

**DEVELOPMENT AND IMPLEMENTATION OF A  
STUDENT LEADERSHIP PROGRAMME (SLP) FOR  
DEVELOPING LEADERSHIP SKILLS AT  
SECONDARY LEVEL**

**A  
Ph.D. EXECUTIVE SUMMARY  
SUBMITTED**

**To  
The Maharaja Sayajirao University of Baroda  
For the Award of the Degree of  
Doctor of Philosophy  
In  
Education**

Guide:

**Prof. Sujata Srivastava**

Researcher:

**Ms. Ruchi Dwivedi**



**Centre of Advanced Study in Education (CASE)  
Department of Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda,  
Vadodara – 390002 [Gujarat]  
May 2022**

# TABLE OF CONTENT OF Ph.D. THESIS

| Sr. No. | Content               | Page No. |
|---------|-----------------------|----------|
| 1       | DECLARATION           |          |
| 2       | CERTIFICATE           |          |
| 3       | ACKNOWLEDGEMENT       |          |
| 4       | LIST OF CONTENT       |          |
| 5       | LIST OF TABLES        |          |
| 6       | LIST OF CHARTS        |          |
| 7       | LIST OF FIGURES       |          |
| 8       | LIST OF ABBREVIATIONS |          |

| Sr. No.                               | Content                              | Page No. |
|---------------------------------------|--------------------------------------|----------|
| <b>Chapter-I CONCEPTUAL FRAMEWORK</b> |                                      |          |
| 1.1                                   | INTRODUCTION                         |          |
| 1.2                                   | POLICY PERSPECTIVES                  |          |
| 1.3                                   | LEADERSHIP THEORIES                  |          |
| 1.3.1                                 | Trait School of Leadership           |          |
| 1.3.2                                 | Behavioral School of Leadership      |          |
| 1.3.3                                 | Contingency School of Leadership     |          |
| 1.3.4                                 | Relational School of Leadership      |          |
| 1.3.5                                 | Modern School of Leadership          |          |
| 1.4                                   | LEADERSHIP: MEANING AND CONCEPT      |          |
| 1.4.1                                 | Leadership in Traditional Scriptures |          |

|       |  |  |
|-------|--|--|
| 1.4.2 | Emerging concept of leadership in the 1800s-1950                       |  |
| 1.4.3 | Emerging concept of leadership in 1960-1980                            |  |
| 1.4.4 | Emerging concept of leadership in 1980-2000                            |  |
| 1.4.5 | Emerging concept of leadership in 2000-2020                            |  |
| 1.5   | SELF-LEADERSHIP: MEANING AND CONCEPT                                   |  |
| 1.6   | NATURE OF LEADERSHIP   |  |
| 1.7   | LEADERSHIP SKILLS  |  |
| 1.7.1 | Leadership Theories: Emerging Skills                                   |  |
| 1.7.2 | Importance of Leadership Skill at Secondary level                      |  |
| 1.7.3 | Leadership Skills: Initiatives at School Level                         |  |
| 1.7.4 | Leadership Skills Development at Secondary Level: The Present Scenario |  |
| 1.8   | STUDENT LEADERSHIP PROGRAM: IMPORTANCE                                 |  |
| 1.9   | LEADERSHIP SKILLS- IN THE PRESENT STUDY                                |  |
| 1.10  | RATIONALE OF THE STUDY   |  |
| 1.11  | RESEARCH QUESTIONS   |  |
| 1.12  | STATEMENT OF THE PROBLEM   |  |
| 1.13  | OBJECTIVES OF THE STUDY  |  |
| 1.14  | VARIABLES  |  |
| 1.15  | HYPOTHESES OF THE STUDY  |  |
| 1.16  | EXPLANATION OF TERMS   |  |
| 1.17  | OPERATIONAL DEFINITION OF TERMS  |  |
| 1.18  | DELIMITATION OF THE STUDY  |  |

|  |   |  |
|--|---|--|
|  | CHAPTERISATION  |  |
| <b>Chapter-II REVIEW OF RELATED LITERATURE</b>     |   |  |
| 2.1  | INTRODUCTION  |  |
| 2.2  | STUDIES RELATED TO THE STATUS OF LEADERSHIP SKILL DEVELOPMENT IN STUDENTS |  |
| 2.3  | STUDIES RELATED TO STUDENT LEADERSHIP DEVELOPMENT PROGRAM                 |  |
| 2.4  | STUDIES RELATED TO THE TAKEN LEADERSHIP SKILLS                            |  |
| 2.4.1  | STUDIES RELATED TO TIME MANAGEMENT SKILL                                  |  |
| 2.4.2  | STUDIES RELATED TO GOAL SETTING SKILL                                     |  |
| 2.4.3  | STUDIES RELATED TO COMMUNICATION SKILL                                    |  |
| 2.4.4  | STUDIES RELATED TO EMPATHY SKILL  |  |
| 2.4.5  | STUDIES RELATED TO PROBLEM-SOLVING SKILL                                  |  |
| 2.4.6  | STUDIES RELATED TO TEAM-BUILDING SKILL                                    |  |
| 2.4.7  | STUDIES RELATED TO CONFLICT MANAGEMENT SKILL                              |  |
| 2.5  | IMPLICATION FOR THE PRESENT STUDY   |  |
|  | VISUAL REPRESENTATION   |  |
| <b>Chapter-III PLAN AND PROCEDURE OF THE STUDY</b> |   |  |
| 3.1  | INTRODUCTION  |  |
| 3.2  | Systematization of the Program  |  |

|  |  |  |
|--|--|--|
| 3.2.1  | Segment I  |  |
| 3.2.1.1  | Development of Student Leadership Program                |  |
| 3.2.1.1.1  | Step I: Identification of leadership skills              |  |
| 3.2.1.1.2  | Step II: Selection of instructional inputs               |  |
| 3.2.1.1.2.1  | A Synoptic View of Theory and Activities                 |  |
| 3.2.1.1.3  | Step III: Structure of Student Leadership Program        |  |
| 3.2.1.2  | Format of Session Plan                                   |  |
| 3.2.2  | Segment II   |  |
| 3.2.2.1  | Research Methodology                                     |  |
| 3.2.2.2  | Population   |  |
| 3.2.2.3  | Sample   |  |
| 3.2.2.4  | Tools and techniques for Data collection                 |  |
| 3.2.2.5  | Procedure for Data Collection                            |  |
| 3.2.2.6  | Procedure of Data Analysis                               |  |
|  | VISUAL REPRESENTATION                                    |  |
| <b>Chapter-IV DATA ANALYSIS AND INTERPRETATION</b> |  |  |
| 4.1  | INTRODUCTION   |  |
| 4.2  | DATA ANALYSIS AND INTERPRETATION                         |  |
| 4.2.1  | Data Analysis Pertaining to Objective 1                  |  |
| 4.2.2  | Data Analysis Pertaining to Objective 2                  |  |
| 4.2.3  | Data analysis Pertaining to Objective 3                  |  |
| 4.2.3.1  | Data Analysis Related to leadership conceptual knowledge |  |
| 4.2.3.2  | Data Analysis Related to intended leadership             |  |

|   |   |  |
|---|---|--|
|   | <b>Behaviour</b>  |  |
| <b>4.2.3.3</b>                                    | <b>Data Analysis of Actual Behavior in leadership skills</b>                  |  |
| <b>4.2.4</b>                                      | <b>Data analysis Pertaining to Objective 4</b>                                |  |
|   | <b>VISUAL REPRESENTATION</b>  |  |
| <b>Chapter-V SUMMARY, FINDINGS AND DISCUSSION</b> |   |  |
| <b>5.1</b>  | <b>Introduction</b>   |  |
| <b>5.2</b>  | <b>Policy Perspectives</b>  |  |
| <b>5.3</b>  | <b>Leadership Theories</b>  |  |
| <b>5.4</b>  | <b>Leadership: Meaning and Concept</b>  |  |
| <b>5.5</b>  | <b>Self-Leadership: Meaning and Definition</b>                                |  |
| <b>5.6</b>  | <b>Nature of Leadership</b>   |  |
| <b>5.7</b>  | <b>Leadership Skills</b>  |  |
| <b>5.7.1</b>                                      | <b>Leadership Theories: Emerging Skills</b>                                   |  |
| <b>5.7.2</b>                                      | <b>Leadership Skills at Secondary level: Importance</b>                       |  |
| <b>5.7.3</b>                                      | <b>Leadership Skills: Initiatives at School Level</b>                         |  |
| <b>5.7.4</b>                                      | <b>Leadership Skills Development at Secondary Level: The Present Scenario</b> |  |
| <b>5.8</b>  | <b>Student Leadership Program (SLP): Importance</b>                           |  |
| <b>5.9</b>  | <b>Leadership Skills taken in the present study</b>                           |  |
| <b>5.10</b>                                       | <b>Rationale of The Study</b>   |  |
| <b>5.11</b>                                       | <b>Research Questions</b>   |  |
| <b>5.12</b>                                       | <b>Statement of the Problem</b>   |  |
| <b>5.13</b>                                       | <b>Objectives of the Study</b>  |  |

|              |   |  |
|--------------|---|--|
| 5.14         | Variables   |  |
| 5.15         | Hypotheses  |  |
| 5.16         | Explanation of Terms                                |  |
| 5.17         | Operational Definition of Terms                     |  |
| 5.18         | Delimitation of the Study                           |  |
| 5.19         | Implication for the Present Study                   |  |
| 5.20         | Plan and Procedure of the Study                     |  |
| 5.20.1       | Systematization of the Program                      |  |
| 5.20.2       | Segment I   |  |
| 5.20.2.1     | Development of Student Leadership Program           |  |
| 5.20.2.1.1   | Step I: Identification of the leadership skills     |  |
| 5.20.2.1.2   | Step II: Selection of instructional inputs          |  |
| 5.20.2.1.3   | Step III: Outline of the Student Leadership Program |  |
| 5.20.2.1.3.1 | Format of Session Plan                              |  |
| 5.20.2       | Segment II  |  |
| 5.20.2.1     | Research Methodology                                |  |
| 5.20.2.2     | Population  |  |
| 5.20.2.3     | Sample  |  |
| 5.20.2.4     | Tools and techniques for Data collection            |  |
| 5.20.2.5     | Procedure for Data Collection                       |  |
| 5.20.2.6     | Procedure of Data Analysis                          |  |
| 5.21         | Major Findings of the Study                         |  |
| 5.22         | Discussion  |  |
| 5.23         | Implication of the Present Findings                 |  |
| 5.24         | Suggestions For Further Research                    |  |

|      |                              |  |
|------|------------------------------|--|
| 5.25 | Conclusion                   |  |
|      | REFERENCES                   |  |
|      | APPENDICES                   |  |
|      | SEMINAR PAPER PRESENT-ATIONS |  |
|      | PUBLISHED PUBLICATIONS       |  |



## **TABLE OF CONTENT OF Ph.D. EXECUTIVE SUMMARY**

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| <b>Sr. No.</b> | <b>Content</b>                      | <b>Page No.</b> |
|----------------|-------------------------------------|-----------------|
| 1.             | INTRODUCTION OF THE STUDY           | 1               |
| 2.             | REVIEW OF RELATED LITERATURE        | 3               |
| 3.             | PURPOSE OF THE STUDY                | 3               |
| 4.             | RESEARCH METHODOLOGY OF THE STUDY   | 4               |
| 4.1            | Research Questions                  | 4               |
| 4.2            | Objectives                          | 4               |
| 4.3            | Variables                           | 5               |
| 4.4            | Hypotheses                          | 5               |
| 4.5            | Delimitations                       | 5               |
| 4.6            | Plan and Procedure                  | 5               |
| 5.             | MAJOR FINDINGS OF THE STUDY         | 7               |
| 6.             | IMPLICATION OF THE PRESENT FINDINGS | 8               |
| 7.             | SUGGESTIONS FOR FURTHER RESEARCH    | 8               |
| 8.             | CONCLUSION                          | 8               |

## **1. INTRODUCTION OF THE STUDY**

The necessary knowledge, information, understanding, and life experiences start from home and continue till school. Building up a world-class education and globalised skill system, strong leadership at the school level is very critical. Students need to experience leadership opportunities during their schooling like life-like learning, the art of building interpersonal relationships with their classmates, defining their identities, and achieving prescribed tasks effectively and efficiently. WHO (2010) has recognized that “adolescents can develop strong reasoning skills, logical thinking moral thinking, and can become more capable for abstract thinking and rationalised judgments.” In the school, the secondary school students are at the adolescent phase. Various Government recommendations like Secondary Education Commission (1952-53), NPE, (1986), POA, (1992), NCERT, (2000), NCF, (2005), NEP, (2020), different committees and commissions have made valid recommendations regarding skill development at the school level. Every policy document has repeatedly emphasized on skill development, showing that implementation has not been according to the desired pace. It represents a gap between policymaking and its actual implementation for the skill development on the ground level. There is a need for conscious and deliberate effort to bridge this gap between policies and policy implementation on the field.

The leadership literature shows that with time, views are refined and modified. These theories like Great Man Theory, Trait Theory, Behavioural Theory of Leadership, Fiedler’s Least Preferred Co-Worker (LPC) Theory, Situational Theory, Leader-Member Exchange Theory, Path-Goal Theory, Transformational Leadership Theory, Servant Leadership and Skills Theory are constructed and tested by examining the successes and the failures or loopholes of the primitive theories, although not a single theory was discarded. Leadership has been defined from different viewpoints. Different authors & researchers had presented their views, ideas, definitions, and explanation on Leadership from 1900s to 2020. We can say that leadership is an individual's ability to induce subordinates to work with confidence and zeal. It is all about solving problems and handling things with firm decisions in an effective manner.

Leadership is an art to handle a group of individuals in a very effective manner. It can be defined both as process and property. It is a human quality that brings a group of people together and encourages others to unite. It also involves a community of

interest between the leader and followers. It is the set of characteristics that are credited to people who are leaders. Leadership as a skill includes the ability to influence others, encourage others, establish, achieve goals, show empathy toward others' experiences and ideas, a vision for the group, and a willingness to take risks in the face of challenges.

With the essence of many theories, one can understand that leadership is a dynamic concept that keeps getting modified according to society's needs and scenarios. Apart from the theories, various researchers have also put forth their views on different leadership skills essential for individuals' personal and professional development. The importance of leadership skills can be felt even at a school level for students. There is a scope of various leadership skills to be used by them in the school and outside. Therefore the development of various leadership skills at the secondary level becomes significant.

Student leadership skills development necessitates resources that inspire students to act responsibly. Leadership opportunities and experiences at the school level facilitate young adults' transition into the community and to the world of work. They need to experience leadership opportunities during their schooling, learn the art of building relationships within teams, define identities, and achieve tasks effectively. Training in leadership skills allow young students to develop these skills early enough to establish good leadership habits for the present and future. There is an increased focus on leadership development in different organizations, including educational organizations. In recent years, various government/non-government organizations like NCF (2005), NCSL-NIEPA, CBSE-I, Azim Premji Foundation, Centum Learning, NSQF, NCERT, SSA have paid attention to leadership skills development in India. At the same time, leadership development programs are already prevalent in the corporate sector, although school leadership requires an entirely different kind of approach and is still at the initial phase. The working of these organizations proves to be useful when there is support from all society members. The holistic aim of such programs is to develop skills among the students. However, there is an urgent requirement for more efforts to cater to the needs of secondary school students. In order to understand the needs at the present day, it is essential to know the current scenario, especially at the secondary level.

Leadership and education are always concerned with the long-range development of people. In the Indian education system, leadership was ideally imagined as

responsible, hard-working, social, and honest in nature. A significant shortcoming of India's current skill (or education) development system is the absence of links between education and job placement for skilled labour. With the starting of a positive approach to leadership development, there is a scarcity of leadership skills in schools. However, in a vast and democratic country like India, only a few programs and their implementation does not make a big difference. It is vital to take leadership development among students in a thoughtful manner. While developing skills the availability of resources, the students' mental level, the student's needs, the students' timings, and the students' capacity are essential factors for any program. There is the requirement of adequate time, space, and availability of the student.

Leadership skills can be developed in secondary school students by teaching through curricular and co-curricular activity and specific training programs. It can be developed by developing the program as it gives scope to the students to get well acquainted with the situations and conscious learning that assist in better understanding. Each program must exist within a particular context or area of focus within which students can develop and practice skills. The following seven skills comprise seven leadership skills: time management, goal setting skill, communication skill, empathy skill, problem-solving skill, team building skill, and conflict management skill will be developed by Student Leadership Programme (SLP).

## **2. REVIEW OF RELATED LITERATURE**

The development of leadership skills in students through the student leadership program and seeing its effectiveness was studied. There was total 143 studies that were reviewed and they have been classified into the following themes:

1. Studies related to the status of leadership skill development
2. Studies related to the leadership skill development program
3. Studies related to leadership skills, namely Time Management, Goal Setting, Communication, Empathy, Problem-Solving, Team Building and Conflict Management.

## **3. PURPOSE OF THE STUDY**

Today's students are the workforce of tomorrow, and they must be job-ready where leadership plays a critical role. The teachers and administrators can build a foundation for leadership skills among students in classroom settings. The development of

leadership skills is not only required for schools, colleges, organizations, or professional jobs. It is needed in the day-to-day functioning of the students and helps to handle all critical situations in their lives.

In the schools, the secondary school students are of the appropriate age for the development of these skills. Secondary school students can develop a sense of self-esteem, individuality, and comparing themselves with their peer's success and failure. Throughout adolescence, students generally can handle more and more sophisticated problem-solving and self-concept. So, during the adolescence phase students can be taught well about their day-to-day life skills and future development.

Out of the literature reviewed, some studies focus on individual skill development like communication, conflict, problem-solving, achievement motive among school students. Moreover, the reviews showcased the significant impact of skill development on the students' academic achievement, study habits, or other behavioural patterns. The researcher had reviewed the studies about the students and got an extensive range of research, but the researcher could not find any research on developing and implementing seven leadership skills: Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill and so decided to develop and implement a student leadership programme that comprised of these seven leadership skills.

## **4. RESEARCH METHODOLOGY OF THE STUDY**

### **4.1 Research Questions**

How will the Student Leadership Programme (SLP) develop leadership skills in students and to what extent it will be effective for leadership skills development?

### **4.2 Objectives**

1. To develop and implement a Student Leadership Programme (SLP) for the development of seven leadership skills taken in the study.
2. To study the effectiveness of the Student Leadership Programme (SLP) for the development seven leadership skills taken in the study.
3. To study the reaction of students towards the Student Leadership Programme (SLP).

### 4.3 Variables

**Independent Variable** - Student Leadership Programme (SLP)

**Dependent Variable** - Conceptual Knowledge, Intended Behaviour and Actual Behaviour of seven leadership skill.

### 4.4 Hypotheses

Null hypotheses were formulated by the investigator and tested at significance level of 0.01.

- There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the conceptual knowledge of the seven leaderships skill taken in the study.
- There will be no significant difference between the mean post-test scores of students of the control and experimental group of standard IX in the intended behaviour of the seven leadership skill taken in the study.

### 4.5 Delimitation

The present study was delimited to English Medium standard IX students at Secondary schools affiliated to GSEB & to seven leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem-solving Skill, Team Building Skill, and Conflict Management Skill.

### 4.6 Plan and Procedure

The research was divided into two parts and divided into two segments. Segment I detail the steps taken to develop the Student Leadership Programme (SLP) and Segment II discusses the methodology of research.

#### 4.6.1 Systematization of the Program

The sessions for each skill were arranged by considering the relevancy, logical sequence of the content, terminology, understanding the mental level of the students. Each session consists of theoretical and practical inputs.

#### **4.6.2 Segment I**

##### **4.6.2.1 Development of Student Leadership Programme (SLP)**

There were three significant steps: identification of the leadership skills, selection of instructional inputs, and structure of the Student Leadership Programme (SLP). Finally, the format of the session plan was developed.

#### **4.6.3 Segment II**

- **Research Design**

It was a Quasi-experimental design.

- **Population**

All the students of standard IX Secondary Schools of Gujarat affiliated to Gujarat Secondary and Higher Secondary Education Board of the year 2017-18.

- **Sample**

The convenient sampling technique was used. Two schools of Vadodara city were selected for the study. All the students of (one section) standard IX of both the schools were considered as the sample. One-to-one matching was done with the help of Raven's Standard Progressive Matrices, later the sample consisted of 30 students in the experimental group and 30 students in the control group.

- **Tools and techniques for Data collection**

- ✓ Raven's Standard Progressive Matrices (SPM) was used for one-to-one matching of experimental and control group.
- ✓ Leadership Conceptual Knowledge Test was designed for students to study their conceptual knowledge in seven Leadership skills.
- ✓ Intended Leadership Behaviour Scale was designed for students to study the intended behaviour of students towards seven leadership skills.
- ✓ Observation is the technique that has been developed to observe student behaviour.
- ✓ Reaction scale was designed to check the reaction of the students towards Student Leadership Programme (SLP).

- **Procedure for Data Collection**

The study was conducted phase-wise:

- ✓ **Phase I- Development of Student Leadership Programme (SLP)**

- ✓ **Phase II- Administration of Raven Matrices IQ Test as a pre-test**
  - ✓ **Phase III- Implementation of the Student Leadership Programme (SLP) -**  
 With the help of different sessions for each skill, different sub-topics of each skill and various activities pertaining to each session for skill development were discussed by the investigator in the experimental group. On the other hand, the SLP was not conducted in the control group.
  - ✓ **Phase IV: Implementation of Post-test (Post-test Phase)**
  - ✓ **Phase V: Observation of the students for observing actual leadership behaviour**
- **Procedure of Data Analysis:**
    - ✓ **Data Analysis Pertaining to Objective 1 & 2:**  
 There were no statistics used for these two objectives.
    - ✓ **Data analysis Pertaining to Objective 3:**  
 All the components, i.e., Leadership Conceptual Knowledge, Intended Leadership Behaviour, Actual Leadership Behaviour, are taken separately for analysis.  
 The leadership conceptual knowledge and intended leadership behaviour were analysed quantitatively by using the Mann Whitney U-Test. The actual leadership behaviour was analysed qualitatively by content analysis based upon the observations made by the investigator in her diary.
    - ✓ **Data analysis Pertaining to Objective 4:**  
 A reaction scale was used for collecting the data. Frequency, Intensity Index, and Average Intensity Index were calculated.

## **5. MAJOR FINDINGS OF THE STUDY**

- The Student Leadership Programme (SLP) to develop leadership skills was found to be effective in terms of student's conceptual knowledge and intended leadership behaviour in each of the taken leadership skills for the present study.
- The actual behaviour demonstrated by the students revealed that the students practised leadership skills on the school premises and in their daily life.



- The reaction of students was found to be favourable towards the Student Leadership Programme (SLP). The overall intensity index was found to be 4.62.

## **6. IMPLICATIONS OF THE PRESENT FINDINGS**

- It has implications for curriculum developers as the different leadership skills can be included in the curriculum.
- School teachers can develop a Student Leadership Program on various skills.
- A teacher education program with a skill-based curriculum has implications for policymakers responsible for developing teacher education curricula at all levels.
- Principals and educational administrators can design training programs for schoolteachers on various leadership skills.

## **7. SUGGESTIONS FOR FURTHER RESEARCH**

- A study on the development and implementation of Student Leadership Programme (SLP) may be conducted at the primary or higher secondary school or higher education level.
- A comparative study based on sex, medium of school, and Socio-Economic Status can be conducted.
- A correlation study on correlation between different leadership skills, and a correlation study on the effect of Student Leadership Programme (SLP) on personality development can be conducted.
- Studies can be conducted to develop leadership skills using multimedia packages and for other skills like decision-making, creativity, and motivational skills.

## **8. CONCLUSION**

The study examined the effectiveness of the Student Leadership Programme (SLP) to develop leadership skills at the secondary level. This program proved to be effective in the student's acquisition of conceptual knowledge, intended behaviour and demonstration of leadership skills. Additionally, students' reactions regarding the Student Leadership Programme (SLP) were found to be favourable. The observations made during various conducted activities and the behaviour demonstrated by students during these activities revealed leadership skills in them.

The current study is an attempt to develop and implement the Student Leadership Programme (SLP) to enhance leadership skills. The positive outcomes of such programs pave the way for educators, higher authorities, and teachers in schools to make a conscious, deliberate, and systematic effort to instil leadership skills in students. This can be done through the development of a course for each year (based on the students' mental level) and providing them with appropriate exposure to a variety of circumstances and critical observations with the help of the program.

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