“Effectiveness of Life Style Education Among the Kendriya Vidyalaya Students in Malda District”

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ABSTRACT
The present study investigated the IMPACT OF LIFE STYLE EDUCATION AMONG THE STUDENTS OF KENDRIYA VIDYALAYA, MALDA CLASS IX OF ENGLISH BAZAR BLOCK IN MALDA DISTRICT. Firstly researcher tried to know the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district. Secondly he tried to assess awareness about RTIs/STIs and HIV/AIDS among students. Thirdly he tried to study the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education. Fourthly he tried to study the impact of Life Style Education in student’s real life situation.

For the present study a restricted sample of 60 (i.e. 30 students of class IX from K.V. Malda of English Bazar Block in Malda District and 30 teachers including principal of KENDRIYA VIDYALAYA, MALDA of English Bazar Block in Malda District) was taken. To conduct the present study the investigator used two tools i.e. A self-made attitude Scale: which was prepared and administered upon the students and an Interview schedule: which was prepared and administered upon Principal and Teachers. After collection of data and analysing it; it was found that: Firstly there is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district. Secondly there is a significant difference in the awareness about RTIs/STIs and HIV/AIDS among students. Thirdly there is a significance difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education. Fourthly there is a significant difference in the impact of Life Style Education in student’s real life situation.

Key words: Life Style Education, Adolescence, HIV/AIDS, Preventing substance abuse,

INTRODUCTION
A way of living of individuals, families (households), and societies, which they manifest in coping with their physical, psychological, social, and economic environments on a day-to-day basis.
Lifestyle is expressed in both work and leisure behaviour patterns and (on an individual basis) in activities, attitudes, interests, opinions, values, and allocation of income. It also reflects people's self image or self concept; the way they see themselves and believe they are seen by the others. Lifestyle is a composite of motivations, needs, and wants is influenced by factors such as culture, family, reference groups, and social class. The analysis of consumer life styles (called psychographics) is an important factor in determining how consumers make their purchase decisions. They also sees values, attitudes, and lifestyles system (VALS-2).

NEED & IMPORTANCE: The Life Style Education was not launched as a completely new educational programme, rather as an initiative to upscale the following three educational programmes that were already being implemented:
National Population Education Project (NPEP) that was being implemented by 30 States and Union Territories from 1980, having adolescence education as the most important thrust area since 1993-94;

School AIDS Education Programme (Life Style Education) being implemented by NACO since 1993-94 through State AIDS Control Societies; and

the Project on Adolescent Reproductive and Sexual Health (ARSH) in Schools being implemented by 5 national agencies with the support of United Nations Population Fund (UNFPA). But these programmes had limited outreach, covering relatively smaller number of target groups. Life Style Education Programme was, therefore, launched as an umbrella programme to cover all the secondary and senior secondary schools of the country.

Status of Life style Education in Indian Scenario and also in West Bengal (Historical Perspective)

Students in secondary schools in West Bengal are to be given lessons in gender relations, adolescence problems and AIDS awareness, but not before their teachers are oriented to impart what the State Government has chosen to describe as "lifestyle education." A manual for teachers providing guidelines on ways to "sensitise" students to the subject has been prepared. The opinion of experts and educationists will be sought to draft the syllabus.

Environmental studies are also being introduced as a compulsory subject in senior classes at the secondary and higher secondary levels. This is in response to a directive by the Supreme Court and the recommendations of the National Council of Educational Research and Training. There are about 12,000 secondary and nearly 3,200 higher secondary schools in West Bengal.

Rudiments of Psychology

The president of the Board of Secondary Education, Dibyendu Hota, said that lifestyle education, "which would also encompass the rudiments of psychology," would first be introduced in secondary schools as a hands-on course in the next academic session. Subsequently it will be incorporated into the curriculum." The teacher's manual on the subject emphasises the need to develop health awareness among students who are in their adolescence with its various socially-induced psychological underpinnings.

"The subject matter, language and presentation need to be treated in a rather sensitive manner, leaving no room for any misconception," Debadiya Chakravarty, Principal Secretary, School Education, said. Even among guardians "there is a fair degree of appreciation of the need for such inputs in the school curricula," he added.

As for environmental studies, a committee of experts has been set up "to suggest text-books and ways to incorporate the subject into the overall academic structure of higher secondary schools," Jyotirmoy Mukherjee, president, West Bengal Council of Higher Secondary Education, said.

Recent updates of Findings

A Survey of related studies was undertaken by the investigator to get an insight into the work that has already been in the field of this investigation and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results.
The studies reviewed are mainly on educational problems of the Secondary pupils. The available literature related to the present research work has been reviewed as (i) Studies abroad (ii) Studies in India & Kerala

**Studies Abroad**

Many studies have been conducted abroad in the area of Secondary education. But most of them concentrate on wastage and stagnation.

The Allama Iqbal University of Pakistan started Women’s Secondary Education Project through Distance Learning in 1986. The main objectives of the studies are (1) To increase and diversify educational opportunities for girls and women who gave little access to the formal education system because of socio-economic constraints. (2) To offer an alternative curriculum through distance learning courses, and provide an educational qualification which is equivalent to SSC education in the formal system. (3) To offer women, for their economic independence, functional and skill-oriented courses related to their needs. (4) To produce viable and well-balanced curriculum that offers sufficient and relevant courses predominantly for rural women. (5) To enable those who have completed the programme to obtain the SSC, and (6) To make distance learning at SSC level for planned and sustainable programme.

A report from an Inter Academy Council states that there are also constraints for girls who remain with their families. While tuition and test books at the pre-college levels are often provided at negligible cost in the more prosperous economies, they are frequently a major financial constraint to people in developing countries. Parents generally spend what income they have on educating and even when money is available for educating daughters these children are often put to working for their families doing a variety of domestic tasks. This practice leads to poor performance at school or even dropping out of children.

**1.2. STATEMENT OF THE PROBLEM**

“A STUDY ON EFFECTIVENESS OF LIFE STYLE EDUCATION AMONG THE STUDENTS OF KENDRIYA VIDYALAYA, MALDA CLASS IX OF ENGLISH BAZAR BLOCK IN MALDA DISTRICT”

**1.3. NEED OF THE STUDY**

Newspapers, periodicals, journals and magazines often carry sensational stories of teenage sex escapades, pregnancies and sexually transmitted diseases like gonorrhea, syphilis, Acquired Immune Deficiency Syndrome (HIV–AIDS) and herpes. These sex escapades activities are always influenced by television and cinema viewing or reading pages of romance or pornographic materials. The victims are mainly teenagers of the secondary schools and colleges which are scattered throughout the country. They perform horrible acts in their bid to get rid of pregnancies.

The current general economic depression forced so many ladies including housewives and single parents into trading their bodies for money (commercial sex workers). This is being done to either supplement their meager financial resources or as a survival strategy. Some parents, because of poverty, make use of their teenage daughters to earn money from willing and in randy
men. Under this prevailing circumstances various families, communities and the societies in
general have rendered the religious, moral and cultural check to balances in matters concerning
human sexuality. In modern times this initiative has failed to prevent the moribund
situation.
In view of the foregoing, the question is that how the society would meaningfully and
constructively addresses the social malaise in the interest of the present and future generations.
The one and only answer is that the teaching of sex education should be institutionalized at the
secondary school level.
Educators and enlightened parents started realizing the need of the sex education in beginning of
the 20th century. They started telling children about the sex organs and sexual reproduction of
plants, birds, reptiles and animals. In the second half of the 20th century due to the fast-growing
epidemic of AIDS throughout the world AIDS education, human reproduction, population
education, family life education, adult education and value education have been incorporated in
the traditional concept of sex education.
The latest concept of sex education must be a very wide and all inclusive concept which should
have the functional elements of knowledge about sex, sexuality, sex values, health and hygiene,
family values, prevention from STD and AIDS, adolescent education, relationship between sex,
morality, freedom, creativity, happiness and progress. The over-all purpose of such a functional
and all-inclusive progressive concept of sex education should be to make every boy and girl a
responsible person in matters concerning his or her sexuality, attitudes and values towards the
children, adolescents and adults of the other sex. Sexual indiscipline is at the peak of all sorts of
family and social disorganization, crimes, physical and mental diseases and widespread
discontent cruelties, miseries and unhappiness. Therefore, it becomes the duty of all enlightened
parents, teachers, teacher educators, public men and NGOs to understand and appreciate the
social context, implications the various trends of the emerging concept of sex education in the
21st century.
The need for sexuality education in schools was well documented at the five-day Asian Sexology
Conference held in December 1994 in New Delhi, with emphasis on reproductive health
education issues throughout India and Asia. A draft proposal for a National Sexual Health
Program was submitted to the Ministry of Health. It is true that the sex education is needed for
understanding behaviour, attitudes and knowledge of Indians regarding human sexuality and
AIDS before comprehensive national planning introduce. Not only this sex education must be
accepted by the students, teachers and parents as an appropriate subject to be taught in schools if
a successful sex education programme is to be introduced in secondary schools. It is being
realized by West Bengal Board of secondary Education that school children’s should not be kept
aloof from and unaware of the various dimensions of sex and sexuality in the present context.
That is why they have introduced lifestyle education at secondary level.
This study was therefore conducted to ascertain EFFECTIVENESS OF LIFE STYLE
EDUCATION AMONG THE STUDENTS OF KENDRIYA VIDYALAYA, MALDA CLASS
IX OF ENGLISH BAZAR BLOCK IN MALDA DISTRICT.

1.4. OPERATIONAL DEFINITIONS OF THE TERMS USED

Life Style Education : Life Style Education Programme is an intervention to impact accurate
and adequate about the process of growing up with a focus on reproduction and sexual health.
The Lifestyle Education is a school-based intervention designed to change both instructional practices and the school environment to increase support for physical activity among girls. In a random assignment study involving 24 schools, schools were assigned to an intervention group that implemented Lifestyle Education or to a control group that persisted in implementing their existing physical education program. At follow-up, girls attending Lifestyle Education schools were significantly more likely to report engaging in regular vigorous physical activity than were girls attending control schools. Lifestyle Education did not serve to lower the percentage of overweight girls in intervention schools.

**Kendriya Vidyalaya : Kendriya Vidyalaya Sangathan** is a system of central government schools in India that have been instituted under the aegis of the Ministry of Human Resource Development (MHRD). It comprises over 1,000 schools in India and three abroad. The system came into being in 1963 under the name "central schools" and has been affiliated with Central Board of Secondary Education (CBSE) since then. Later, the name was changed to Kendriya Vidyalaya. Its objective is to educate children of the Indian Defence Services personnel who are often posted to remote locations. With the army starting its own Army Public Schools, the service was extended (but not restricted) to all central government employees. The uniform curriculum followed by these schools all over India was intended to ensure that the children of government employees do not face education disadvantages when their parents are transferred by providing a common syllabus and system of education. It still operates after fifty years.

Kendriya Vidyalaya Sangathan (Central School Organisation) oversees the functioning of these schools and has its headquarters in New Delhi, India. The administration of this school is based on different levels; the chairman of Kendriya Vidyalaya Sangathan is always the Minister of Human Resource Development, Government of India, and the deputy chairman is Minister of State of MHRD. The real working power lies to Commissioner of KVS; there are certain additional commissioners to accompany Commissioner in the administration of KVS in different fields. The head of a KVS region is Deputy Commissioner accompanied by certain Assistant Commissioner. There are individual principals of every KV also administering that very school of which they are made in charge.

**Awareness:** In the present study awareness refers to student’s awareness about the different aspects of Lifestyle Education programme such as healthy growing up, Adolescent Health Issues, RTIs/STIs and HIV/AIDS, Preventing Substances Abuse, Teacher as Counsellors.

**Effectiveness:** In the present study effectiveness means the degree to which Lifestyle Education programme is effective.

**Students:** A person who studies a particular academic subject. In the present study students are referred to Class IX students of Kendriya Vidyalaya Malda.

**Adolescence:** Adolescence is derived from the Latin word *Adolescere*, which means *Growing Up* or *Growing Towards*. It is a significant *Transitional Period* between Childhood and Adulthood in Human Development. Adolescence is generally defined with reference to a period of years. The World Health Organisation (WHO) defines Adolescence as the period of life.
between 10 to 19 years, and youth as between 15 to 24 years. WHO clearly recognizes that Adolescence is a phase rather than a fixed period in an individual’s life. However, Adolescents do not constitutes a Homogeneous Group. Their needs vary with their Sex, Stage of Development, Life Circumstances, and the Socio-Economic conditions of their environment. Adolescence may not be seen only in reference to the precise number of years in an individual’s life, as its periodicity varies from person to person. It can start as early as 9 years and as late as 14 years. Moreover, defining the age of Adolescence varies from one Socio-Cultural setting to another. A young person attending school may be considered an Adolescent in one place, while another person of the same age in another place may be married and considered an adult. Adolescence is the transition period of Physical, Psychological, and Social Maturation from Childhood to Adulthood, the period extending from Puberty to the attainment of Adulthood.

**Healthy growing-up, Adolescent health issues:** Health is a state of physical, mental and social well being, and not merely the absence of disease or infirmity. Adolescents are healthy when they follow a healthy life style. Empowered Adolescents are able to make informed choices in their personal and public lives. This is achieved by providing information, education and services in a supportive environment, so that adolescents learn from their experiences and build their skills for facing the challenges of growing up.

Human beings undergo certain changes during various stages of development. The developmental stages include Infancy, Childhood, Adolescence, adulthood and old age. Among these, Adolescence is a critical-stage of growth and development.

The HIV/AIDS epidemic is one of the most important and urgent public health challenges faced by governments and civil societies around the world. Adolescents are at the centre of epidemic both in the terms of its spread and in terms of the potential for the changing the attitudes and behaviors that underlie this disease.

**RTIs/STIs and HIV/AIDS:** RTIs are infections of reproductive tract. RTIs include all infections of the reproductive tract and is not necessary that they are transmitted sexually only, for example, bacterial vaginosis or candidiasis, which is caused by a disturbance in the equilibrium of the vaginal flora, or Pelvic Inflammatory Disease, which is caused by iatrogenic infections (infections introduced or contracted at a health facility during a clinical procedure). These are examples of RTIs that have not been transmitted sexually. On the other hand, pathogens that are commonly transmitted by sexual contact (HIV, hepatitis B, hepatitis C, hepatitis D, etc.) do not always or never cause an infection of the reproductive tract. Poor genital hygiene and unhygienic practices by service providers during delivery, abortion, or IUD insertion are common modes of infection.

STIs are those infections that are transmitted via the mucous membranes and secretions of the sexual organs, throat, and rectum. They are relatively easy to contract, and so it is important to know what they are, what they look like, and what one needs to do to get them treated. Some STIs may also be transmitted by an infected mother to her child during pregnancy (e.g. syphilis and HIV), at childbirth (e.g. gonorrhoea, chlamydia, and HIV), and during breastfeeding (e.g. if the mother is HIV positive or has hepatitis B). HIV, hepatitis B, and hepatitis C can also be spread by the sharing of needles, by receiving infected blood, and by using unsterilised equipment for surgery, including circumcision. Some STIs are easy to cure if they are detected.
and treated early, and hence they do not cause any serious problems. But if these STIs are not detected and treated early, the infection may spread and cause complications such as sterility. However, many STIs have no cure even if detected early, and hence will remain with the person for life. Hence it is extremely important to have knowledge of all STIs so that one knows how to prevent them.

**HIV**  
Human Immunodeficiency Virus is a virus that infects and weakens the body’s defence or immune system. People who become infected with HIV are called HIV positive.

**AIDS**  
A stands for Acquired. One gets it from a person who is already infected. It cannot be passed on through our genes. ID- stands for Immune Deficiency. It affects that part of our body that protects us from infections—the immune system. The immune system is weakened. S-stands for Syndrome. A set or a group of symptoms. AIDS is not just one single disease.

**Preventing Substance Abuse:**  
Substance Abuse is ‘the use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed’. Substance abuse can be defined ‘as a pattern of harmful use of any substance for mood altering purpose’. Generally, when most people talk about substance abuse, they are referring to the use of illegal drugs. Alcohol, prescription and over-the-counter medications, inhalants and solvents, and even coffee and cigarettes, can be used to harmful excess. Theoretically, almost any substance can be abused. Some substances that are commonly abused are:

1. Cannabinoids (e.g. hashish and marijuana)
2. Stimulants (e.g. amphetamines, cocaine, nicotine, tobacco)
3. Depressants (e.g. alcohol, barbiturates)
4. Narcotics (opioids and morphine derivatives, e.g. heroin, opium)
5. Hallucinogens (e.g. LSD and mescaline)
6. Other compounds (e.g. steroids and inhalants).

**Preventing substance abuse** means to prevent the act of using the above mentioned substances.

**Teachers as counselors:**  
Counseling is a learning-oriented process that occurs usually in an interactive relationship, with the aim of helping a person to learn more about the self, and to use such understanding to enable the person to become an effective member of the society. **Teachers as counselors** mean teachers who acts in counseling the students.

**Teachers:**  
In the present study only the teachers of class-IX and the principal of Kendriya Vidyalaya in Malda district was considered as teachers.

### 1.5. RESEARCH QUESTIONS

1. Is there any importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district?
2. Is there an awareness about RTIs/STIs and HIV/AIDS among students?
3. Whether the Kendriya Vidyalaya students and Teachers’ including the principal are showing a positive attitude towards implementation in the Kendriya Vidyalaya about Life Style Education.
4. Is there any impact of Life Style Education in Kendriya Vidyalaya students in their real life situation?
1.6. OBJECTIVES
1. To know the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district.
2. To assess awareness about RTIs/STIs and HIV/AIDS among students.
3. To study the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education.
4. To study the impact of Life Style Education in student’s real life situation.

1.7. HYPOTHESES
1. There is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district.
2. There is no significant difference in the awareness about RTIs/STIs and HIV/AIDS among students.
3. There is no significant difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education.
4. There is no significant difference in the impact of Life Style Education in student’s real life situation.

1.8. SIGNIFICANCE OF THE STUDY
1. No studies have been conducted among the students of Kendriya Vidyalaya Malda regarding awareness on Life Style Education.
2. It has also been seen that no studies have been conducted among the schools of Kendriya Vidyalaya Malda regarding awareness on Life Style Education.
3. Review shows that no studies have been conducted among the students of Kendriya Vidyalaya Malda regarding awareness on Life Style Education to arouse concern among the students to solve the problems which arises among the adolescence.
4. It has become an utter necessity to conduct a study on Life Style Education for its effective inclusion in the school curriculum.

The Government of India has taken a decision to upscale the National School AIDS Education Programme (SAEP) and implement the Life Style Education in all secondary and higher secondary schools. CBSE is implementing the Life Style Education as Adolescence Education Programme (AEP) in all affiliated schools.

1.9. DELIMITATIONS
1. The study is confined with K.V. Malda of English Bazar Block in Malda District.
2. The study will be limited to 30 students of class IX from K.V. Malda of English Bazar Block in Malda District.
3. The study will be limited to Class-IX students of KENDRIYA VIDYALAYA, MALDA only.
4. The study will be limited to 30 teachers including principal of KENDRIYA VIDYALAYA, MALDA of English Bazar Block in Malda District only.

2.1. REVIEW OF RELATED LITERATURE
Buzzell and Gale (1987) define strategy as the policies and the key decisions adopted by management that have major impacts on financial performance. Schools in the Emirates, begin
mostly privately funded do have constraints on both financial and manpower resources. When a School is effective, the recruitment of students increases and this affects the school’s financial performance.

**Grey and Warrender (1992)** examined the financial constraints and suggested way of reducing costs of technical and vocational education in developing countries and recommended (1) to improve the ratio between measuring in puts and outputs,(2) to increase the quality of the output focusing on the central purpose.

**Threlfall, M. Langely (1992)** studied the constraints on the participation of women in secondary education and pointed out that the factors are geographical, socio-cultural, health, economic, religious, legal, political and administrative. The study recommended that to provide more scholarships to enable students from poorer economic backgrounds, to consider for feeding schemes in primary secondary school; to improve educational policy implication at the local level and to provide adequate accommodation.

**Lankard (1994)** studied problems in the implementation of integrated curriculum and instruction in vocational education and found that integration lies solely on teacher commitment and co-operation.

**Veugelers (1995)** pointed out the role of teachers in influencing choice of goals and suggested that better attitude and effort will enhance effective implementation of the programmes.

**Culanculan (1996)** studied the problem of linking employers with educational institutions in Philippines in order to improve education. Lack of incentives, lack of capability, weak information links, lack of curricular resources and poor quality training affect proper linking.

**Sukati Correl Watter Sanukela (1996)** has considered the relevance of current Swatiland Secondary School education to the socio-cultural environment in which the educational process takes place. The following criteria were established that were used to evaluate the planning of Secondary Education.(1) That the planning of secondary education should take into consideration the aspect of reality that encompass the relation between education and the life world. (2) That the educational planning process should follow established and accepted planning methodologies. (3) That the planning should take into account the ancillary service needed in the educational process.

**Dwyer and Others(1997)** studied student aspirations, experience and outcomes to identify the constraints in the participation in and effective delivery of Vocational Education and Training (VET). The study revealed that VET is useful for future employment, personal development and barrier to participation is under valuing of VET.

**Brown (1998)** in a study conducted to find out the problem for raising employment and earnings of youth and adults through vocational education found that programmes targeted to a specific segment of the population or a specific area of need have been especially successful in increasing
employment and earnings of programme computers. The research also revealed that skill development (academic and vocational) is only one constraint impeding continued education and employment of population and need vocational education connecting assessment counselling, mentoring, resume writing, referral placement in fulltime position, follow up and continued educational opportunities.

According Nithi Muthukrishna (1998) an ongoing problem at the school was the fact that children had no birth certificates. This made the admission process very difficult because the department of education has ruled that no child without a birth certificate should be enrolled at the school. Parents would not register their children and obtain birth certificates for various reasons: financial, apathy, time constraints—many parents work away from home grandmothers are illiterate and not empowered to go through the process. The school had discussion with the mayor of Estcourt about the matter. A meeting was arranged with the senior clerk at Home Affairs in the district. A decision was agreed on that staff at the school assist with the registration of children by conducting the process at school. This initiative has proved very successfully and other schools are encouraged to do the same.

Viroj Naranong’s (1998) study examines the effect of gender and credit constraints on students advancement of secondary education which is arguably the major bottleneck in Thailand’s education system. Credit constraints are measured indirectly through rainfall variation availability of informal lenders in the village and household specific variables especially titled land owned by the house.

The study of Ijeoma Obidgbo (2000) indicates religion as a major constraint to girls and women’s education. The weight of socio-cultural and religious belief and attitudes remain very strong and play an important role in preventing girls from going to school and women from parties and literacy classes. Some religions do not allow girls to be seen in public places or mix up with their opposite sex, so it becomes a problem for sending girls to school.

The purpose of the study of Stephen James (2000) was to determine which aspects of alienation are significant in the decision of students who have been labelled learning disabled to graduate or drop out of school. Silent dimensions of alienation include personal incapacity, cultural estrangement and guilelessness indicated that and total alienation. The result of this study indicated alienation among students who have been labelled learning disabled is a concept that is better studied while the students are still in school where participants are not affected by the volunteer effect, rather than by posthoc analysis and where a sample is utilized which is sufficiently large to generate data whose results can be generalized to a large population.

The reform agenda by Republic of Serbia (2001) has named the following constraints. The existing political situation, through improving and consolidating is still sterile, the lack of financial resources makes the reform process strongly dependent on the financial support of international donors and development agencies that might slow down the provision of the adequate teaching learning environment in all schools. Action bar to be taken and organizational structure implemented without having had adequate time to build conditions and public
consensus. Lack of adequate number of qualified MOES staff to deal with over whelming and highly diverse tasks, ranging from the need of internal reform and staff development to policy definition and donor co-ordination. Human factor-resistance to change that can be alleviated by adequate training regular and clear informing different kinds of incentives. National Centre on secondary education and

Training in Zaibia(2002) reported the constraints and innovation in secondary education policy. The report highlights to move from semiskilled to craft, technical level and then to technologists level by acquiring competence in institution on jobs or as the result of distance learning .A reform of trade tests and the general examinations system is proposed to achieve this aim.

News Release (2002) from Nepal conducted a study to help improving secondary education in Nepal by identified the constancies. The Secondary Education support project will help create a better educated and skilled work free to drive social and economic development. The project has four components (1) More access to an improved learning environment, particularly for girls and other disadvantaged groups. (2) A better curriculum, instructional materials and system of assessment in the public schools.(3)An improved and sustainable system for the education, development and management of teachers and (4) An enhanced institutional capacity and management for efficient delivery of education.

Rucker Patricia Anna (2003) is his research sought to determine the constraints in the academic preparation, course type and course length on the academic achievement of African American Secondary School Students.A 50 progression of study was initiated using three way split-plot analysis variance.

National Survey of Family Growth,2002; Data showed that the median age of premarital sex in the United States is 17.2 years for females and 17.6 years for males while the median age at first marriage is 25.8 for females and 27.4 for males. There is a time frame of approximately 13 years between fertility and marriage for both males and females.

Kennedy,2003; School- Sex Education in America. The results of this random nationally representative telephone survey showed that 67% felt that federal money should be used to fund more comprehensive sex education programs which include information on how to obtain and use condoms and other contraceptives. Two-thirds (62%) felt that abstinence from sexual activity outside marriage should be an expected standard for 7th-12th graders, though the definition of abstinence was not consistent. Two-thirds (63%) included intimate touching in their definition of abstinence while 95% and 89% respectively included sexual intercourse and oral sex in that definition. More than 90% felt that sex education in schools should include reproductive physiology, HIV/AIDS, STDs, contraception, making responsible choices, and delaying sexual intercourse until older or marriage. In addition, greater than 80% stated that information on abortion, how to put on a condom, how to use contraceptives, and where to get contraceptives should be included.

Data from Ohio shows similar information as these national surveys.
**Albert, 2007;** ‘With one voice,’ survey which found that 93% of adults and 90% of adolescents aged 12-19, felt that it is important to give teens the strong message that they should delay sexual activity until they are at least out of high school. The same survey found that 73% of adults and 56% of teens wanted more information for teens about both abstinence and contraception. Most teens in this survey recognized that teen parenthood had negative consequences with 81% agreeing with the statement that being a teen parent would delay or prevent them from reaching their future goals.

**Ohio Department of Health, 2008;** Title V, Parent and Child Communication: Sexual Health Needs Assessment and Program Implementation evaluation. The majority of parents surveyed felt that adolescents should receive more than abstinence-only education. One-third of parents felt that abstinence-only sex education should be taught for junior high school students, while 13% felt that abstinence-only sex education should be taught for high school. One-half of parents felt that sex education for junior high school should include both abstinence and comprehensive sex education while almost two-thirds felt that both abstinence and comprehensive sex education should be used for high school students. When parents were asked about the content of sex education, the majority of parents reported that they definitely wanted a more comprehensive approach which included the following topics: STDs/ HIV (95%), puberty (94%), relationships/dating (88%), HPV/Cervical cancer (84%), abstinence until marriage (80%), contraception/condoms (79%), safe sex practices/how to use a condom (70%), and sexual identity/sexual orientation (61%).

Results from the teen survey showed results similar to the adult data. Some individuals have voiced concern that more comprehensive discussions about sexual behavior may encourage teens to become sexually active. With One Voice, 2007; survey found that 53% of teens and 52% of parents of teens reported that the statement, “Don’t have sex, but if you do you should use birth control or protection,” would not encourage teens to have sex. In the NPR/Kaiser/Kennedy School study, two-thirds of respondents were more concerned that not providing information about how to obtain and use condoms and contraceptives might result in more teens having unsafe sexual intercourse than whether the information would encourage teens to have sexual intercourse. Similarly, in the 2008 Ohio ODH survey, 92% of parents strongly disagreed that talking about sexual issues would encourage their 13-18 year old adolescent to have sex and 82% of 13-18 year olds strongly disagreed that this discussion would encourage them to have sex. Although schools play an important role in sexuality education, the role of parents is vitally important. National data have shown that teens have consistently listed parents as the most influential individuals regarding decisions about engaging in sexual activity. In the 2007 With One Voice survey, 47% of 12-19 year olds listed parents first as a source of information with the second choice being 18% for friends. Two-thirds of teens reported sharing their parents’ values about sex, while 3% reported that they didn’t know their parents’ values. A total of 71% reported having talked to their parents about delaying sex and avoiding teen pregnancy. The majority of parents of teens (88%) reported that they did not know when or how to have this discussion. Data from the 2008 Ohio ODH survey found that 57% of parents and 41% of youth agreed that sex education should primarily come from the family and be supplemented by the school.
Recent reviews and analyses of the various types of sex education programs have been published. This literature review will discuss these findings along with the characteristics of programs that have been demonstrated to positively impact sexual behavior and outcomes in adolescents. Before embarking on this review, it is important to note that much of the literature is not consistent in how the term “abstinence” is used. For example, abstinence can mean anything from delaying sex until marriage to choosing not to be sexually active after becoming sexually experienced. In addition, the term sexual activity may or may not include non-coital activities. There are also a variety of terms that describe sex education. Abstinence-only, Abstinence-only until marriage, and Abstinence-centered education usually refer to education that teaches that abstinence is the only valid option for unmarried people or teens. These programs have been found to provide incomplete and sometimes biased information on contraception or condoms. Comprehensive sex education, abstinence-based education and abstinence-plus education usually refer to programs that emphasize abstinence as the most effective way to avoid STDs and unplanned pregnancy but also teach about condoms and contraception as risk reduction strategies. These programs also include interpersonal and communication skills that address ways to explore attitudes and options.

3.1.METHODOLOGY

The process used to collect information and data for the purpose of research is known as research methodology. Research is an activity that helps us generate knowledge, it helps us in testing the existing knowledge and it also helps us in creating new knowledge. Educational research uses both conceptions of social reality and the methods that are considered appropriate for exploring it. Educational research uses method derived from or based on positivist the nature of problem being investigated. A paradigm can be defined as a way of looking at a phenomenon or a board perspective of it. A paradigm determines research approach and methods.

Types of research Method —

1. Quantitative (based on positivist paradigm)
   a. Experimental
   b. Quasi experimental
   c. Correlational

2. Qualitative (Based on non-positivist paradigm)
   a. Survey
   b. Case studies
   c. Documentary analysis
   d. Developmental
   e. Ethnographic

3.2.METHOD

In research methodology, the method that has been followed by the investigator in the present study is known as Descriptive survey method. This method was used to gather data from the subjects for the present study.

3.3.DESCRIPTION AND LOCATION OF THE AREA OF SURVEY

Malda district (Bengali: মালদা জেলা) (also spelled as Maldah or Maldaha) is a district in West Bengal, India. It lies 347 km (215 miles) north of Kolkata, the state
Mango, jute and silk are the most notable products of this district. The special variety of mango produced in this region, popularly known by the name of the district, is exported across the world and is acclaimed internationally. The folk culture of gombhira is a feature of the district, being a unique way of representation of joy and sorrow of daily life of the common people, as well as the unique medium of presentation on national and international matters. According to the National Investigation Agency Malda is believed to be a hub of a fake currency racket. It is reported that 90 per cent of the fake currency that enters India from Pakistan via Bangladesh comes in from Malda which borders the neighbouring country.

District headquarters is English Bazar, also known as Malda, which was once the capital of Bengal. The district maintains the traditions of the past in culture and education. Old Malda, the town which lies just east of the confluence of the Mahananda and Kalindi rivers, is part of the English Bazar urban agglomeration. The town rose to prominence as the river port of the old capital of Pandua. During the 18th century it was the seat of prosperous cotton and silk industries. It remains an important distributing centre for rice, jute, and wheat. The area between the historical monument of Jame Masjid (1566) and the landmark of Nimasarai tower across the river Mahananda, constituted a municipality in 1867. Rice, jute, legumes, and oilseed are the chief crops in the surrounding area. Malda is the largest producer of excellent quality of jute in India. Mulberry plantations and mango orchards occupy large areas; mango trade and silk manufacture are the main economic activities. The Independence Day of Malda is 17 August 1947.

English Bazar

Nickname(s): Mango City
English Bazar or Ingrāj Bāzār, better known as Malda, called the "Mango City", is a city and municipality in Malda district in the Indian state of West Bengal. It serves as the district
headquarters. It is the seventh largest city in West Bengal. Malda is nominated for becoming a municipal corporation (both English Bazar municipality and Old Malda municipality). In 2013, Malda became the first Indian city to have a women's court.

Geography
Malda is at 25.00°N 88.15°E. It has an average elevation of 17 metres (56 feet). It is on the western bank of the river Mahananda.

As in much of Bengal, the weather is usually extremely humid and tropical. Temperatures can reach as high as 46 °C during the day in May and June and fall as low as 4 °C overnight in December and January.

History
The district of Malda formed in 1813 out of the outlying areas of Purnia, Dinajpur, and Rajshahi districts. In 1832 a separate treasury was established, and in 1859 a magistrate and collector were appointed.

Up to 1876 this district formed part of Rajshahi Division, and from 1876 to 1905 it formed part of Bhagalpur Division. In 1905, it was again transferred to Rajshahi Division, and until 1947 Malda remained in this division.

In August 1947 this district was affected by the Partition of India. Between 12 to 15 August 1947 whether the district would become part of India or Pakistan was unknown, as the announcement of the Radcliffe Line did not make this point clear. During these few days the district was under a magistrate of East Pakistan; after the details of the Radcliffe award were published, the district became part of West Bengal on 17 August 1947.

Civic administration
There are two municipalities in Malda: the municipality of English Bazar and the municipality of Old Malda.

The municipality of English Bazar is divided into 29 wards. The Trinamool Congress with 15 councilors holds power (as of 2015).

Culture
Cultural activities popular in and around Malda include Gombhira, Alkap, and Kavigan. Major religious festivals celebrated in the region include the Hindu festivals of Durga Puja, Kali Puja, and Guru Nanak Jayanti; the Islamic festivals of Id-ul-Fitr and Id-uz-Zoha; and the Christian festival of Christmas. A unique feature of Malda is that it, with parts of Uttar Dinajpur and Dakshin Dinajpur, celebrates holi a day later than the entire world does.

Transport
Public transport includes cycle rickshaws, auto rickshaws, and local buses. There is no metered vehicular transport. Six-seat city autos shuttle between English Bazar and Old Malda at a rate fixed by the municipal authorities.

Rail
Malda is well connected by rail. Its notable railway station is Malda Town. It is the Divisional Headquarters of Eastern Railway's Malda Division; about 70% of this division is in Bihar and Jharkhand. Financial department officials have offices there. Almost all trains bound for North Bengal and the North Eastern States of India pass through Malda Town station. Many long distance trains pass through Malda, making it a railway hub for North Bengal, Bihar and Jharkhand. Much of Malda's development as a major railway station is due to
the efforts of the former minister of railways, government of India, late A. B. A. Ghani Khan Choudhury.

Bus
The city is on National Highway 34, the north-south arterial road of West Bengal some 347 km north of Kolkata and 256 km south of Siliguri. It is connected to National Highway 81, which links Kora in Bihar to Malda in West Bengal. A central bus terminal has been set up. North Bengal State Transport Corporation buses connect Malda to the rest of West Bengal.

Air
Malda Airport (IATA: LDA, ICAO: VEMH) was closed in 1972 due to the Bangladesh War. Before that there were direct daily flights from Malda to Kolkata, Delhi, and Guwahati. The Indian government is relocating the airport several kilometers from the town. In 2014 direct Helicopter services were started between Malda and Kolkata, the capital of West Bengal, by the government of West Bengal.

Demographics
As of the 2011 census, English Bazar municipality had a population of 216,083 and the urban agglomeration had a population of 324,237. The municipality had a sex ratio of 877 females per 1,000 males and 14.9% of the population were under six years old. Effective literacy was 84.69%; male literacy was 85.44% and female literacy was 83.86%.

Communities that inhabit Malda includes the Bengalis, Gorkha, Marwaris, Biharis, Shershabhadhia and Rajbangsis. Some local forms of Bengali, Maithili, Rajbangsi, Hindi and Urdu are spoken along with local dialects. Commonly spoken languages include Bengali and Hindi. Regional languages include Pabnai, Nawabgangi, Kamtapuri, Shershabhadia, Santali, and Khotta. Old Malda has a Sikh population who suffered in the 1984 anti-Sikh riots.

Education
Colleges and universities
Several colleges and universities are in and around English Bazar. The largest is the University of Gour Banga, established in 2008. Almost all the 28 colleges in Malda, Uttar Dinajpur and Dakshin Dinajpur districts, except for Raiganj University College, are affiliated with it.

Other notable institutions include Malda College, established on 23 July 1944, the oldest higher educational institution in the city; and Malda Women's College, the only women's college in the city. English Bazar has three engineering colleges: IMPS College of Engineering and Technology, established in 2003; and Malda Polytechnic, one of the oldest polytechnic colleges in West Bengal; and the recently established Ghani Khan Institute of Engineering and technology. GKCIET is a centrally funded engineering college (Ministry of HRD Government of India)

The Malda Medical College and Hospital, established in 2011 in the heart of the town, is the only medical college in the region

Schools
Malda Zilla School is the oldest school of the city, set up in the mid 19th century. Ramakrishna Mission Vivekananda Vidyamandir has the reputation of being one of the best schools in the state. Barlow Girls' High School was set up in before 1900.
Other schools include Acrurmani Coronation Institution (A.C. Institution), Lalit Mohan Shyam Mohini High School, Malda Town High School, Umesh Chandra Bashtuhara Vidyalaya, Maheshmati D.N. Saha Vidyabhaban, Malda Girls' High School, Malda Railway High School, etc.

The city has many schools affiliated to the Council for the Indian School Certificate Examinations, including Holy Child English Academy, the St. Xavier's School, the North Point English Academy and St. Mary's School. The city has two Central Board of Secondary Education schools: Usha Martin School and the Kendriya Vidyalaya.

In the present study the school from which the actual data was being collected was Kendriya Vidyalaya.

3.4. POPULATION
A population is any groups of individuals that have one or more characteristics in common that are of interest to the researcher.

In the present study all the students and teachers (including Principal); of Kendriya Vidyalaya, Malda was considered as the population.

3.5. SAMPLING TECHNIQUE
Sampling techniques are the different research techniques used by the researcher during the time of the research for selection of the sample.

Purposive sampling was done to select the school; Random sampling technique was used to select the students and the teachers as a sample for the present study.

3.6. SAMPLE
A sample is a representative proportion of a population selected for observation analysis. When the population is very large we choose a sample from the population because it has all the properties of the original.

60 samples i.e 30 Class-IX students and 30 teachers (which includes the principal) of Kendriya Vidyalaya, Malda of English Bazar Block in Malda District was selected as the actual sample for the present study.

3.7. TOOLS USED
Selection of tools is an important step in undertaking a research study because the results of the study depend upon the quality and appropriateness of the tools. The appropriateness of the tools depends upon various factors; such as the objectives of the study, availability of the materials etc.

To conduct the present study the investigator used the following tools:-

1. A self-made attitude Scale: ‘AWARENESS AND ATTITUDE SCALE ON LIFE STYLE EDUCATION’ was prepared and administered upon the students

2. Interview schedule: ‘Attitude scale towards Life Style Education’ was prepared and administered upon Principal and Teachers.
Description of the first tool:
The investigator could not find any appropriate standardized tool for the present study thus in the absence of the standardized tool a questionnaire was used for collecting data which was constructed by the investigator along with the experts advise and suggestions. Questionnaire is one of the most popular and commonly used data gathering devices. The form consists of a series of written or printed statements and the subjects have to respond in the space provided. The questions are factual in nature intended to obtain information about conditions and practices that prevail. Questionnaire is one of the most popular and commonly used data gathering devices. The form consists of a series of printed questions and the subjects have to respond in the space provided. The questions are factual in nature intended to obtain information about conditions and practices that prevail. “A Questionnaire is a systemic compilation of questions that are submitted to sampling of population from which information is desired.” Barr, Davis and Johnson
“Questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself.” Good and Hatt
In the first tool a closed as well as open questionnaire has been used for the purpose of data collection. It comprises of two sections:
SECTION-I: CONCEPT OF LIFE STYLE EDUCATION (Awareness): (30 marks)- It comprises of 30 items which are of closed type.
SECTION-II: IMPACT OF LIFE STYLE EDUCATION (Attitude): (2x5=10 marks)- It comprises of 5 items which are of open type.
Maximum marks that can be obtained: 40 marks

Description of the second tool:
The investigator could not find any appropriate standardized tool for the present study thus in the absence of the standardized tool a questionnaire was used for collecting data which was constructed by the investigator along with the experts advise and suggestions.
In the second tool a closed questionnaire has been used for the purpose of data collection. It comprises of 30 items. Maximum marks that can be obtained: 120

3.8. PROCEDURE OF DATA COLLECTION
At first the researcher attained permission from the head of the institute. After attained permission the questionnaire was distributed to the students. The students were asked to read all the questions carefully and answer the questions as accurately as they can. It was assured that the information will be kept strictly confidential. The filled questionnaires/responses were received back from them after 1 hour 45 min.
Next day an interview schedule was organized for the Principal and the teachers. The responses were collected individually by the researcher.

3.9. PROCEDURE OF DATA ANALYSIS
All the questions of the questionnaires were scored as per the scoring details, to interpret the responses. Percentages for the responses made by the sample group on each item were calculated for most of the questions. The data obtained from the students and the teachers (including principal) had been analyzed with the help of quantitative techniques. The responses received using the questionnaire was replaced with numerical values according to the scoring scale i.e correct answer 1 mark; wrong answer 0 mark.
After giving the numerical values to the responses, the data has been analyzed statistically using statistical formulas for computation of Percentage; Mean; Standard Deviation; and T-test.

The statistical formulas that were used during quantitative analysis are:

**MEAN**: Mean scores show the average performance of group in distribution or give the overall performance of the group.

\[
\text{Mean } M = \frac{\sum x}{N}
\]

Where 

\( M \) = Arithmetic Mean

\( X \) = Scores

\( N \) = Number of cases

**STANDARD DEVIATION (S.D.)**: Standard deviation of any distribution shows the dispersion or the cater of scores in that distribution along with mean.

\[
\text{SD} = \sqrt{\frac{\sum X^2}{N}}
\]

Where

\( X^2 \) = Square of deviation

\( N \) = Total Number of score

**‘t’ VALUE**: ‘t’ test for measuring the significances of different was also used. The following formulate were used for this purpose, the following formulate were used for this purpose, the formula used was

\[
‘t’ = \frac{M_1 - M_2}{\text{SEd}}
\]

Where

\( \text{SEd} \) = Standard error of difference between Mean

\( M_1 \) = Mean of First Group

\( M_2 \) = Mean of Second Group

### 4.1. ANALYSIS AND INTERPRETATION

The data must be adequate, valid and reliable to any extent but it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analysed, intelligently interpreted and rationally concluded.

In this chapter, attempts have been made to analyze and interpret objectively, the data collected from the students. The data gathered was carefully analysed in the light of the objective setforth for the investigation and discussed as below:

**ANALYSIS OF HYPOTHESIS 1**: There is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district.

**Table 1**: Table showing significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>15</td>
<td>21.2</td>
<td>4.3</td>
<td>2.03</td>
</tr>
<tr>
<td>female</td>
<td>15</td>
<td>21.0</td>
<td>4.1</td>
<td></td>
</tr>
</tbody>
</table>

* Not Significant at .05 and .01 level
Table 1 shows that calculated value was 2.03 which is less than table value (2.750) at .01 level of significance and at .05 level (2.042). Therefore, it is not significant at .01 level. It indicates that there exists no significant difference between male and female students regarding the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district. The mean score of male group (21.2) is almost equal to the mean score of female group (21.0).

Hence, hypothesis No.1 i.e. There is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district stands accepted. Thus it can be concluded that there is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district.

**Fig.1:** HISTOGRAM showing Mean difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district

![Histogram](image)

**ANALYSIS OF HYPOTHESIS 2:** There is no significant difference in the awareness about RTIs/STIs and HIV/AIDS among students.

**Table 2:** Table showing significant difference in the awareness about RTIs/STIs and HIV/AIDS among students

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.Ed.</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>36.67</td>
<td>2.83</td>
<td>0.85</td>
<td>3.00</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>24.12</td>
<td>2.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 and .01 level
Table 2 shows that calculated value was 3.00, which is greater than table value (2.750) at .01 level of significance and at .05 level (2.042). Therefore, it is significant at .01 level.

It indicates that there exists significant difference in the awareness about RTIs/STIs and HIV/AIDS among students. The mean score of male students (36.67) is greater than the mean score of female students (24.12).

Hence, hypothesis No.2 i.e. There is no significant difference in the awareness about RTIs/STIs and HIV/AIDS among students stands rejected. Thus, from table 2 it can be concluded that there is a significant difference in the awareness about RTIs/STIs and HIV/AIDS among students.

Fig. 2: HISTOGRAM showing mean difference in the awareness about RTIs/STIs and HIV/AIDS among students

**ANALYSIS OF HYPOTHESIS 3:** There is no significant difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education.

**Table 3:** Table showing significant difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>30</td>
<td>27.33</td>
<td>2.83</td>
<td>7.34</td>
</tr>
<tr>
<td>Teachers(including principal)</td>
<td>30</td>
<td>20.16</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 and .01 level
The t-ratio calculated in Table.3 was found to be 7.34 and the needed values to be significant at .01 level is (2.750) and at .05 level (2.042). So, the calculated t-ratio value is greater than the table value at .01 level of significance. Therefore, it is significant at .01 level.

It indicates that there exists significant difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education. The mean score of students (27.33) is greater than the mean score of teachers(including principal) (20.16). Hence, **hypothesis no.3** i.e. there is no significant difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education stands rejected.

Thus, it can be concluded that there is a significance difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education.

**Fig.3: HISTOGRAM** mean difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education

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**ANALYSIS OF HYPOTHESIS 4:** There is no significant difference in the impact of Life Style Education in student’s real life situation.

**Table 4:** Table showing significant difference in the impact of Life Style Education in student’s real life situation

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>23.7</td>
<td>2.3</td>
<td>7.34</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>22.2</td>
<td>4.3</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 and .01 level
The t-ratio calculated in Table.1 was found to be 7.34 and the needed values to be significant at .01 level is (2.750) and at .05 level (2.042). So, the calculated t-ratio value is greater than the table value at .01 level of significance. Therefore, it is significant at .01 level.

It indicates that there exists significant difference in the impact of Life Style Education in student’s real life situation. The mean score of male students (23.7) is greater than the mean score of female students (22.2).

Hence, hypothesis no.4 i.e. There is no significant difference in the impact of Life Style Education in student’s real life situation stands rejected.

Thus, it can be concluded that there is a significant difference in the impact of Life Style Education in student’s real life situation.

Fig.4: HISTOGRAM showing mean difference in the impact of Life Style Education in student’s real life situation

5.1. FINDINGS

hypothesis No.1 i.e. There is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district stands accepted.

hypothesis No.2 i.e. There is no significant difference in the awareness about RTIs/STIs and HIV/AIDS among students stands rejected.

hypothesis no.3 i.e. there is no significant difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education stands rejected.

hypothesis no.4 i.e. There is no significant difference in the impact of Life Style Education in student’s real life situation stands rejected.

5.2. CONCLUSIONS

-From table 1 it can be concluded that there is no significant difference in the importance of Life Style Education among class IX students of Kendriya Vidyalaya in Malda district.
From table 2 it can be concluded that there is a significant difference in the awareness about RTIs/STIs and HIV/AIDS among students.

From table 3 it can be concluded that there is a significance difference in the attitude of the students and Teachers including the principal of Kendriya Vidyalaya towards Life Style Education.

From table 4 it can be concluded that there is a significant difference in the impact of Life Style Education in student’s real life situation.

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