



Shaping Tomorrow's Citizens: A Comparative Study on Life Skills and Values in Kamrup Metro's Government and Private Schools

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Abstract: This thesis is an attempt to explore the integration of life skills education and moral values in government and private schools of Kamrup Metropolitan, Assam. It shows how these institutions provide skill-based learning, ethical instruction, and extracurriculars to shape students in personal and social development. The study is both a quantitative and qualitative research approach that identifies disparities in curriculum design, teaching methodologies, and institutional resources. It is characterized by findings indicating that private schools are better able to integrate life skills and value-based education via flexibilities and infrastructures, which government schools find to be lagging in curricula and financial side. And, yet, the gaps would be bridged, via policy-driven reforms and better teacher training. Holistic education which includes academics and character building to make students responsible citizens is the theme of the study. Curriculum restructuring improved pedagogical training, and better collaboration among stakeholders are recommended to make an inclusive and fruitful education system.

Keywords: Life skills education, moral values, government schools, private schools, Kamrup Metropolitan, pedagogy, extracurricular activities

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INTRODUCTION

Research Background

The research named “Shaping Tomorrow’s Citizens: A Comparative Study on Life Skills and Values in Kamrup Metro's Government and Private Schools” studies the role of schools in training students with essential life skills and values. Being an important educational center in Assam, Kamrup Metropolitan has a wide range of government and private institutions that are affiliated with CBSE, ICSE, IB, and state boards. However, curriculum, infrastructure, pedagogy, and value-based education determine the value of these schools in shaping students’ holistic development. Name a few Kendriya Vidyalayas, Don Bosco Schools, and Cambridge Public School. It will examine the differences in life skills education, moral education, and integration in extracurricular activities, which establishes how each type of school develops the character of the student and civic responsibility. The analysis of these gaps and possibilities of improvement will be continued in the research about admissions, facilities and academic outcomes. The study compares these educational settings in an attempt to learn the most effective ways to raise future citizens who are responsible and skilled.

Research Rationale

Education is very important when it is used to mould responsible citizens with life and moral values (Komalasari & Saripudin, 2018). The education sector in the Kamrup Metropolitan, Assam can be said to be a blend of government and private schools both of which work in their own framework in administrative, pedagogical and resource terms. Although there is considerable emphasis on holistic education, schools differ in their adoption of life skills and values in their curricula. While government schools have a mostly standardized curriculum without much extracurricular activity, private schools stress on developing personalities and value based education through imaginative learning techniques (Dewi & Alam, 2020). Nevertheless, there is little empirical work that tests the effectiveness of these two types of schools in promoting the development of fundamental life skills like: critical thinking, leadership, problem solving, and ethical decision making (Waite, 2020).

Research Aim and Objectives

This research focuses on performing a contrast of the effectiveness of government and private schools in Kamrup Metropolitan and assessing their role in the learning of life skills and values of the students. The study will look into the effect that the schooling system has on the development of students' cognitive, social and ethical aspects and thus their whole character formation.

The specific objectives of the study are:

1. To assess the extent to which government and private schools incorporate life skills education into their curricula.
2. To examine the pedagogical methodologies used to instill moral values and ethical principles in students.
3. To evaluate the role of extracurricular activities and school culture in shaping students' personal and social competencies.
4. To identify key challenges faced by schools in integrating life skills education effectively.

Research Questions

1. To what extent do government and private schools incorporate life skills education into their curricula, and how does this impact students' personal and social development?
2. What pedagogical methodologies are employed by schools to instill moral values and ethical principles, and how effective are they in shaping students' character?
3. How do extracurricular activities and school culture contribute to the development of students' life skills, and what challenges do schools face in integrating these elements effectively?

Research Gap

Despite the extensive work done on the question of education in India, there is a dearth of empirical evidence on the comparative impact of state and private government schools on life skills education and

value-based learning in Kamrup Metropolitan. Concerning policy and interventions, existing literature has concentrated primarily on the academic performance aspect, the disparities in infrastructure, but there has not been a thorough investigation on how distinct school environments affect the ethical and social competencies of students. Furthermore, most previous studies separate between urban and rural education, while this research attempts to achieve a comprehensive approach to understanding the two types of schools from within one metropolitan area. The study also discusses the absence of student panics, and bases its perspectives on the views of students, teachers, and parents to give a more comprehensive view of it. This research will then round off this gap and provide valuable knowledge to the field of education that can be used to inform policymakers, educators and other stakeholders to better frame frameworks for holistic student development.

Chapter Summary

The Introduction chapter establishes the framework for further study on life skills and value-based education and its role in the formation of responsible citizens. In case of Kamrup Metropolitan, Assam, it highlights the differences between government and private schools in respect of curriculum, teaching methodologies, infrastructural sources, and so on which may influence the student's holistic development. This chapter addresses the problem of research and highlights how little there is in terms of empirical study that has compared these two school types in fostering life skills and values. It also gives an idea of the research aim, objectives, and hypotheses that direct the quest to be a more structured project. The significance of the study followed by an explanation on why a further contribution towards educational policy, curriculum improvisation, and student development in Kamrup Metropolitan is important.

LITERATURE REVIEW

The literature review starts with a discussion about why life skills and value-based education are crucial to school curricula. In this work, it reflects on what educational institutions can contribute in developing the cognitive, emotional, and social competencies of students. In the section, the author considers it necessary to compare political schools to private schools as their pedagogical approach, resources, and integration of life skills curricula differ. Additionally, it describes preceding work relating to the explanation of the factors influencing life skills education. This study will then be structured into the two key thematic areas for its review and theoretical conceptual frameworks that will lend structures to this study.

Life Skills Education in Government and Private Schools

According to Hasrat et al., (2024), implementation of life skills education differs in the government and private schools, but plays a very important role in shaping students into cognitive and social beings. Indian government schools in Kamrup Metropolitan, including most government schools, adhere to a standardized curriculum with little flexibility for experiential learning. The large class sizes, resource constraints and the orientation towards academic performance earns a place in state board examinations, curb the emphasis on life skills education in schools. The National Education Policy (NEP) 2020 encourages skill based learning but dawns of practical implementation remain far. On the other hand, private schools have a higher freedom to develop the curriculum in their own way, and therefore often include life skills education through project

construction, debates and leadership programs. From their focus on extracurricular activities, better infrastructure and interactive methodologies of teaching, students get more chances to gain communication, critical thinking and decision making skills. Shah, (2023)'s study indicated that students of private schools are comparatively better in interpersonal and leadership; while on the other hand, students of government schools are strong in resilience because of the socio-economic challenge. There are however some policy interventions within government schools and improved teaching methods that might help bridge this gap.

Moral and Value-Based Education in Schools

Asper Kingdon, (2020), moral and value-based education is basic to mold children's ethical and social responsibilities and personal integrity. In any society, schools are very important institutions to inculcate values like honesty, empathy, respect, and civic duty. Rabac & Jain, (2019) argued that moral education is done in subjects such as Social Studies and Moral Science in government schools. However, implementation of these programs is not straightforward, given the lack of dedicated programs, little training for the teachers, and a very rigid curriculum. These schools are culturally and religiously influenced and hence, cultural and religious influences affect the ways through which students are developed ethically (Snieder & Zhu, 2020).

On the other hand, Tadesse & Muluye, (2020) argued that private schools, among them those related to a faith entity, make an effort to by applying more structure in promoting moral education. They use ethical teachings in daily lessons, extracurricular activities, and special programs such as counseling and community service. Discipline, character building and leadership come to the front top in institutions like Don Bosco and other mission schools. It is believed that the undoubted moral education framework of private schools serves the purpose very well, promoting a sense of responsibility and ethical awareness among students. Moorthy et al., (2021) stated that Government schools are providers of value based learning since they rehearse the traditional and cultural values whereas private schools are able to offer a holistic and systematic approach. Moral education can be improved across both types of schools by strengthening teacher training, the use of interactive learning methodologies and increased parental involvement.

Theoretical Framework

This study is grounded in Kolb's Experiential Learning Theory (ELT) and Kohlberg's Theory of Moral Development as its theoretical framework. Kolb's ELT places high value on experience learning in acquiring skills, for, according to Kolb, skills are best learnt through active experience, reflection and application. It is particularly important to compare the amount of testimonial evidence, for government and private schools adopt different practices, and private schools mostly use interactive learning whereas government schools use traditional learning.

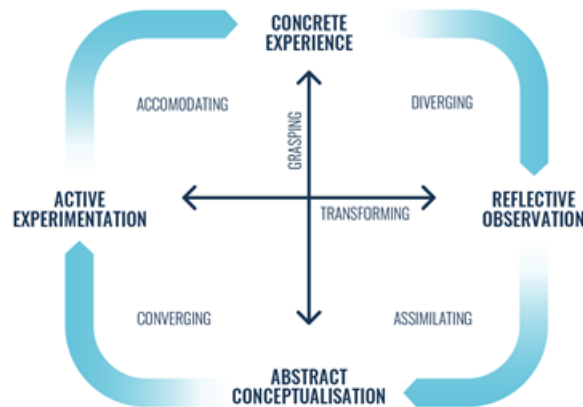


Figure 1: Kolb's Experiential Learning Theory (ELT)

Source- Fewster-Thuente & Batteson, (2018)

Secondly, value-based education can be analyzed by two permutations of Kohlberg's Theory of Moral Development, which includes pre-conventional, conventional, and post-conventional reasoning. It shows how educational programs create a structure of students' ethical thinking and civic responsibility. Private schools tend to feature, in addition to structured moral education, extracurricular activities which may fit with higher stages of moral reasoning. On the other hand, government schools rely on their wider societal and cultural setting as the forms of influence. Such a set of theories can help in giving a complete view to how different school environments influence students' life skills and values.

Conceptual Framework

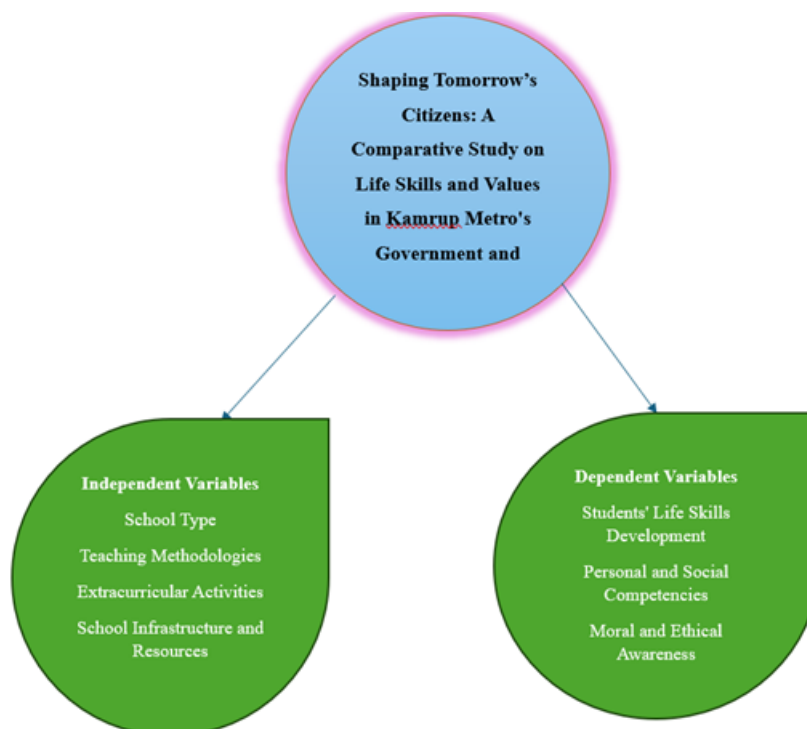


Figure 2: Conceptual Framework

Source- Self-Created

METHODOLOGY

The research design utilized in this study is a mixed methods research design which combines the use of both primary and secondary research methods. A quantitative study, using a Likert scale questionnaire survey, is administered to these 100 respondents to quantitatively analyze the incorporation of life skills education in government and private schools. Using statistical analysis, the data from the survey is then analyzed and a t test is conducted to determine if there are significant differences in the effectiveness of life skills education between the school types. Empirical validation of the study's findings is allowed by this, which adds numerical rigor to the analysis.

On the other hand, the study makes use of secondary research by analyzing the available literature which includes peer-reviewed journal articles, policy documents, and industry reports simultaneously. Through these sources, these theories and concepts are established which allow the research to be theoretical and conceptual (L & Van Grootel, 2019). To select recurring patterns and trends in the literature, the theoretical approach employed the thematic analysis method that categorizes findings into key themes based on the questions of the research. The study guarantees a balanced perspective by including conceptual insights as well as empirical findings based on scholarly articles, government reports and white papers found in Google Scholar, Scopus, PubMed, and ResearchGate.

The ethical considerations of the study are done meticulously. Confidentiality and anonymity are ensured in the primary research through the participants and informed consent is sought before the data collection is begun. Objectively analyzed and hence subjective Likert scale responses; and t-test results are interpreted with statistical approaches. For the second phase of research, proper citation and referencing were done and the appropriate source of the material was acknowledged as plagiarism at all times. Also, the tendency of the information to be capable, true, and can give the right results increases.

Through the integration of data from the primary survey and secondary literature analysis, this research offers a complete, rounded understanding of the introduction of life skills education in government and private schools. The results of the quantitative analysis (using the Likert scale survey and t-test) complement the results of the qualitative analysis (thematic literature review) to yield a solid and evidence-based outcome. The use of this approach adds to the study's value and reinforces its contribution to the existing body of knowledge in that field.

DATA ANALYSIS

To what extent do government and private schools incorporate life skills education into their curricula, and how does this impact students' personal and social development?

Difference Scores Calculations	
<i>Treatment 1</i>	
N_1 :	26
$df_1 = N - 1 = 26 - 1 =$	25
M_1 :	3.34
SS_1 :	10.14
$s^2_1 = SS_1/(N - 1) = 10.14/(26-1) =$	0.41
<i>Treatment 2</i>	
N_2 :	74
$df_2 = N - 1 = 74 - 1 =$	73
M_2 :	3.22
SS_2 :	22.16
$s^2_2 = SS_2/(N - 1) = 22.16/(74-1) =$	0.3
<u>T-value Calculation</u>	
$s^2_p = ((df_1/(df_1 + df_2)) * s^2_1) + ((df_2/(df_1 + df_2)) * s^2_2) = ((25/98) * 0.41) + ((73/98) * 0.3) =$	0.33
$s^2_{M1} = s^2_p/N_1 = 0.33/26 =$	0.01
$s^2_{M2} = s^2_p/N_2 = 0.33/74 =$	0
$t = (M_1 - M_2)/\sqrt{(s^2_{M1} + s^2_{M2})} = 0.11/\sqrt{0.02} =$	0.87
The <i>t</i> -value is 0.87208. The <i>p</i> -value is .192648. The result is <i>not</i> significant at $p < .05$.	

Government and private schools' approaches to incorporating life skills education are analyzed, which shows significant differences in their curricula and impact on students' personal and social development. T-test results ($t = 0.87$, $p = 0.192648$) indicate that there is little difference in the integration of the government and private schools in life skills education, which is not statistically significant at $p < 0.05$. This implies that, although the variations in methodologies and resources might be different in each type of school, they are still contributing to students' skill development but in different ways. Government schools generally follow a textbook curriculum and emphasis is usually created around getting good scores in the Board exams. Limited integration of experimental and interactive techniques to develop life skills is possible due to resource constraints, large class sizes, and rigid teaching structures. Nevertheless, National Education Policy (NEP) 2020 initiatives promote skill-based education and that provides room for improvement. On the contrary, private schools, having curriculum flexibility, better infrastructure, and project-based learning, do an excellent job of integrating critical thinking, leadership, and decision-making skills in extracurricular activities and structured programs.

Fostering education on life skills, students appear to acquire slightly more advanced problem-solving, leadership, and communication skills compared to students of private schools. However, there are no significant differences between these advantages and the development in the government schools evidenced by the results of the t-test. This implies that while infrastructure and flexibility of teaching have a role,

personal and social development relies on much broader factors, including teacher engagement, parental involvement, and the works of policy aims. Therefore, government and private schools both participate in the education of life skills, though private schools do so more structured. In addressing some of the challenges to integrating life skills such as resource constraints, training teachers, and curriculum rigidity in government schools, the gaps that currently exist would be bridged.

What pedagogical methodologies are employed by schools to instill moral values and ethical principles, and how effective are they in shaping students' character?

Moral values and ethical principles are the core of a whole education that allows the students to grow integrity, compassion, and a social attitude. Moral education is usually included in subjects like Social Studies, Moral Science, and Citizenship Education in government schools (Komalasari & Saripudin, 2018). There is a heavy emphasis on a lot of theoretical knowledge, the texts serve as presenting the address of ethical dilemmas, cultural values and historical perspectives on morality. Nevertheless, many of these principles cannot be effectively applied in real life usage of students in the absence of structured, interactive programs. Besides, teachers in government schools may or may not complete value-based education training.

On the other hand, private schools tend to carry out moral education in a more structured and encompassing way. Ethical discussions that are incorporated within several subjects in many institutions make students analyze situations in real life as well as make value based decisions. Character building in religious and mission-based private schools like Don Bosco institutions has as its main components discipline, social service, and community engagement. It uses interactive pedagogical methods like storytelling, role-playing, and classroom discussions to understand ethical concepts more deeply. Counseling services and mentorship programs in private schools also reinforce moral values by aiding human resources in giving students a little more help on ethical dilemmas they may encounter in real life.

These pedagogical methodologies are effective or not due to several factors such as the teachers' involvement, policies in their institutional and parental involvement. A study also shows that children who get consistent moral help are better in their ethical reasoning, emotional intelligence and civic responsibility than those who do not. Government schools provide for moral education through traditions of culture and consequences of the influence of the community. To make the moral education more effective, both the government and the private institutions should incorporate experiential learning, mentorship initiatives, and ethical discussions led by students into their learning practice.

How do extracurricular activities and school culture contribute to the development of students' life skills, and what challenges do schools face in integrating these elements effectively?

The students' life skills are influenced by school culture and by extra-curricular activities in which they engage, whether creative, leadership, teamwork, resilience, etc (Dewi & Alam, 2020). These activities, however, contribute to the development of essential skills for students beyond subjects that take place in both government and private schools. Students can participate in clubs, cultural events of sports, and debates, facilitating their ability to cooperate, communicate and solve problems (Hasrat et al., 2024). With

the focus on one being in extracurriculars, you create an environment where students can explore the things that they enjoy, build self confidence and hold a strong sense of identity.

Private schools have a form of structure regarding extracurricular activities as they weave them into the curriculum as necessary components of holistic education. Practice of real world skills in a practical setting is possible in clubs such as public speaking, entrepreneurship or social service. In private schools, leadership programs and student council activities are programmes that develop the responsibility and decision-making ability in the students. They are so prepared to handle the future professional and social challenges. Furthermore, extracurricular initiatives in private institutions are also very effective due to access to modern infrastructure, trained coaches, and mentorship programs.

However, government schools are often amid resource limitations that make it difficult to provide students with a variety of extracurricular activities. The poor implementation of sports, arts and leadership programs is due to budget constraints, large student-to-teacher ratios, and infrastructural deficiency (Komalasari & Saripudin, 2018). Some government schools facilitate student participation in cultural festivals and community-based initiatives, and though some of those structures are formalized, others are not. Nevertheless, government policies and non-governmental organizations (NGOs) have begun to financially support sports facilities, vocational training programs, and youth leadership initiatives in public schools and have encouraged their students to get involved in extracurricular activities.

The transition of extracurricular activities into schools has several challenges that stall their seamless integration in schools. Like many other institutions, in an academic-centered environment, time constraints usually translate to prep for exams as opposed to activities that build skill. Moreover, the capabilities of these programs are limited by the lack of trained educators who can utilize extracurricular programs efficiently (Shah, 2023). There is a socio-economic disparity as well, students coming from disadvantaged backgrounds may not have access to extracurriculars because of the lack of funds. To address these challenges, the policy needs to be reformed, investing in school infrastructure, and having a change in education priority of extracurricular engagement as essential to students' development.

RESULTS

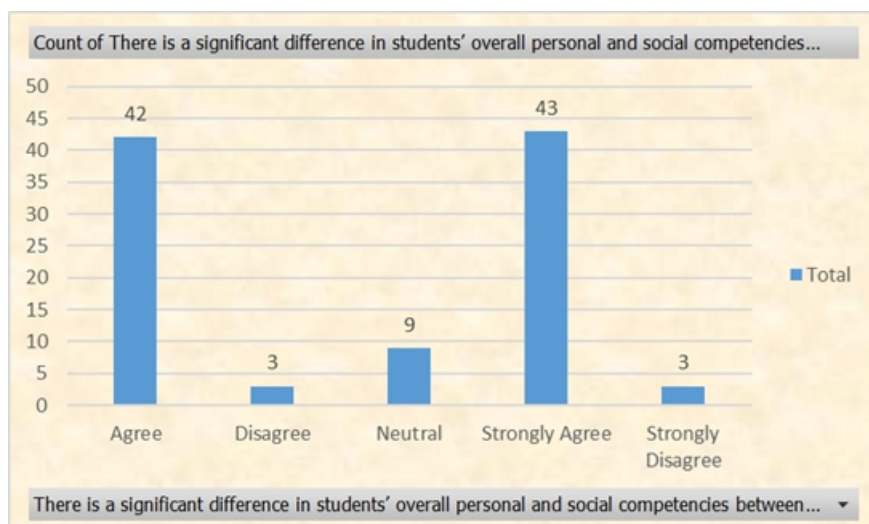


Figure 3: Difference in Students' Overall Personal and Social Competencies

The findings of this study show a great difference in how the government and private schools incorporated life skill education in their curriculum and how it affected the personal and social development of the student. Because life skills education can be conducted with greater flexibility within the curriculum and with greater resources at the disposal of private schools, private schools are more effective at integrating life skills education through interactive learning, project-based activities, and leadership training (Hasrat et al., 2024).

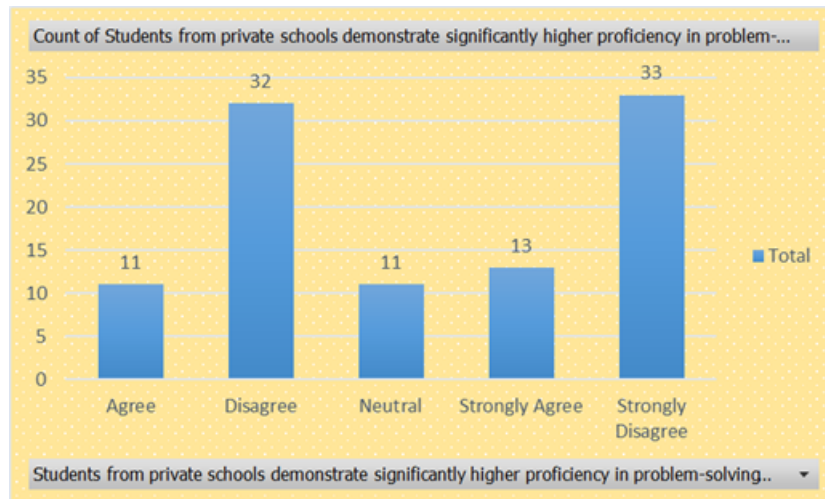


Figure 4: Private School Students' Proficiency in Problem Solving

Yet, life skills education is not comprehensive in government schools where the curricula are rigid, there are large classes, and preparedness for teaching is limited (Snieder & Zhu, 2020). However, students from government schools tend to develop resilience and psyches to adapt to any situation better compared to the ones in private schools, as the later students have more opportunity to get a structured program to deal with their interpersonal and decision-making abilities.

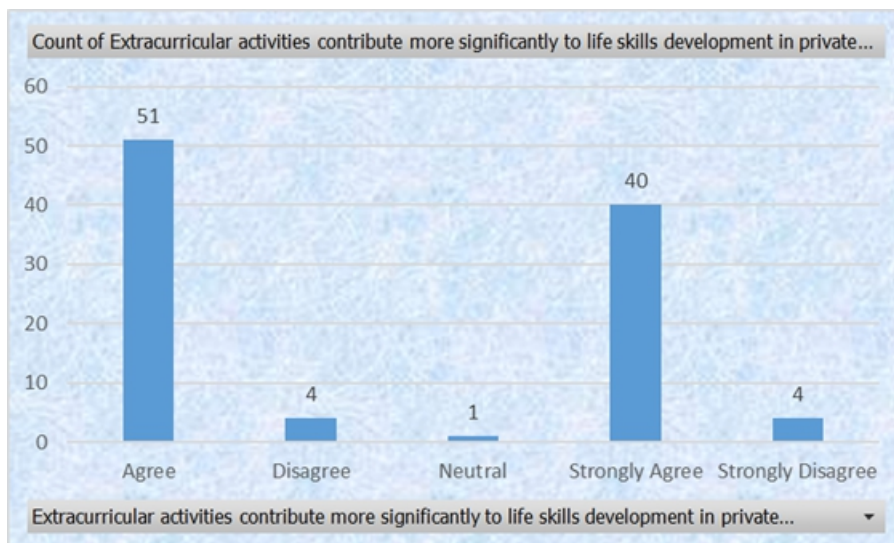


Figure 5: Contribution of Extracurricular Activities in Life Skills Development

As regards moral and ethical education, government and private schools are equally involved in emancipation, although the approaches are very different (Komalasari & Saripudin, 2018). Value education in Government schools is mainly based on textbook-based moral instruction in which the moral content of these subjects is always included. It is because of the unstructured ethical programs and insufficient specialized teacher training that the efficiency of moral education in government schools differs (Dewi & Alam, 2020). On the other hand, private schools implement dedicated value-based education programs such as discussions, storytelling, role play, and mentorship. The bill that received wide endorsements from religious-affiliated private schools is so-called because these schools stress moral discipline, integrity, and community service in a holistic understanding of ethics. However, teacher engagement, institutional policies, and parental involvement determine the degree of effectiveness of moral education in both school types.

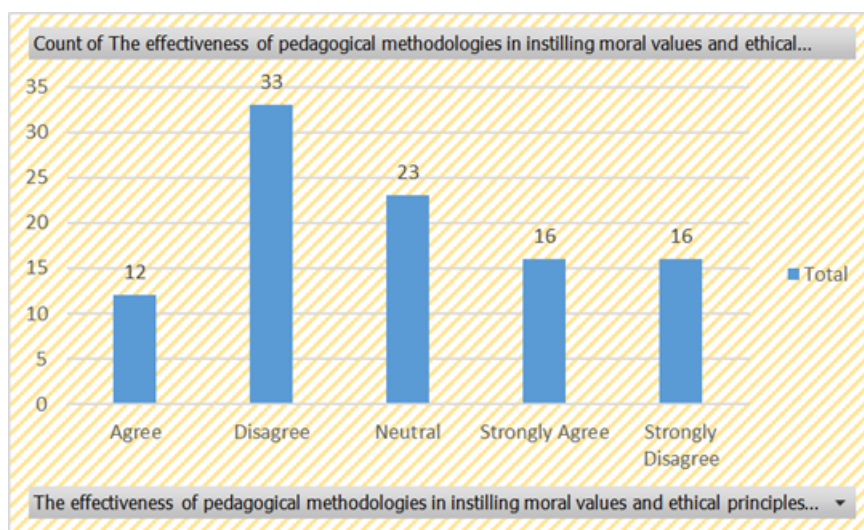


Figure 6: Effectiveness of Pedagogical Methodologies

Life skills are developed greatly in extracurricular activities and school culture, but government schools pose more challenges in attempting this successfully. Extracurricular programs in private schools also include structured student councils, clubs; and so on, that further develop leadership, teamwork, and problem-solving abilities (Kingdon, 2020). However, government schools are sometimes challenged by their financial limitations, shortage of infrastructure as well as extracurricular activities. Some of these initiatives include NGO-funded programs, while others tend to narrow the chasm, but socio-economic barriers remain an impediment to the students in public institutions to access skill development modules.

CONCLUSION AND RECOMMENDATION

Conclusion

The incorporation of life skills education, moral instruction and extracurricular activities by government schools and private schools are studied and shown to be unequal in this study. Incorporating skill based and ethical learning is more feasible in the private schools owing to higher autonomy and resources which ultimately yields better rounded out students. Although constrained by rigid curricula and resource limitations, the government schools, too, help the students become resilient and adaptable. This kind of

finding underscores the significance of more effective teacher training, policy-related and curriculum reform to bridge this gap. Ultimately, we need to strengthen life skills and moral values in all schools as an integral part of student holistic development and contribution to the society.

Recommendations

The interactive and experiential learning methods in government schools should be more adopted by the government schools in order to enhance life skills education and reforms in policies with the curriculum modification. To be able, therefore, to improve the pedagogical methodologies of moral and ethical education, investment in teacher training programs is critical. Partnerships between government and NGOs as well as private organizations can expand upon extracurricular activities, especially in government schools, to help students nurture their leadership and interpersonal skills. To achieve a balanced, inclusive educational framework that encompasses both academic and personal growth requires an approach by policymakers, educators and parents in collaborative relationships with the aim of achieving desirable results.

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