કે સમાચારનું વાંચન કરાવવામાં આવે, શુદ્ધ ઉચ્ચારણ માટે જરૂરી મહાવરો પૂરા પાડવામાં આવે, આરોહ-અવરોહ સાથે વાંચન કરવાનું જણાવવામાં આવે તેમજ વાક્યોનું કથન કરાવવામાં આવતું હતું.

શિક્ષકોના મત પ્રમાણે વિદ્યાર્થીઓ ગણન સંદર્ભે ગુણાકાર અને ભાગાકામાં ભૂલ, દસકાવાળી બાદબાકીમાં ભૂલ, ઘડિયામાં ભૂલ, પલાખામાં ભૂલ અને અંકો ઓળખવામાં ભૂલ કરતા હતા. જેના નિવારણ રૂપે શિક્ષકો સરવાળા અને બાદબાકીના દાખલા ગણાવતા હતા, હોશિયાર વિદ્યાર્થીઓ નબળા વિદ્યાર્થીઓ સાથે બેસી ઉદાહરણ શીખવતા, ઘડિયા તૈયાર કરાવવા માટે યોગ્ય કાર્યપદ્ધતિ આપતા, સંખ્યાને ચડતા અને ઉતરતા ક્રમમાં ગોઠવવા માટે માર્ગદર્શન આપતા અને ભાગાકાર અને ગુણાકારના દાખલા વ્યક્તિગત રીતે ગણાવવામાં આવતા હતા.

ઉપસંહાર

દેશના વિકાસના પાયામાં માનવ વિકાસ રહેલો છે અને માનવનો વિકાસ શિક્ષણ દ્વારા થાય છે. તેના દ્વારા માનવી પોતાનો સર્વાંગીણ વિકાસ સાધી શકે છે. “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” એ માનવીના વિચારોને ઘડીને તેનો વિકાસ કરે છે, અને એ માટે વાંચન, લેખન, ગણન ખૂબ જ જરૂરી છે. એ અગત્યતા સમજી “વાંચન, લેખન, ગણન અભિવૃદ્ધિ અભિયાન” ની શરૂઆત થઈ છે.

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NEED AND SCOPE OF EDUCATION AND SKILL DEVELOPMENT AS A TOOL FOR MAKE – IN - INDIA

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Introduction

The education sector is the largest employer in the country and simultaneously aims to prepare future generations for the needs of the today's economy. The most significant part of a teacher's role lies in building the right learning environment for students and creating a positive learning experience. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used. Skill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Knowledge and attitudes are underlying factors that shape a teacher's actions. To uphold teaching skills there is a need for continuous updating of knowledge and development of competence. An effective teacher is an excellent communicator and therefore thinks about improving his or her presentation skills. Skill development plays crucial role in development of teachers.

Make in India – is a national program designed to transform India into a global manufacturing hub. The focus is on attracting investment by physical infrastructure creation, foster innovation, protect intellectual property and enhancing skill development. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Education is the major tool towards skill development. Although there have been challenges to education in the past, these most recent calls for reform may provoke a fundamental change in all levels of education. Today, we need higher educated people who are skilled and who can drive our society and economy forward. When India can provide skilled people to the world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

Rationale

The government of India has given top priority to skill development and is currently doing mapping for assessing skill manpower demand for specific sectors. There has to be synchronization between the objectives of the government, academic world, industry and job seekers for ensuring that industry specific skills are imparted. Specific sectors like professional and vocational education would be asked to expand their access across the country to train manpower locally as per their needs.

Skill development acts as an instrument to improve the overall effectiveness and empowers an individual to work more efficiently. The economy of country becomes more productive, innovative and competent through the existence of more skilled human potential. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Countries with higher and better levels of skills can more effectively deal with the challenges and opportunities of globalization.

Ramsden (2003) claimed that education plays a significant role in developing and shaping the economic and social development for nations in a competitive world. In knowledge-based economics, governments would view universities as a platform for change in the society and expanding prosperity. Therefore there is necessity for highly skillful and trained graduates in nations to plan and execute thoughtful plans for improving the teaching quality in the education as mentioned in Little et al, (2007). Krneta et al (2007) stated that teacher's education includes pedagogical theory, teaching skills and professional skills. Teaching skills would entail giving practice and training in various approaches, strategies and techniques that would assist the teachers to impart and plan instruction, give suitable reinforcement and carry out effective and efficient assessment. It encompasses effective skills for managing the class, use and preparation of instruction materials skills. Pedagogical theory encompasses the sociological, psychological and philosophical aspect that would allow the teachers to possess a strong basis for practicing the skills needed to teach in the classroom. Professional skills encompass the strategies, approaches and techniques that would assist teachers to develop their career and career growth. It encompasses counseling skills, soft skills, computer skills, information retrieving & management skills, interpersonal skills and life-long learning skills. Combination of pedagogical theory, teaching skills and professional skills would serve to develop the right attitude, skills and knowledge in teachers to promote holistic development (Gibbs and Coffey, 2004).

Ameeta et al (2005) pointed out that the major goal of any teacher's education or training programme is to develop teachers for initiating desired results in learning among students to optimize the resources namely material and human. Pre-service teacher education is needed for inducting fresh or new teachers and tries to change them into effective and competent teachers. Apart from these, it was also stated that teachers are the future designers of students and society. Teachers are expected to develop the universal principles and values like equality, justice and peace along with civic and social values. This all can be happen only when teacher will be prepared in such a way to meet the requirement of 21st century skills and proficiency. The present paper will reflect the light on need and level of skill development in school and teacher education section.

Objectives

The objectives of the present paper are as follows.

1. To know the need and existing level of skill development in school and in teacher education.
2. To study the scope of basic and teacher education as a tool for Make-in-India.

The Basic Education and Present Scenario and Level of Skill Development

In today's world skilful and productive manpower is the requirement of each and every sector. Education is the major sector which is the major source of such human resource. School education in general and elementary education in specific is a vry important stage from where skill attainment starts. In this regard one cannot forget the rich tradition of Indian basic education. Mahatma Gandhi has given his scheme of basic education (Nai Talim) in a well formulated approach to education in 1937. It is a well-developed philosophy of education based on experiments he did right from 1904 when he was in South Africa to his stay in ashrams in India at Sabarmati (Gujarat) and Sevagram (Maharashtra). It is an approach to the total personality development of body, mind and spirit and was based on four basic principles : i. Education or learning in mother tongue along with handicraft work, ii. Work should be linked with most useful vocational needs of the locality, iii. Learning should be linked with vocational work, and iv. Work should be socially useful and productive needed for living. This approach of work centric education with technology accessible locally was the basic approach of Nai Talim. It is essentially a mass education approach due to its centrality of socially useful work, and was expected to create National System of Education.

In this regard we need the total attitudinal and policy level changes in education system. The curriculum and training infrastructure for imparting teacher education, technical and vocational skills is improper and inadequate. The curriculum the learning environment and mid set of teachers and teacher educators needs the revolutionary change. The element of Skill development which is in core of basic education should be positively and intelligently transferred in teacher education so as to produce required quality teacher.

The infrastructure in the skill development sector today is government-owned and private sector investment is now growing up. The focus of vocational and teacher training offered in India is matching with the needs of schools only and not matching the casual workers who constitute 90% of the labour force, resulting in a shortage of skilled workers at the national level. Casual workers, such as construction workers, from rural areas with little or no education and need support and training.

While universalization of primary education must be emphasized, skill development for the manufacturing sector is also important. The traditional system of rote learning which hardly equips students with professional skills and innovative thinking has to be discarded. Teaching methods that encourage lateral thinking and group activities will have to be promoted. The Teacher Education creates elements that can match the Nai Talim concepts of wholesome work, non-destructive and empowering use of technologies; social reconstructive approaches essential for cooperative and collaborative learning and developing in the scenarios-situations so as to develop locality and local situations; and in using e-culture with higher value system that help each one and groups to earn quality education and livelihood.

The regime change in India is witnessing a paradigm shift in government's approach towards dismantling institutions like Planning Commission and India's yen to become more market friendly so that it becomes the preferred destination for foreign investors & NRIs through Make-in-India campaign. Higher education and teacher education will play the role of force multiplier to realize this mission as it will improve the skill quotient, pave the way for research, quicker technology absorption, and provide an ideal platform for global connect with top class universities.

The policy pronouncements by the government so far, starting with the Kothari Commission (1966) and the various commissions thereafter, have implored the government to increase allocation to education significantly & to improve the quality of our college and university education particularly in Science & Technology (S&T). The Indians still yearn for foreign universities as preferred destination for

their childrens' education. The dismantling of the Planning Commission, which has been making significant through flagship programmes like SSAM, RMSA and RUSA for quality improvement in state and government's rejection of the Knowledge Commission's Report (2009) on the need for an independent regulatory authority for education supplanting UGC has further dampened the momentum for quality high education. It is the right time for us to concentrate on reviving the present school education and teacher education system in the light of skill development and objectives of Gandhian basic education system.

Education and Skill Development – A Tool for Make in India

Education is the major tool that can help us in achieving the goals of Make-in India mission of Government. In our contemporary education system, teacher education institutions should also work towards drilling in a productive engagement such that the trainee and student may acquire skill. . The student trainee becomes responsible to others in society. In short, this approach will lead to an enlightened society. What is relevant socially and culturally is that education becomes widespread, nourished by the material availability in its locale; it is maintained and nurtured by the local people, trained by local skill masters. It must be mentioned that this is most environment friendly as well. Such a basic education and teacher education does not ideologies young minds into a civilizational mold, nor does it moralize or simply inform and attempt only to make teacher and students literate. In contrast, this kind of education skills the population, nurtures aesthetic and an attitude of truth and of cooperative work.

The need for giving emphasis on the Skill Development, especially for the less educated, poor and out of school youth has been highlighted in various forums. The skill level and educational attainment of the work force determines the productivity, income levels as well as the adaptability of the working class in changing environment. Large percentage of population in India is living below poverty line. One of the important causes is lower percentage of skilled persons in the workforce. The skill development at present is taking place mostly in the informal way, i.e. persons acquire skill at the work-place when they help their parents, relatives and employers etc. Such persons do not have a formal certificate and thus earn lower wages and are exploited by employers. They have come through informal system due to socio-economic circumstances of the family and the compulsions of earning a livelihood rather than attending a formal course.

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. The level of employment, its composition and the growth in employment opportunities are the critical indicator of the process of development in any economy. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. With the farming sector unable to provide employment to all those who need it, the sectors like industry, infrastructure, services, finance, defense, etc., are the other avenues open to those who are in need of jobs. The required skills for these sectors have to be developed in the majority of those people who are seeking employment.

An appropriate frame work for skill development is needed for women as a means for women empowerment in particular in the rural areas and also in low income occupations in urban areas. Adequate steps have to be taken by the government to provide vocational training and skill development programmes for rural youth. If those skills can be provided to the people seeking employment either by the Government or other bodies, it will serve two major objectives of the government. While one of those objectives is providing employment to the people, the other is that the manufacturing and service sector should contribute to the vibrant economic activity of the country. This will result in the creation of wealth, both at the individual level and at the national level. A skilled individual contributes to the growth of the country, which is the universally accepted yard stick for the economic stability of any country.

Having realized that developing the skills required in areas which can contribute to the economic development of our country, is the most desirable path to be followed for a quick and sustainable improvement in the economic conditions of the country, the Government of India has created a new frame work for skill development. In order to improve the skills of the youth and make them employable, the Government of India has set a target of providing the necessary skills in various vocations in the 12th plan. As per the National Policy on Skill Development, our country is focusing on improving quality, quantity, access and outreach of training. Innovative measures such as virtual classrooms, mobile vans, simulation based training, etc., have been implemented to reach the people locate in areas difficult to reach.

Training is to be provided by Professional Providers and Teacher Training Institutions under the Government, and Private Sector. Demand driven Short term training courses based on modular employable skills should be decided in consultation with Society and Industry. Different levels of

programmes are to be planned to meet the demands of various target groups. Optimum utilisation of existing infrastructure to make the training cost effective and successful. Testing of skills of trainees should be done by independent assessing bodies who would not be involved in conduct of the training programme. This is meant to ensure that the assessment of the individual is after the completion of the training is done impartially.

It is quite justified to say that the fundamental principles of basic education are still valid and fruitful in the context of our present educational reform at school as well at teacher education level. They are relevant to be used as guiding principles of modern education. In fact, it needs to be reformed on modern lines then it may serve as one of the most interesting and fruitful techniques of instruction in education.

Conclusion

It is evident from the various policy statements, budgetary provisions and special schemes announced by the Government of India that it is really concerned with the unemployment situation and the consequent ill effects on the economic growth of the country. The Government has been responding to this issue of skill development positively through its five-year plans. It is designing and implementing various schemes to upgrade the youth by providing vocational training either free or at an affordable cost at school and college level. In the ultimate analysis, professional training and teacher training fulfils many objectives - upgrading the individual, making best use of the human resources, providing employment, making available the required manpower to the service sector.

School education and Higher Education should be redesigned for meeting national requirements whether in the various industries, technical arts, belles-lettres or fine arts. The existing skill development programmes in education in general need an urgent treatment and the institutional structure needs simplification with greater investment in training infrastructure, research and an emphasis on supporting a skilled labor force that needs to be accompanied with incentives for public and private sector participation. Education at school and college level must be realigned with the expectations of Make-in-India so as to provide skilled manpower towards creating new entrepreneurship and self-sufficient society.

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