EVALUATION OF A YOUTH PROGRAM BY TEACHERS AND PARENTS

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Abstract

The activities, that are planned for today' s youth, need to be more experiential involving joyful interaction.As per review, youth want to spend their out-of-school time in activities, that engage their hearts, minds and bodies and to contribute to the work of the larger society and they also want to have fun.The purpose of this study is, to explore the concept of an experiential program of community interaction for youth and to evaluate it based on feedback from teachers, authorities and parents. A self-prepared and validated questionnaire was administered to a Purposive sample of 14 teachers, 5 authorities and 10 parents.Question-wise analysis was done and it was found that the program was valuable to the Institution. According to teachers, authorities and parents, the program was beneficial to youth and children as it gave joyful experiences and helped to inculcate values and sow seeds of responsibility in youth.

Keywords: Evaluation, Youth, Parents, Teachers, Experiential program.

1.1   INTRODUCTION

Through the years of teaching service, the researcher, has made certain observations about our Junior College youth. They are fortunate enough, to enjoy many luxuries of life, for e.g. wearing branded clothes, footwear, owning latest mobiles, tabs, laptops, bikes, etc. Yet, they feel neglected, bored and disinterested (Lindner and Johns, 2002; as in Moksnes, Lohre, Espnes, 2013)[8] in the daily activities. Lack of value-based and action-based experiences in their educational schedule. The activities,that are planned for youth, need to be more experiential involving joyfulinteraction. So, the researcher sensed a need to develop an experiential program for the urban youth,and evaluate the program through feedbacks from teachers, authorities and parents.

1.2   BACKGROUND OF STUDY

1.2.1   Education

The purpose of education is to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute to society(NVPIE, Nevada Partnership for Inclusive education). [19]

1.2.2 Adolescents

Adolescence is an important developmental phase characterized by significant changes in virtually every aspect of an individual's life, calling for new psychological adaptations.(Holmebeck & Greenley, 2002; as in Moksnes et al, 2013) [8]

1.2.3 Experiential education

Experiential learning is a process when a personally responsible participant cognitively, affectively and behaviourally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement. (Hoover & Whitehead, 1975; as in Caulfield and Woods, 2013)[1]Experiential learning is an ideal approach to achieving the tenets of empowering education because the results of direct experience are often concrete, easily identifiable and applicable.(Perrin, 2014)[11]

1.2.4 Community interaction

Service learning is an educational methodology with explicit academic learning objectives, community work and deliberate reflection. (Benneworth and Charles, 2013; as inNuangchalerm, 2014)[10]

1.3 RATIONALE OF STUDY

Experiential learning is an ideal approach to achieving the tenets of empowering education because the results of direct experience are often concrete, easily identifiable and applicable. Service entails mutuality and openness, student learning is enhanced through a careful attempt of processing experiences, learning through service is something that student constructs for themselves, with the guidance of peers and college staff and not merely provided by administrators.(Perrin, 2014)[11]

Youth do want to spend their out-of-school time in activities that engage their hearts, minds and bodies and they want to contribute to the work of the larger society and they also want to have fun (Quinn, 1999 as in Morrissey, Werner-Wilson, 2005). [9]By fostering an atmosphere that embraces our youth and provides them with opportunities to grow and to demonstrate caring abilities, we can foster positive youth development. (Larson, 2000; as in Morrissey, Werner-Wilson, 2005)[9]

Today's education system at 10+2 stage seems to be too academic, exam oriented, far more pressurizing and lacks all round developing curriculum. Together in Std. XIth and Std. XIIth students are available for very less time for development. Within this period there is a burden of completing loads of syllabus Board exam formalities and many exams to be conducted. Precisely it indicates that the development programs and activities supposed to spread over two years are carried out in just a year's time. The fact that there is very little

scope for some crucial activities needed for the student's growth further demotivates the teachers to plan for the same.So, the researcher felt a dire need to introduce anexperiential program that involvedinteraction ofthe youthwith children in community as a part of curricular activity.

1.4   OBJECTIVES

1) To develop an experientialyouth program of community interaction at +2 level.

2) To implement the developed experiential youth program of community interaction at +2 level.

3) To evaluate the experiential youth program of community interactionbased on feedback from teachers and parents.

1.5   OPERATIONAL DEFINITIONS

1) **Evaluation:** It means to assess the successful implementation of the entire program from design, orientation, planning to conduction of visits and reflective feedback.

2) **Youth:** For this Research, youth are students studying in Std. XI whose age group lies between 15-16 years.

3) **Experiential Program:** It inlcudes orientation of youth, sensitization, mentoring, planning and discussion of activities to be conducted for children and actual visit to schools for children, who are challenged by demographic, physical or socio-economic reasons. Youth get an opportunity to interact with the children and conduct educational cum recreational activities for them.

4) **Teachers:** Teachers include, the mentors for the groups of youth students who have participated in the experiential program and the heads and authorities of the Institution.

5) **Parents:** Includes the one of the parents or guardians of youth who have participated in the experiential program.

1.6   REVIEW OF LITERATURE

Experiential education is that which surprisesstudents by exposure to situations and information, that conflicts with their assumptions of the world thus, challenging them to explore further(Eyler, 2002; as in Caulfield and Woods, 2013)[1]. Adolescence is an important developmental phase characterized by significant changes in virtually every aspect of an individual's life, calling for new psychological adaptations. (Holmebeck & Greenley, 2002; as in Moksnes et al, 2013)[8]

New perspective of Research is study of adolescence by directing increased attention to the importance of building on adolescent strengths and abilities to promote positive outcomes and well-being (Park, 2004; as in Moksnes et al, 2013). [8]Singh (2014)[14]

concludes that when teachers use strategies to reduce stress and build a positive emotional environment, students gain emotional resilience and learn more efficiently. In fact, the role of adolescents in widest context such as community is a great importance and the most desired social outcome of development (Ford et al., 1989)[20]. Adolescents in most Eastern countries take entrance exams for both high school and college, which pressurizes the students. (Chaudhary & Sharma, 2012)[16]

Future research could explore, how experiential learning may help students accept responsibility, promote community involvement and develop community collaborations that will aid students learning experiences.(Caulfield and Woods, 2013)[1]

1.7   RESEARCH METHODOLOGY

1.7.1   Research design

Being a qualitative type of data where researcher needed to explore the concept of developing and implementing an experiential youth program, a Grounded Theory design was most suitable. To evaluate the developed experiential youth program of community interaction at +2 levela feedback using Questionnaire was most suitable method. It is supported by photos.

1.7.2   Procedure

After the pilot study, program was modified to overcome the previous challenges, after feedback from students and teachers. Each class was divided into groups of 20-25 students and one mentor teacher was allotted per group. Under guidance of mentor, students had to plan and conduct few educational, informative, cultural and recreational activities for the school children. Each group was allotted one school for visit, e.g. school for challenged, underprivileged school, rural school in and around Pune.

Youth (between 16-17 years) were encouraged to plan interactive activities for school children (6-12 yrs.) applying their own imagination and creativity. Planning ofactivies for 2-3 hours, per monthly visit had to be done.They formed teams of 2-4 students within the group. The teams were told to prepare a plan of activities based on themes like-GK, language, math, science, EE, fun games, quiz, puzzles, sports, art and craft, stories, song and dance, poems, etc. A team of 2-4 students had to conduct activities for 10-15 children from given class. Students were supposed to bring material needed for those many children to carry out the activities. For e.g. sheets of book, pencils, drawing sheets, craft papers, etc.

Schedule for the visit was fixed, confirmed and conveyed to mentors and students, as per the school/organization approval. The students visited the respective schools along with their mentors and conducted activities as per given time schedule. Those days were exclusively allotted for service visits. Mentors and students, clicked photos and videos, for

their fond memories and as an evidence for conduction of EE project. After completion of the entire program, questionnaires were administered to few teachers, authorities and parents.

1.7.3 Assumptions

All the selected students will be undergoing the interactive program.The students will be taking part in the programme for a definite time**.** Some students may remain absent during the program. Few students may be unable to complete the program.

1.7.4 Population

The population is teachers of Std. XI English medium students of any stream from co-ed Junior Colleges affiliated to H.S.C Board Pune city of Maharashtra State.

1.7.5 Sample

Purposive sampling was used for this research study as its purpose was to explore a concept of experiential youth program of community interaction for youth at +2 level. The program was conducted after receiving permission from Dr. Kalmadi Shamarao Junior College, Pune. Also, the authorities had funded the program partly. The sample size was14 teachers, 5 heads and authorities and 10 parents of randomly selected students of Std. XI together from Commerce and Science stream.

1.7.6 Data Collection Tool

For the present research study data was collected using self-prepared Questionnaire from few parents, teachers and school authorities.Questionnaire was prepared by the researcher under the guidance of educationists, experts from the field and colleagues. It was predominantly, a semi-structured questionnairecontaining few open and closed ended questions that were opinion based.Photographic evidences were recorded and collected to confirm the findings from both types of data.

 A) Questionnaire Questionnaires were prepared for Parents, Teachers and Authorities by the researcher for the present study.

Table 1:Types of Questionnaire and details of questions

Type of Audience	Types of questions	Questions
For Parents	Questions referring to your ward (Q. 1-5) Questions based on Program (Q.6-8) Personal Questions (Q.9-10)	10
For teachers	Questions based on activity (Q. 1-6) Questions based on Planning (Q.7-10) Questions based on overall program (Q.11-15) Personal Questions (Q. 16-19)	19
For authorities	Questions based on Institution level (Q. 1-3) Questions based on program (Q. 4-6) Questions based on responses of students/teachers (Q. 7-9) Personal Suggestions (Q. 10)	10

1.8 ANALYSIS OF DATA

The questionnaires that were filled by teachers, authorities and parents were studied, responses were tabulated and analysed to evaluate the program for its value and benefit to youth.

1.8.1 TEACHER'S RESPONSE

A) Responses to rating type questions

Table 2: Overall Teachers response to rating questions

Pie diagram 1: Overall Teachers response rating type of questions

Options	No	%
a	112	80
b	28	20

Table 2 and Pie diagram 1 denotes 80% of teachers selected 'a' option and 20% selected 'b' option. 'a' stands for great extent, good or agree while b stands for some extent, satisfactory or slightly agree.
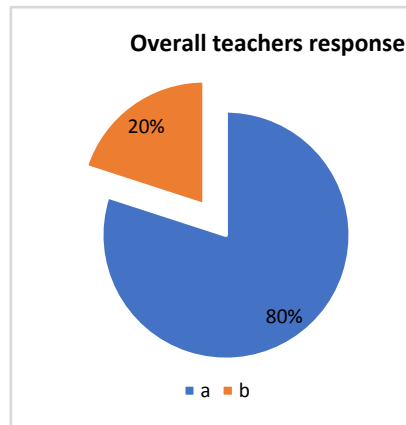
Overall teachers response

Table 3:denoting enjoyment by children as reported by teachers

Q.1	Enjoyment by children	No	%
	To great extent	12	86
	To some extent	2	14

Table 3 and Pie diagram 2 shows that 86% of teachers reported that the children enjoyed the interaction and activities to great extent and 14% enjoyed to some extent.

Table 4: denoting response of children to activities by youth

Q.2	Response of children	No	%
	Good	13	93
	Satisfactory	1	07

Table 4 and Pie diagram 3 shows that 93% of teachers reported the response of children to activities as good and 7% as satisfactory.

Table 5: denoting enjoyment by youthto interactionprogram

Q.3	Enjoyment by students	No	%
	To great extent	9	64
	To some extent	5	36

Table 5 and Pie diagram 4 shows that 64% of teachers felt youth enjoyed interaction program to great extent and 36% enjoyed to some extent.

Table 6: denoting clarity of program details to teachers

Q.7	Clarity of program details	No	%
	Agree	13	93
	Slightly agree	1	07

Table 6 and Pie diagram 5 shows that 93% of teachers reported that they had clarity of program details and 7% slightly

Table 7: denoting timely distribution ofmaterial to teachers

Q.8	Timely distribution of material	No	%
	Agree	13	93
	Slightly agree	1	07

Table 7 and Pie diagram 6 shows that 93% of teachers agreed that they received the material for program well on time and 7% slightly agree. No other options were chosen.

Table 8: denoting enough time to planactivities

Q.9	Enough time to plan activities	No	%
	Agree	10	71
	Slightly agree	4	29

Table 8 and Pie diagram 7 shows that 71% of teachers agreed that they had enough time to plan activities and 29% slightly agreed.

Table 9: denoting Proper scheduling ofprogram

Q.11	Proper scheduling of program	No	%
	Agree	12	86
	Slightly agree	2	14

Table 9 and Pie diagram 8shows that 86% of teachers agreed that program was properly scheduled and 14% slightly agreed.

Table 10: denotesworkability ofprogram

Q.12	Workability of the program	No	%
	Good	11	79
	Satisfactory	3	21

Table 10 and Pie diagram 9shows that 79% of teachers reported that workability of program was good and 21% reported as satisfactory.

Table 11: denotesimplementation ofprogram

Q13	Implementation of program	No	%
	Good	9	64
	Satisfactory	5	36

Table 11 and Pie diagram 10shows that 64% of teachers reported that implementation of program was good and 36% reported as satisfactory.

Table 12: denotes Achievement of desired goals

Q15	Achievement of desired goals	No	%
	To great extent	10	71
	To some extent	4	29

Table 12 and Pie diagram 11shows that 71% of teachers feltdesired goals were achieved to great extentand 29% felt goals were achieved to some

B) Responses to multiple option type questions

Table 13: denotes teachers' response to feeling during student-childinteraction

Q.4	Feeling during student-child interaction	No
	Satisfaction	10
	Responsible	11
	Apprehensive	3
	Pleasant Surprise	5
	Any other	5

Table 13 shows that 71% teachers felt satisfied during student-child interaction, 79% felt responsible, 21% felt apprehensive, 36%had a pleasant surprise andother feelings.

Table 14: denotes teachers' response to what was achieved bystudent-child interaction

Q.6	Achieved by student-child interaction	No
	Improved communication skills	6
	Developed confidence in students	9
	Mutual give and take of love and affection	11
	Encouraged healthy discussions at various levels	6
	Any other	5

Table 14 shows that 79% teachers felt student-child interaction enabled mutual love and affection, 64% felt it developed confidence, 43% felt it improved communication skills and encouraged healthy discussions, and 36% felt other than this.

Table 15: denotes teachers' response to challenging issues if any at planning stage

Q.10	Challenging Issues at planning stage	No
	Attendance	6
	Communication	4
	Concentration	6
	Cooperation	2
	Any other	2

Table 15 shows that 43% teachers reported challenging issues as attendance and concentration, 29% reported as communication, and 14% reported as cooperation and others.

Table 16: denotes teachers' response to what they think was/were goal/s of program

Q.14	Goal/goals of this program	No
	Habituate students to contribute to society	13
	Develop certain life-skills in students	5
	Expose the students to harsh realities of life	9
	Channelize student's energy to fruitful work	7
	Any other	1

Table 14 shows that 93% teachers reported goals as habituate to contribute to society, 64% felt as exposure to harsh realities, 50% thought as channelize youth energy, 36% as develop life-skills and 7% chose other option.

Table 17:   Few suggestions as written by Teachers

1	I strongly feel that few activities during the whole year is not enough. Frequent visits should be arranged so that the bond between the students can be increased.
2	We need to do this constantly at least three times in a year and if possible also in the beginning of the year
3	Need some more time for activity, for planning and more number of students to interact from our college, more material for the same and appreciation for work.
4	Activities should be planned on project base so that both college and school students will learn.
5	We asked a student -What do your father do? He immediately replied -He is a rickshaw driver and he beats my mother every day without fail. i.e. the child thought that beating is also a routine job of his father.

Table 18:   Touching Moments as reported by teachers

|	
1	At school, a few of them asked questions to the head about the difficulties faced by the children who were mentally challenged. They were pleased to see a few grown-ups leading a good life with help and support of the school by keeping them engaged.
2	A naughty student unexpectedly took up the task of asking students to paint or colour. He was so good with them, that he was followed by them. All students were prepared very well and took a lot of activities with the children. It was very heart-warming to see mischievous students behave so very responsibly.
3	It was a life changing experience for students, touching moment for student for they realized one phase of real life, good feeling while interacting with students.
4	Children were very sharp and with high intellectual capacity. Inspite of studying in schools with limited facilities, students were well versed with different activities.
5	The overall visit was heart touching. The conditions of the school which is very near Pune itself was bad. Yet, the love and affection we got from the children there was noteworthy.

1.8.2 Evaluation by Heads/Authorities

A) Overall Response to Rating type of questions

**Table 19: denotesOverallresponse of heads to rating questions**

	Q1	Q3	Q5	Q6	Q7	Q8
a	3	-	-	4	1	-
b	1	4	4	-	3	3
c		1	1	-	-	1
d	1	-	-	1	1	1
e	-	-	-	-	-	-

Table 19 denotesOverallresponseof heads to rating questions which shows mostly 'a' and 'b' option chosen. Option 'a' refers to Great extent, good and Liked by all. Option 'b' stands for some extent, satisfactory and liked by

Pie diagram 2: Value to Institution
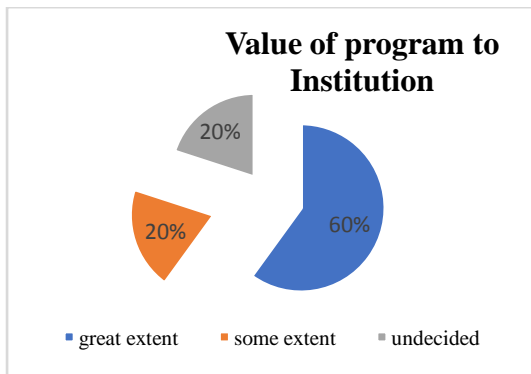
Pie diagram 3: Expectations met by program

Value of program to Institution

- great extent
- some extent
- undecided

Expectations met by program
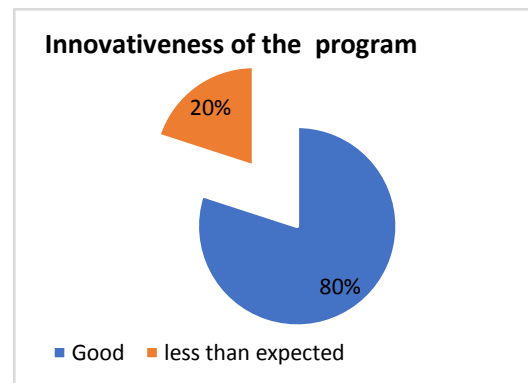
- some extent
- small extent
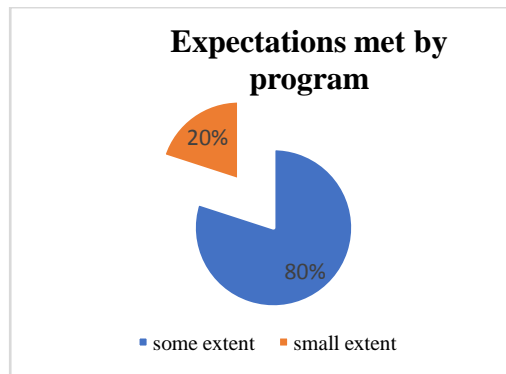
Pie diagram 2 shows that 60% heads felt that the program was of value to Institution to great extent, 20% felt to some extent while 20% were undecided.

Pie diagram 3 shows that 80% heads felt that the program expectations were met to some extent and 20% to small extent
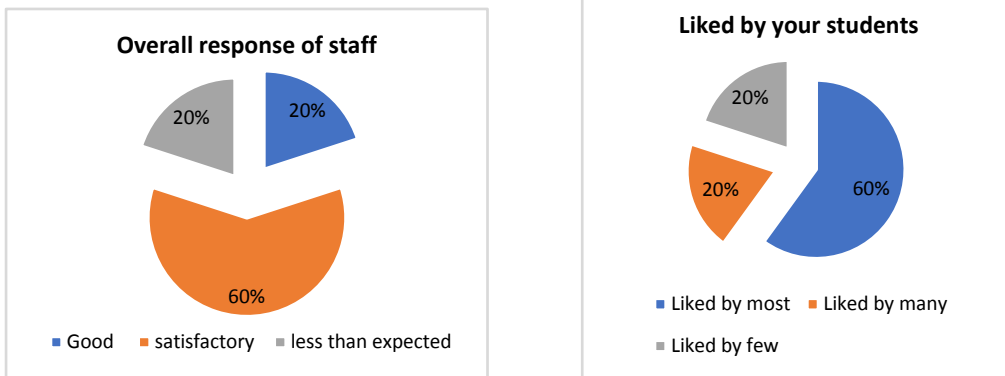
Pie diagram 4: Achievement of goals
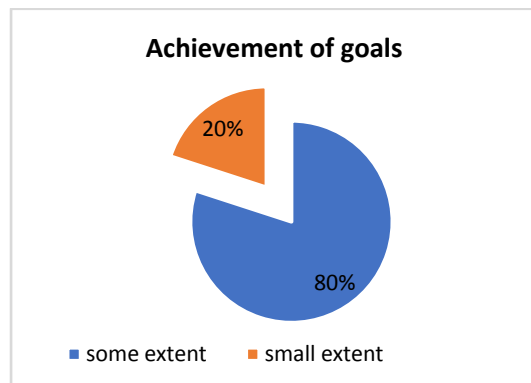
Pie diagram 5:Innovativeness of program

Achievement of goals

- some extent
- small extent

Innovativeness of the program

- Good
- less than expected

Pie diagram 4 shows that 80% heads felt that goals were achieved to some extent and 20% to small extent.Pie diagram 5 denotes 80% heads reported innovativeness of program as good and 20% less than expected.

Pie diagram 6:Overall response of staffPie diagram 7:Program liked by students

Overall response of staff

20%
60%
20%

■ Good ■ satisfactory ■ less than expected

Liked by your students

20%
60%
20%

■ Liked by most ■ Liked by many
■ Liked by few

Pie diagram 6 shows that 60% heads reported overall response of staff was satisfactory, 20 % felt as good and less than expected. Pie diagram 7 shows that 60% heads felt that program was liked by most students and 20% felt it was liked by many and few respectively

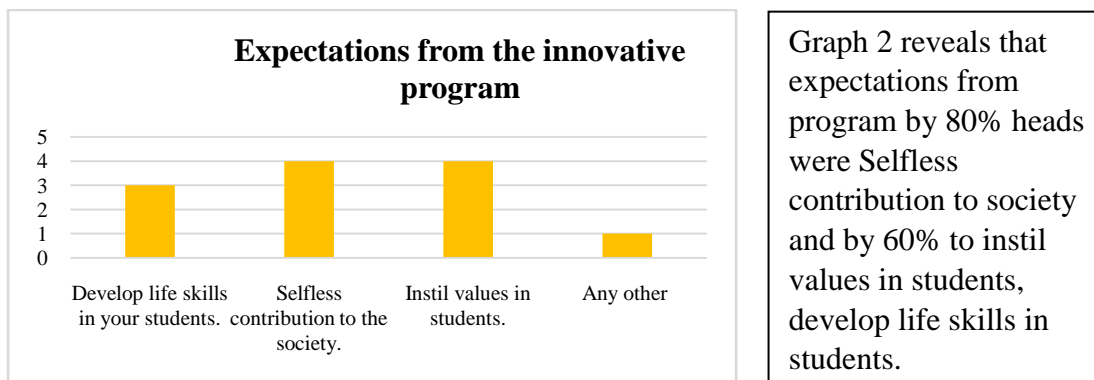### B) Response to Multiple option questions

- **Overall response**

Graph 1:Overall response to multiple option questions

Response to multiple option questions

■ a ■ b ■ c ■ d ■ e
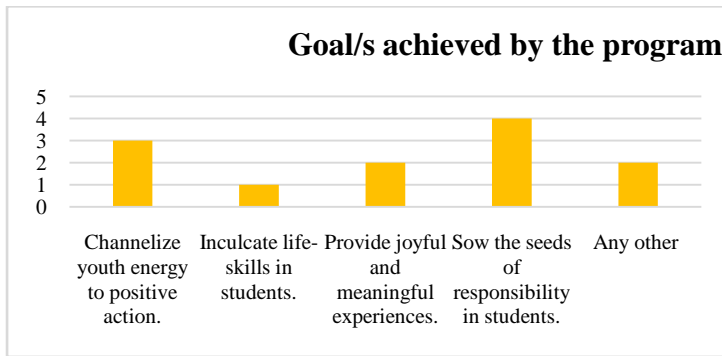
Q2: 3 4 4 1
Q4: 3 1 2 4 2
Q9: 2 1 4 1 1
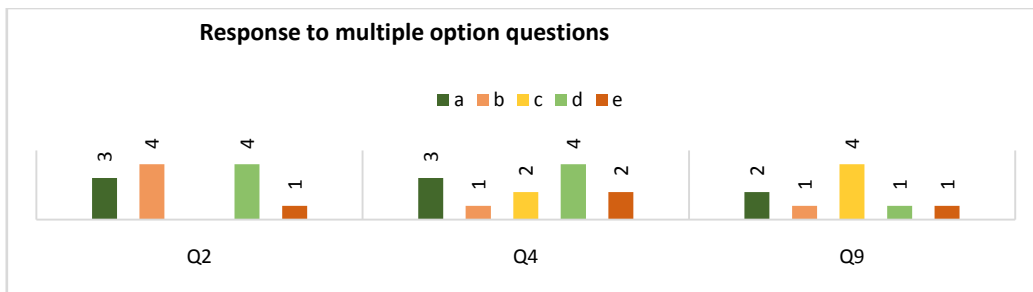
Graph 1 shows overall response of heads to multiple option questions, Q. 2, Q. 4 and Q. 9. Individual question-wise analysis is given below.

Graph 2:Expectations from the innovative program

Expectations from the innovative program

Develop life skills in your students. — 3
Selfless contribution to the society. — 4
Instil values in students. — 4
Any other — 1

Graph 2 reveals that expectations from program by 80% heads were Selfless contribution to society and by 60% to instil values in students, develop life skills in students.

Graph 3:Goal/s achieved by the program

Goal/s achieved by the program

Graph 3 reveals Goal/s achieved by the program as per 80% heads were to sow seeds of responsibility, channelize youth energy by 60%, provide joyful experiences.

Graph 4:Benefit of activity to students

Benefit of activity to students
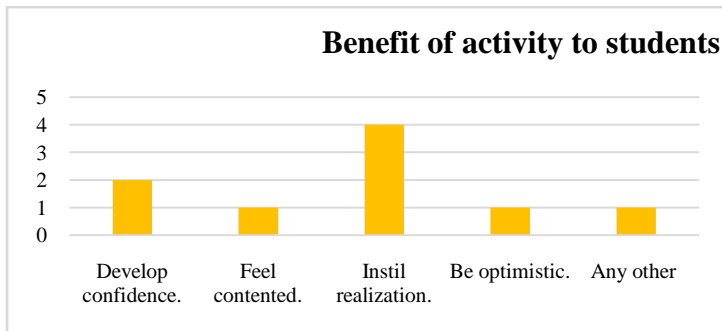
Graph 4 reveals that 80% heads felt Benefit of activity to studentswere to Instil realizations, to develop confidence, feel contented and be optimistic.

C)   Would you like to give any suggestions or mention anything more with reference to any of the above areas?

1) As the number of students was more, it is difficult to coordinate at times and so we are unable to get maximum responses.

2) It would be an activity if included in curriculum for everyone. Then the benefits will be manifold and deep-rooted instilling of value system.

3) This activity could be continued by having students reflect on their experiences. They could start circle time, as reflective spaces could trigger spiritual development of the students.

4) Very few groups were sensitized properly. Unless the need for these activities is felt by all of us it can't be transformed to the students.

1.8.3   Evaluation by Parents

A)   Response to Rating type of questions

Table 20: Overall response   Graph 5:Benefit of activity to students

	Q1	Q3	Q4	Q5	Q6
a	9	6	6	7	6
b	2	5	5	4	5

Response to rating type questions

Table 20 and graph 5 shows overall responses of parents. 62% of options chosen by parents was option 'a' and rest 38% was option 'b'.
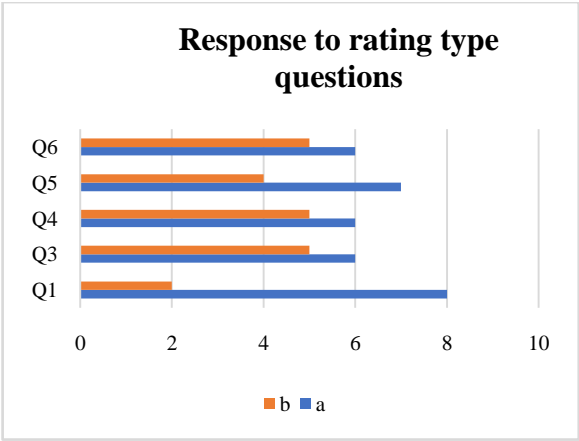
Table 21:Parents awareness about program

Q.1	Awareness about program	No	%
	Yes	9	81
	No	2	19

Table 21 shows that 81% of parents were aware about the program from their wards and 19% weren't aware.

Table 22:Extent to which Program was liked by ward

Q.3	Extent of being liked by ward	No	%
	To a great extent	6	55
	To some extent	5	45

Table 22 shows that 55% parents reported that program was liked by wards to great extent and to some extent by 45% parents.

Table 23: denotes wards feedback about program

Q.4	Ward's feedback about program	No	%
	Good	6	55
	Satisfactory	5	45

Table 23 shows that 55% parents reported that program was rated as good by wards and 45% as satisfactory.

Table 24: denotes permission in future for such program

Q.5	Permission in future	No	%
	Yes surely	7	64
	I may	4	36

Table 24 shows that 64% parents would surely give permission to ward to take part in program in future and 36% may give.

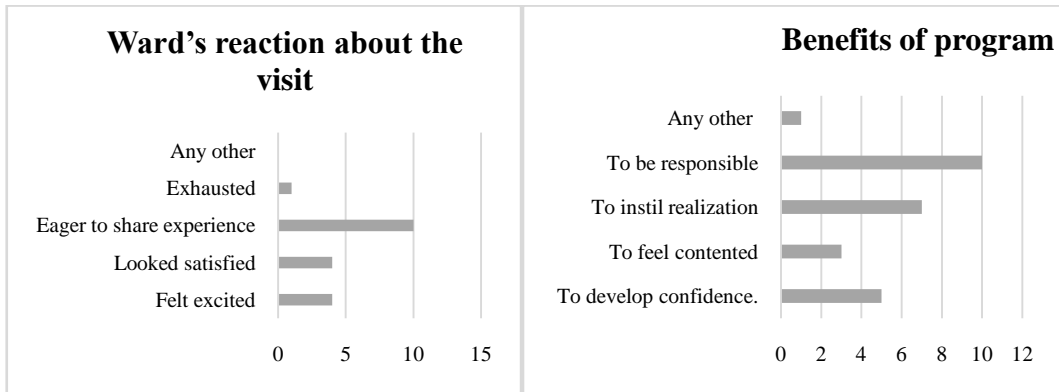**Table 25: denotes programbeneficial for ward**

Q.6	Beneficial for ward	No	%
	To a great extent	6	55
	To some extent	5	45

Table 25 shows that 55% parents think such programs are beneficial for ward to great extent and 45% think it is to some extent.

B) Response to Multiple option questions

Graph 6: wards reaction about visit   Graph 7:Benefits of program

Graph 6 shows that 91% parents think ward were eager to share experience about visit, 37%expressed that ward felt excited and looked satisfied and 9% think they were exhausted.Graph 7 shows that 91% parents think program did benefit ward making him/her more responsible, 64% felt it did instil realization, 46% expressed that ward developed confidence and 27% felt wards looked contented.

Graph 8:Aim/aims of program
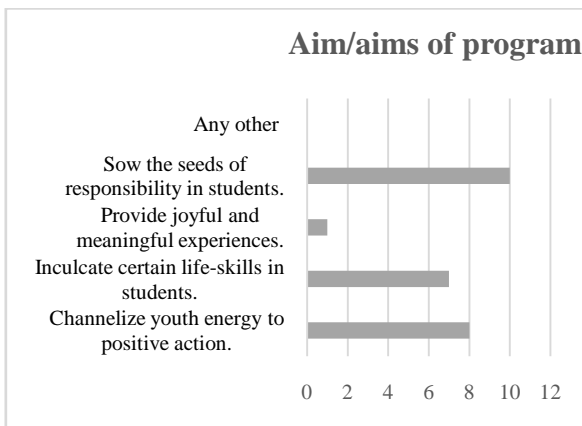
Graph 8 shows that 91% parents think aim of program was to sow seeds of responsibility in wards, 72% felt it was to channelize wards' energy, 64% felt it inculcated certain life-skills in wards, and 9% felt aim was to provide joyful experiences to ward.

C) Would you like to share any of your ward's experience or give any suggestions?

1) To share views and knowledge with school children is a very good experience.

2) Such programs should be organised more often. I suggest having connection with same school throughout for 2 years of Jr. College.

3) My daughter was very excited to tell me about their experience. She felt very happy that she got to spend quality time with those children and that she could help them in activities.

4) The experience was different from their daily life.It left a deep impact on my ward as she saw a childhood different from her own.

1.9 FINDINGS AND DISCUSSION

1.9.1 Evaluation of program by teachers

1) From Evaluation of program by teachers it was found that Children from schools enjoyed the interactive activities to great extent (86%), there was a good response from most of children (93%), youth too enjoyed the program to great extent (64%), there was clarity about program details (93%), timely distribution of material for activities(93%), there was enough time to plan activities (71%), program was properly scheduled (86%), workability of program was good (79%), implementation of program was good (64%) and desired goals were achieved (71%).

2) Teachers felt satisfied (71%) and responsible (79%) during student-child interaction, what was achieved by this interaction was mutual love and affection (79%) and develop confidence in youth (64%), challenging issues during program were attendance (43%) and concentration (43%) goals of program as per teachers were, habituate to contribute to society (93%), exposure to harsh realities (64%) and channelize youth energy (50%).

3) Teachers expressed that they were pleased to see a few grown-ups leading a good life with help and support of the school by keeping them engaged and was a life changing experience for students, touching moment for students and recommended that such activities and visits need to be planned more frequently for youth.

1.9.2 Evaluation of program by heads and authorities

1) From Evaluation of program by heads and authoritiesit was found that the program was valuable for Institution (60%), expectations were met (80%), goals were achieved (80%). Innovativeness of program was good (80%), overall response of staff was satisfactory (60%) and program was liked by most of students (60%).

2) Expectations from program by heads and authorities were selfless contribution to society (80%) and instil values in youth (80%), goals achieved by program were sowing seeds of responsibility (80%) and provide joyful experiences to youth (60%), and benefit of activity was to instil realizations in youth (80%).

3) Authorities suggested that activity can be included in curriculum for everyone,for greater benefits and deep-rooted impact, and to involve more reflection on experiences by starting a circle time to trigger spiritual development.

1.9.3 Evaluation of program by parents

1) From Evaluation of program by parentsit was found that they were aware of program (81%), it was liked by their wards to great extent (55%), program was rated by wards as good(55%), would give like wards to involve in such programs in future (64%), felt it was beneficial to their wards (55%).

2) The parents felt that their wards were eager to share experiences of program (91%), it benefitted their wards by making them more responsible (91%) and instilling realizations in them (64%), aim of program was to sow seeding of responsibility in youth (91%), channelize youth energy (72%) and inculcate certain life-skills in the (64%).

3) Parents expresses that it was a different experience for their child, who was excited and had a great impact on their minds. So, such experiences should be given more often to them.

1.10 CONCLUSION

From the findings, it can be concluded that the program was liked by most of children, students, teachers, authorities and parents. The programwas beneficial to youth and children as it gave joyful experiences and helped to inculcate values and sow seeds of responsibility in youth. More research is needed in adolescent educationto actively engage youth and habituate them to contribute for betterment of society. Experiential learning can help students develop positive attitudes towards life, encourage acceptance of responsibility, promote community involvement, develop power of thought and help them understand their strengths and weaknesses in a real-world context, thereby inspiring personal growth through the development of global competencies(Eyler and Giles, 1999; as in Caulfield and Woods, 2013).[1]Such experiential programs followed by reflective exercises can instil realizations in youth and help to fulfil dream of a peaceful and caring world.

1.11   ACKNOWLEDGEMENT

1.12   REFERENCES

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