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**From Editor's Desk**

Dear Friend,

*National Curriculum Frame Work (NCF, 2005) and Right to Education Act (2009) are the two major developments in the recent years in the education scenario of India. The NCF 2005 has provided a direction and the RtE 2009 has put a compulsion among the stake holders of education in India.*

*NCTE has developed the National Curriculum Framework of Teacher Education, 2009. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the framework has some important dimensions of the new approach to teacher education, as under.*

- a. Reflective practice to be the central aim of teacher education;*
- b. Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;*
- c. Developing capacities for self-directed learning and ability to think, be critical and to work in groups.*
- d. Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.*

*All the universities concerned with teacher education are now on the threshold of developing a teacher education curriculum both at graduate and post graduate level. Broad guidelines for its development were drawn by the National Council for Teacher Education (NCTE). Now the task is with the universities and major question arises how to*



*develop without the faculty of its own as considerable number of the universities do not have departments of education.*

*In some states the state SCERT's and RTE's have taken initiative to draw out concrete outline of the curriculum but the confusion still lays there. Following are the constraints can be noticed in drawing out the curriculum viz.*

*The SCERT's come under the purview of the school education department where as the universities come under the higher education departments.*

*Universities are autonomous bodies, how far they can be put under the obligation of the state level recommendations by the SCERTs.*

*In order to establish fine tuning in the teacher education all the SCERT's, CTE's and IASE's may be brought under the control of the higher education departments. That will result into uniformity of the teacher education though out the country.*

**B. V. Ramana Rao**

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**About**  
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*It is an association of like minded people consisting of research scholars, teachers, teacher educators and professors. It was formed with an aim to transform research into reality and mass applicability.*

*The prime objectives of this organization are -*

- \* To promote research in the area of school and higher education and to extend academic and technical support to the young researchers.*
- \* To extend support in the implementation of the government policies in the area of education, social-welfare and environment.*
- \* To provide a platform to the young writers for publication of their books.*
- \* To publish research journals in various subjects.*
- \* To develop and publish various research tools, scales of measurement in various subjects.*
- \* To conduct research experiments in education and other subjects.*
- \* To provide consultancy services to young researchers.*
- \* To organize national and state level seminars, conferences, workshops etc.*
- \* To conduct various projects in school and higher education fields in consultation with the apex bodies of the country.*

**Dr. B.V. Ramana Rao**  
**Secretary**  
**Researchers Organization, Bilaspur (C.G.)**

## **The Pragmatics of English Language Teaching : The Need of Cultural Orientation**

***Dr. Tapas Mukherjee\****

**Key Words :** *English Language Teaching, Cultural Orientation*

### **Abstract**

*Teachers of English need to be diversely oriented in the teaching of the language for there cannot be any singular pedagogical practice that can serve the challenges in class. The argument put forward in this paper is the express need of the teacher of English to be culturally oriented and thereby use this vantage ground to create a greater degree of rapport and understanding among the students. Any initial exposure by way of the Direct Method advocated by certain language experts will only result in his alienation from the class which will prove detrimental to the teaching-learning process. The teacher's orientation will help in prioritizing culturally relevant inputs with which the student can associate with.*

### **Culture and communication**

There is a significant correlation between culture and communication. According to *Edward T. Hall*, "culture is communication and communication is culture" (*Raman & Singh 87*). The concept of culture is very complex for it includes the shared experiences of a group or community and reflects their understanding of the world. That accounts for the different ways of communication that exists in different societies of the world. *Alfred G. Smith* in his book *Communication & Culture* says, "the way people communicate is the way they live. It is their culture... communication and culture are inseparable" (1). Smith mentions the

contribution of three kinds of investigators who have made the most empirical studies of human communication: mathematicians, social psychologists and linguistic anthropologists. Human communication has also been divided into three major areas: syntactics, semantics and pragmatics. (*Smith 1*)

Human beings communicate with signs. For communication the set of signs should not only be common but there should also be a common set of relations among these signs. In an English classroom it is often erroneously assumed that the students have a workable understanding of the syntactic and semantic relations of the sign system



of the English language. Here very often the meaning intended by the sender that is the teacher does not get interpreted by the receiver, that is the student. The objective of this paper is to weigh the perspective of the social psychologist and to see how the teacher of English could break the hierarchy in his class to cater to all the three principal areas of communication.

### **The Hierarchical status of English**

Social psychologists have investigated the social network among hierarchies. This is primarily the hierarchy that exists between the sender and the receiver. For example the message transmitted among bureaucracy is variously interpreted in its upward and downward movement of the hierarchy. In an English classroom too this social distance between the teacher and the student can be a cause of failure of communication. Hence ELT in academic institutions has to be viewed in the backdrop of individual cultural differences within cultures.

The teacher should concertedly try and break that hierarchy by firstly creating a greater degree of rapport with his class and preferably by initially communicating in the language mutually understood by both. My experience of using the Direct Method in a mixed ability classroom where the majority spoke Chhattisgarhi at home has mostly failed to bring the desired result. The Direct Method through which you expose the students to the phonological, syntactic and semantics of the target language directly, assuming that the students will make the necessary inter language code switching with the dexterity that is displayed by students in English medium institutions is a fallacy. Any such attempt at the initial period can only result on the teacher's alienation from the class which will subsequently prove to be detrimental to the whole teaching-learning process,

a lesson that the writer of this article has learnt rather the hard way.

The first lesson that the teacher of L2 has to learn is that he is to create a bridge between himself and his learners, a bridge that will ultimately metamorphose into a channel of communication through which messages from the sender will get interpreted by the receiver in the way the sender of the messages wants them to be interpreted. Therefore the L2 teacher will have to endeavor to reorient the hierarchy of communication so that the transmission of messages is one to one and horizontal.

### **The teacher's text**

The second lesson that a teacher of L2 has to incorporate is re-creation of the text according to the needs of his class. The text has to be a medium to which the learners should be able to associate. All this is easier said than done because a teacher after all has to work under circumstances that are beyond his control. He very rarely gets an opportunity to enter into the process of designing the text. He has to depend upon what is made available to him. Thus the only tool through which he can create a bridge with his students is by creating his own text which for the sake of pragmatics should include the essentials of what he is to deliver by way of curriculum and something more. This something more would require the imagination and the tenacity to make the real difference in the teaching-learning process

The re-creation of the text to address the students' cultural conversancy will not only be perceived by the student as something reinforcing his cognitive abilities but also provide him with a degree of preparedness for newer things that may be presently outside his realm of knowledge. The teacher thereby becomes a confidante, who slowly dismantles the mental blocks created by the student to stall anything outside his area of familiarity.

This preparedness on the part of both the student and teacher thereby becomes an essential part of the L2 program before any initiative in the implementation of different process models can be undertaken. "Process models differ from typical linguistic model mainly in that they are concerned with mental processes that occur in time" (Clark, Haviland 93). The student can learn the speech act in L2 when he has internalized the rules of the language and is able to sequence its elements in conformity to the grammar of the language. All this involves a series of mental states where the final state is the production of speech by sequencing the elements ordered in time. The teachers' overdependence on the written form of the text is often a road block in the comprehension of language for as Lado has advocated, "...deciphering written material without knowing the language patterns as speech is incomplete, imperfect or inefficient (1957).

Thus the classroom has to be transformed into a center of activity where the speech act has to be facilitated through real life situations, that are initially culture bound. The teacher's emphasis on this aspect will lessen the anxiety factor of the student for the urgency to perform without the requisite grounding in the phonological and

syntactic patterns of the language can only increase the discomfort of the student. Giving relevant examples from his immediate surroundings, making him proud of his own culture and environment will give the necessary boost to the students and motivate him in furthering his skills of communication in L2.

### **Conclusion**

For the success of any methodology we have to first bank upon the initial knowledge that learners acquire through their innate sense of observation, correlation, deduction and others. The cultural conversancy and the understanding of his immediate surroundings give him a distinct advantage if only we can reinforce this dimension by taking him to higher planes of knowledge. The teacher of English should also work by the same premise and firstly make him proud of his background and culture instead of loading him with vocabulary inputs with which he may not be able to associate. The focus should be to introduce him to the phonological and syntactic patterns of the English language so that the triggering of mental processes in integrating one language and using it as a vehicle to express in another is initiated. The internalization of rules will help in code switching and thereby enhance his communicative skills.

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## Team Teaching: Re-viewing from Vygotskyian Perspective in ESL Classrooms

**Dr. P. Bhaskaran Nair \***

**Key Words :** *Team Teaching, ESL Classrooms*

### Abstract

*Language has its origin, not in an individual, but in the speech community, argues the sociocultural theory proposed by L.S. Vygotsky, whose theory of the sociocultural genesis of language has great bearings on second language learning and teaching. This paper attempts to apply a few fragments of the thesis to the field of teacher training. How collaborative teacher learning and preparation can lead to better individual professional performance, and how collaboration can be transferred from the stage of teacher preparation to actual teaching –these are the two inquiries this paper tries to make. Team teaching has been suggested as a concrete realization of the second query, whereas the first one has been just outlined in the context of team teaching, so as to serve as a background.*

### Introduction

Team teaching as a pedagogic device has not been able to attract the serious attention of teachers, though educationists are well-aware of it. Therefore it has not occupied a place in the curricula of pre-service teacher training programmes either, though concepts like micro-teaching have just started gaining currency in both pre-service and in-service teacher training programmes. Therefore, this paper puts forward a proposal for including team teaching, on an experimental basis, in the curriculum of in-service teacher education programmes. Teachers with

longer span of teaching experience may not whole heartedly welcome the idea of collaboration since they have been working for long independently, following their own course of action and plan.

In the past, teaching has traditionally been an occupation pursued largely in isolation from one's colleagues—*Donald Freeman* (1998) famously described it as an 'egg-box' profession in which each of us is carefully kept separate from our fellow teachers (*Johnston*, 2011: 241).

### Collaborative Teacher

Team teaching can be situated in the broader framework of collaborative teacher development (CTD). The term



'collaboration' brings with itself the notions of community life, collective production and sharing. *Johnston*, quoting quite a few others in the field, outlines the features and advantages of collaborative teaching as follows.

First, teaching has been perceived as a social process, self-development achieved through working together. Secondly teachers, individually as well as collectively, are producers, and not consumers of knowledge. Thirdly, a culture of collaboration, which marks teaching as a collegial profession, demands mutual help, support, trust and openness. Unlike other professions, teaching operates on a community (of learners) rather than an individual, say as in the case of a medical practitioner dealing with individual patients, individually. Therefore, professional expertise can be gained only through collective efforts.

As the processes of second language teaching become more substantially researched and theorized, it is increasingly recognized that teaching is a dynamic social problem-solving enterprise. ... It demands contemplating numerous complex and interrelated processes, where evaluations are constantly made about students, events, activities and interactions, and where planning involves an intricate interplay between preparation, moment-to-moment decision making and subsequent planning in the light of what occurs (*Burms*, 1999: 214).

The arguments presented above situate collaborative teaching in its immediate background with elements such as classrooms, learners, collaboration at the levels of preparation, teaching, evaluation and so on. But they need theorization at a deeper level. This paper makes use of the socio-cultural theory of language put forward by *Lev Vygotsky*, the early twentieth century

Russian psychologist, as its theoretical base. Sociocultural theory (SCT) as developed by Vygotsky's students on the basis of his lectures and notes, or its proto-form namely, cultural historical activity theory (CHAT) views language as a social artifact. Language is not a personal or individual's possession; it is a social property. The process behind natural language learning is that of an individual getting socialized, and therefore the process of language learning can be or should be viewed as a process of socialization.

Thus, the starting point of CHAT is that human thinking has both phylogenetically and ontogenetically emerged and developed in practical action and social interaction in the world; there is no separate mind that could be studied in isolation from these actions; significantly, *the individual person is thus not a real unit of the analysis of mind*. In any such analysis, the purposefulness of action must be taken into account, and therefore, it is necessary to include a minimal context that makes the actions meaningful for the acting subject. This context, typically a purposeful, social system of actions, is called an activity (*Kuutti and Engersrom*, 2006: 44. Emphasis added).

An act of communication, thus is something much more than stringing words into phrases, clauses and sentences by making use of the grammar rules and vocabulary items. More than that, it is not a construction that one person can do in 'social vacuum'. There must be an activity with a context, a situation and minimum two interlocutors, a purpose, and a piece of information missing, which is technically known as an information gap.

*Vygotsky* argues that the proper study of language must start by situating it in its culture and the study will invariably lead back to culture. The core of this

language-culture fusion is social relationship.

Within the Vygotskian tradition, culture is understood as an objective force that infuses social relationships, and the historically developed sense of artifacts in concrete activity. ... *Language use and development* are at the core of this objective characterization of culture both at the level of local interaction (actual communication activity) as well as that of society and the nation state in arenas such as language policy and ideology, and public education as mass social intervention (Lantolf and Thorne, 2006: 1. Emphasis added).

The phrase 'language use and development' needs special consideration. Language use is *apriori* condition for language development, and language use calls forth social negotiations. Language use, like any activity in the Vygotskian sense, emerges when human needs look for and find a way to be fulfilled in the material world. The concept of object is central to activity theory. An object exists in two spheres of life:

It exists in the world as the material to be transformed by artefactual means and cooperative actions, but also as a projection on to the future—the outcome of the actions. ... Being a constantly reproduced purpose of a collective activity that motivates and defines the horizon of possible goals and actions, the 'sharedness' of the object is present only in social relation across time and space, as well as embodied in terms of history. Locally, the sharedness of the object is a process of social construction with divergent views and creative uses of cultural and interactional resources (Kuutti and Engersrom, 2006: 44).

Once again, in a short definition of activity in the context of language, the abundance of expressions such as 'cooperative actions', 'collective activity',

'sharedness', 'social relation', 'social construction', 'creative uses', and 'cultural and interactional resources' suggests the heavy emphasis on society which triggers language use as an activity, and to which language use is oriented, as well.

Coming to the practical application of the sociocultural theory in teacher development, one has to perceive teachers as learners collaborating for constructing professional knowledge. Among the many options such as collaborative action research (Burns, A. 1999), special interest groups and self-help groups, team teaching offers a broad platform for teachers to share their individual skills and knowledge for a greater common cause.

### **Concluding Remarks**

This paper proposes that if the educational agencies and policy makers succeed in including team teaching in the agenda of pre-service training programmes, it would be of immense use to them in their classrooms in future. One advantage with trainee-learners is that they are earnestly willing to undertake any novel experiment, they are not prevented from functioning differently by their past career, they have not got fossilized, they are open-ended to change, they are prepared to take risk, and they are eager to express themselves differently, non-conventionally. On the whole, they want to be different, and therefore such a professional experimental device will definitely be a welcome change for them.

For the teacher trainee of primarily classes, ie for the students of TTC, DEd., DTed. etc., team teaching may not pose much hurdle, because they are expected to teach all language – first, second and even a third one – and all subjects including co-curricular subjects such as physical education, work experience, craft, embroidery, horticulture and so on.

The concept of linking second language + content subject + co-curricular subject can be made really interesting in the primary classes. For example, team teaching can teach the concept of circle better—first in the Maths class taught in English, then illustrated through various situations in the regional language class, and exemplified with the help of various objects and concepts in other classes. For example, the conceptualization of circle can be extended to the embroidery class while knitting a flower, or to a physical education class where the learners have

to construct a circle. This extension of language into real life through the use of constructing one's own ideas will definitely leave a deep impression in the minds of the learners. Language operates first at the inter-personal level, and later at the intra-personal level, as Vygotsky presents it.

Each function in the child's cultural development appears twice; first, on the sl level, and later, on the individual level; first between people (inter-psychological), and then, inside the child (intra-psychological) (Vygotsky, 1978: 57).

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## Learning Process of English Language Speaking Skill : A Study

**Dr. Pramod Kumar Shukla\***

**Key Words :** *English Language Speaking Skill*

### Abstract

*The development of spoken language is not merely expressing the structure of language. The development of spoken language involves the development of pragmatic usage in addition to the development of pronunciation, constructing words, phrases, sentences and discourses. Discourse in learning of second language, plays a vital role. The teaching of second language fulfills when the learner comes to know how the second language works in discourses. The problems encountered by the learners in the process of learning subtle, and detailed knowledge, show the gradual development of spoken language. The purpose of the learning second language fulfills when the learners use language with the real people for real purpose.*

### Introduction

Speech is the first and foremost form of communication among the human beings. It occupies a predominant position in enlightening the minds of the people. Information is understood and processed easily through speech rather than writing. Agnihotri says, "Speech is a biologically endowed behaviour of human beings. Speech is an activity. Whilst language is the structural pattern of system we use to convey our message in speech. The pattern of the language exists of words and of the structured relationship between words and phrases, which is known as grammar." (1992: 21)

Speaking can be said a complex skill. It is an act of creativity. In addition to knowing the language, the speaker must

think of an idea he wishes to express, either initiating the monologue, or conversation or responding to previous speaker. The activity of speaking involves:

- the consciousness of the grammatical, lexical and cultural features of the language,
- ability to speak without grammatical errors,
- where, when, why, how, what to speak awareness,
- correct pronunciation and ability to present in understandable way, etc.

It is indeed bitter to notice that even though various serious efforts have been taken by the educationalists for improving the state of affairs of English language teaching for the past few

decades in India in general, in Chhattisgarh in particular. So, it is really imperative to unearth real reasons behind the poor achievements of the students in English. Before that, it is also important to identify the level of achievement by the students in all skills of the English language and the problems, they encounter in the process of learning English.

The present study thus tries to identify the performance and areas of problems in the process of learning of speaking skills of English language by the school students studying in the schools of Jagdalpur District and to suggest certain remedial measures to overcome the problems or hindrance encountered by them.

#### **Process of Communication**

The term "communication" can be defined as the process through which inner speech of the communicator is conveyed to others. This process can be termed as human communication or oral communication. The activities of the communication maintain ecobalance, co-operation, tolerance, and bring the people in a common line. "Speech is the great method through which human co-operation is brought about. It is the means by which the diverse activities of man are co-ordinated and correlated with each other for the attainment of common and reciprocal ends." (*De Lauguna*, 1927: 19).

#### **Teaching / Learning Speaking Skills**

*Barns and Ingram* say that "learning speaking involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction such as asking question or obtaining in turn" (1989: 129).

#### **Test of Speaking**

In second language research, a great deal of attention has been paid to related area of communicative behavior. So, this

paper concentrates on communication strategies of the L2 learners. Further, communication strategy is not dealt with in this paper as a learner's ability to communicate effectively and efficiently. It is only a tactic followed by the learners to conceal a gap in their communication. So, the objectives of the paper is to test and identify when and how the learners make use of such strategies in speech.

#### **Objectives of the Study**

1. To study communication strategies adopted by the students while making oral communication and to evaluate their speaking skill.
2. To identify the problems encountered by the students in the process of learning the speaking skill.
3. To identify the L1 interference on L2 writings of the students.
4. To identify the communication strategies adopted by the L2 learners whenever they find linguistic gap, and while they encounter the problems during the process of learning the oral communication.

#### **Sample**

For the present study, 300 students (both IX and X taken as a unit) 30 per school have been selected randomly from ten high schools located in different areas of Bastar District.

#### **Methodology of the Study:**

Descriptive survey method, was employed for the study.

#### **Tools used**

Researcher made Questionnaire Observations are the tools used.

#### **Data Analysis**

##### **1. Avoidance**

It has been observed that 7% of the selected informants avoided to speak or talk with the researcher in English. Reasons for the avoidance are that the learners do not want to show their inadequacy in the second language to others. So, to conceal their linguistic inadequacy, the learners follow the



strategy of avoidance. Further, the anxiety, language shock and culture shock are yet another factors which lead them to the use the strategy of avoidance.

### i. Syntactic Avoidance

Sentence avoidance is a strategy adopted by the learners to conceal their linguistic inadequacy. Upon questioning, the student has given one word answer instead of constructing sentence or giving complete answers as mentioned below.

1. What will you do if you get first rank in class ? *Happy* (In response )
2. What will you do if you become a doctor? *Serve poor* (In response)
3. What will you do if it rains while going to school? *Stay home* (In response)

The above samples are a part of conversation taken place between the researcher and the learners. Before starting the conversation, the students were instructed to respond elaborately to the questions. But, the students responses are in elliptical form instead of giving elaborate response. In the similar way, they responded to all questions in an elliptical form. So, it is evident that they have followed the strategy of sentence avoidance to conceal their linguistic inadequacy. And also, it is found that they have not experienced in the conversational English.

Further, it is identified that about 38% of the students understudy have avoided to form complex as well as even simple sentence in the conversational discourse and that were compensated by using one word answer.

### ii. Semantic Avoidance

The learners evade from communicating a given content for which appropriate target language rules and forms are not available to them by talking related concepts which may presuppose the desired content.

#### Example

1. *My father go ... in bike go to school* (for)

- What will you do if it rains while you are going to school?

2. How do you feel if you go to School?

*Happy*

The above examples show the semantically non co-operative relationship between the question of researcher and the response of the learners. These examples show the fact that the learners for certain questions could not co-operate semantically in the conversational discourse with the researcher. Reasons for this kind of semantic avoidance are the learners linguistic inadequacy as well as ignorance of the pragmatic and semantic norms of L2 utterances they received. There are 29% of the learners who have followed the semantic avoidance strategy in their communication.

### 2. Literal Translation

The learners follow word for word translation from the native language to L2. The samples from the corpus are as follows.

1. I am evening cricket play. (for) *Mai sham ko cricket khelta hu.* (for) I play cricket in the evening times.
2. My very like the teacher's work. (for) *Mere ko padhana achcha lagata he.* (for) I like teaching very much.

The appearance of word- for-word translation, while producing second language structure is due to the L1 interference.

The learners relate the L1 words with the L2 words which are stored in their mental dictionary without considering or realizing the sentence structure of L2.

Thus, the learners tend to express what they intended to say by translating the word for word applying the L1 structure as shown in the above sample. It is found that 33% of the students have adopted this strategy in their communication.

### 3. Fillers

In certain cases the students use the fillers to conceal the internal process

taking place in the inner minds of them. The fillers may be of the user's pet words or expression which literally do not carry any meaning. Chhattisgarhi speakers also avail such fillers like *yaneki*, *aur* etc., and a sound like *mmmm*., by which users take time to get the word they search for.

1. It also estimate the cost of the buildings. *mmm... yaneki...* the main aspect is the computer is graphics.
2. It can be recorded many programmes and listed out many programmes ... *mmm...aur ...*

The samples indicate that the students initiated to speak on a topic, but while they face difficulty in the process of communication, they use sounds like *mmm...* and then L1 words like *yaneki* etc., then again they continue their speech. So, the use of fillers indicates the learners' mental search. After getting linguistic elements and information from their mental dictionary, they continue their linguistic behaviour. This is another type of peculiar strategy adopted by the learners to fulfill the ontogenic linguistic developmental gap they face in the process of communication.

46% of the students under study have followed this strategy in their communication. Of the 46%, 37% of the students have used both Hindi words as well as sound *mmmm* as fillers, and 6% of the students have used only 'mmmm' sound without any Hindi words and remaining 3% of the students have taken long pause for searching apt word, etc., instead of using fillers in their communication.

#### **4. Self Repairing**

Self repairing is yet another strategy being adopted by the learners whenever they realize that there is something incorrect in their speech.

The learners felt that they have gone wrong somewhere during the execution of the sentence and so they adopted this strategy in order to correct themselves.

1. I will take more time and hard word for doing ... (self correcting) completing.
2. He will encourage me more ... to get more marks in another test ... (self correcting) other test also.

The learners have corrected the words as 'completing' for 'doing' and 'other' for 'another' the self corrected words in certain context go wrong.

The learners pronounced the words as pitiful and 'thring' then they self corrected as right ones. 35% of the students have followed this strategy. It is to be noted that the students' self-corrected elements need not necessarily be correct in all contexts. Thus, the self-correcting process sometimes leads to the production of wrong linguistic elements.

#### **5. Drawling**

Drawling is nothing but prolongation or lengthening of the syllables. This gives time to the user to organize it and to decide what will be said next to it.

1. Music issss..is very different of this post.
2. I will try to helping *mmm...* the *morrrr....* people becoming doctor.
3. My home is in the busss... near bus stand.
4. I like to draaaa... draw many natural things ... natural things

It is found in the learners' data that not all the syllables are prolonged but the sounds like voiceless fricative [s] drill [r] and the vowel (a:) only are prolonged. It is found that 25% of the learners have adopted this strategy in their communication.

#### **6. Repetition:**

Sometimes the learners tend to repeat a sound, word or several words and take time to think of the next word, for example:

1. Computer can read out ... read out to the blind people.
2. I ...I feel very happy.
3. Eighteen ... eighteen year old.
4. *mmm...* I spend my leisure time in

my nature of my pet animals ... mmm...  
pet animals.

In the above samples, the words repeated by the learners are 'read out', 'I', 'eighteen', 'pet animals', etc. It is found that the words repeated by the students belong to various grammatical classes. They are verb, adjective, noun and pronoun. After repeating either one of these words, the learners continue the speech as shown in the above samples. 49% of the students have followed the strategy of repetition. Of 49%, 31% of the students have followed both the word as well as partial sentence repetition and remaining 18% of the students have repeated the full sentence.

#### **7. Message Abandonment**

Message abandonment is yet another type of strategy followed by the learners, whereby communication on topic is initiated but then cut short as the learner run into difficulty with target language form or rule. The learners stop in mid-sentence, with no appeal to authority to help finish the utterance. 41% of the students have followed this strategy. Within the 41%, 30% of the students cut short their speech on topic in the mid of speech and remaining 11% of the learners stopped in the mid sentences while making conversational discourse in response to the questions asked by the researcher.

#### **8. Voice Reduction**

Voice reduction is a strategy adopted by the learners when the learners feel what they are about to say is incorrect. Instead of avoiding to utter the word or seek help, they utter the word with their voice reduced. This makes the learners confirm that the hearers have not heard what has been told, and also they have the satisfaction of having completed the sentence. Samples from the learners data are as follows.

1. I want to be a bird if I a bird... I will (Voice reduces) . . . learn peace (for).  
What will you for do if you were a bird?

2. My leisure time is ... (voice reduces)  
... played cricket (for). What will you do at leisure

3. Eighteen . . . eighteen year (voice reduces) ... my old. (for). How old are you?

It is found that 28% of the students have followed the voice reduction strategy in the process of communication.

#### **9. Language Switching**

The learners use the native language terms without bothering to translate it to the second language terms.

37% of the students understudy have used the native items in their L2 communication. These native items are also used as fillers as stated before.

#### **10. Approximation**

The learners sometime supply an appropriate similar vocabulary or structure instead of right word, but however that shares semantic features in common with the desired item to satisfy the researcher. For example-

*teacher's work for teaching,  
bedding for bed, medical  
group for medical science etc.*

There are 30% of the students who have used these types of approximated items in their conversational discourse.

#### **Strategy of Intra Lingual Transfer**

The learners adopt the strategy of intra lingual transfer wherever they find irregularities in the rules of target language. For instance, the speakers have the tendency to add simply 's' to all singular nouns whenever the need for the use of plural arises.

#### **Example**

Childs **for** children, Mans **for** men

Another strategy, in the area of morphology, adopted by the learner is analogical creation. For instance, as for as English is concerned, the suffix 'ed' is mostly used while changing the verb into a past tense form. But, certain verbs are exceptional to this rule.

The learners have acquired the uniform change, namely, adding - 'ed' to the verb while making a present form as

past form. But the exceptions are not properly learned or even after learning, they have difficulty in using them appropriately. As a result, the above mentioned words in English are conjugated by following the general rule of adding the past tense marker - 'ed' with the basic present tense form. Thus, the terms produced by the students are as follows.

**Example** - buyed **for** bought,  
seed **for** saw, runned **for** ran  
gived **for** gave, goed **for** went

68% of the students have adopted intra lingual strategy such as overgeneralizing plural suffix 'es' as well past tense marker 'ed' where they are not required as indicated in the above examples.

#### **Performance of the Students**

The performance of students are compared and contrasted on the basis of the variables chosen such as sex, region, economical, position parental education and medium of instruction. The table shows the overall performance of the students in the speaking skill of English language.

M - Male, F - Female, R - Rural, U - Urban,  
LIG - Low Income Group, MIG - Middle Income Group, HIG - High Income Group,  
UED - Uneducated, ED - educated.

It is found that the performance of English medium students is better than Hindi medium students. The reason for the low performance of Hindi medium students is that they are mostly first generation learners and they have less exposure to English. Further, the performance of students from urban, literate background, is better than the

rural illiterate background; because, the students from urban background have choice of getting good exposure to English from their living atmosphere. The source of exposures are English dailies, weekly and monthly journals. Moreover, they have chances of watching and listening to English programs on TV and radio respectively and also in theatres, but the students of illiterate background from the same locality get less exposure to English. However, the economical factor plays less role in the performance of rural students but in the performance of urban students plays a vital role.

Among the students of various background, the performance of female students is better than the performance of male students. The reason for obtaining comparatively high score by the female students is that they have less diversion and mental disturbance than the male students. The socio-economical problems of the family also affect the learning achievements of the male students. However, the parental education too plays an important role. That is, the educated parents give proper guidance and give training to their children for the achievements of language skills. But the students of uneducated background have no choice of getting such kind of parental training and help in learning English. However, the overall performance of the students under study is very low in the productive skill of speaking English. The reason is that the district itself is an educationally and economically backward one and it gets less exposure to English language.

**Table 1**  
**Students performance in %**

| <b>Medium of Instruction</b> | <b>Sex</b> |    | <b>Region</b> |        | <b>Econo. Condition</b> |     |     | <b>Parental Education</b> |    |
|------------------------------|------------|----|---------------|--------|-------------------------|-----|-----|---------------------------|----|
|                              | M          | F  | R             | SemiUr | LIG                     | MIG | HIG | UED                       | ED |
| <b>English</b>               | 26         | 25 | 27            | 28     | 21                      | 22  | 17  | 25                        | 31 |
| <b>Hindi</b>                 | 25         | 24 | 20            | 25     | 15                      | 15  | 10  | 23                        | 21 |

**Findings and Conclusion:**

Speech plays a vital role in maintaining the relationship between and among the people. Communication through English occupies predominant position in all the fields of the global village. Because of this, teaching/learning of English is inevitable in almost all the non-English society. India has long history for teaching/learning of English as a second language. The present research findings such as, strategies followed by the students and problems encountered by them are summarized, and remedies are given for eradicating or atleast minimizing the problems in the process of learning oral communication. It is found that in the process of learning to speak, the students followed certain strategies in their communication to conceal their linguistic inadequacy. The avoidance is the first and foremost strategy followed by the students. 7% of the students avoided to talk with the researcher in English and to speak on given topic due to the anxiety, language shock, cultural shock and the linguistic inadequacy. Syntactic avoidance is yet another type of strategy, in which they have avoided to construct sentences. Instead of constructing sentences, they have given elliptical responses for the questions asked.

The learners follow the word-for-word translation from the native language to L2, and use the fillers in their communication whenever they encounter gap and linguistic inadequacy. Self repairing, drawling and repetition are yet another types of strategies followed by them. In the strategy of self repairing, certain vocabularies, grammatical items are self corrected. Drawling is of lengthening the syllables. This strategy provides time to the speaker to search for the forthcoming elements. Repetition, is also one of the strategies followed by them. In this strategy the students have

repeated certain items such as words, partial sentence and full sentence. It is found that the repetition of full sentence gives more time to the learners than the word or partial sentence repetition. Message abandonment is a strategy followed by the students. The students initiate the communication on a specific topic, but in the middle they cut short due to difficulty, and due to the anxiety about the linguistic elements in the target language system. The students reduce their voice when they feel that they are incorrect. The strategy of voice reduction shows that they have no confidence in L2. Resource expansion strategy is yet another peculiar strategy whereby the learners attempt to increase their linguistic resources instead of giving required enough response.

Further, it is observed that some of the students have invented certain new words in their oral communication, when they fail to find appropriate word or for the word which is absent in their mental lexicon. In certain contexts, the students follow the code switching strategy. That is, they use certain L1 words in L2. Approximation is another strategy in which the learners have used the approximate items instead of correct ones. However, this approximate words share near semantic feature.

To enhance the linguistic and communicative competence of the students in the English language, the following remedies will be helpful, and these remedies would eradicate or atleast minimize the problems encountered by the learners in the process of learning oral communication.

1. To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning may be helpful for the development of competence in English.
2. Different types of conversational



discourse of L2 may be taught, and the students may be given enough time for the development of conversational discourse in the school hours. The conversational discourse training will eliminate language shock and cultural shock. Further, that will help to develop communicative competence.

3. While teaching vocabulary of English, the grammatical functions of words should be taught.

4. The similarities and differences between L1 and L2 may be taught especially while teaching syntax which will eliminate the habits of literal translation from L1 to L2.

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## What form of Leadership most effectively supports Global School Partnerships in an English School ?

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**Key Words :** *Leadership, Global School Partnership*

### Abstract

*This article considers the current landscape of school leadership and asks which type of leadership will most effectively support an international school partnership that aims to promote global learning. Many teachers agree that schools should provide students with the knowledge, skills and understanding to be able to bridge the cultural, economic and educational divisions that exist in our world today. Young people need to be able to internalise the current pace of change, so that they can make sense of increasing globalisation. Partnerships that link schools in different countries offer a vehicle for global learning, but not all are equally effective in challenging stereotypes. Not all partnerships are sustainable and not all result in positive outcomes for all parties. Using the findings from a large research study that evaluates school partnerships, the leadership qualities that promote 'high momentum' partnerships are investigated. Having reviewed the different styles of leadership that are found in schools in England today, this paper concludes that the most effective style for a school partnership is one that distributes leadership across teams within both the school and the wider community.*

### Introduction

As the UK education system continues to evolve in order to provide a twenty-first century education for our "24/7 generation" (Harris, 2008, p.9) of learners, so too must school leadership evolve in order to meet the constantly changing and increasingly complex needs of students. One of the emerging requirements of our school leaders is to manage the demands of globalisation, and in particular to develop in our learners the social skills and awareness of

difference so that they can engage in effective inter-cultural dialogue and work in a global economy (Department for Education and Skills (DfES), 2004). The impact of school leadership, therefore, not only is inter-generational, but also is international.

In order to prepare a skilled workforce for a global economy the UK education department launched, in 2004, an international strategy "Putting the world into world class education" (DfES, 2004). It declared that every school and college

in England and Wales should have, by 2010, a partnership with a similar institution somewhere across the world. This set in motion countless school partnership initiatives, some of which have effectively developed global citizenship, but a few have reinforced detrimental stereotyping. Recent research into international school partnerships by *Edge, Freyman* and *Ben Jaafar* (2008, 2009a, 2009b) analyses a group of “high momentum partnerships” in order to identify what contributes to their success. The purpose of my paper is to explore what forms of school leadership in England promote an effective environment that supports a flourishing school partnership that generates outcomes that will meet the demands of our “global future” (Development Education Association, (DEA, 2009). It is clear from *Walker* and *Dimmock’s* work (2005) that understanding how culture and leadership interact in different contexts is fundamental in determining effective practice. This essay focuses solely on schools in England. These range from those with little cultural diversity to those with multi-cultural populations, all of which function within the context of the English educational system.

### **Understanding leadership for global school partnerships**

Currently there is a much debate about the leadership qualities that will best suit the next generation of schools (for example, *Hopkins* and *Higham*, 2007; *Harris*, 2008; *Robertson*, 2008; *West-Burnham*, 2005; *Pricewaterhouse Coopers*, 2007). It appears that the meaning of leadership is both time and place specific, and that an individual’s perception of leadership can be placed along a continuum of understanding based on practical experience. For some it will be a heroic figure, leading by example from the front, whereas for others it may be

the person who pushes from behind in order to ensure the successful completion of an agreed agenda. Research (*Pricewaterhouse Coopers*, *ibid*, p. 51) has identified emotional intelligence as being an increasingly important attribute for leaders, so that they are able to “inspire and motivate the workforce in order to build capacity and drive improvement through the school”. *Goleman* (2002, cited in *West-Burnham*, 2005) identifies six leadership styles which lie along the continuum, with an autocratic commanding style that demands commitment rather than seeking compliance at one end, and a coaching style focusing on individual capacity and engagement at the other. Other attributes (*Goleman*, *ibid*), such as sharing a vision, developing democracy, pace-setting and building networks and relationships are also found in varying degrees along the continuum.

In practice, leadership often merges with management, as seen in the early school inspection handbooks in England (*Ofsted*, 2005; Cambridge Education, 2006), where ‘leadership-and-management’ is used almost as a single entity. Often it is difficult to differentiate one from the other. School inspection materials in Connecticut, USA, (Cambridge Education, 2005, p. 22) acknowledge that there is ‘no simple definition of leadership’ but offer some distinction between the two by listing what leadership demonstrates, including a “clear vision, a sense of purpose and high aspirations, a relentless focus on student achievement, the creation of effective teams, good role modelling and an inclusive school in which each individual matters”. These are incorporated into *Leithwood, Day, Sammons, Harris* and *Hopkins* (2006, p.3), “basic repertoire of leadership practices”, which includes: building a vision and setting directions; understanding and

developing people; redesigning the organisation; and managing the teaching and learning programme. These qualities can be viewed as part of the process of leadership, but they can also be fashioned into the desired outcomes of leadership. Therefore, leadership can be described in terms of process and outcomes, rather than structure. The qualities for successful leadership are context-dependent, as highlighted by *Leithwood et al* (2006, p.3), who found that “the ways in which leaders apply the basic leadership practices, and not the practices themselves, demonstrate responsiveness to, rather than dictation by, the contexts in which they work”.

The outcomes of leadership for a global school partnership must be clearly linked to learning, which concurs with *Leithwood et al.*'s (2006) work which found that school leadership is second only to the classroom teacher in having an impact on learners. Providing well-defined leadership roles and responsibilities (DfES, 2007) may be necessary to ensure a consistent approach to improving achievement across schools, but these may not be sufficient for attaining challenging goals. Leadership for school partnerships is not merely about outcomes, where the end justifies the means, but it is also about the developmental journey or process, which involves staff and students, parents and communities, in the UK and in the partnership country.

### ***Desired outcomes of global school partnerships***

Unless global learning delivered through school partnerships is incorporated into the everyday learning experiences of our young people, education is not going to help bridge the cultural and economic divides that are prevalent today (*Harris, 2008; Eaude, 2009*). As the gap between rich and poor appears to be widening within and

between countries (Child Poverty Action, 2009; *Harris, 2008; Cisco, 2008*), it is also starkly apparent that learners from poor backgrounds achieve less well in education. *Harris* (2008, p. 3) calls the gap in achievement, caused by deprivation, “educational apartheid”, and points out that “poverty limits life chances as well as educational achievement”. In order for Nelson Mandela's assertion (2004) that “education more than anything else improves our chances of leading better lives” to hold true, “educational apartheid” needs to be overcome. I believe that school partnerships can bridge the gap by developing those personal skills propounded by the Rose Review (2009, p. 2) whereby learners, showing empathy and understanding, can “listen and respond to a wide range of people”. *Bauman* (1998, 2001) counsels that if the divide is not bridged people will revert to the traditions that have sustained them in the past, and *Giddens* (1999) warns that the increasing gap between the globalised cosmopolitan elite and the marginalised masses will challenge democracy and may lead to increased spatial segregation. Developing global citizenship through mutually beneficial school partnerships is one way of bridging the divide and looking forward to the 21<sup>st</sup> century, as *Harris* (ibid) urges should be happening in our schools.

Transforming our educational system requires leadership processes to be redeveloped, rethought and reconfigured (*Harris 2008*). Since the context affects practice (*Walker and Dimmock, 2005*), the qualities of leadership required for a flourishing partnership are multifarious, with leaders being visible, supportive and providing good role models. If globalisation is really about choices exercised at a global level (*Patten, 2009*), surely we want our learners to be global citizens able to make rational economic, lifestyle and identity choices? This view is upheld by

Crisp (2007, p.6), who sees empowerment “through education as having a profound and lasting effect”. Therefore, we need our school leaders to provide an environment in which students become independent global learners with high levels of emotional intelligence, who celebrate difference, challenge inequality and injustice, and have the chance of “leading better lives” (Mandela, *ibid*).

### **What leadership model for global schools?**

Research (PricewaterhouseCoopers, 2007) identifies four leadership models found in UK schools, and describes an emerging fifth model. The first is a traditional hierarchical leadership model that has a senior team comprising only those with Qualified Teacher Status, including a headteacher and one or two deputies. This model, which more frequently is found in primary schools, has a number of benefits which include clear lines of accountability, a focus on teaching and learning, and parental and community satisfaction because the leader is visible. This traditional model may provide a sound foundation for a global school partnership provided that one of the senior leadership team is really motivated by the work. In such cases a whole school vision can be developed, and can be built into the school development plan. This model supports a partnership environment where continuity and progression, succession and sustainability can be nurtured. However, the research (PricewaterhouseCoopers, *ibid*) also points out that such a leadership model may result in excessive work for the senior managers, who may have little time for the strategic planning, and who may not have the skills to manage a ‘new environment’, which, I suggest, a school partnership creates. In this model, time for professional development to address issues of cultural awareness and the creation of an equity-based partnership

may be very limited, because of a heavy workload.

A second leadership model described by PricewaterhouseCoopers’ (*ibid*) research is the managed leadership model in which the senior leadership team includes specialists with technical knowledge such as bursars and premises managers. This model is more frequently found in secondary schools. Leadership is more widely distributed, and in some cases senior teams may include, for example, family liaison officers and those working with minority ethnic groups in the community. Distributed leadership differs markedly from delegated leadership because of the process of accountability. This model provides access to new skills and understanding, for example global education, is more flexible and has the potential for improved communication. All these can enhance and support an effective school partnership journey. Where there is co-headship, workloads may be divided in order to provide improved strategic planning time, which can greatly benefit the longer-term planning for a school partnership. The success of this model may be limited by a lack of resources to expand the leadership team sufficiently. Where leaders have a heavy workload the partnership may once again fall into that group identified by critics as lacking whole school engagement, thereby being at risk of not being sustainable or not having continuity and progression. The success of the partnership is dependent on someone in the leadership team being prepared to champion it.

The third model described by PricewaterhouseCoopers’ (2007, p. 61) research is the multi-agency managed leadership model, which is an extension of the model above, and includes “greater professional diversity in the senior leadership team”. It is found in both primary and secondary schools. As



internal and external stakeholders become increasingly important in the extended school's services, so too do the opportunities for global school partnerships broaden. Community diaspora groups can be encouraged to view the school partnership as a means to link back to their own home community, thus enhancing community cohesion in the UK and ensuring that the partnership is built on cultural awareness. The wider inclusion of community stakeholders can support sustainability of the partnership without heavily taxing school resources. The key difference between this and earlier models is that accountability routes differ because there are several heads of service. There may also be different levels of administration and bureaucracy across the different service providers, who may not all be made aware of the school partnership, and there may be confusion over roles. As the leadership team increases in size so too does it become paramount to ensure a system for effective and accountable team work, particularly in the case of a school partnership team which should have widespread ownership. *Katzenbach and Smith* (1993; 1999) make clear the difference between team and group work. The former, which, I believe, lies at the heart of a good partnership, "strives for something greater than its members could individually achieve" whereas group work relies on individual performance. Clearly, were a dedicated team to run a school partnership, it could build-in sustainability through curriculum development, and plan for continuity, progression and succession by involving the wider school community.

*Katzenbach and Smith's* (1999) study found that formal hierarchy is actually good for teams, that setting performance goals is more important than team-building goals, and, most significantly for a global partnership, managing the "end"

is as important as managing a successful start-up. A team managing a school partnership not only has to develop a strong in-school team but also a strong between-the-schools team. This may pose more of a challenge than merely developing a personal relationship with a senior leader in the partner school as may occur in the first model and possibly the second. *Lencioni* (2009a) identifies a number of dysfunctions which teams must conquer, two of which are particularly pertinent to global school partnerships. The first is the fear of conflict, and the second is avoidance of accountability. Being able to manage conflict effectively is dependent on there being a level of trust and commitment in the team, so that there can be passionate debate without the fear of the team 'falling out'. With regard to accountability it is interesting to note that *Edge et al.*'s (2009b) research indicates that none of the successful partnerships had any formal monitoring or evaluation, but the majority were included in the schools' development plan review processes. The power in diversity can be released when people learn to appreciate one another's differences and to understand how to challenge each other in order to achieve the best outcome. This is where diversity is transformed "from a slogan to a real competitive advantage" (*Lencioni, ibid*). This is where global learning begins and the school partnership has an impact across both schools and their wider communities.

The fourth model is a federated leadership model (*Pricewaterhouse Coopers, ibid*), in which there may be a joint governing body and an executive headteacher. Advantages of such a structure include greater opportunities for strategic planning, which may benefit the school partnership, and development opportunities for staff through distributed leadership. A disadvantage of this model

for global partnerships could be confusion over the routes for accountability and decision-making, and the fact that the partner school may not have a clear point of contact.

The final model examined by PricewaterhouseCoopers (ibid) is a system leadership model, which involves a “substantive engagement with other schools in order to bring about system transformation” (Hopkins, Higham and Ahtaridou, 2009, p. 12). In theory this may provide an excellent environment in which a global school partnership can flourish, but there is, as yet, not sufficient evidence collected over a period of time to identify this as a compelling leadership model for global school partnerships.

#### **Leadership for “high momentum partnerships”**

Harris (2008) rightly asks a broader question about the required outcome of school leadership in the twenty-first century and answers it by stating that it should encompass improvement in the learning opportunities for all young people. In the belief that these learning opportunities must include global learning, what leadership practices foster school partnerships and global education? But which style of leadership? Research suggests ‘sustained, supportive and distributed leadership’ (Frost & Harris, 2003; Leithwood, Jantzi & Steinbach, 1999, all cited in Edge et al., 2008). At the end of the last century implementing these research findings might have been considered controversial, because of the prevalent belief (Jacques, 1990; Marschak and Radner, 1972; Williamson, 1985, cited in Romme, 1996) that hierarchies are necessary “to decompose large organisations into efficient information processing units” (Romme, 1996, p. 411). However, in the light of much recent work (Spillane, 2006; and Hargreaves and Fink 2006, both cited in PricewaterhouseCoopers, 2007; Harris, 2008; Leithwood, Day, Sammons, Harris and Hopkins, 2006),

as mentioned above, such an assumption seems eminently reasonable. Spillane (2006, cited in PricewaterhouseCoopers 2007, p. 89) describes this form of leadership as involving “the many and not just the few”. He points out that it is about leadership practice (which I have called the process of leadership) and interactions, and is not simply about roles and positions. This is endorsed by Hargreaves and Fink (2006, cited in PricewaterhouseCoopers 2007), who say distributed leadership is not an end itself, but is a continuum of leadership practices. PricewaterhouseCoopers (ibid)’s view is that “distributed leadership is beyond mere delegation and is characterised by greater engagement with the workforce, more consultation and the creation of a shared purpose in schools” (PricewaterhouseCoopers, ibid, p. 90). Distributed leadership is not dependent on a particular organisational structure, but can be a catalyst for organisational change (Leithwood, Day, Sammons, Harris and Hopkins (2007) cited in Harris, 2008). It describes a process of leadership, which has been discussed above, rather than a structure of leadership. While existing school structures, which Harris (2008, p. 40) describes as “dominated by compartmentalising subjects, pupils and learning into discrete but manageable boxes”, are likely to be barriers to distributed leadership, they do not preclude it.

When I asked one headteacher how he knew that the partnership was achieving its aims of changing ‘hearts and minds’, he explained that initially few white UK parents had offered to host the visitors, but parents now stop him in the playground requesting involvement. This headteacher demonstrates ‘change savvy leadership’ (Fullan, 2008) by obtaining buy-in for what is needed.

All the successful partnerships have built their global learning opportunities into curriculum areas across their

schools. This suggests that the partnership leaders have created teams which transcend subject departments and which can have a whole-school impact. It is strong, consistent teamwork which has a significant effect on the longevity of the partnership, and which sustains the school's morale when there are challenges in the relationship.

*Spillane* (2006, cited in *Harris*, 2008), in his theory of distributed leadership, highlights as a significant factor of leadership the importance of inter-relationships within the social context of the school. Positive inter-relationships are essential in school partnerships, and a school environment which promotes such relationships will enhance the sustainability of the partnership journey.

I believe it is the ability to apply emotional intelligence in the partnership relationship which makes some more successful than others. Where leadership is spread across many individuals, who at times take the leadership role and then revert to team members as appropriate, and where teams are fluid, creating interconnecting pathways that are built and reformed as necessary, the institution can manage change effectively. Global school partnerships are

very vulnerable to failure when static. The partnership journey depends on change management.

### **Concluding thoughts**

If we decide what knowledge, skills and understand we want our young people to have we can use back-ward planning to identify the steps we need to take to get there. *Covey* (cited in *Wiggins & McTighe*, 1998) points out that 'to begin with a clear end in mind means to start with a clear understanding of your destination' (p.7). Global learning supports young people to make sense of the complex and ever-changing world within which we live. They need to develop the capabilities to face as yet unknown challenges.

It is leaders' commitment to staff motivation, and learning and achievement for all that lies at the root of success. These qualities generate an environment in which a global school partnership can flourish. On the basis of the evidence provided, I believe distributing leadership of the partnership journey across teams representing the wider communities of both school partners will provide an effective environment in which long-term mutually-beneficial partnerships will succeed.

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## **Contribution of Literature in Personality Development**

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**Key Words :** *Literature, Personality Development*

### **Abstract**

*The present paper elaborates the roles books have played in the lives of great personalities. Young minds of modern generation can be influenced by the right kind of literature studies introduced in the syllabi by way of practical studies in higher education institutions. The paper also puts forth some suggestions as to how a student's personality can be made by taking certain unconventional steps in the field of teaching and reading literature.*

### **Introduction**

The great English essayist and philosopher *Francis Bacon* has said that 'Reading maketh a full man; conference a ready man; and writing an exact man.' (*Bacon*, 2014) This thought has been widely accepted and quoted all over the world for centuries, proving that a complete personality is made from reading. Books have always played great role in shaping the thoughts and personality of human kind. The personality of a man is not only made but also developed by the association of books. A man is judged by the kind of books he reads, is relevant even in modern times. Literature provides an opportunity to students to respond and develop their own opinions, encouraging them to have deeper thoughts. Literature also helps students to learn about their own cultural

heritage and the cultures of other people. Another aspect of literature is that it helps students to develop emotional intelligence; besides developing creativity and imagination. Literature above all fosters personality and social development. Therefore exposing students to quality literature can contribute to the creation of responsible, successful and complete individuals.

### **Personality**

So let us consider the personality of an individual. What is personality? It is what makes a person a unique person; it is the characteristics and appearance of a person, his pattern of thought, feeling, behavior, communication ability and physical features. Psychologically speaking personality is all that a person is. It is the totality of one's own behavior towards oneself and others as well. It

includes everything about the person, his physical, emotional, social, mental and spiritual makeup. Therefore, personality development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations of an individual.

### **Personality Development**

One of the earliest theories of personality development was given by *Sigmund Freud*. Freud emphasized the role of childhood experiences in shaping the adult personality. He claimed that childhood experiences are repeated throughout life (*Boag, 2006*). So when a student (who is already an adult) enters an institution of higher education his personality is already shaped. The organizations can only include activities; formal and informal that put people in the role of leaders, guides, teachers and managers for helping them realize their full potential. Hence, it can be concluded that the process of improving or transforming the personality is called personality development.

Personality Development also includes developing other people. The sociologists emphasize that the personality of the individual develops in a social environment. It is in the social environment that he comes to have moral ideas, social attitudes and interests this enables him to develop a 'social self' which is another term for personality. When an individual's personality is changed or transformed, immediately the people around him, (his family, friends, neighbors, relative etc.) are affected. The chain can continue and a transformation of development can be seen in society too. We have witnessed how great personalities have changed entire nations and societies in history. According to *Aristotle*, "We are what we

repeatedly do." According to Professor *Kwame Gyekye*, "when the character of individuals degenerate, the character, capacity and quality of life of a whole nation are affected; such degeneration leads eventually to the decline and fall of the nation." (*Heyns & Stefiszyn, 2006*)

### **The Role of Literature**

We now come to the aspect of how literature and its study can affect and develop the personality? Very few people know that the father of our nation *Mahatma Gandhi* was reading *Thomas Carlyle's* books when he was in jail. All great men have accepted that they are what they are due to the books that they have read. Identification with fictional characters leading to changes in the personality of the readers has been a familiar phenomenon. A text can change one's sense of self for example an extraverted character may affect the extra version trait of the reader. Another interesting observation is that a particular genre of literature appeals more to a particular kind of reader. This also plays an important role in the personality development as genre could be a factor in the personality change of the readers.

The question which every teacher of literature deals with is, whether the book selected to be taught in the syllabus are appropriate? Secondly the student will never develop a love for literature if he has to just pass an examination. He starts reading the literature from the point of view of possible questions and their answers, that are expected to appear in the examination. Therefore certain unconventional steps will have to be taken to develop among students a love for literature and finally shaping their personalities through the right kind of and proper selection of literature. Teaching is no more a monologue but a dialogue. The teacher centric approach has shifted to learner centric approach.

Another question is, what about the personality development of students from science and commerce streams or engineering or medical students, who do not have literature in their syllabi? Can we not develop in them a love for literature? Every literate individual can enjoy and benefit from literature, as the benefits of literature are many, some of them are;

- Literature provides pleasure to listeners and readers
- Literature helps in improving language/communication skills. Command over the language and an ability to articulate is an important in personality development. One must be careful of the grammar, pronunciation, stress, intonation and voice modulation. These are the aspects that connect literature with personality development.
- Literature develops thinking skills. Thoughts are the real foundation of one's personality. Keeps the thoughts positive and nature cordial. Healthy mentality and positive thoughts make your personality successful.
- Literature develops self expression.
- Literature helps students to deal with their problems.
- Literature develops visual literacy.
- Literature develops an understanding of different cultures.
- Literature improves abilities and attitudes.
- Literature helps to understand the behaviors of others.
- Literature teaches to appreciate and criticize.
- Literature encourages creativity.
- Literature is a means of transmitting our literary heritage from one generation to the next.

In modern times, when students have a lot of exposure to IT and communication mediums such as TV, mobile phones and internet, it has become very necessary that new techniques/methods should be

adopted for the teaching of literature through which the student's personality can be developed.

### **Ideas and Suggestions**

I have a few suggestions in this regard. Now the time has come for teachers to change their age-old text based classroom method of lecturing. The following are some innovative ideas that can help both the students and the teachers to learn and study literature along with influencing personalities.

- Selection of literature to be taught is very important therefore it should be done judiciously by experienced and knowledgeable teachers.
- Teaching literature by audio visual aids like movies and audio plays of literary works.
- Teaching Ramayana and Mahabharata would not be as effective as inviting a Dance-Drama Troupe engaged in performing/enacting these famous epics. Then the students will never forget its messages and teachings.
- Keeping *Geetanjali* in the syllabus is not going to develop a love for *Rabindranath Tagore* in the hearts of students. If we call a group of singers to sing Rabindra Sangeet and teaching students a few songs of *Gurudev*, will excite students and give them a rare experience of enjoying *Rabindranath Tagore*.
- Asking students to write dialogue in the present day context of the dramas and plays prescribed in their course can be a good project, which entertaining and something that develops the creativity of the students.
- Encouraging the students to write original pieces of literature for assignments.
- Organizing skits and street plays on the texts prescribed.
- Encouraging artistic students to paint/ draw the characters of a novel for play.
- Costume designing of the characters of a play or novel etc.

- Exercises in voice modulation, reciting poetry, choruses etc.
- Reading Literature in group, role plays etc.
- Exchanging appreciation and criticism, with each other in the class.
- Playing language games.

**Conclusion:**

It is said that the value of reading must be measured by the difference it makes in the reader. Literature encourages students to be considerate and friendly people and develops students into quality citizens. Therefore we must agree that literature definitely has a role in the personality development of the students.

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## Study on Inclusive Education with reference to Implementation of Rajiv Vidya Mission

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**Key Words :** *Inclusive Education, Rajiv Vidya Mission*

### Abstract

*The study intends to know the nature of existing environment in inclusion and analyze the opinions and aspirations of head of the schools, regular teachers and parent of disabled children in the implementation of the inclusive programme. For the present study investigators had drawn the sample from 15 Heads of the schools, 30 general teachers and 30 parents and 50 children with disabilities. The samples were taken from three mandals of Mahabubnagar district. The data collected were classified based on several variables like age, sex, experience, educational qualification, number of students and their nature of disability, admission procedure, instructional strategies, socio-economic status, the level of education, occupation and monthly income of parents were considered with the parental involvement. The study highlights the interventional strategies provided. Support services rendered for students with disabilities to cope up with the activities of regular schools benefits received by these students as envisaged by their parents, an in-depth of selected disabled students based on the positive impact in inclusive settings as revealed by their teachers and a wide analysis of different aspects in an inclusive setting.*

### Introduction

Education is the key to human development. It is a fundamental right of every child. Article 26 of the United Nations declaration for Human Rights highlights right to education. Article 45 of Constitution of India notes free compulsory education for children under the age of 14 years. Further, Articles 41 emphasizes right to education for persons including those with disabilities. Under the constitution, persons with disabilities

have been guaranteed the Fundamental Rights as available to other citizens of the country viz., equality of opportunity, non discrimination, no untouchable, freedom of region, right to the language, script or culture, right franchise, right to property, right to enforce fundamental rights, access to education in any education institution, and right to work.

Biwako Millennium Framework (2002) for action towards an inclusive, barrier-free and rights – based society for

persons with disabilities in Asia and the Pacific was adopted in the 58<sup>th</sup> session at Resolution 58/4 on 22<sup>nd</sup> May, 2002 in Japan. The resolution proclaimed extension of the Asian and Pacific Decade of Disabled Persons 1993-2002, for another decade, 2003-2012.

Government of India is a signatory to various UN resolutions concerning persons with disabilities. The UN resolution 37/52d of 3<sup>rd</sup> December 1982 is a significant UN instrument, aimed at achieving full participation and equality and protection of rights of persons with disabilities, which followed the declaration of International year of Disabled Persons in 1981.

Subsequently, the Asian and Pacific decade of Disabled Persons (1993-2002) were observed. The Asia and Pacific decade has focused on 12 policy areas, one of which is education. Children with disability include those with visual impaired, hearing impairment, mental retardation, locomotor disabilities and multiple disabilities.

#### **Objectives of The Study**

1. To Examine the contributions made by heads of schools, regular teachers and parents in the implementation of the inclusive programme.
2. To Analyze the nature of support services like Special Teachers, Rehabilitation professionals, NGO's and others received by children with disabilities.
3. To Investigate the nature of intervention facilitated by the schools for enriching the learning environment.
4. To observe the positive impact of inclusive education on students.

#### **Methodology**

Descriptive Survey method is used in the present study.

#### **Sample:**

The size of sample 15 Heads of the schools, 30 general teachers and 30 parents and 50 children's with

disabilities. Moreover, the samples were taken from three mandals out of 64 in Mahabubnagar district. A sample selected from all Mandals of the district could have given scope for wider generalization of the finding.

#### **Tools**

The following tools were developed by the investigator to collect necessary data for the study circulated to the senior faculty for the reliability and validity of the Tools:

- a. Questionnaires to elicit information from heads of schools and the general teachers handling classes for disabled students of the same schools respectively.
- b. Interview schedule to gather information from the parents of children with disabilities.
- c. Case study schedule to collect personal information of the selected students with disabilities.

#### **Data Analysis**

The results of the study on "Inclusive Education with reference to implementation of Sarva Shiksha Abhiyan/RVM Programme in Mahabub Nagar District of Telangana" are discussed under the following.

#### **1.Role of Heads of Schools in Inclusive Education**

General information gathered on the age, sex, educational qualification, experience of selected heads and specific information regarding the implementation and admission procedures, opinions and suggestions on various aspects are further discussed under the following heads:

- A. General information of selected heads of schools
- B. Information regarding selected schools
- C. Details of students with disabilities in selected schools
- D. Opinions and suggestions of selected heads of schools for effective implementation of inclusion.

## **2. Participation of selected regular teachers in inclusive education**

General information gathered on the age, sex, educational qualification, experience of selected regular teachers and specific information regarding the observations opinions and suggestions on various aspects are further discussed under the following heads:

- A. General information of the selected regular teachers in inclusive settings.
- B. Observations made by selected regular teachers on students with disabilities in inclusion.
- C. Opinions and suggestions of regular teachers on aspects of inclusion.

## **3. Contribution of Parents of disabled students in inclusion**

Information gathered from parents comprised a sample of 60 percent mother and 40 percent fathers of children with disabilities admitted into the inclusive stream. Only in the absence of the mothers, the fathers were interviewed mostly when they accompany their children either to schools or resource centers. The major contributions of the selected parents of the students with disabilities are discussed under the following heads:

- A. Back ground information of the selected parents.
- B. Details of the children with disabilities of selected parents.
- C. Details on additional inputs received by selected parents for their children with disabilities.

## **4. Case Profile of Selected Disabled Students in Inclusion Programme**

From the feedback provided by the regular teachers four student beneficiaries have been identified for an in-depth case profile of each students with disability.

### **Major findings of the Study:**

#### **Findings from heads of schools**

- A total 50 students with disabilities were included in general schools in the selected three Mandal comprising 54 percent boys and 46 percent girls.

- The age wise grouping of students with disabilities, the age range 6-10 years was found to have the largest representation at 56 percent. While it was 44 percent at 11- 15 years.
- Children with orthopedic impairments constituted 20 percent of the total sample followed by mentally retarded at 18 percent, speech and hearing impairment at 28 percent. 34 percent with visual impairment.
- Seventy eight percent of disabled students were included in selected regular schools from 2007 onwards.
- Majority of 34 percent of heads of schools explicitly indicated that social intervention was introduced, while 28 percent opted for educational intervention. 26 percent of the heads of the schools views that medical intervention was also included as part of the programme and only 12 percent of the heads of schools depicted that physical interventions contributed towards better accommodation of these student in regular school set up
- The observation made for the last two years brought to focus a scene of acceptance and promotive attitude and part of personnel involved from that of as low as 37 percent to as high as 83 percent among the heads of schools.
- Results brought to light that so far no programme were initiated in any of the schools among the selected three mandals focusing or highlighting the successful inclusion of students with disabilities.
- A majority of 90 percent heads suggested more scholarships / concessions from the government be ensured for disabled students in regular schools to motivate the parents from low socioeconomic status for sending children to regular's schools.
- It is evident from the study that 80 percent of heads expressed the need to have more special teachers so that students in inclusive settings are

benefited with the collaborative support of both regular and special teachers.

#### **Findings from Regular Teachers**

- Nearly 22 percent of teachers had attended special training programme like integrated education to the disabled (IED) organized by S.S.A
- Seventeen percent teachers took initiative in providing individual intervention strategies like introducing music therapy for the mentally challenged, speech therapy through audio recordings, practice writing skills, teaching exercises etc.
- With regard to the development of instructional aids or materials by the class teacher for teaching the disabled did not reveal any significant changes in relation to the same.
- Almost 2 percent teachers indicated that the frequency of visit by special teachers was once in a month, 16 percent twice in a month, 80 percent each in once or twice a week.
- As the attitude of the peer group towards disabled students were found to be positive, results highlighted that they made a significant contribution in providing support serves to the disabled classmates as stated by 78 percent of regular teachers.
- An impact analysis by the regular teacher brought to focus that students were behaviorally influenced in a more positive way. Ninety five percent of teachers observed positive impact like self- confidence. Decline of inferiority complex, availing equal opportunities for education, development of social skills etc among the disabled students.
- Ninety percent of the selected teachers did not reveal any problems in managing these children in the regular classroom.

#### **Findings from Parents**

- Details of parents revealed that 23 percent of them were married among close relations (consanguineous

marriage), which could probably be one of the factors leading to disability in the offspring.

- Monthly family income for 30 percent ranged between Rs. 2000-3000, while for 13 percent it was less than Rs. 2000. Only fifty seven percent families were of Rs. 4000-5000 per month.
- It was observed that out of 17 percent hearing impaired students 10 percent received hearing aid, while another 10 percent of visually impaired students were satisfied with the lenses and glasses provided through the SSA programme. Out of 43 percent of orthopedic students only seven percent were in need of special shoes and wheel chairs.
- Ninety percent of the parents expressed their need to avail more government assistance, followed by 53 percent who suggested that the resource training centers be located within short distance. Apart from this 13 percent of the parents revealed that their children were in need of aids and appliances especially the hearing aids.

#### **Recommendations**

In the light of the finding that have emerged from the present study and the valuable experienced gained, the following recommendations are suggested:

- The present study was conducted on sample of heads, teachers, parents selected from there mandals of Telkapally, Achampet and Kollapur Mandals of Mahabubnagar district. The same study may be conducted with a larger sample drawn from the entire Mandal o the district to obtain more accurate information of the benefits of the programme.
- Follow-up studies may be conducted to find out the effect of in-service training programme given to regular teachers for their effective management of children with disabilities under inclusive settings

- A longitudinal study on the effects of implementation of inclusive education under SSA programme over a timeframe of 5 years for all Mandal in Mahabubnagar district may be taken up, if we have to draw the impact.
- The number of disabled children per school is on an average of only three as it stands today. This is a very small group when compared to globally accepted incidence of disability, at three percent of the total population. It indicates that universalisation of primary education has not covered all children with disabilities. It is necessary, therefore, to organize right up to hamlet level, a large and comprehensive awareness campaign, which will communicate to, parents of disabled children about the benefits of inclusive education.
- A special recommendation is made the 24 percent funding for civil works available under DPEP scheme, be utilized, among other things, to make all new and all existing school building's physically accessible through ramps and toilet modifications. Guidelines for this have already been framed but implementation needs to be speeded up.
- The number of resource training centers can also be increased centers can also be increased by recruiting more number of SSA resource teachers and many be situated within 3 kms from the residence of children with disabilities.
- The effect of need-based intervention strategies can be studied to draw solution for further improvement in the working and implementation of the programme to reap the long run benefits of the scheme.

### Conclusion

Inclusive education is thus now recognized as right issue all over the world. This study therefore looks at the process of including student with disabilities in regular school and meeting their effective implementation through SSA/RVM programme. The main focus of the study highlights the interventional strategies provided. Support services rendered for students with disabilities to cope up with the activities of regular schools benefits received by these students as envisaged by their parents, an in-depth of selected disabled students based on the positive impact in inclusive settings as revealed by their teachers and a wide analysis of different aspects in an inclusive setting.

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## **Teachers' Awareness about Intellectual Disability**

**Dr. P. Renuka\***

**Key Words : Intellectual Disability**

### **Abstract**

*The aim of this study was to survey the awareness school teachers on Intellectual disability. For this purpose the investigator constructed an awareness test on Intellectual disability, which consists of 36 items. The data were collected from 720 government school teachers of Chittoor District of Andhra Pradesh State. The statistical techniques such as Mean, Standard deviation, t-test and F-test were used to analyze the data. The results reveal that the teachers are sufficiently aware of intellectual disability. However, the teachers belonging to different independent variables showed no significant difference in their awareness on intellectual disability (Except the teachers belonging to independent variables – Type of school and Educational Qualifications). This condition indicates the need for Intellectual disability awareness programmes to the school teachers for the success of inclusive education practices.*

### **Introduction**

A child with disability is one who deviates intellectually, physically, socially or emotionally so markedly from what is considered to be normal growth and development that he cannot receive maximum benefit from a regular school programme and requires a special class or supplementary instructions or services. The various categories of disability are - Hearing disability, Speech and language disability, Visual disability, Mental retardation, Learning disabilities, Orthopedic disability, Giftedness etc.

Education of children with disabilities is a challenging field. Education generally enables a child with disability to

overcome largely his disability and makes him into a useful child. The different types of available educational programmes for the children with disabilities are Segregated (Special) education, Integrated education and Inclusive education.

Segregated education through special schools is very costly. So many educationists nullify the idea of segregated education on the grounds that it never equalizes the educational opportunities; rather it creates a feeling of differentiation among children. Integrated education is an educational programme in which the children with disabilities attend classes with normal

children on either part time or fulltime basis. Integrated education is less expensive when compared with special education.

Inclusive education has evolved as a movement to challenge exclusionary policies and practices of general schools. The principle of inclusive education is - all the children should learn together, wherever possible regardless of any difficulties or differences they may have. Inclusion is the full time placement of all children including the children with mild, moderate and severe disabilities in regular classrooms (*Staub and Peck-1995*).

The effectiveness of inclusion depends on the readiness of general educational system. Before implementing the inclusive education, our educational system is to be adopted to meet the needs of all the children with disabilities.

#### **Intellectual Disability (Mental Retardation):**

According to the PWD Act-1995, mental retardation is a condition of arrested or incomplete development of mind of an individual, which is specially characterized by sub normality of intelligence.

#### **Awareness:**

The Dictionary of Psychology defines the word awareness as being conscious of external or internal events or experiences. In the Hutchinson Encyclopedic Dictionary (1994) awareness is explained as 'having knowledge or realization.'

#### **Need of the Study**

In India most of the general education teacher training courses offer little or no input in dealing with the special children. Lack of awareness, training and competence in dealing with the special children could subsequently result in apprehensions and anxieties in the general education teachers. This condition necessitates the need to conduct this study.

#### **Objectives**

Following are the objectives of the study;

- 1.To study the awareness of teachers on Intellectual Disability with reference to Locality, Sex, Professional Status, Type of School, Age, Educational Qualification and Experience.
2. To find out the difference if any in the awareness of teachers on Intellectual Disability with reference to Locality, Sex, Professional Status, Type of School, Age, Educational Qualification and Experience.

#### **Hypotheses**

Following hypotheses were formulated for the study;

- 1.There exists a significant difference in the awareness of Rural and Urban teachers on intellectual disability.
- 2.There exists a significant difference in the awareness of Male and Female teachers on intellectual disability.
- 3.There exists a significant difference in the awareness of Secondary Grade and School Assistant teachers on intellectual disability.
- 4.There exists a significant difference in the awareness of Primary, Upper Primary and High School teachers on intellectual disability.
- 5.There exists a significant difference in the awareness of four different Age group teachers on intellectual disability.
- 6.There exists a significant difference in the awareness of teachers with different Educational qualifications on intellectual disability.
- 7.There exists a significant difference in the awareness of teachers with different Years of experience on intellectual disability.

#### **Sample of the Study**

For the present study a total sample of 720 teachers working in government schools of Chittoor District of Andhra Pradesh State were selected randomly.

#### **Tool Used**

The tool used in the study consists of



36 multiple choice type items. The responses of teachers were collected and corrected with the help of Scoring key. For each correct response one mark was given.

#### Statistical Techniques

The tabulation and analysis of data were done by using appropriate statistical techniques such as Mean, Standard Deviation, t-test and F-test etc.

#### Analysis and Interpretation

In the above table we can notice Moderate level of awareness of the total sample belonging to different Independent variables on intellectual disability. Hence it is concluded that irrespective of

Independent variables all the teachers possessed Moderate level of awareness on intellectual disability.

#### Hypothesis – I

“There exists a significant difference in the awareness of Rural and Urban teachers on intellectual disability”.

In the table 2 the t-value for the rural and urban teachers’ awareness on intellectual disability is not significant. It clearly states that rural and urban teachers do not differ significantly in their awareness on intellectual disability. Hence the declarative hypothesis with regard to Locality is rejected.

**Table 1:**  
**Mean and Percentage Values for the Awareness of Teachers on Intellectual Disability with reference to Independent variables**

| Sr. | Background                     | Variables                    | Mean  | Percentage |
|-----|--------------------------------|------------------------------|-------|------------|
| 1   | Locality                       | Rural (502)                  | 21.22 | 58.94 (M)  |
|     |                                | Urban (218)                  | 21.17 | 58.79 (M)  |
| 2   | Sex                            | Male (408)                   | 21.30 | 59.17 (M)  |
|     |                                | Female (312)                 | 21.07 | 58.54 (M)  |
| 3   | Professionalstatus             | SGT (533)                    | 21.11 | 58.63 (M)  |
|     |                                | SA (187)                     | 21.48 | 59.67 (M)  |
| 4   | Typeofschool                   | Primary (398)                | 20.81 | 57.80 (M)  |
|     |                                | Upp Primary (130)            | 22.06 | 61.28 (M)  |
|     |                                | High School (192)            | 21.44 | 59.55 (M)  |
| 5   | Age(In years)                  | 21-30 (81)                   | 20.64 | 57.34 (M)  |
|     |                                | 31-40 (327)                  | 21.45 | 59.59 (M)  |
|     |                                | 41-50 (216)                  | 21.06 | 58.51 (M)  |
|     |                                | 51 & Above (96)              | 21.14 | 58.71 (M)  |
| 6   | Educational qualifications     | Inter D.Ed. & below (109)    | 20.16 | 55.99 (M)  |
|     |                                | Deg D.Ed (99)                | 20.69 | 57.46 (M)  |
|     |                                | Deg. B.Ed/ M.Ed. (302)       | 21.66 | 60.15 (M)  |
|     |                                | PG B.Ed./M.Ed. & above (210) | 21.34 | 59.27 (M)  |
| 7   | Years of experience (In years) | Below 6 (117)                | 21.44 | 59.57 (M)  |
|     |                                | 7-13 (310)                   | 21.45 | 59.59 (M)  |
|     |                                | 14-20 (165)                  | 21.01 | 58.37 (M)  |
|     |                                | 21 & above (128)             | 21.63 | 57.29 (M)  |

**A. level:** <sup>a</sup>0 Low (L)– 35% and >, <sup>a</sup>0 Moderate (M)– 36% to 70% <sup>a</sup>0 High (H) – 71% and <

**Table 2:**  
**Awareness of Teachers on Intellectual Disability with Reference to Locality**

| Locality | N   | Mean  | SD  | df  | t-value |
|----------|-----|-------|-----|-----|---------|
| Rural    | 502 | 21.22 | 4.5 | 718 | 0.150   |
| Urban    | 218 | 21.17 | 4.2 |     | NS      |

#### **Hypothesis – II**

“There exists a significant difference in the awareness of Male and Female teachers on intellectual disability.”

**Table 3:**  
**Awareness of Teachers on Intellectual Disability with Reference to sex**

| Sex    | N   | Mean  | SD   | df  | t-value |
|--------|-----|-------|------|-----|---------|
| Male   | 408 | 21.3  | 4.41 | 718 | 0.683   |
| Female | 312 | 21.07 | 4.45 |     | NS      |

In the table 3 the t-value for the male and female teachers awareness on intellectual disability is not significant. It clearly states that male and female teachers do not differ significantly in their awareness on intellectual disability. Hence the declarative hypothesis with regard to Sex is rejected.

#### **Hypothesis – III**

“There exists a significant difference in the awareness of Secondary Grade and School Assistant teachers on intellectual disability.”

In the table no 4 the t-value for the Secondary Grade and School Assistant teachers' awareness on intellectual disability is not significant.

**Table 4:**  
**Awareness of Teachers on Intellectual Disability with Reference to Professional Status**

| Prof. St. | N   | Mean | SD   | df  | t-value |
|-----------|-----|------|------|-----|---------|
| SGT       | 533 | 21.1 | 4.41 | 718 | 0.99    |
| SA        | 187 | 21.5 | 4.45 |     | NS      |

It clearly states that Secondary Grade and School Assistant teachers do not differ significantly in their awareness on intellectual disability. Hence the declarative hypothesis with regard to Professional status is rejected.

#### **Hypothesis – IV**

“There exists a significant difference in the awareness of Primary, Upper Primary and High School teachers on intellectual disability.”

**Table 5:**  
**Awareness of Teachers on Intellectual Disability with Reference to Type of School**

| School Type     | Source of Variation | SS    | df  | MS   | F     |
|-----------------|---------------------|-------|-----|------|-------|
| PS<br>UPS<br>HS | Between Groups      | 168.1 | 2   | 84   | 4.32  |
|                 | Within Groups       | 139.2 | 717 | 19.4 | p<.01 |

It is evident from the above table that in the awareness of intellectual disability, the obtained F-value for teachers working in Primary, Upper Primary and High Schools is significant. Therefore it is stated that Primary, Upper Primary and High School teachers differ significantly in their awareness on intellectual disability. Hence the declarative hypothesis with regard to Type of school is accepted.

#### **Hypothesis – V**

“There exists a significant difference in the awareness of four different Age group teachers on intellectual disability.”

**Table 6:**  
**Awareness of Teachers on Intellectual Disability with Reference to Age**

| Age Years | Source of Variation | SS      | df  | MS   | F   |
|-----------|---------------------|---------|-----|------|-----|
| 21-30     | Between Groups      | 50.43   | 3   | 16.8 | .85 |
| 31-40     |                     |         |     |      |     |
| 41-50     | Within Groups       | 14063.9 | 716 | 19.6 | NS  |
| 51 & <    |                     |         |     |      |     |

It is evident from the above table that in the awareness of intellectual disability, the obtained F-value for teachers with different Age groups is not significant. Therefore it is stated that teachers with different Age groups do not differ significantly in their awareness on

intellectual disability. Hence the declarative hypothesis with regard to Age is rejected.

#### Hypothesis – VI

“There exists a significant difference in the awareness of teachers with different Educational qualifications on intellectual disability.”

**Table 7:**

#### Awareness of Teachers on Intellectual Disability with Reference to Educational Qualification

| Edu. Quali               | Source of Variation | SS      | df  | MS   | F     |
|--------------------------|---------------------|---------|-----|------|-------|
| Inter D.Ed.& > Deg.D.Ed. | Between Groups      | 211.5   | 3   | 70.5 | 3.63  |
| Deg.B.Ed./M.Ed.          |                     |         |     |      |       |
| PG, B.Ed./M.Ed. <        | Within Groups       | 13902.8 | 716 | 19.4 | p<.01 |

It is evident from the above table that in the awareness of intellectual disability, the obtained F-value for teachers with different Educational qualifications is significant. Therefore it is stated that teachers with different Educational qualifications differ significantly in their awareness on intellectual disability. Hence the declarative hypothesis with regard to Educational qualifications is accepted.

#### Hypothesis – VII

“There exists a significant difference in the awareness of teachers with different Years of experience on intellectual disability.”

**Table 8:**

#### Awareness of Teachers on I. Disability with Reference to Experience

| Exp Years | Source of Variation | SS      | df  | MS   | F    |
|-----------|---------------------|---------|-----|------|------|
| 6 > 7-13  | Between Groups      | 74.75   | 3   | 24.9 | 1.27 |
| 14-20     |                     |         |     |      |      |
| 21 & <    | Within Groups       | 14039.6 | 716 | 19.6 | NS   |

It is evident from the above table that in the awareness of intellectual disability, the obtained F-value for teachers with different years of experience is not significant. Therefore it is stated that teachers with different Years of experience do not differ significantly in their awareness on intellectual disability. Hence the declarative hypothesis with regard to Years of experience is rejected.

#### Major Findings

In the Awareness on Intellectual Disability

- There was no significant difference between rural and urban teachers.
- There was no significant difference between male and female teachers.
- There was no significant difference between Secondary Grade and School Assistant teachers.
- There was significant difference among the teachers working in Primary, Upper Primary and High Schools.
- There was no significant difference among teachers with different Age groups.
- There was significant difference among teachers with different Educational qualifications.
- There was no significant difference among teachers with different Years of experience.

#### Conclusion

In the present study Teachers' Awareness on Intellectual Disability was satisfactory. The teachers belonging to different Independent variables showed no significant difference in their awareness on intellectual disability (Except the teachers belonging to Independent variables – Type of school and Educational Qualifications). This condition indicates the need for Intellectual disability awareness programmes to the school teachers for the success of Inclusive education practices.

**Educational Implications**

In the school teachers Intellectual disability awareness may be generated through In-service training programmes and talks of subject experts to bring expected level of Intellectual disability

awareness in them. In teacher trainees, Intellectual disability awareness may be generated by incorporating a special core paper on "Different Types of Disabilities" in the curriculum of all pre-service teacher training programmes.

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## **Conflict Resolution Management and Home Environment of Students at Higher Secondary level**

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**Key Words : Conflict Resolution Management , Home Environment**

### **Abstract**

*The present study is an attempt to find out the relationship between conflict resolution management and home environment of higher secondary school students. It made use of stratified random sampling in selecting 629 higher secondary school students. Data were collected from the sample using two tools, viz Conflict Resolution Management Scale and Scale of Perceived Comfort of Home Environment. Data analysis involved the use of 't' and 'r'. The results show that there is significant relationship between these variables.*

### **Introduction**

Mental, social, emotional competencies are responsible for the success of a person. Among these, social competence is an essential ingredient. For successful interpersonal interaction, a high order of social competence is required. Among many social competencies, conflict resolution management plays a vital role in the development of the personality. Unresolved conflicts affect the individual's entire pattern; they may predispose towards disintegration of personality. So conflict resolution management is a major factor that determines one's personality.

Today, the animal behavior of the individual is becoming more prominent

and man is becoming more and more ambitious within a short duration of time. This cause tension and unrest not only in the particular individual but also affect others in the society. This leads to conflict. The root cause of human conflict is the inability of the individual to accurately express his thoughts and feelings in constructive manner. An unresolved conflict may persist in varying forms and situations. Unless the afflicted person can achieve a reasonable resolution of his conflict, he may attempt to escape from the situation in one of the various ways. Rich environment from home provides support for the effective conflict resolution. As a social institution, home environment is very largely responsible for providing such support to

the individual. The healthy family relationship, support from the parents, positive attitude of family members make the home environment more comfort to the individual. This affects the psycho social health and adjustment of the individual. So environmental forces help an individual to form and develop various capabilities

The ability to manage conflicts constructively is an essential aspect of psycho social health and adjustment (Hinde, 1979, D.W.Johnson,1975). Without the ability to manage conflicts, children can easily become socially isolated, which is associated with behavioral maladjustment (D.W. Johson and Norem-Hebeisen,1977). Heated conflicts are some of the reasons for the meaningless behavior among students in school. Here comes the relevance of conflict resolution management which helps the students in building capacity to manage and resolve conflicts nonviolently and enables them to maintain peaceful home and school environment. Educationists agree that most schools now spend little time on academics because discipline consumes so much time. This has had negative impacts on the academic standards and performance. It is also widely acknowledged that violence against teachers, students and destruction of property both in the learning institutions and surrounding communities has greatly increased in the recent years. Hence it is very essential that the strategies be developed to manage these conflicts and create a good environment in the school and home.

Family is the most important and primary group in society and there is no other group like family, which affects the lives of individuals. So home has been considered as the psychological laboratory with in which human nature is formed. The size of the family, parental conflicts also influences the behavior of the

children. Therefore each and every action of the parents directly related to the behavior of the adolescents. A home with inharmonious relationship and defective authority encourage aggression, rebellion and delinquency. So the parental character, literacy, employment, socioeconomic status, family size, locality, inter family relationship, protective mentality of parents will affect the behavior of adolescents.

Physical and physiological changes and expanding environmental influences in the adolescent stage are at the maximum. Conflict situations may confront the adolescent almost continuously is his growing up process. And his development is related to the way in which he is able to find out resolution for the upcoming conflicts and struggles. In this situation the investigators decided to conduct a study on conflict resolution management and home environment of higher secondary school students.

### **Objectives**

- 1.To study there is any significant difference exists in the mean scores of conflict resolution management of higher secondary school students with respect to their gender, locale, type of management and subject.
- 2.To find out if there exists any significant relationship between home environment and conflict resolution management of higher secondary school students for the total sample and the relevant subsamples.

### **Methodology**

#### **Sample**

The sample selected for this study contains 629 higher secondary school students from Kozhikode, Malappuram, Palakkad and Trissur districts of Kerala. Stratified random sampling techniques was adopted. In selecting the sample the representation was given to factors like gender, locale, management of school and subject.

**Tools**

1. Conflict resolution management scale (Bindhu & Divya, 2011)

This scale consists of five components, such as communication, problem solving, empathy, emotional management and effective decision making. This is a five point scale with responses completely agree, agree, no opinion, disagree and completely disagree. A score of 5,4,3,2 and 1 was given to the responses for positive items and for negative items the scoring was done in the reverse order. The reliability of the scale was 0.84 and ensuring face validity..

2. Scale of perceived comfort of home environment (Abdul Hameed Mukthar Mahal & Rajeena, 2006)

It is used for measuring the home environment of higher secondary school students. This scale consists of eight components, viz Acceptance v/s Rejection, Dominance v/s Submission,

Encouragement v/s Discouragement, Love v/s Hate, Democracy v/s Authoritarian, Trust v/s Distrust, Reward v/s Punishment, Tolerance v/s Hostility. The reliability of the scale was 0.71 and establishing face validity

**Statistical techniques**

1. Test of significance of difference between means
2. Pearson's product moment coefficient of correlation

**Analysis and Interpretations**

The mean and standard deviation of Conflict Resolution Management of higher secondary school students were calculated separately with respect to their gender, locale, type of management and subject. The significance is tested using test of significance of difference between means. Table 1 shows that there is significant difference in conflict resolution management between Male and Female ('t' value 3.87), Rural and Urban ('t' value 2.82), Government and

**Table 1:**  
**Comparison of Mean Scores of Conflict Resolution Management of Higher Secondary School Students with respect to Gender, Locale, Type of Management and Subject.**

| Variable                       | Subsample         | Category | N   | M      | SD    | t value | L.Sig |
|--------------------------------|-------------------|----------|-----|--------|-------|---------|-------|
| Conflict Resolution Management | Gender            | Male     | 319 | 191.16 | 16.45 | 3.87    | 0.05  |
|                                |                   | Female   | 310 | 196.33 | 17.00 |         |       |
|                                | Locale            | Rural    | 446 | 192.50 | 16.59 | 2.82    | 0.05  |
|                                |                   | Urban    | 183 | 196.68 | 17.45 |         |       |
|                                | Type of Managmnt. | Govt.    | 302 | 192.16 | 16.76 | 2.23    | 0.05  |
|                                |                   | Private  | 327 | 195.16 | 17.00 |         |       |
|                                | Subject           | Science  | 234 | 192.83 | 17.15 | 0.62    | NS    |
|                                |                   | Commerce | 135 | 191.71 | 16.29 |         |       |
|                                |                   | Science  | 234 | 192.83 | 17.15 | 1.78    | NS    |
|                                |                   | Arts     | 260 | 195.56 | 16.96 |         |       |
|                                |                   | Commerce | 135 | 191.71 | 16.29 | 2.20    | 0.05  |
|                                |                   | Arts     | 260 | 195.56 | 16.69 |         |       |

Private ( $t'$  value 2.23), Commerce and Arts ( $t'$  value 2.20) higher secondary school students. In the case of Science and Commerce ( $t'$  value 0.624), Science and Arts ( $t'$  value 1.78) higher secondary school students there is no significant difference exist in conflict resolution management.

Relationship of conflict resolution management and home environment of higher secondary school students for the total sample and the sub samples were calculated using Pearson's product moment correlation method.

**Table 2:**  
**Correlation coefficient between home environment and conflict resolution management for the total sample and relevant subsample.**

| Category       |         | N   | r     | Sig. |
|----------------|---------|-----|-------|------|
| Total          |         | 629 | 0.400 | 0.01 |
| Gender         | Male    | 319 | 0.397 | 0.01 |
|                | Female  | 310 | 0.361 | 0.01 |
| Locale         | Rural   | 446 | 0.420 | 0.01 |
|                | Urban   | 183 | 0.350 | 0.01 |
| Type of Mngmt. | Govt    | 302 | 0.378 | 0.01 |
|                | Private | 327 | 0.410 | 0.01 |
| Subject        | Sci.    | 234 | 0.469 | 0.01 |
|                | Com.    | 135 | 0.357 | 0.01 |
|                | Arts    | 260 | 0.371 | 0.01 |

subsample Male ( $r = 0.397$ ), Female ( $r = 0.361$ ), Rural ( $r = 0.42$ ), Urban ( $r = 0.35$ ), Government ( $r = 0.378$ ), Private ( $r = 0.41$ ), Science ( $r = 0.469$ ), Commerce ( $r = 0.357$ ) and Arts ( $r = 0.371$ ) higher secondary school students.

This table shows that there exist low positive significant relationship between Home environment and Conflict resolution management of higher secondary school students for the total sample ( $r = 0.40$   $N = 629$ ) and the relevant

### Findings

Based on the analysis, the investigator reached the following conclusions.

1. Male and Female, Rural and Urban, Government and Private, Commerce and Arts higher secondary school students are differ in their Conflict Resolution Management.
2. Science and Commerce, Science and Arts higher secondary school students have no difference in Conflict Resolution Management.
3. There exist a low positive significant relationship between the variables Home environment and Conflict Resolution Management in Male, Female, Rural, Urban, Government, Private, Science, Commerce and Arts higher secondary school students and for the total sample.

### Conclusion

In the present study it was found that there exists positive relationship between Home environment and Conflict resolution management of higher secondary school students. If an individual has better home environment than others, then his capacity to resolve conflict constructively is high compared to others. The atmosphere of the home greatly affects the conflict resolution management. Home environment has been conceptualized as the quality of human interaction from the point of view of the child. It includes those aspects which foster growth and development such as family trust and confidence sharing ideas, making discussions, parental approach, affection and approval for peer activities. Based on the nature of the surroundings individual adopt different techniques like compromise, withdrawal, avoidance etc. to resolve conflict. In addition to these techniques there are various strategies used to Conflict Resolution Management such as Process Curriculum and Peer Mediation.



Conflict resolution training increased student's constructive conflict resolution skills and social competence and consequently decreased reactive and proactive aggression levels.

Based on the findings of the study the investigators put forward the following suggestions to improve the Home environment and thereby enhance Conflict Resolution Management and in turn the present educational practices.

1. Awareness program should be conducted for parents to make them convince the importance of home environment and how it helps to

improve conflict resolution management of their children and provide directions and guidance for better child rearing practices.

2. Counseling classes should be arranged for higher secondary school students to find out the ways to make home environment more comfortable.

3. Higher secondary school students with low Conflict resolution management should be identified and guided properly to equip them with the ability to maintain the home environment more comfortable.

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## **Knowledge and Attitude about Nutrition among Adolescents with respect to Socio-Economic Status and Locality**

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**Key Words : Nutrition, Adolescents**

### **Abstract**

*Nutrition education is essential to one and all, because it can help to prevent several diseases. Knowledge does not, in and of itself, causes change in behavior or even attitudes except under a very limited set of condition. Being informed does not mean that people will act intelligently in promoting health and preventing disease. Information is often disregarded, altered and used to justify and rationalize current behaviour rather than to stimulate behavioural changes. It needs prior education to effectively interpret and use information.*

*Two hundred forty (240) adolescent students were selected randomly from different government-aided schools and divided into different groups according to their location (urban, industrial and rural) and socio-economic status ( high socio-economic status -HSES, average socio-economic status -ASES and low socio-economic status-LSES group of people). Results show that all the groups differ significantly regarding knowledge and attitude towards nutrition irrespective of socio-economic status.*

### **Introduction**

Man needs a wide range of nutrients to lead a healthy and active life to perform various functions in the body and these nutrients are derived through the diet he consumes daily. The components of his diets must be chosen judiciously to provide all the nutrients he needs in adequate amounts and in proper proportions. (ICMR, 1995)

Human nutrition is governed by many factors like food habits and behaviour, food beliefs, ethnic influences, geographic

influences, religious and sociological factors, psychological factors, food and production, income, national and international food policies, food technology, processing, fisheries, transportation, marketing, educational status and other mass media facilities. Nutrition education is essential to one and all, because it can help prevent several diseases. Through nutrition education programmes can be designed such that the lay person feeds in information about his diet and a expert

can deliver valuable nutritional advice to that lay person.

*Mead* (1962) stated that food habits are not always more difficult to change than other habits. She was of the opinion that strong resistance is only in some people and in some cultures. This view suggests that communities may differ in their adoption of food related behaviours. Information on the impact of nutrition education programmes on various communities which differ in their socio-economic and cultural backgrounds would be of great value in improving the strategies in nutrition education.

*Hochbaum* (1979) and (1980), *Yankelovich* (1978), *Sims* (1981) stated that nutrition educators have falsely assumed that lack of nutrition knowledge prevents people from choosing foods wisely. *Hochbaum* (1981) reported that nutrition education in general is still shaped by three largely invalid assumptions : (1) awareness of the health effects of nutrition is a potent motivation for people to regulate their food intake; (2) lack of nutrition knowledge that prevents people from eating more rationally and (3) informed people will eat more rationally as long as they can afford and have access to proper nutrition. However, there is ample and convincing evidence that knowledge of good nutrition by itself has only limited, if any, effect on nutrition related behaviour.

The process through which nutrition education affects nutrition knowledge, attitudes and behavior begins with gathering of nutrition information being presented to participants. Presenting information does not mean that the information will be attended to learned, retained or applied. Knowledge does not, in and of itself, causes change in behavior or even attitudes except under a very limited set of condition (*Watson and Johnson*, 1972). In many cases people do not assign weight to information in strict

accordance with its importance (*Hogarth*, 1981; *Kahneman and Tversky*, 1979; *Nisbett and Ross*, 1980; *Tversky and Kahneman*, 1974). Being informed does not mean that people will act intelligently in promoting health and preventing disease. Information is often disregarded, altered and used to justify and rationalize current behaviour rather than to stimulate behavioural changes. It needs prior education to effectively interpret and use information.

In the light of the above discussion and the needs of nutritional education among the adolescence age group in present social circumstances and intensive study was required to formulate a national agenda on the issue. Keeping this in view the study was conducted to estimate the effects of socio-economic status and locational variation in knowledge and attitude about nutrition among adolescence age group students of Burdwan District, West Bengal.

### Objectives

1. To find out the knowledge and attitude of adolescence age group of people towards nutrition under following dimensions :-
  - i) location (urban, rural, industrial) and
  - ii) socio-economic status (high socio-economic, average socio-economic and low socio-economic).

### Hypotheses

Following hypothesis were formulated in the study :

- H<sub>1</sub> There will be a significant difference in knowledge about nutrition among high socio-economic status (HSES), average socio-economic status (ASES) and low socio-economic status (LSES) group of people in urban area.
- H<sub>2</sub> There will be a significant difference in knowledge about nutrition among HSES, ASES and LSES groups of people in industrial area.
- H<sub>3</sub> There will be a significant difference in knowledge about nutrition among

HSES, ASES and LSES groups of people in rural area.

H<sub>4</sub> There will be a significant difference in attitude towards nutrition among HSES, ASES and LSES groups of people in urban area.

H<sub>5</sub> There will be a significant difference in attitude towards nutrition among HSES, ASES and LSES groups of people in industrial area.

H<sub>6</sub> There will be a significant difference in attitude towards nutrition among HSES, ASES and LSES groups of people in rural area.

### **Methodology**

#### **Sample:**

Two hundred forty (240) adolescent students were selected randomly from different blocks of Burdwan District in West Bengal. All the students were taken from government-aided schools. It was further limited to the students of higher secondary grade.

The samples were divided into different groups according to their location (urban, industrial and rural) and socio-economic status (high socio-economic status-HSES, average socio-economic status-ASES and low socio-economic status-LSES group of people). Knowledge and attitude are the dependable variables for this study and the independent variables are location and socio-economic status.

#### **Tool Used:**

1. A three point knowledge and attitude scale about nutrition based on a questionnaire developed by the investigator was administered for measuring knowledge and attitude of higher secondary grade adolescent students of high, average and low socio-economic status from urban, industrial and rural area of Burdwan District of West Bengal.

The scale consisting of 35 and 25 statements respectively measures the students' knowledge and attitude on

various dimensions. Besides content validity, test-retest reliability coefficient was determined as 0.81. The data were collected in August-September, 2012.

2. Socio economic status was measured by a questionnaire developed by Professor Tarak Nath Pan, Vidya Bhawan, Vishwa Bharati Vishwavidyalaya, Birbhum, West Bengal Shantiniketan.

### **Data Analysis**

Two hundred forty samples were selected from Urban area, out of them 80 were from high socio-economic status (HSES) group, 80 from average socio-economic status (ASES) group and 80 from low socio-economic status (LSES) group randomly for measuring knowledge about nutrition.

The scores obtained in knowledge by HSES varied from 66 to 96, ASES varied from 61 to 96 and LSES varied from 58 to 95 respectively. These ranges indicates that scores were scattered over a wide range. The mean scores obtained by the urban HSES group was 83.52, urban ASES group was 76.62 and urban LSES group was 71.00 (Table 1).

Theoretically, the scores may vary from 35 to 105. So the cutting point of favourable or unfavourableness is  $35 \times 2 = 70$ . Therefore, it can be concluded that all the groups of adolescence people of urban area were more or less positive regarding knowledge.

The computed 't' value (Table 1) of comparison between urban HSES vs. ASES, urban HSES vs. LSES and urban ASES vs. LSES of adolescence age group regarding knowledge about nutrition were higher than the table value at 0.01 level of significance.

Therefore, the Hypothesis H<sub>1</sub> was retained and the corresponding Null hypothesis <sup>o</sup>H<sub>1</sub> was rejected.

It is also evident from Table 1 that the scores obtained by the high socio-

**Table 1**  
**Comparison between different socio-economic status and locations of**  
**adolescent age group regarding knowledge about nutrition**

| Location   | Comparison<br>Between | HSES<br>Group | ASES<br>Group | HSES<br>Group | LEES<br>Group | ASES<br>Group | LSES<br>Group |
|------------|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Urban      | Mean                  | 83.52         | 76.62         | 83.52         | 71.00         | 71.00         | 71.00         |
|            | SD <sub>(comb)</sub>  | 8.48          |               | 8.97          |               | 9.35          |               |
|            | 't'-value             | 5.153*        |               | 8.83*         |               | 3.805*        |               |
| Industrial | Mean                  | 82.7          | 76.4          | 82.7          | 67.46         | 76.4          | 67.46         |
|            | SD <sub>(comb)</sub>  | 6.19          |               | 6.69          |               | 4.80          |               |
|            | 't'-value             | 3.58*         |               | 8.930*        |               | 7.82*         |               |
| Rural      | Mean                  | 77.0          | 73.66         | 77.00         | 62.16         | 73.66         | 62.16         |
|            | SD <sub>(comb)</sub>  | 6.41          |               | 5.89          |               | 5.64          |               |
|            | 't'-value             | 3.268*        |               | 15.956*       |               | 12.90*        |               |

N = 160, Degree of freedom = 158, \*Significant at 0.01 level.

economic status (HSES) group of people, average socio-economic status (ASES) group of people and low socio-economic status (LSES) group of people of industrial area varied from 64 to 94, 60 to 97 and 57 to 77 respectively. The mean scores obtained by the HSES, ASES and LSES groups of industrial people were 82.7, 78.4 and 67.46 respectively which were above the cutting point. Therefore it can be said that their knowledge were favourable about nutrition.

Table 1 also shows that all the values of 't' were significant at 0.01 level, meaning thereby all the comparison between any two groups differ significantly regarding knowledge about nutrition. Hence the Null hypothesis  $H_0$  was rejected and the working hypothesis  $H_1$  was retained. So, it can be concluded that socio-economic status has an impact on knowledge about nutrition.

The mean score obtained by all the socio-economic status group of rural people about knowledge were above the cutting point (Table 1). Therefore it indicates an increasing trend of mean

scores regarding knowledge about nutrition. Table 1 shows that 't' values were significant at 0.01 level in all the cases meaning thereby two group of all combinations of rural people differs significantly regarding knowledge about nutrition. The gain was always in favour of higher socio-economic status groups. Hence the Null hypothesis  $H_0$  was rejected and the working hypothesis  $H_1$  was retained.

The attitude towards nutrition of the tool has 25 items. Theoretically the score may vary from 25 to 75 and the cutting point is  $25 \times 2 = 50$ . The attitude score obtained by the urban high socio-economic status (HSES) group, average socio-economic status group (ASES) and Low socio-economic status (LSES) group varied from 52 to 75, 51 to 73, and 51 to 71 respectively. The mean score of urban HSES, ASES and LSES groups were 67.71, 62.15 and 58.76 (Table 2). Since the obtained mean score of all the SES group were higher than the cutting point, it can be concluded that their attitudes were favourable.

**Table 2**  
**Comparison between different socio-economic status and locations of**  
**adolescent age group regarding attitude about nutrition**

| Location   | Comparison Between   | HSES Group | ASES Group | HSES Group | LEES Group | ASES Group | LSES Group |
|------------|----------------------|------------|------------|------------|------------|------------|------------|
| Urban      | Mean                 | 67.71      | 62.15      | 67.17      | 58.76      | 62.15      | 58.76      |
|            | SD <sub>(comb)</sub> | 4.75       |            | 4.98       |            | 5.10       |            |
|            | 't'-value            | 7.41*      |            | 11.38*     |            | 4.21*      |            |
| Industrial | Mean                 | 64.66      | 61.15      | 64.66      | 55.22      | 61.15      | 55.22      |
|            | SD <sub>(comb)</sub> | 6.19       |            | 6.69       |            | 4.80       |            |
|            | 't'-value            | 3.58*      |            | 8.930*     |            | 7.82*      |            |
| Rural      | Mean                 | 60.45      | 57.03      | 60.45      | 52.67      | 57.03      | 52.67      |
|            | SD <sub>(comb)</sub> | 4.67       |            | 4.96       |            | 5.07       |            |
|            | 't'-value            | 4.665*     |            | 9.936*     |            | 5.450*     |            |

N = 160, Degree of freedom = 158, \*Significant at 0.01 level.

It is evident from Table 2 that the 't' value between any two SES groups were significant at 0.01 level. The result leads to conduct the adolescent people upon different SES-groups differ significantly regarding attitude towards nutrition. The trends of results highlights the gain is always in favour of hierarchy of economic status of people. Hence the Null hypothesis  $H_4$  was rejected and the working hypothesis  $H_4$  was retained.

The score obtained in attitude by the HSES, ASES and LSES groups of industrial area varied from 47 to 75, 53 to 71 and 44 to 72 respectively. It appears that the scores were scattered over a wide range. The mean scores of attitude (Table 2) towards nutrition of different socio-economic status group were above the cutting point. So it can be said that the attitude of different socio-economic group of industrial area were positive towards nutrition.

Table 2 makes it clear that the 't' value of all the comparison between any two groups of industrial adolescent people

were significant at 0.01 level. Hence the Null hypothesis  $H_5$  was rejected and the working hypothesis  $H_5$  was retained.

The score obtained in attitude towards nutrition by HSES, ASES and LSES groups of rural adolescent varied from 47 to 75, 47 to 67, and 41 to 64 respectively and the mean scores of the above said groups were 60.45, 57.03 and 52.67 respectively. The mean score of LSES was slightly higher than cutting point. But all other means scores were much higher than cutting point (Table 2). Therefore it can be concluded that all the groups of adolescents of rural area were found more or less positive regarding attitude towards nutrition. The computed 't' value (Table 2) of comparison between any two groups of rural people were significant at 0.01 level. Therefore it was clear that the differences regarding attitude towards nutrition were present among the different socio-economic status group of rural people. Therefore, the Null hypothesis  $H_6$  was rejected and the working hypothesis  $H_6$  was retained.

**Major Findings of the Study**

1. Socio-economic status of adolescents has an impact on knowledge about nutrition.
2. Increasing trend of mean scores regarding knowledge about nutrition shows the gain was always in favour of higher socio-economic status groups.
3. The adolescent people upon different SES-groups differ significantly regarding attitude towards nutrition.
4. All the groups of adolescent of rural area were found more or less positive regarding attitude towards nutrition.

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## **Relationship between Cultural Intelligence and Aspiration for Higher Education among Students at Higher Secondary level**

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**Key Words :** *Cultural Intelligence, Aspiration*

### **Abstract**

*Proper educational planning is required to provide ample opportunities for the development of an individual. Therefore individuals need to be educated by giving varieties opportunities to develop. So that, one can be transferred a major factor of social, national development. Here it is needed to know the level of aspiration among the coming generations and their cultural competency. This paper highlights the role of cultural intelligence in shaping the amount of aspiration in higher education level of the coming generation.*

### **Introduction**

The vital aim of education is to prepare an individual in such a way that he/she to be helpful and useful to society, patriotic to nation, dutiful to family and and to lead a happy peaceful life without duly getting disturbed under changing circumstances. Knowing everybody and every culture is a pre requisite for this.

Here comes the importance of cultural intelligence. It is needed for everyone who interacts with people of different cultures. It is valuable to those who want to improve their interacting style while dealing with people from unknown cultures. "Successful interaction with other people" is the heart of Cultural Intelligence.

### **Cultural Intelligence**

Cultural intelligence will help an individual for emotionally aware and able to read the emotions of others. Cultural intelligence has three dimensions viz, the cognitive dimension, the physical dimension, and the emotional/ motivational dimension.

The cognitive dimension means that the ability to develop pattern from cultural difference and it provides understanding about the differences between cultures. It include asking questions, about what motivate people to act in different environments.

The physical dimension means that the capacity to act in accordance with cognition and motivation. It means by the



gestures of body or practices, we have to prove, that we have understood other culture and their belief. It is the ability for adapting other people's habits and mannerism, ie, we eventually come into their ways.

The emotional/motivational dimension means that it is the ability and desire to engage others. It can be observed by our styles from our reactions. It is the capacity to empathize to stand in others shoe. It involves the actual artifacts of a culture. i.e. its music, belief, food and life style etc. It refers to the ability to adjust to a new environment for that one must have truly the desire to follow through it.

#### **Aspiration for Higher Education**

The components of aspiration for higher education are described below:

- 1. Attitude:** attitude refers to an overt covert interest pursuing specific course of action, in response to particular situation. The attitude has five components: Emotion, target, Direction, Intensity and Consistency.
- 2. Motivation:** Motivation refers to as something, which prompts, compels, and energizes an individual to act or behave in a particular manner, at a particular time for attaining some specific goal or purpose. It has four components: Achievement drive, commitment, initiative and optimism.
- 3. Achievement drive:** This refers to one's striving to improve or meet a standard of excellence.
- 4. Commitment:** It refers to dedication to a long term course of action.
- 5. Initiative:** It refers to the individuals capacity for independent action to start a series of activities.
- 6. Optimism:** it refers to an attitude marked by hope, confidence, cheerfulness and faith in future.

#### **Objectives**

Following are the objectives of the study

- To study the gender wise difference in

the mean scores of Aspiration for higher education and cultural intelligence of higher secondary school students.

- To find out the relationship between cultural intelligence and aspiration for higher education.

#### **Hypotheses**

- There exists gender wise significant difference in the mean scores of Aspiration for higher education of higher secondary school students.
- There exists gender wise significant difference in the mean scores of Aspiration for higher education of higher secondary school students.
- There exists significant relationship between Cultural intelligence and Aspiration for higher education of higher secondary school students.

#### **Methodology**

A normative survey method was adopted for the present study.

#### **Sample**

The study was conducted on a sample of 70 higher secondary students, among them 35 were boys and 35 were girls. Stratified random sampling technique was used to select the sample.

#### **Tools**

1. Cultural Intelligence Scale (*Vijayan & Jaseena* 2012). The tool consists of 40 items out of which 13 questions were for measuring cognitive dimension, 14 are for measuring physical dimension, and 13 for measuring emotional dimension. It is a five point scale included responses of strongly agree, agree, undecided, disagree and strongly disagree.
2. Scale of Aspiration for Higher Education (*Hameed & Razak* 2010). The tool consist of 51 items, and included the statement about the components of attitude and motivation. It was a five point scale, which include five options for answering wise strongly agree, agree, undecided, disagree and strongly disagree.

### Statistical Analysis

The collected data were analyzed and interpreted using statistical technique like, mean, standard deviation and t test.

**Table 1**  
**Difference between boys and girls on aspiration for higher education.**

| Variable | N  | Mean   | SD    | df | t             |
|----------|----|--------|-------|----|---------------|
| Boys     | 35 | 132.71 | 19.27 | 68 | 2.76<br>p<.01 |
| Girls    | 35 | 137.62 | 24.07 |    |               |

Table 1 shows that Male students have mean scores at 132.71, with standard deviation of 19.27, and girls have mean scores of 137.62 with standard deviation of 24.07. The calculated 't' value 2.76 is significant at 0.01 levels of significance. It reveals that there exists a significant difference among boys and girls with regard to aspiration for higher education.

**Table 2**  
**Difference between mean scores of boys and girls on Cultural Intelligence**

| Variable | N  | Mean  | SD   | df | t             |
|----------|----|-------|------|----|---------------|
| Boys     | 35 | 19.91 | 3.34 | 68 | 2.08<br>p<.01 |
| Girls    | 35 | 17.44 | 4.01 |    |               |

Table 2 shows that boys have mean scores at 19.91, with standard deviation of 3.34, and girls have mean scores of 17.44 with standard deviation of 4.01. The calculated 't' value 2.08 is significant at 0.01 levels of significance. It reveals that there exist significant difference among boys and girls with regard to cultural intelligence.

**Table 3**

**Correlation between aspiration for higher education and cultural intelligence.**

| Aspiration for Hr. Education | Cultural Intelligence | df | r   |
|------------------------------|-----------------------|----|-----|
| 70                           | 70                    | 69 | .72 |

The data shows that there is a positive and significant high correlation between aspiration for higher education and cultural intelligence of higher secondary students.

### Results

- The present study revealed that the level of aspiration for higher education, and cultural intelligence are at a average level.
- There exists a significant difference among boys and girls with regard to aspiration for higher education.
- There exists a significant difference among boys and girls with regard to cultural intelligence.
- There is a significant high relationship between aspiration for higher education and cultural intelligence among the students.

### Conclusion

Through the evidence of the data, it is revealed that, the role of cultural intelligence, is relevant in molding the level of aspiration for higher education. So, it is important to add the elements of cultural intelligence, in the curriculum to make the next generation as culturally intelligent community, and to succeed for their high level of aspirations in all aspects of life.

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## **Mobile Technology and its Significance in Education**

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**Key Words : Mobile Technology**

### **Abstract**

*Mobile technology has opened various avenues for education. In M-learning mobile devices including handheld tablets, PDA (Personal Digital Assistance), mobile phones, and smart phones are used for teaching-learning purposes. It makes learning portable, spontaneous, effective and exciting. We can record the lectures, read E-books, provide feedback, access internet, multimedia materials, and practical exercises and use software for educational purpose. All these devices can be used in classrooms easily. Role of teachers is very imperative in integrating and implementing technology such as adopting mobile phones in classroom teaching. This paper discusses the concept of M-learning and examines its significance in education.*

### **Introduction**

We live in an era of information and communication technology (ICT) owing to the revolution in the field of digital technology, in which mobile technology occupies a vital role. The impact of new technology that is growing rapidly at present is affecting many sectors, including the field of education. ICT provides an interesting learning environment, the virtual classroom that allows users to participate in the learning process without travelling and let people interact from different places. The tools used are numberless; they range from video-conferencing, internet with hypertexts, interactive learning objects, audiovisual materials, forum, instant messaging, blogs, whiteboards, wikis, i-

pod etc. They all offer synchronous and asynchronous communication. But in recent time there has been a sort of 'revolution'. People are being more and more attracted by mobile phones; the majority of the people have got at least one mobile phone.

The evolution of the Internet application especially, has heralded certain new ways of communication between educators and learners in the educational system, especially in higher education institutions. As far as the use of these tools in education is concerned, not all courses are suitable for a mobile learning (M-learning) environment, but short courses are considered suitable for this kind of learning. The use of quizzes, glossaries, the interaction with tutor and

other peers, may satisfy a wide range of needs and aims on behalf of students. Communication takes place through e-mails, SMS, MMS, and it is important for students to provide a feedback on their progress. We can record lectures, read e-books, provide feedback, access Internet; multimedia materials, practical exercises and use software for enhance learning. It is informal or opportunistic, as well as private, situational, and unstructured. It is in development, as we are still at the early stages of using mobile devices to create learning opportunities.

#### **Objectives of M-Learning**

- to enhance student motivation through the use of familiar technology.
- to increase student use of the skills in classroom teaching.
- to enable students to become more competent in their subject teaching.
- to facilitate the learning process as students have the possibility to explore, analyze ,discover, choose activities which are real and meaningful.
- to enhance interaction between real and virtual environments.
- to promote self learning, learning by fun and learner centred approach.

#### **The Concept of M-learning**

Over the past decade there have been numerous definitions of the concept of “mobile learning” (M-learning). Some have attempted to include laptops as relevant devices for mobile learning, while others have argued that the user experience – both in terms of content possibilities and use-cases – means that including laptops as mobile learning devices muddies the concept. While that might have been an easy response when we only had phones, PDAs (Personal Digital Assistance), and laptops to consider, what of the Apple iPod and similar tablet devices? They are more mobile and have smaller screens than laptops, but are less ubiquitous than

mobile phones, and in several respects have an essentially different overall user experience. M-learning is described as E-learning through mobile computational devices. Alternative definitions emphasizes on the mobility of the learner, rather than the device. It is a novel concept which makes learning portable, spontaneous, effective and exciting. The most important feature of M-learning is it decreases limitation of learning location.

#### **Why M-learning**

The interest in mobile learning has come from a number of places. These are as follows:

- Advances in technology and high levels of mobile phone penetration have made mobile devices the ideal targets for mobile learning applications;
- It is as important to have behavioral change as well as technological change; social norms are rapidly evolving and for most people the benefits of the mobile phone now outweigh its disadvantages. Educators need to tap into the new behaviours and technologies rather than trying to change or resist them.
- Participants coming to business schools have their own mobile devices and there is a need to provide more flexible opportunities for study that build in some choice in how participants will use technology;
- Participants have increased expectations and are depending on technology to help them fit learning into their complex, demanding lives;
- An increasing number of employers and organizations are already making use of mobile learning;
- Mobile devices offer an effective way of increasing participation and engagement;
- Mobile devices can support pre and post-programme learning;
- Busy participants can use their mobile devices to extend their opportunities to learn.

**Significance of M-learning****Mobility:**

One of the basic significance of M-learning is that it decreases limitation of learning location; it focuses on the mobility of learner and learning. Mobile devices can be used anywhere, and any time, including at home, college, or even in traveling. Mobile phone's size, weight and wireless network connectivity give it fully functional mobility which allow learning to occur anywhere and at anytime.

**Capability of computer:**

Substantially mobile devices have many of the functional capabilities of modern computers, especially smart phones, symbian and PDA phone devices, which help learner to support various learning software of M-learning.

**Data storage capacity:**

Basically mobile phone memory comes in two different types. Inbuilt memory called internal memory and expendable memory called external memory. Both memories can be used to data storage; we can save our important data or files on memory card. There are so many mobile phones available today which support 2Gb up to 32 Gb memory card, which helps learner to store, edit and share educational data or files for M-learning.

**In fashion:**

Basically young students are largely adopters of new technologies because novelty has its place in life. Today's mobiles are not just a communicative device of students for many it is a part of life. Young students use the mobile phone as a way of expressing their sense, style and luxurious life, in this way mobile phones are now became a symbolic tool of fashion.

**Cheap in Price:**

At the beginning mobile was considered a luxury. The price of a handset and call rates was beyond the

reach of an ordinary person, but in present condition price fall, increasing demand and liberalization in government policy have given rise to mobile revolution. Generally mobile devices are cheaper than desktop computers which concern as basic accessory for E-learning. It is easier to accommodate several mobile devices in a classroom than several desktop computers.

**Frequent Connectivity:**

Connectivity is the most important fetcher of M-learning. With the help of a strong connectivity network, one can connect and interact with each other. There are various mobile applications like Bluetooth, Wi-Fi, infrared which help user to connect with other devices and users. It offers an interactive learning experience where learners can interact with each other.

**Easy to Use:**

Today mobiles are became a very handy device. It is easier to carry everywhere, we can access information, take photographs, record our thoughts with one device, and we can share these with our friends, colleagues which make mobile phone as user as friendly and personal device.

**Sharing Capacity:**

Basically, all the multimedia mobile phones have the capacity of transferring information between mobile to mobile or mobile to PC. A USB cable is a fast and reliable data transfer method between a phone and a PC. A serial cable is a reliable connection method between a phone and a PC. Infrared connects mobile device wirelessly to PC or other mobile device within a short range. In this way these connections help learner to exchange data with other people and gain considerable knowledge.

**Best Multimedia Device:**

Mobile devices are multi-utility devices which engage learners through providing rich media content like music,

videos, games and other entertaining and informational content which make it best multimedia device.

### **M-learning Applications**

Mobile devices can be used for a range of learning activities, relating different types of learning. Few of these are:

### **Educational E-books and E-courses accessed through portable devices:**

Aptara's 2011 research revealed that of the 1,350 publishers surveyed worldwide, 84% either already produce e-books or plan to do so in the near future. As educational content is digitized, consumers are simultaneously learning more through their mobile phones. For example, Urban Planet Mobile, a leading provider of English-learning services over mobile phones, has over 100,000 subscribers in Indonesia.

### **Learning Management Systems (LMS) and authoring tools:**

Educators are using LMS to manage content and lesson plans and customize them using built-in authoring tools. There is also a demand for standalone authoring tools free of any particular LMS provider, and tools such as Apple's iBooks author are already generating significant interest.

### **Game -or simulation-based learning tools:**

These applications integrate curriculum with augmented or virtual reality-based environments, helping students understand and learn in exciting ways. Students in vocational courses also rely on simulation-based applications to learn processes and concepts. For example, plumbers can learn to fix taps through simulations.

### **Collaboration tools:**

Networking platforms allow users to generate content and share and discuss it with a larger group. Mobile phones make this possible in real time, allowing users to get immediate feedback. Collaboration tools, often embedded

within the LMS, represent a rapidly growing product category and help educators and learners to keep in touch with colleagues. Ultramet, a student-centered learning environment, allows students, teachers and parents to connect and collaborate to improve learning outcomes.

### **Adaptive assessment services:**

Educators can now assess students' understanding using wireless assessments on handheld devices. These provide real-time updates on individual student progress, allowing educators to track class progress and tailor instruction for students requiring remedial support. In addition to wireless generation, parametric provides wireless assessment services.

### **Test preparation support:**

Students worldwide take standard tests such as the SAT, GRE and GMAT. Instead of traditional study groups and practice tests, they now often use mobile-based mock tests with built-in guidebooks and applications. Candidates can compare their performance with thousands of others. A growing number of test preparation products are targeting developing regions, where inadequate higher education capacity drives much higher competition and hence demand for these services.

### **Distance tutoring and homework support:**

Many developed Asian countries such as Japan and South Korea demand extensive supplementary education support outside the classroom—driving almost 10% of the total expenditure on education. MegaStudy and TutorVista are just two of the online services bringing together tutors from around the world to help students around the clock and understand their curriculum and complete their homework. Many apps like Tutor PRO, 2×2 Tutor, which are compatible with portable devices, are

already targeting the supplementary spend.

### **Key Challenges of M-learning**

A number of critical challenges must be addressed that unleash the educational potential of mobile technologies. Among these few of are:

#### **1. Negative aspects of mobile learning:**

Cognitive, social, and physical challenges must be surmounted when mobile devices are incorporated into children's learning. Disadvantages include: the potential for distraction or unethical behaviour, physical health concerns; and data privacy issues.

#### **2. Cultural norms and attitudes:**

Though many experts believe that mobile devices have significant potential to transform children's learning, parents and teachers apparently are not yet convinced.

#### **3. Differentiated access and technology:**

Wide diversity among mobile technologies represents a challenge for teachers and learners who wish to accelerate academic outcomes as well as the producers who seek to facilitate such learning.

#### **4. Limiting physical attributes:**

Poorly designed mobile technologies such as restricted text entry, small screen size, and limited battery life adversely affect usability and can distract children from learning goals.

### **Initiatives Required from Educational Sector**

The initiatives for the inclusion of mobile learning in mainstream education and training are:

1. Enrolment of mobile learning students in courses on the institution's official prospectus. This is essential for incorporating mobile learning into the mainstream.
2. Enrolment of mobile learning students into fee-paying courses. This is applicable to countries in which fees

are payable for enrolment in further and higher education courses.

3. Enrolment of mobile learning students into accredited courses. As happened in the field of distance education and then in E-learning, the achievement of accreditation for mobile learning is an indication that the sector has entered into the mainstream.
4. Motivate students to use mobile devices judiciously for learning purposes.
5. Campus should be made Wi-Fi enabled for location independent.

### **Present trends of M-learning in India**

M-learning in India at present is still in its infancy. However, the future promises to be an exponential market. There exists future possibility for this market to register double-digit growth. Acceptance in India will happen on account of the need of access for learning material due to the shortage of time, the ubiquity of power-point presentation tutorials, e-books, videos, etc., as learning objects as these are being adopted in schools and educational institutions as a preferred media for teaching and learning. Some notable M-learning examples in India are:

- Popular IT training institutes like Aptech Learning Services have already developed this platform in order to meet the present educational needs of corporates and institutions. Currently, some institutions are catching up with this trend just for selling their services, but there are institutions like Educomp's Millennium schools, which use the Virtual Classroom at [www.wiziq.com](http://www.wiziq.com) for teaching remotely to students who cannot physically attend classes.
- Major mobile manufacturers such as Nokia, Sony Ericsson and Motorola have tied up with service providers like Airtel, Vodafone and others to provide mobile content, which also includes



learning content. Most of these companies have already launched their services pan in India and even GRE exams are available on the M-learning platform.

- M-learning is also seen as an additional tool to spread literacy in India beside conventional training programs, as presently mobile penetration in India is second only to radio and television. This is also possible because handset manufacturers in India are increasingly providing local language support to increase their geographical reach and penetrate existing market better. Most of the entry- and mid-market handsets available in India support user interfaces in Hindi, Marathi, Gujarati, Tamil, Bengali, Kannada, Malayalam, Telugu and Punjabi.
- Various training and learning related content for organizations, educational institution, etc. pushed to users through mobile application over SMS, USSD, etc. by Spice, Tata DoCoMo etc.
- As far as Indian universities are concerned, HP has awarded a 'Technology for Teaching' Grant to Jadavpur University, Kolkata to transform teaching on the campus. The university will receive technology such as HP tablet PCs, external storage and optical drives, wireless networking cards and printers, as well as a stipend for staff to work on projects that they will have to complete in 15 months. HP is helping Jadavpur University to establish an M-learning centre where students taking M. Tech. course in distributed and mobile computing can access content using handheld devices. The university already has a digital library, and a content management and development system using an M-learning authoring tool. Students will be able to tap a server-based open source wireless laboratory, built on existing laptop computers and wireless

technology. Recently, IGNOU has implemented SMS alert facility whereby all important notifications, news, bulletins etc are texted to the learners.

- Libraries have been changing their role from the storehouses of information to providing access to information. Various digitization initiatives are being undertaken. The government of India with the collaboration of C-DAC (Centre for Development of Advanced Computing) aims at bringing one million books of digital library at the doorsteps of the common citizens. Several projects like the NSDL (National Science Digital Library) and Vidya Vahini projects are under way. Vidya Vahini aims to connect government and government aided secondary schools in India. INFLIBNET, NIC, NISCAIR, NASSDOC, NISSAT, ICHR, INDEST, DELNET, UGC, Universities, government bodies and IITs are providing information through e-journals, e-books as well as databases on Internet.

It is a well-known fact that mobile learning hasn't yet picked up steam within India. The primary reason for this is the low rates of mobile Internet penetration in our country. If India's latent demand is unleashed, McKinsey research forecasts that the total number of internet users will increase more than fivefold, to 450 million, by 2015 (Figure-1). Total digital-content consumption will double, to as much as \$9.5 billion. Including access charges, revenues from total digital consumption could increase fourfold, to \$20 billion-twice the expected growth rate of China. Other influencing factors are also falling into place, with prices of handsets and costs of accessing the network going down. If this pans out as predicted, it would sidestep a number of hurdles relating to providing cheap internet access across a large; it would automatically helps in spreading education across the country also.

**Conclusion**

As we progress through the 21st Century, and the already hectic pace of our lives increases, society will need to find faster and more inventive ways to utilise previously unproductive time. Lifelong learning will be essential for maintaining a competitive advantage in the global economy, for personal growth, and for simply functioning efficiently in an increasingly technological environment. With an increasing requirement to conduct learning activities independently, the ability to read, comprehend and understand our learning processes, will be key factors in our successful development and our ability to function in the 21st century.

These requirements and skills can be improved through the use of M-learning. The Indian educational industry is in evolving stage. India might well be one of the leading countries to adopt M-learning in coming years owing to the number of young users. Moreover, the mobile services in India are quite affordable; even an ordinary person can own and use a cell phone. Added to this is the fact that India happens to have one of the largest populations in the 18 years to 28 years age group. Naturally, the shift from 'd-Learning' to 'e-Learning' and now from 'e-Learning' to 'm-Learning' will be the next big wave, which will revolutionize the education in India.

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## Awareness about IT based Library

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**Key Words : IT Library**

### **Abstract**

*Due to the growing utility and impact of IT, the world has been converted into global village now a days. We can find published and unpublished literature, journals, magazines, audio-video clips, e-books, e-journals in e-forms on the small screen or by a click. Any discipline of education, research, new inventions, result oriented outputs may be obtained by IT only. By training in IT a normal teacher may change into a global teacher and give best knowledge of world to students. Using the various aspects of IT they are becoming the basic need of present scenario.*

### **Introduction**

Information has emerged as the prime resource in the 21st century. IT has exerted a profound influence on traditional academic libraries. They have no option but adapt themselves to new developments, especially due to cuts in budget allocation. Hence, networking of information centres is inevitable. The prime objectives of the library is pooling information resources and information related infrastructure and sharing them. In this process, many libraries have re-examined their traditional methods and services to overcome inadequacies through automation and computerization. The use of computers for library operation avoids respectively jobs and saves considerable amount of time, resources and labour. It also speeds up technical processing and

information services. IT has been a means to bring quality services. Systematic planning of its introduction and application will assure that the technology based information services are sustainable, and enhances the ability of library. In the present scenario, the library and information centers at global level are able to provide access to;

- Online databases across the country and worldwide.
- Comprehensive statistical databases and content page services.
- Full text information sources with key word searching.

The academic libraries in Indian setup have been preparing themselves on a corporate basis; a platform for IT based information services. Internet has transformed the ways and means of

information service. Breaking the distance barrier, internet has emerged as a boon to the information seekers as well as libraries. It has become popular, easy to use and inexpensive teaching and research tool. Internet, in fact is changing the way the librarian view information sources. Professional associations, research organizations publisher is treated as the speedy, accurate and effective way of communication among academic, research, executives and business communities. Hence, internet for information service/ current awareness service in the library is gaining momentum and becoming popular too. It is also true that internet has become a part of library environment today. As part of the process of globalisation, schools and colleges across the globe are undergoing a transition from being nation-centered to becoming institutions that engage with diversity in a more interconnected world. The teacher expands the scope of their viewpoint beyond the normal boundaries of the local classroom, as students learn about diversity and how they fit into the global society.

It is not feasible to collect large of number data of each and every library user in their study; therefore samples were selected by using stratified random sampling method. Hence Investigator has selected 39 management colleges on the basis their high performances.

### **Review of Literature**

In brief this article reviews a few studies conducted abroad as well as in India on use and awareness of the IT base library and information services. *Sun, Chang, Chen, Kuannien, Tseng, hishu and Tsai, Wen-Hui* (2010) in his study shows how implementing new information technology has expanded the role of librarians as educators and how this role has evolution of new technology. It was found that collaboration with faculty

member was to be an essential feature of the most successful stories. Teaching students and faculty to use new IT may have become one of the important roles of librarians and information managers.

*Ghosh and Ghosh* (2009) conducted a study to examine the progress India has made in its move towards a knowledge-based economy. The Indian Government has demonstrated its commitment to the development of fundamental pillars of knowledge sharing infrastructure, knowledge workers and a knowledge innovation system. Libraries are identified as key players in building an inclusive knowledge economy (KE) for a country. The important findings of the study were: the practice-based examples of how information and communication technology (IT) projects are influencing contemporary Indian society and an account of government policies in regard to IT implementation and development towards a KE are presented. The impediments in the process of KE in India are identified and recommendations are made.

*Antherjanam & Sheeja* (2008) carried out a study to find out the impact of IT on LIS and its major shifts and practices in university library of CUSAT. The major findings of the study were:

- (a) Users are making very good use of the available IT facilities.
- (b) With the help of telephone, e-mail, Fax etc. reference queries are answered faster than before.
- (c) SDI, CAS etc. are also done faster than before.
- (d) Issue & return of books, renewals are done faster than before.
- (e) Book selection, price checking are also done very efficiently using IT.
- (f) About 90% of the users of the library search OPAC for getting information about the where about of books.

*Ramzan and Singh*, 2008 carried out study to investigate and determine the

levels of information technology (IT) in Pakistani libraries. This article also focuses on the status of computers and other commonly used hardware, e-mail, internet, library software, automated user services expenditure on IT and online resources available in academic libraries of Pakistan and particularly developing countries. The questionnaire methods were used of data collections. In this paper was found that a low level of IT infrastructure facilities availability, particularly the absence of computers, email and internet in libraries. It was found that libraries need to be fully automated using standard library software packages. Hence, access to online information resources through the Higher Education Commission (HEC) was found extensive and comprehensive. The finding can be utilized to evaluate the status of different IT tools and applications. The collections of data were useful and authentic source for planning to improve the libraries IT infrastructure, library automation and reducing the gap in the use of IT in different kind of libraries.

*Raza and Amar Nath* (2007) point out that the use of Information Technology (IT) in the university libraries of Punjab, Himachal Pradesh and Chandigarh with an clandestine objective to establish some co-relation between quality in libraries and use of IT. The paper highlights the use of hardware and software facilities in university libraries. It also highlights the access of networks, information services and barriers in IT applications. Questionnaires, interview and observation methods were used for data collection. A survey conducted on four university libraries, namely Panjab University library, Chandigarh; Himachal Pradesh University, Shimla; Punjabi university Library, Patiala; and Guru Nanak Dev University Library, Amritsar found that only Panjab University Library,

Chandigarh and GND university library, Amritsar have provided computerized access to in-house databases. Library literature reveals that quality depends on merging print culture with digital culture but the result of this survey confirm that print culture is still dominating in university libraries of this region.

The study of *Cholin* (2005) is an attempt to give an overview of Information Technology implementation in different university libraries in India that provides effective access to resources available within universities and elsewhere. Also discussed is the role of the INFLIBNET Centre in the overall development of university libraries across the country with special emphasis on efforts through UGC-Infonet E-Journals Consortium. *Obioha* (2005) conducted a study on IT based library and found that :

1. The researchers of the NIOMR, Lagos have considerable awareness and exposure to IT and its tools,
2. IT tools aid researchers in their seeking and use of information speedily and with ease. IT helps in acquisition of more knowledge. This is learning. It is found that aid from international and local agencies supports research activities including provision of IT tools, training and retraining in IT, and
3. Lack of adequate, stable power supply and infrastructure are hindrances to IT use as responded by these researchers. Insufficient IT tools and centers slow down research work. It plays a vital role in bringing about changes in society. This age of IT the role of the public library has changed drastically in developed countries.

*Yapa* (2003) revealed the overall scenario use of IT in Sri Lanka and particularly in libraries. Author argues that, National Information Policy and National Information Infrastructure are essential, if a country would like to exploit the IT to its advantage. The major finding

of the study is that the progress of library automation in Sri Lanka is a result of the effort few professionals who worked collectively. One good feature in the Sri Lankan scenario is the commitment and obligation of library professional for library cooperation. Library consortia in Sri Lanka function with the initiative of the library professionals with minimal administrative and financial support from the authorities.

### **Objectives of the Study**

The purpose of this study was to investigate the use of Information and Communication Technology products and services by the users of management libraries. It specifically focused on the following objectives:

1. To assess to what extent users are utilized IT based library services and facilities.
2. To assess to what extent users are utilized IT based library services and facilities.
3. To suggest measures for improvement of existing resources and services and implementation of IT.

### **Research Methodology**

The questionnaire method was used for the present study to collect the necessary primary data for evaluation and assessment. The questionnaire method has some limitation to collect the data, hence the investigator adopted interview and observation methods were used to collect required information to supplement to the questionnaire method and to bring more clarity the data. It is not feasible to collect large of number data of each and every library user in their study; therefore samples were selected by using stratified random sampling method. Hence Investigator has selected 39 management colleges on the basis of All India Management Association (AIMA) rating. The questionnaires were distributed personally among librarians and user.

### **Data Analysis**

The paper deals with the analysis and Interpretation of data which were collected through Questionnaire. The data analysis means systematic gathering, recoding, manipulating and summarizing of data to obtain answer to the research problems. The collected data has been organized and tabulated by using tables, pie chat, histogram etc. The purpose of this analysis is to shape data to intelligible and interpretable forms, so that the relation of research problems can studied and tested.

### **Findings, Suggestions & Conclusion**

#### **Impact of IT on learning**

The use of IT has exerted a profound influence on traditional academic libraries. Table shows that now day 92% students are IT user whereas faculties are 94%. Therefore we can say that the application of IT is very useful for management colleges. So the academic libraries in Indian setup have been preparing themselves on a corporate basis a platform for IT based information services. There is considerable impact of IT on teachers and teaching. Good training programmes results in positive attitudes towards IT in teachers. Using IT with their own laptop, computer increases positive attitudes towards their work. Teachers use IT to pan lessons more efficiently and more effectively. IT increases efficiently in planning and preparation of work due to more collaborative approach between teachers. The application of IT helps to increase the library performance. One of the implications of use of IT is that Libraries can reach out globally to provide their services 24-hours a day in very cost effective manner. IT has enabled users to avail many services without any human intervention. IT largely used in operations, like acquisition, cataloguing, circulation control, serials control etc.

**Table 1**  
**Student and Faculty ICT users**

| Users    | Yes |     | No |    | Total |      |
|----------|-----|-----|----|----|-------|------|
| Students | 122 | 92% | 11 | 8% | 133   | 100% |
| Faculty  | 149 | 94% | 10 | 6% | 159   | 100% |

### Information about IT

We asked 32 different colleges about the primary way to learn IT, most of the students and faculties give similar kind of responses which is captured in Table shows. The maximum people said they learn it by teacher/supervisor or colleagues/classmates. The application of IT product in a management college is basically for e-mail and document exchange, to update the knowledge, making presentation and documentation causal internet surfing and for career development. On the basis of students and faculties opinion we have collected some data in the Table 2. From the graph it is clearly mentioned that the people know about IT based library through online searching, online networking, online information and the database searching. When we asked about the expertise in using IT most of the respondents said they are good at handle.

**Table 2**  
**Know about ICT based library**

| Uses of Library    | Student | Faculty |
|--------------------|---------|---------|
| CD- ROM Searching  | 13      | 39      |
| OnlineSearching    | 96      | 130     |
| OnlineNetworking   | 38      | 65      |
| Photocopying       | 22      | 38      |
| OnlineInformation  | 35      | 69      |
| News, Scanning     | 17      | 42      |
| OnlineReservation  | 21      | 49      |
| Database searching | 35      | 71      |

### Suggestions

The study shows that internet surfing is most important for user in computer centre. So that the lab should be well equipped with enough numbers of computer. Staff of the computer centre should be well trained. Time duration of

using IT activity should be increased. Staff should be more responsive and helpful. Printing facility should be available in the library to get print out of the articles of e journals and databases. As the survey has shown, In addition to access infrastructure and content having requisite skills, teachers' motivation is a critical factor in IT adoption. The content, Journals and Research paper should be specific as per the topic while searching topics of computer science it should be included. Proper IT training should be given to the library professionals of the library to improve the IT skill of the professionals. More attention is required towards the female respondents regarding the IT usage. Respondents can improve their IT skill by owning computer at their home. In digital era library should be well equipped that all the functions can run smoothly and user can get used all enriched resources of the library. More online journals should be incorporated. Training and knowledge must include to spreading of awareness of students as well as faculties.

### Conclusion

This study sought to examine the use and awareness of The IT based library and Information services. Most of the objectives are met within the results. Main purpose of using IT applications is to look up information, electronic communication and prepare presentation. IT help them to better informed and stay ahead. Importance of IT in library can be realized from IT application catalogues and audio visual services. IT has a great importance in each and every sphere of life; now libraries are not left apart from the impact of IT it dependence upon the attitude of librarian and the library professional. Thus attitude of library professional have very much importance in the context of IT application in the library.

The attitude and skill of library professional can be developed positively by providing training them and conducting seminars and conference on the IT application in the library. Trained professionals with IT having positive attitude will ensure the development of libraries and information centre.

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## Effect of Life Skills on Academic Aspiration: Study on Tribal Adolescents

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**Key Words : Life Skills, Academic Aspiration**

### Abstract

*The present study is conducted on tribal adolescents of Surguja district of Chhattisgarh state to find out the influence of Life Skills on their Academic Aspiration. For this purpose three tribes Oraon, Kanwar and Gond were chosen by the investigator. The tool used for the study are self-made Life Skill inventory & for Academic Aspiration of tribal students, Educational Aspiration Inventory by Dr. T. Pradeep Kumar. The result indicated that the dimension of Life Skill, 'Problem Solving' is affecting the Academic Aspiration of tribal Adolescents. The only dimension of Life Skill "Problem solving" is influencing their Academic Aspiration while rest of the dimensions do not influence them in their Academic Aspiration.*

### Introduction

India is a country located in Southern Asia with over 1.2 billion people, and have 29 states and 7 union territories. Chhattisgarh is the 10<sup>th</sup> largest state of India, with an area of 135,190 square Km. It contains 25.5 million population and is 16<sup>th</sup> most populated state of the nation. The state was formed on 1<sup>st</sup> November 2000 by partitioning 16 Chhattisgari speaking south eastern districts of Madhya Pradesh. This state borders the states of Madhya Pradesh in the northwest, Maharashtra in the south west, Telangana and Andhra Pradesh in the south, Orissa in east, Jharkhand in the north east and Uttar Pradesh in the north. Presently the Chhattisgarh state comprises of 27 districts.

For the present research work the researcher chosen tribal district Surguja of Chhattisgarh. Surguja district is located in the northern part of the state and its headquarters is at Ambikapur.

Surguja district borders Uttar Pradesh, Jharkhand, Orissa and Madhya Pradesh and overlaps the south eastern part of Vindhyaachal – Baghelkhand region of peninsular India. It covers a land of 244.62 Km long east to west and 167.37 Km broad north to south and has an area of about 16,359 square Km. geographically Surguja District is extended over plateaus, plain lands, high lands, and hills. Enormous portion of this district is covered by forests and the climatic condition includes hot summer and even distributed rainfall in the monsoon

season. According to census 2011 Surguja district has a total population of 2,361,329 in which 11,95,145 are males and 11,66,184 are females. Tribal population that is near about 13,00,628 according to census 2011.

### **Tribes**

"Tribe" is the word used in India to refer to inhabitants known elsewhere as "indigenous". British ethnographers classified tribals as "animists". As per the National Census, they are classified as "aboriginals" and listed according to the tribe. The Hindi word for tribal is adivasi, meaning "ancient inhabitants."

### **The Scheduled Tribes**

The term Scheduled Tribes first appeared in the Constitution of India. Article 366 (25) defined scheduled tribes as, "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this constitution.". For the present study investigator chose the following three tribes i.e. Oraon, Kanwar and Gond.

The Oraon tribe also spelled as 'Oran' or 'Uraon' they are tribal Aboriginals inhabiting in various parts of India and in Chhattisgarh state.

Kanwar tribes are believed to be the descendants of the Kaurava's in Mahabharata. They are the scheduled tribes inhabiting in many parts of Chhattisgarh mostly in Jashpur, Raigarh, Surguja and Korba districts, the researcher has collected information of this tribe from surguja district. They are also called Kavar, Kanwar, Kaur, Cherwa, Rathia, Tanwar, Chattri etc.

Gond tribe are aboriginal tribe of Gondwana area and are given official status under an administrative scheme called Scheduled Tribes of India after independence. Gond tribe is the largest tribe of India basically found in the states of Andhra Pradesh, Uttar Pradesh, Bihar,

Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Telangana, Orissa and West Bengal.

### **Life Skills**

Life skills have been defined as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (World Health Organization, 1997a, p. 1). To manage the personal affairs it is important to behave in an appropriate and responsible manner and which can be attained through the Life Skills. They are the set of skills embedded in humans which are either taught or learned/acquired from the direct experiences that are encountered by an individual in the course of his life. They act as a tool with the help of which an individual can live a better quality of life. It increases the potential and helps to accomplish the ambitions of a person in a more refined and best way. There is particularly no definite list of life skills, it depends upon the circumstances of one's life, culture, beliefs, geographic location, age, sex etc. The most important thing is that Life Skills is nothing but the ability to learn, one who has learned the life skills is able to understand the world in a better way. It increases the understanding of person to live a life in a more productive manner and make his/her life more fulfilling. It equips the individual and makes him prepared for the challenges of life to cope with them.

The life skills are not always taught directly but it is learned indirectly through the circumstances of different life situations and experiences. Life skills are not just a mere living a life in an easy way but it is also a technique with the help of which a more controlled life can be lead. A person is able to develop himself in a more controlled, ordered and a systematic order, where he is the master of himself and learns by his own experiences. Life skills influence an

individual to learn and adopt the better things in life without any outer force.

#### **Academic Aspiration:**

According to Merriam – Webster Dictionary Aspiration is, “a strong desire to achieve something”, when it is considered in educational terms it becomes the strong desire to achieve academically. Life Skills can help the Adolescent students to improve academically in their school. If the teachers and parents help the students to learn basic skills of Life it will be easy for them to aspire more from life. Life Skills can help an Adolescent for the competency, worthiness and belongingness towards the future he/she is imagining for them. This will be destroyed if the individual misjudge him/her self and start to evaluate oneself with negative thoughts and building wrong image of oneself. This negative perception can damage a child's performance in every field of life and especially in academics. If a teacher teaches or guides a child for self – regard he/she can raise the child's scholastic performance. The teacher can do this by generously praising the student or when the student achieves academic victory. Not only this, but a teacher should also develop emotional skill by establishing an emotionally warm atmosphere in the class so that the students should feel comfortable, loved, competent, capable and acceptable. By this the self – concept of child is raised and his/her confidence in self develops which is required for a successful life.

The investigator chosen to work on 10 dimensions of Life Skills and studied the response of tribes on these dimensions they are: (1) Seeking social support, (2) Problem solving, (3) Self blame, (4) Keep to self, (5) Tension reduction, (6) Conflict, (7) Social action (8) Spiritual support, (9) Physical recreation, (10) Professional help.

#### **Objective of the study**

The objective taken for the present study is:

- To study the effect of Life Skills on Academic Aspiration of Adolescent Tribal students.

#### **Hypothesis of the study**

The null hypotheses formulated for the present study is:

$H_{01}$  There would be no significant effect of Life Skills on Academic Aspiration of Tribal Adolescents.

#### **Methodology**

##### **Selection of Sample**

In the present research investigator has chosen a sample of total 518 students including both boys and girls. All the available population of three tribes (Oraon, Kanwar and Gond) were selected from different schools of Surguja District of Chhattisgarh State by stratified purposive sampling.

#### **Tools**

##### **(a) Life skill Inventory:**

The tool used for the study is a self made Life Skill inventory, that is, “An inventory of conventional adaptation to life skills in tribal students”, is developed for which, 10 dimensions of Life Skills were taken they are; (1) Seeking Social Support, (2) Problem Solving, (3) Self Blame, (4) Keep to Self, (5) Tension Reduction, (6) Conflict, (7) Social Action, (8) Spiritual Support, (9) Physical Recreation, and (10) Professional Help. The self made inventory comprises of 60 items based on each 10 dimensions mentioned above with any three possible responses that is ‘yes’, ‘no’, and ‘don't know’. Cronbach's alpha reliability quotient is 0.75.

##### **(b) Academic Aspiration scale:**

For the measurement of Academic Aspiration of tribal students the tool used is EAI-KP, Educational Aspiration Inventory which is prepared and standardised by Dr. T. Pradeep Kumar.

The reliability was established by test

– retest, coefficient of correlation was calculated for the scores obtained on the test and the re – test. The coefficient of stability was found to be 0.96 which is significant at .01 level of significance.

### Data Analysis

To study the effect of Life Skills on Academic Aspiration of tribal Adolescents F value is calculated by SPSS (16.0 Version) and shown below:

**Table 1**  
**Results of ANOVA for the total Sample**

| Source                       | Sum of Squares | df  | Mean Square | F     | Sig. |
|------------------------------|----------------|-----|-------------|-------|------|
| Life Skill (Corrected Model) | 3127.15        | 3   | 1042.38     | 4.120 | .007 |
| Aca.Asp*Life Skills          | 268.250        | 1   | 268.250     | 1.06  | .304 |
| Tribe* Life Skills           | 2932.569       | 2   | 1466.28     | 5.796 | .003 |
| Error                        | 130033.75      | 514 | 252.98      |       |      |
| Total                        | 3441964.000    | 518 |             |       |      |
| Corrected Total              | 133160.911     | 517 |             |       |      |

**Table 2**  
**Result for Oraon Tribe. ANOVA<sup>b,c</sup>**

| Model      | Sum of Squares | df  | Mean Square | F     | Sig.              |
|------------|----------------|-----|-------------|-------|-------------------|
| Regression | 710.438        | 11  | 64.585      | 2.168 | .023 <sup>a</sup> |
| Residual   | 2710.999       | 91  | 29.791      |       |                   |
| Total      | 3421.437       | 102 |             |       |                   |

**Table 3**  
**Result for Kanwar Tribe. ANOVA<sup>b,c</sup>**

| Model      | Sum of Squares | df  | Mean Square | F     | Sig.              |
|------------|----------------|-----|-------------|-------|-------------------|
| Regression | 1169.467       | 10  | 116.947     | 3.427 | .000 <sup>a</sup> |
| Residual   | 6687.838       | 196 | 34.122      |       |                   |
| Total      | 3421.437       | 206 |             |       |                   |

**Table 4**  
**Result for Gond Tribe. ANOVA<sup>b,c</sup>**

| Model      | Sum of Squares | df  | Mean Square | F     | Sig.              |
|------------|----------------|-----|-------------|-------|-------------------|
| Regression | 519.150        | 11  | 47.195      | 1.042 | .411 <sup>a</sup> |
| Residual   | 8881.230       | 196 | 45.312      |       |                   |
| Total      | 9400.380       | 207 |             |       |                   |

a. Predictors: (Constant), L.S.TOTAL, LSD2, LSD1, LSD3, LSD10, LSD5, LSD4, LSD6, LSD9, LSD7, LSD8

b. Dependent Variable: ACA.ASP

c. Selecting only cases of Oraon - Table 2, Kanwar - Table 3 & Gond -Table 4

From the table 1 it is understood that the F value between Academic aspiration and Life skills is 1.06 ( df= 1) which is not significant at 0.05 level of significance while there is significant effect of life skills on tribes is observed by the F value 5.796 ( df = 2) which is significant at .01 level of significance.

Further, the dimensions of life skills were studied under regression in terms of different tribes taken for the study and the result is shown below.

The F value in Regression table is 2.168 which is significant at .05 level of significance which can be interpreted that there is significant effect of life skills on academic aspiration of Oraon tribe students.

The F value 3.427 is significant at .000 level of significance shows a very significant effect of life skills on academic aspiration in Kanwar tribe students

The F value 1.042 which is not significant at 0.05 level of significance

shows that the life skills are not effecting the academic aspiration in Gond tribe students.

### Results

1. There is no significant effect of life skills on academic aspiration.
2. the dimensions are studied at different tribe categories, the result shows that only in Gond students, life skills are not effecting their academic aspirations.

### Conclusion

Life skills can impart the tribal adolescents with such skills that help them not only for well being but also for a better living and a bright future. If the Life Skills are included in the education on regular basis then it can help to develop each individual into a responsible citizen. Parents and teachers should also contribute and take interest in learning life skills in guiding adolescents and development for their better and healthy future.

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## Material Culture of Santhal Tribe in Jharkhand.

**Dr. Saroj Kumar Mishra\***

**Key Words :** *Material Culture, Santhal Tribe*

### Abstract

*This research article aims at Material Culture of the Santhal Tribe in Jharkhand. Santhal Tribe is spread over in Jharkhand, Bihar, West Bengal, Odisha, Tripura. The Santhal is settled on plains. They erect their houses in rectangular shape. The Santhal erect their houses with mud, khar, bamboo, wood, phoos and tiles. The house is partitioned into two to three rooms to accommodate the family members. The house has verandah and courtyards. They have bow, arrow, net, gulel etc. to hunt and trap the animals and birds. They also have vanshi, chimani, net for fishing. They have dhol, nagara, kartal and flute as musical instruments. The Santhal women are fond of using ornaments in hair, head, forehead, neck, ear, nose, wrist, finger and feet. The ornaments are made up of bronze, brass, steel, nickel, shell, thread, seed, glass and some of silver and gold. The Santhal have been benefitted by different development and welfare schemes. They are enrolled in residential schools. A good number of Santhals have also become literate. They have also been benefitted by rural and economic development programmes.*

### **Introduction**

The Santhal, one of the scheduled Tribes of the Jharkhand state are concentrated in Santhal Paragana, Singhbhum, Hazaribagh, Giridih, Dhanbad, Singhbhum and Ranchi districts. They are also found in Bhagalpur, Purnia, Sahasa and Munger districts of the Bihar state. The Santhal belong to Proto-australoid racially and linguistically to astro-asiatic (Munda languages). They speak Santhali. They also know Hindi and Bengali. Numerically, the Santhal occupy first

position among the tribes of the Jharkhand state.

The Santhal make-up the third largest tribal community of India. Their distribution is spread over the states of Jharkhand, Bihar, West Bengal, Odisha, Tripura and their highest concentration can be seen in the Rajmahal hills of Bihar and neighbouring areas. K.S. Singh describes them as the largest, most integrated and possibly the most resilient tribe in eastern India. Amongst themselves they speak Santhali but with others they communicate in Hindi or in

Bengali. They are divided into twelve patrilineal, totemic clans. 36.95 percent of their population returned as workers according to the 1981 census of whom 66.56 percent were agricultural labourers. Earlier, their traditional occupation was hunting and gathering. This has now changed to settled agriculture and wage labourer. They may be considered among the first who waged a peasant war in tribal India. In 1855-66, the Santhal uprising directed against the outsiders (diku) shook the colonial administration. In the 1870s a social reform movement known as the Khaswa movement took place. The participants in this movement today survive in three groups of Bhagate.

#### **Material Culture:**

The Santhal is settled on plains. They erect their houses in rectangular shape. The Santhal erect their houses with mud, khar, bamboo, wood, phoos and tiles. The house is partitioned into two to three rooms to accommodate the family members. The house has verandah and courtyards. Adhered to the house are cattle shed and places for the pigs and chicks. The house is erected on a well-raised plinth. The floor and walls are kept neat and tidy with plaster of earth mixed with charcoal. The Santhal women keep their house quite clean. Some drawings can also be seen on the walls like sun, moon, stars, animals, birds etc. The house has a wooden door fitted with iron nails. There is no window in the house. Few houses are double story also. The middle floor is built-with bamboo, wood khar, soil etc.

Inside the house, *Dhenki*, *Janta*, *Okhali*, *Musali*, *Lorha-Silaut* are seen as family machine, Furniture like *Khatia*, *Machia*, *Pida* and *Chatai* are also found. Now-a-days, racks are used for sitting and sleeping purposes. They have wooden racks and rope made racks to keep clothes and other things. Earthen pots, brass and bronze pots, aluminum utensils steel

*Thali* and Tumbler are also found. Iron *Karahi*, *Tawa*, *Chholani*, knife and wooden *Kathauta* and *Pirha* are also found.

For the purpose of agriculture each family has plough, *Harish*, *Juath*, *Hunga*, *Sikar*, *Sickles*, *Khurapi*, *Kudal*, *Khanta*, *Gaiti*, axe, hammer etc. They also have varieties of baskets made up of bamboo, *khar*, leaves and grass.

They have bow, arrow, net, *gulel* etc. to hunt and trap the animals and birds. They also have *vanshi*, *chimani*, net for fishing. They have *dhol*, *nagara*, *kartal* and flute as musical instruments.

The children remain half naked in early childhood. But in late childhood they wear bull dresses. The boys wear pant, ganji and shirt. The girls wear frock, paint and salwar suits. The men wear half *dhoti*, *ganji* and *muretha* when they are in house or in field. But when they have to go out of house, they wear full *dhoti*, *kurta*, *ganji* and *gamachha*. The women wear sari, *saya* and blouse.

The Santhal women are fond of ornaments. They wear ornaments in hair, head, forehead, neck, ear, nose, wrist, finger and feet. The ornaments are made up of bronze, brass, steel, nickel, shell, thread, seed, glass, and imitation of gold and silver and of silver and gold. They purchase ornaments from the local Haat.

#### **Conclusions:**

The Santhal have been benefitted by different development and welfare schemes. They are enrolled in residential schools. Reading and writing materials are given to them free of cost. Stipend is also given to intelligent students to continue education. As a result, some well educated Santhals have emerged who are working on different posts. A good number of Santhals have also become literate. They have become conscious towards their rights. They chaired the post of Chief Minister after formation of Jharkhand on 15<sup>th</sup> Nov., 2000. They have also been benefitted by rural and

economic development programmes. But in the mainstream of development.  
still some Santhal tribal families are not

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## Teaching of Mathematics through Maths-Lab : A Multi-Dimensional Approach

*Dr. Sanjay Shah \**

**Key Words :** *Maths-Lab, Multi Dimensional Approach*

### Abstract

*Mathematics plays a vital role in building up our civilization by connecting all the fields. Due to hierarchy of concepts and largely deductive and abstract nature of the subject, Mathematics is considered as a very dull and difficult subject. A phobia has been created in the minds of the children that Mathematics is tough to learn. In order to overcome this phobia, it is necessary to motivate the children by arousing and maintaining their interest in Mathematics. For this, Mathematics has to be learnt by doing rather than by reading. A well-equipped Mathematics laboratory is the suitable place for the same which can instantly motivate the students and create an environment to Mathematics learning. The present paper focuses on the efforts related to development and institutionalization of Mathematics laboratory for teaching of Mathematics at pre-service teacher education level. It also highlights the impact of the same on the skill development process for the target group.*

### Introduction

Mathematics plays a vital role in building up our civilization by connecting all the fields. It helps people to give exact interpretations to their various ideas and conclusions. It is an essential tool which is applied in many fields such as Physics, Chemistry, Biology, Medicine, Engineering and so on. In the scientific world, the credit of all the technical progress of science goes to progress of Mathematics. According to National Policy on Education (NPE-1986), Mathematics should be visualized as the

vehicle to train a child to think, reason, analyze and articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning.

The main goal of mathematics education in schools is the mathematisation of the child's thinking. There are many ways of thinking, and the kind of thinking one learns in mathematics is an ability to handle abstractions, and an approach to problem solving. As stated by the National Focus Group in their Position Paper on Teaching

of Mathematics; *“Universalisation of schooling has important implications for Mathematics curriculum. Mathematics being a compulsory subject of study, access to quality mathematics education is every child’s right”*. In their vision, school mathematics should take place in a situation where: (1) Children learn to enjoy mathematics, (2) Children learn importance of mathematics, (3) Mathematics is a part of children’s life experience which they talk about, (4) Children pose and solve meaningful problems, (5) Children use abstractions to perceive relationships and structure, (6) Children understand the basic structure of mathematics and (7) Teachers expect to engage every child in class.

On the other hand, mathematics education in our schools is beset with problems. Due to hierarchy of concepts and largely deductive and abstract nature of the subject, Mathematics is considered as a very dull and difficult subject. A phobia has been created in the minds of the children that Mathematics is tough to learn. As a result, most of the students are not taking interest in the subject and it has become one of the main causes of student’s failure in Mathematics. No doubt, Mathematics is a subject which requires single-minded concentration and continuous efforts to achieve perfect and accurate learning. Therefore, to remove this phobia, it is necessary to motivate the children by arousing and maintaining their interest in Mathematics. For this, it is necessary to make the involved abstractions tangible and concrete by developing the mathematical concepts out of direct personal experiences. Thus, by putting something concrete into the hands of students, will give a better picture of conceptualization of the problem. Hence, the traditional approach of teaching Mathematics in which abstract concepts

are usually presented to the students in an authoritarian way should be discouraged and activity approach which stresses the presentation of concrete experiences should be encouraged. Thus, Mathematics has to be learnt by doing rather than by reading. This doing of Mathematics gives rise to the need of a suitable place for performing these activities. A well-equipped Mathematics laboratory is the suitable place for the same, which can instantly motivate the students and create an environment to Mathematics learning. This long felt need of Mathematics laboratory was emphasized in National Curriculum Framework for Elementary and Secondary Education (1988) and has also been endorsed in the National Curriculum Framework for School Education – 2000 (NCFSE-2000) and National Curriculum Framework-2005(NCF-2005) respectively.

Looking to the above importance, the author has not only developed the Maths lab but also tried to see its multi-dimensional impact on skill development for the pre-service teacher trainees at primary level. This approach is realistic since it envisages student teachers to disseminate these skills to the coming generations in schools and is also pragmatic and relevant in the context of quality based teaching of Mathematics. Also the approach conducted under this study focuses on naturalistic situational research through observation, reflection and intuition; construct grass root theories, addressing the real problems, local wisdom of using resources from surroundings, mainly for quality education.

#### **Maths lab :**

Maths Lab is a state-of-art mathematics laboratory for schools. It offers Multiple Teaching and Learning Aids as well as a complete theme based ambience which helps students to visualize and feel mathematics. Learning

aids comprise of Technology Applications, Videos, Manipulative, Measuring Instruments, Tables, and Charts etc. A mathematics theme based ambience is created complete with tables, chairs, posters, floor tiles etc. Based on the three pillars of '*Imagination, Investigation and Interaction*', it provides an opportunity to students to understand, internalize, discover and verify the basic mathematical and geometrical concepts through concrete objects and situations.

A Mathematics Laboratory can foster mathematical awareness, skill building, positive attitudes and learning by doing experiences in different branches of Mathematics. It is the place where students can learn certain concepts using concrete objects and verify many mathematical facts and properties using models, measurements and other activities. It will act as an individualized learning centre for a student. It provides opportunities for discovering, remedial instruction, reinforcement and enrichment. It also provides an opportunity to the teachers to explain and demonstrate many mathematical concepts, facts and properties using available materials in the Mathematics laboratory. It may also act as a place for teachers and students to perform a number of mathematical celebrations and recreational activities.

The establishment of a mathematics laboratory is one way of stimulating interest in learning mathematics. A mathematics laboratory is a place, where things can be stored, kept, counted, ordered, recorded, packed, unpacked, grouped, regrouped, arranged, rearranged, measured, joined and partitioned among numerous other activities. The students carry out their projects and other activities in the laboratory. The Mathematics laboratory should be the focal points of all mathematics work in the school. It should be the calculating

center of the school. The truth of abstractions is demonstrated in a concrete manner and the students, who are slow to comprehend abstractions, appreciate them more readily and become interested in mathematics. The mathematics laboratory is a specially equipped room in a building, where mathematics lessons or activities hold on a regular basis or a corner of the regular classroom with tables and apparatus or a room containing a collection of teaching aids for students' manipulation (Odili, 1990). It is also a remedial environment, where advantaged or disadvantaged, the poorest or the best gifted students may have active sensory experiences from which concepts emerge. It is a resource centre for the learning of mathematics. It is based on the principle of doing, learning by observation, by proceeding from concrete to abstract.

Some of the advantages of having a mathematics laboratory according to Ezike and Obodo (1991) include:

- It makes mathematics learning very interesting, meaningful and exciting.
- It is a means of verifying a mathematical principle, law or theory.
- It can be used to illustrate basic principles, laws or rules and development of such principles, laws or rules.
- It is a means of practicing one or more of the cognitive and psychomotor skills like the ability to construct, measure, arrange, observe, classify and interpret data.
- It provides opportunity for students to learn how to use cutters, turners, drill bits, mathematical set, paint, brush, models of solids and charts and other kinds of laboratory equipment in mathematics.
- It encourages mathematical exploration and manipulation by students and keeps them alive and thinking, which also helps them to realize the applications of mathematics.

**Some reflections:**

The Elementary Mathematics Laboratory (EML) is a teaching and research project at the University of Michigan, School of Education. It features a two-week summer mathematics program for incoming fifth-graders that is taught by mathematics educators. This program provides local school children with an opportunity to work with expert researchers and teachers to improve their mathematical knowledge and skill. At the same time the EML creates a space for diverse professionals representing a range of expertise and perspectives to work together to solve complex problems of learning and teaching.

*Okigbo and Osuafor* (2008), studied the effect of using Mathematics laboratory in teaching Mathematics on the achievement of Mathematics students. The study investigated the effect of using mathematics laboratory in teaching on students' achievement in Junior Secondary School Mathematics. A total of 100 students were involved in the study. The study was a quasi-experimental research. Results were analyzed using mean, standard deviation and analysis of covariance (ANCOVA). From the findings, it was observed that the use of mathematics laboratory enhanced achievement in mathematics. The results also showed that no significant difference exists in the achievement of male and female mathematics students taught with mathematics laboratory. The study recommended that teachers should be encouraged to use mathematics laboratory in teaching plane geometry and algebraic expression and mathematics student teachers should be trained on its use in their methodology class.

*Olatunde* (2010), looked at the adequacy of resource materials (mathematics laboratory) and its

attendant effect on students' mathematics achievement in some selected secondary schools in Southwestern Nigeria. The study adopted the descriptive survey design and simple percentages were used in analyzing the data. Three validated instruments: Questionnaire for Mathematics Teachers, Students Mathematics Attitudinal Scale and Mathematics Achievement Test (QMT, SMAS and MAT) were used in collecting data for the study. The subject of the study was made up of 1750 senior secondary school students and 123 Mathematics teachers selected from 2 secondary schools in each of the Senatorial districts in Southwestern part of Nigeria. The results showed that most of the teachers (75%) have a good perception of the need and importance of mathematics laboratory in the school, while few teachers (25%) do not perceive the need to have a mathematics laboratory in the school. The result also showed that students exposed to the use of mathematics laboratory performed better (65%) than students that were not exposed to it and the level of infrastructural facilities available in the schools were very poor. The study therefore, recommends that Mathematics laboratories be established in every school and more teaching aids be provided for effective students learning.

*Donnipad* (2009), studied the use of Mathematics laboratory in teaching Mathematics by developing a strategy and testing its effectiveness. A total of 80 students were involved in the study. 40 students were included in each experimental and control groups. The study was a quasi-experimental research. Two groups Post- test Experimental design was adopted for the study. The strategy evolved for the experimentation consisted three methods namely; Expository Method, Co-operative learning Method and Problem solving Method. The strategy

developed was used for 10 weeks on the experimental group of the sample to teach mathematics in a Mathematics Laboratory atmosphere; whereas, the control group was taught the same Mathematics content using traditional method. At the end of 10 weeks, a post-test was administered to both the groups to evaluate and assess the performance of students. The data gathered through post-test administered on students were analyzed. From the findings, it was observed that the strategy evolved for teaching of Mathematics in a Maths lab was effective than the didactic traditional method. Also the strategy had cultivated a research attitude and positive reinforcement among the students.

The above discussion shows the research initiatives based on Mathematics laboratory. But the very basic question is ; What is next? One needs to awaken his/her sensitivities towards the institutionalization of Mathematics laboratory at all levels. The present paper highlights the efforts carried out in this direction especially at Pre-service Teacher Education (PSTE) level.

#### **Development of Maths Lab in DIET:**

The District Institute of Education and Training (DIET), Karelibaug, Vadodara is one of the best DIETs of Gujarat, working under the direct control of Gujarat Council of Educational Research and Training (GCERT), Gandhinagar. Under its major functions, Pre-service Teacher Education and in-service teachers' training are most important, which are needed continuous attention of its faculties, mainly with respect to quality improvement in elementary education.

Looking to the need of improving quality of education in Mathematics at school level, it was decided to develop a Maths lab in the DIET as an innovative practice, which would be useful to pre-service teacher trainees as well as in-

service teachers. Based on the existing content of Mathematics at elementary level, some concepts have been identified for their inclusion in Maths lab, in the various forms like mathematical experiments, activities, demonstrations, objects, models, logical proof, puzzles, measuring tools, visualization of abstractions etc. With the support of some in-service teachers, during their in-service training programme, this work was carried out carefully. All the tools / equipments were developed by using the low-cost or no cost raw materials available from the surroundings. For the development of some tools, specific/ technical support has been taken from the skilled persons like carpenter, painter/artist, blacksmith etc. Thus, a Maths lab was established in the DIET, on regular basis, with the financial support of GCERT during the academic year 2012-13. The major objectives of its development were: (i) To create interest in teaching and learning of Mathematics among the Pre-service Teacher Trainees. (ii) To develop conceptualization and specific mathematical competencies among the Pre-service Teacher Trainees; and (iii) To institutionalize laboratory approach in teaching - learning process of Mathematics.

The established Maths lab includes the following major tools/equipments/ material resources for Activities, demonstration and experimentation while teaching and learning of Mathematics.

The table in the next page shows the wide content coverage of Mathematics in the form of laboratory approach to teaching of Mathematics. With this wide range of activities, experiments and resource materials under the Mathematics laboratory, the author has initiated the experiment for the institutionalization of laboratory approach in day to day instructional settings.

**List of Maths Lab Equipments and Experiments**

| <b>Sr.</b> | <b>Title of the Concept / Demonstration Experiment / Equipments / Objects /Visualization etc..</b>   | <b>Presentation Mode</b>          |
|------------|--|-----------------------------------|
| 1.         | Explanation of Point, Collinear points, Non-collinear points   | Demonstration                     |
| 2.         | Projection of the Line segment   | Demonstration                     |
| 3.         | Models of Square, Rectangle, Circle, Equilateral triangle, Quadrilateral, Parallelogram, Right angled triangle, Right-angle, Acute angle, Obtuse angle, Linear pair, Supplementary-angles, Complementary angles etc. | Demonstration                     |
| 4.         | Dimensions of the objects : One, Two & Three Models of Cube, Cuboid, Tetrahedron, Right circular cylinder, Right-circular cone, Prism, Sphere etc.   | Demonstration                     |
| 5.         | Mathematical instrument set (Ruler, Set-squares, Divider, Protector and Compasses), Meter scale, Measuring tape, Diagonal scale, Calculators, Computer etc.  | Demonstration and Experimentation |
| 6.         | Wooden cubes to explain Base value and place value   | Demonstration                     |
| 7.         | Explanation of Napier scale  | Demonstration                     |
| 8.         | Explanation of Fractions : Fractional Kit  | Demonstration                     |
| 9.         | Models for verifying the Algebraic identities:<br>$(a+b)^2 = a^2 + 2ab + b^2$ and $(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$  | Demonstration                     |
| 10.        | Models for deriving formulae for perimeter, area and volume  | Demonstration                     |
| 11.        | Models for verifying Pythagoras theorem  | Demonstration & Experimentation   |
| 12.        | Measurement of the length of line segment  | Experimentation                   |
| 13.        | Measurement of perimeter of different shapes   | Experimentation                   |
| 14.        | Measurement of the weight  | Experimentation                   |
| 15.        | Measurement of the Area  | Experimentation                   |
| 16.        | Measurement of the Volume  | Experimentation                   |
| 17.        | Measurement of the Angles  | Experimentation                   |
| 18.        | To draw different Angles with different measurements   | Experimentation                   |
| 19.        | Models for verifying the following results:<br>•Sum of the angles of a triangle is $180^\circ$<br>•Sum of the angles of a quadrilateral is $360^\circ$   | Experimentation                   |
| 20.        | Deriving characteristics of Quadrilateral (With reference to : Square, Rectangle, Parallelogram, Rhombus, Trapezium)   | Experimentation                   |
| 21.        | Making a Square/Rectangle/Circle on the basis of given Area  | Experimentation                   |
| 22.        | Making a Cube /Cuboid / Cylinder on the basis of given Area  | Experimentation                   |
| 23.        | Deriving and measuring the angles developed by Transversal of two parallel lines : <i>Parallel lines intersected by a Transversal</i>  | Demonstration and Activity        |
| 24.        | Magic square of the type 3x3 of Magic constant 15  | Activity                          |
| 25.        | Magic square of the type 4x4 of Magic constant 34  | Activity                          |
| 26.        | Tangram (Popularly known as famous <i>Chinese puzzle</i> )   | Activity                          |
| 27.        | Model for explaining the formula of the area of a circle   | Demonstration                     |
| 28.        | Some Activities by paper folding   | Activity                          |
| 29.        | Geo-board  | Activity                          |
| 30.        | A collection of Charts, Pictures and recreational activities.  | Activity                          |

**Method -** *Diagnostic Experimental Action Research* method was adopted for the study.

### **The Sample**

The experiment carried out was in the form of a *Diagnostic Experimental Action Research*. Under this experiment, a group of 40 Pre-service Teacher Trainees (PSTTs), studying in the DIET, Vadodara during academic year 2013-14 was involved as the target group. The entire process was carried out in three phases, mentioned as below:

#### **Phase : I Pre-test :**

In the beginning of the academic year, a pre-test (Conceptual Understanding Test of Mathematics) was administered to the Pre-service Teacher Trainees (PSTTs) with a view to check their conceptualization in Mathematics, especially with reference to the concepts covered under the developed Maths Lab. Apart from this, their learning difficulties were also identified on the basis of the evaluation of the pre-test.

#### **Phase : II Treatment :**

Under this phase, the PSTTs were provided instructions on regular basis as per their prescribed time-table with the support of activities under Maths lab. Since the Method class and the Maths lab are in the same classroom, it was quite feasible to deliver a lecture and doing some practical work based on laboratory approach, simultaneously. The laboratory approach was made an integral part of their regular Method classes. Thus, they have been frequently provided learning experiences in Mathematics through laboratory method. While giving treatment through this approach, emphasis has also been given to the pedagogical aspects. Thus, availability of adequate resource materials in the lab has facilitated the intact group of PSTTs. This phase was continued up to the completion of their syllabus in the Method "Teaching of Mathematics", that is up to

the end of February, 2014. So this phase was full of activities, practical, experimentation, group-work, demonstrations, visualizations etc. along with the pedagogical knowledge.

#### **Phase : III Post-test :**

With a view to study the impact of this experiment in terms of conceptualization and development of competencies, a post-test (Conceptual Understanding Test of Mathematics) and a non-formal performance test were administered to the PSTTs.

#### **Data Analysis :**

On the basis of the evaluation done under two phases namely; pre-test and post-test, the achievement scores of the PSTTs were obtained. The significance of difference of mean scores in achievement of the PSTTs in pre and post tests was studied by calculating mean, Standard deviation and 't' – value. The detail of the same is given in the following table.

**Table 1**  
**summary of t-test conducted on pre post test mean scores**

| Test      | N  | Mean  | SD    | df | t     |
|-----------|----|-------|-------|----|-------|
| Pre-test  | 40 | 44.1  | 13.7  | 78 | 2.36  |
| Post-test | 40 | 50.85 | 11.89 |    | p<.05 |

From the above table, it can be seen that the calculated t – value was found to be 2.36 which is higher than the table value of 't' i.e. 2.02 at 0.05 level of significance. It shows that there was significant difference in the mean achievement score of PSTTs in pre-test and post-test.

#### **Major Findings:**

1. The laboratory approach has significant impact on conceptual understanding of the PSTTs.
2. Laboratory method enhances observation technique, mathematical competencies of PSTTs.
3. The various mathematical competencies like formal problem

solving, use of heuristics, estimation and approximation, optimization, use of patterns, representation, reasoning and proof, making connections, mathematical communication, measurement, visualization of the concepts/abstractions, conceptualization, analogy, critical thinking, creative thinking, deep concentration, logical thinking, case analysis, quantification, using rules of thumb, manipulation, demonstration, experimentation, optimization, reduction to simpler situation etc. learnt by the sample.

4. They are now capable of using concrete objects, verifying properties using models / paper folding / paper cutting, using different tables / charts / reference books / equipments kept in the lab, doing recreational activities, drawing figures / graphs etc. were

observed during their activities, demonstrations, experiments and under non-formal test of performance.

#### **Conclusion:**

It seems that a paradigm shift from mathematical content to creation of mathematical learning environment has made a difference. Such learning environment invites participation, engage learners, and offer a sense of success. It also facilitates the competencies based on 5E' Learning cycle [Engage, Explore, Explain, Elaborate and Evaluate]. Giving importance to processes under laboratory approach can prove it a multi-dimensional competency based approach. At the same time, a great deal needs to be done towards preparing teachers for mathematics education. A large treasury of resource material, which teachers can access freely as well as contribute to, is badly needed.

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## **Role of School Management Committee (SMC) in the light of Right to Education Act 2009**

**Vemula Muttiah\***

**Key Words : School Management Committee, RtE Act 2009**

### **Abstract**

*Right to Education Act 2009 of Government of India, has made mandatory to form School Management Committee's in all schools with certain laid down roles and responsibilities in the Act. There were an estimated eight million children 6-14 years old in India out of school in 2009. Education is a fundamental right enshrined under the Article 21 of the Constitution. The Right to Education Act is a landmark as it tends to bring the neighborhood school concept and infrastructure development according to the children and teachers. Moreover, the constitution of School Management Committee (SMC) is a significant feature in the Act. The role of the School Management Committee is to plan, implement, and monitor school development plans. The present study covered with a field study of SMCs of Warangal district in state of Andhra Pradesh. A sample of 25 SMCs has been taken purposively for the study. The study formulated the objectives to study the provisions of the RTE Act 2009 and to compare awareness and opinion of the SMCs. A self-made questionnaire for intending some quantitative and qualitative information was carefully prepared and used in the study for collection of data. Descriptive survey method has been employed for the study. The findings shows that urban SMCs were found aware about RTE Act 2009 whereas in other it was observed that they were so passive and had kept a little knowledge about Act 2009. It was observed that the urban SMCs were more aware about the RTE Act 2009 comparing the rural SMCs.*

### **Introduction**

The Right to Free and Compulsory Education Act 2009 was passed by the Parliament in August 2009, and after receiving Presidential assent, it was notified for implementation from April 1, 2010. Introduced through the 86th amendment, the RTE Act provides the children of India, in the age group 6 to 14 years, a fundamental right to free and compulsory education. This is a historic

decision for the education of the children of India. Though the RTE existed as a part of the directive principles of State Policy under Article 45 of the Constitution, it was not enforceable. For the first time in the history of India this right has been made enforceable by putting it under Article 21. Thus the right to education has been accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. This act

provides for 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood or every child in the age group of 6-14 years.

#### **School Management Committees**

State government has determined to constitute 'school management committees' for each school for effectively implementing the provisions of Free and Compulsory Education Act - 2009. The committees are to have proper representation from backward class parents; it further gives directives to appoint 50 percent women members. For effective implementation of right of children to have free and compulsory education, the local management committee to have 12 members, which include appointment of locally elected member- teacher's representative and a local educationist. The committee would meet at least once in a month; it would also monitor overall progress, school attendance and mid-day-meal. All the committees formed in past gets terminated as the new committee has enough representation from backward class and women member

#### **Role of SMC:**

SMC has a very crucial role in actualizing the goals of RTE. It has tremendous potential to transform the existing system of education, characterized by cynicism and a defeatist outlook of the system functionaries and stakeholders, including teachers and parents. Through its positive action and a constructive dialogue with other stakeholders the SMC can work towards reinstating a well functioning school system. Consistency of positive actions by SMC will change the dynamics and solutions will begin to take shape, first at local levels and then at the larger systemic levels.

#### **Parents can be the Change Leaders:**

Parents and children are the primary stakeholders of an education system and

it is they who bear the brunt of the faulting school system. They need to be given opportunities and support to bring about a change in the education system. Our role is to make them realize that they hold the powerful key to initiate the process of reversing the decline in schools, through their constructive and collective engagements with the school and other stakeholders Community members.

- Support in preparing school development plan and implementation of the same
- Bridge the distance between the school and block/district authorities by representing the school at various platforms
- Volunteer to spend time with children in schools and teach variety of skills
- Help teachers perform their job better by supporting them in material development, supporting Teachers in distribution of materials to groups, helping children to learn various crafts, musical instruments and other skills available in the community etc.
- Work as support teachers when teacher goes on leave.

#### **Supporting Teachers:**

The new relationship between teachers and community has to be based not on the power of control but on the power of mutual trust Teachers, at one level have been completely co-opted in a system of education which is definitely not pro-people in its character and on the other level they face a serious alienation within the system because of their lowest position in the bureaucratic hierarchy. On a daily basis they face rejection and disrespect. They are either defensive and refuse to accept the current decline or put the blame on parents, children and the system and bureaucracy for this sorry state of affairs in school They do not experience any challenge and excitement in their work. Teachers need to be helped to experience a new relationship with the children, school and the local community.

The whole equation and principles of relationship has to be altered. The new relationship has to be based on the power of mutual trust. The teacher needs to experience the joys of learning, discovery and success. It is only then that a teacher will be able to appreciate the superiority of this over the control based relationship which s/he inherits from the system and the society as a whole and transfers it to the classroom and children. To make them experience this new powerful relationship is an important task and challenge before anyone who wants to change the classroom and the school system. Teachers can experience the power of this new relationship in our Learning Enhancement Programme (LEP) classes and in our seasonal hostels. Teachers in the government schools are able to notice changes in the learning levels, behavior and overall confidence level of students of LEP classes and hostels. Many have started getting curious about this change in the most marginalized children who hitherto were non-performing, silent and almost excluded, reflecting very low self confidence. This is an opportunity for us to enter into a dialogue with these teachers for changing classrooms in all respects.

#### **Functions of School Management Committee:**

The School Management Committee shall perform the following functions namely

##### **A. Monitor the functioning of the school.**

- i. Ensure the regularity and punctuality in attendance by teachers of the school.
- ii. Assess the learning ability of each child and accordingly supplement additional instructions if any required.
- iii. Ensure the enrolment and continued attendance of all the children from the neighborhood of the school.
- iv. Bring to the notice of the Local Education Authority any deviation from the rights of the child, in particular

mental and physical harassment of the children, denial of admission and timely provision of free entitlements.

- v. Communicate in simple and creative ways to the population in the neighborhood of the school, the rights of the child as enunciated in the Act as also the duties of the appropriate government, local authority, school, parents and guardian.
- vi. Ensure that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.
- vii. List out specifications for equitable quality of education in a school.
- viii. Monitor the implementation of the mid day meal in the school
- ix. Ensure that no teacher shall engage himself or herself in private tuition or private teaching activity

##### **B. Preparation, recommendation, implementation and monitoring of the School Development Plan (SDP)**

- i. Every School Management Committee constituted under subsection(1) of section 21 shall prepare a School Development Plan every year in such manner as may be prescribed.
- ii. The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under Act.
- iii. Assess financial requirement and needs of the RTE Act 2009, including for providing special training facility specified in section 4. Entitlements of children such as free text books and uniforms, and any other additional requirement for fulfilling the responsibilities of the school under Act.
- iv. The School Development Plan shall be signed by the Chairperson or vice chairperson and convener of the School Management Committee and submitted to the local authority before the end of

the financial year in which it is prepared.

- v. Sub committees and sub groups with co-opted members for effective implementation & monitoring of the School Development Plan may be formed as requested / needed by the SMC preferably with parents. HM, teachers, children, educationalist, BRTes, Local Engineers, elected representatives, Civil Society members supporting the school.

***C. Monitoring of utilization of the grants received from the appropriate Government or Local authority or any other source.***

- i. Prepare an annual account of receipts and expenditure of the school. Any money received by the said committee for the discharge of its functions under this Act, shall be kept in a separate account to be audited annually.
- ii. The Annual account should be signed by the chairperson or vice – chairperson and convener of the said Committee and make available to the local authority within one month of their preparation

***D. Performance of other functions The School Management Committee shall play such roles and functions as ordered from time to time.***

The State Project Director, Sarva Shiksha Abhiyan is directed to take necessary action to constitute a School Management Committee in each school for planning, monitoring and implementation of Sarva Shiksha Abhiyan schemes as per RTE Act. Things to Keep In Mind While Engaging Community for SMC Formation

- 1. In some villages, seasonal migration is quite high and a significant number of families that migrate are absent from the villages for a large part of the year. They are, however, available in the villages during the monsoon months. Therefore it is important that the General Body meeting of SMC be

scheduled when most of the people are in villages, i.e. the period between May to September.

- 2. Community awareness is essential while forming SMC. The outcome of the awareness campaign should lead to community all parents becoming aware about the roles of the SMC and the process of its formation.
- 3. Participation of women and young adults is to be encouraged. To ensure this spirit, some steps are needed to facilitate women's participation. Separate meetings are to be organized at a time convenient for women. Gender sensitization training is to be organized for men.
- 4. To facilitate the representation of children, priority is to be given, to include a student in SMC as a member. Participation of the girl child should be encouraged. The student can be linked to Balsabha or BalSansad process, in his/her respective school.
- 5 The SMC members have to be elected by the parents of children who are enrolled in the school and the committee should be accountable to the GB of parents.

There should be at least two meetings of the GB, every year, in which SMC should share its progress. The SMC report has to be approved by the GB. This process needs to be institutionalized. The quality of the SMC will directly depend on the level and quality of the participation of parents. Therefore, it is necessary that ground work be undertaken, with utmost seriousness, towards sensitizing the larger community of parents with respect to the provisions of RTE, the roles and responsibilities of the SMC, and also their accountability towards the GB. Village youth and women (in particular SHGs, wherever they exist) need to be especially organized and trained to play an effective role in ensuring proper functioning of the SMC. A general observation is that

mothers express more concern and are better informed about their children's education. Provision of effective training and orientation to the SMC members and adequate sensitization and mobilization of parents, especially mothers, will pave the way for democratic and effective functioning of the SMCs

#### **Purpose of the Study:**

The Indian elementary education system has been successful to some extent in achieving higher levels of funding, access, enrollment and infrastructure. However, high drop-out rates, low attendance, universal, equitable and quality elementary education for all continue to be a challenge<sup>10</sup>. The RTE Act is a path breaking Act in the history of Indian Education towards providing quality elementary education to all, it is not without loopholes. The purpose of this research study is to reveal the status of implementation of RTE in rural and urban schools in Warangal district and to examine awareness and understanding of the provisions of RTE among SMC parents.. The present study findings are based on the field experience of the investigator in the school and observation/interaction with the SMC, parents and in nearby government schools. The observations and opinions of the SMC parents and children on various provisions of RTE Act helped in examining the awareness and understanding of the provisions of RTE.

#### **Objectives of the Study:**

1. To assess the level of awareness of urban SMC parents of elementary level students towards the Right to Education Act 2009.
- 2 To assess the level of awareness of rural SMC parents of elementary level students towards the Right to Education Act 2009.
3. To study the participation of SMC parents of elementary level students

towards the role play in various activities.

#### **Sample:**

The researcher has selected 25 SMCs from Warangal district of Andhra Pradesh as sample of the study.

#### **Methods and Procedure of the Study:**

In the present study the nature of the problem is descriptive .therefore, the survey method has been used in the study. The method of sampling in the present study is has been used randomly selection from all the elementary schools SMC parents has been constitute the population for the study. The study was cover male and female SMC parents of students situated in urban and rural areas in the study.

#### **Findings of The Study:**

Participation of SMC Members in Meetings according to head teachers, SMC meetings were regular in many schools in 2011-12 (Table 1). Head teachers of 25 schools reported that the meetings were conducted frequently i.e. more than 8 times in 2012. There was a difference between the opinions of SMC members and head teachers with respect to the frequency of SMC meetings as well as the Panchayati Raj is the three tier system of democratic centralization in India which provides a platform for local self governance .Issues discussed in these meetings, according to the SMC members meetings were less frequent than head teachers claimed, and discussions often focused on the utilization of funds and the school development grant which is given to each school. Head teachers reported that in some schools discussion focused on quality and school activities as well as school infrastructure (Table 1). There were variations in the opinions of SMC members as well as school heads located in various schools in three different areas. For example, in rural area 65% of 25 SMCs reported that they discussed the

**Table -1**  
**Head Teacher's Report of Contribution and Support of SMC**

| ITEMS   | Rural SMCs |      | Urban SMCs |     |
|---|------------|------|------------|-----|
|   | No.        | %    | No.        | %   |
| <b><i>Frequency of meeting in last year</i></b> |            |      |            |     |
| 1-4 times                                       | 5          | 20%  | 2          | 08% |
| 5-8 times                                       | 6          | 24%  | 4          | 16% |
| more than 8 times                               | 4          | 16%  | 4          | 16% |
| <b><i>Issues discussed in SMC meetings</i></b>  |            |      |            |     |
| Expenditure related Issues                      | 16         | 64%  | 9          | 36% |
| Quality and school activities                   | 14         | 56%  | 11         | 44% |
| <b><i>Type of contribution</i></b>              |            |      |            |     |
| Financial Contribution                          | 17         | 68 % | 8          | 32% |
| No Contribution                                 | 13         | 52%  | 12         | 48% |

**Table- 2**  
**Awareness Level and Opinions of SMC's Regarding School Related Issues**

| ITEMS  | RURAL SMCs 12 |     | URBAN SMCs 13 |     |
|--|---------------|-----|---------------|-----|
|  | No.           | %   | No.           | %   |
| Aware about teacher absenteeism  | 9             | 75% | 11            | 78% |
| Aware about students' absenteeism                                      | 7             | 58% | 8             | 67% |
| Satisfied with school functioning                                      | 6             | 46% | 8             | 67% |
| Aware about alternative means of education for never enrolled children | 5             | 41% | 8             | 67% |
| Aware about funds utilization  | 7             | 58% | 9             | 76% |

**Table- 3**  
**Awareness Level and Opinions of SMCs regarding Teacher & teaching related aspects**

| ITEMS  | RURALS MCs 12 |     | URBAN SMCs 13 |     |
|--|---------------|-----|---------------|-----|
|  | No.           | %   | No.           | %   |
| Do you make visits to schools in the village | 6             | 50% | 7             | 54% |
| Do you think that the school runs regularly? | 7             | 58% | 8             | 67% |
| Do you think that the teachers are punctual? | 5             | 41% | 7             | 54% |
| Are you satisfied with school's progress     | 6             | 50% | 5             | 39% |

utilization of funds without specifying the item on which the fund was utilized, compared to urban and rural i.e. 10% and 15% respectively. Only five SMC from rural and eight SMC from urban could provide details of the financial contribution to the schools. No other SMC in other schools in entire study area

could provide details of any financial support to the schools which indicate that they were unaware of these .The head teachers also reported that there is no contribution provided by the SMCs out of 25, in Warangal revenue division. SMC members in only two schools discussed various issues regarding the development of school.

**•Opinions about teachers' absenteeism:**

Out of 25 schools in Warangal district, SMCs of 15 schools claimed that there is no students absenteeism, in 10 schools SMCs reported that both teachers and students absenteeism was a serious problems by which between 30% and 40% of teaching time is being lost across all over the clusters.. In rural area 7 out of 12 schools', SMC members said that there was no students absenteeism in their schools and in 5 school's SMCs reported that no action was taken to prevent students 'absenteeism. In urban area SMC members in 8 schools reported that they do not have problems of student's absenteeism. Absenteeism was mentioned as a problem in SMC meetings of 5 schools.

**•Opinions about teachers' absenteeism:**

Out of 25 schools in Warangal district, SMCs of 19 schools claimed that there is no teacher absenteeism; in 6 schools SMCs reported that either they discussed or checked teachers' presence in the school. In rural area 9 out of 12 schools', SMC members said that there was no teacher absenteeism in their schools and in 3 school's SMCs reported that no action was taken to prevent teachers' absenteeism. In urban area SMCs members in 11 schools reported that they do not have problems of teacher's absenteeism. Absenteeism was mentioned as a problem in SMC meetings in 2 schools.

**• Provision of support to parents by SMC members:**

48 % of SMCs in Warangal district are unaware of alternative options to educate those children who were out of school. Urban SMCs were in favor of conducting bridge courses and conducting literacy campaigns with teachers to make parents and community members more aware, and encourage them to send their children to school. In rural large proportion of SMCs do not have any knowledge about any alternative ways of

providing basic education to their children.

**•Opinions regarding school functioning:**

44% SMCs were not satisfied with the functioning of some schools where the learning level of children is very low. This is most common in rural area and only 46% of SMCs reported that they are satisfied with the functioning of the school. In Urban area, around 67% of the SMCs reported that they were satisfied with the functioning of the school; the performance of the students' was very low. However, the majority of SMCs (52%) in the Warangal district reported that they were satisfied with the functioning of the school.

**• SMC members gave various reasons for a lack of satisfaction with schools:**

- Lack of classrooms;
- Teachers and teaching aids;
- Teachers' ineffectiveness; and
- Lack of teacher's interest in children's studies

According to the opinion of the 60% SMC parents, they were satisfied with school activities of (2011-12). SMC parents of 6 schools out of 12 from rural area reported that they visited the schools, and 8 SMC schools out of 13 from urban area reported that they visited the schools for various reasons. 48% of SMC parents were satisfied with punctuality of the teachers and also 52% of SMC parents are not satisfied with the progress of the schools

**Conclusion:**

Government has enacted and implemented the Act in the right spirit towards providing quality elementary education to all. Functions Performed by SMC and involvement, only 54 % of SMC members could prepare the school development plans. It could as well be that they were not included as part of the plan preparation process. A higher percentage of schools had SMC members involved in monitoring their functioning (66.3%) and

the in motoring the utilization of school grants (64.2%) and 48% of SMC parents were satisfied with punctuality of the teachers. It is reported that the Panchayat Raj Institutions and Urban Local Bodies were involved in the management of the schools in 59 % of them. More details regarding their involvement have not been reported. Given the fact that basic aspects of

community participation such as the election processes were not followed in half the schools and gender and social constitution norms of SMCs were not followed in SMC formation in half the schools it is not possible that there would be any serious involvement by PRIs and ULBs. Status of Community Participation in the District where most of the schools have constituted SMCs in Urban (76%) and in Rural (63%)

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## A Study of the Impact of Total Learning Package Developed by GCERT for Elementary Education in Gujarat

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**Key Words :** *Total Learning Package, Elementary Education*

### Abstract

*Quality in Elementary education is very much affected by the indicators like learners' achievement, curriculum, text - books, basic infrastructure amenities, quality of teachers, child centered strategies, teaching -learning process, classroom transaction, evaluation, educational resources etc. Quality in education means it the depth of understanding may be reached among the learners through the curriculum or effective implementation of Total Learning Package (TLP). Gujarat state has initiated the development of TLP keeping in mind the National Curriculum Framework (NCF- 2005) and Right to Free and Compulsory Education of Children Act (RTE- 2009). The TLP has already been implemented in the first semester during academic year 2010-11, as pilot study in 566 schools. The present paper focuses on the impact study of the implemented TLP with reference to learning outcomes of the students, overall teaching - learning processes and reactions of the Students, Head masters, Teachers, Parents, CRCCs, BRCCs and DIET lecturers about the newly piloted textbooks in the standard I to VIII.*

### Introduction

Education has been realized as an important change agent for nation development and is considered a fundamental right for all Indian citizens. Providing educational opportunities to all citizens has become the prime responsibility of the government and therefore, free and compulsory primary education is being offered to all children as a constitutional commitment in India and mainly to achieve the goals of Universalization of Elementary Education (UEE). After the implementation of SSA and acceptance of right to elementary

education as fundamental right, the quantitative growth in Elementary education has been tremendous. This shows that, concerted efforts have been made by the GoI. But, still certain problems have been observed by Mehta(2011), with respect to School and facility indicators, Enrolment based indicators, Teacher related indicators and Educational Development Index (EDI), which are as follows:

► Though a majority of schools have the essential facilities, there are still a few schools without adequate number of instructional rooms and teachers.

- ▶ The majority of schools are located beyond one kilometer.
- ▶ Despite significant improvement in schools, a good number of schools are to be provided with minimum essential physical, ancillary and teaching-learning facilities.
- ▶ The average dropout rate being high at primary level, it needs to be checked without which the goal of UEE cannot be achieved.
- ▶ The impressively increased enrolment over a period of time is still not enough to achieve the goal of UEE.
- ▶ A good number of schools are single - teacher schools despite availability of an average of four teachers per school; all of which need serious intervention.
- ▶ The quality of education in terms of students' attainment across the country is not satisfactory but it can be improved through active participation of teachers.
- ▶ Need based in-service programmes can be of great help in improving classroom transaction, but the efforts of trained teachers through in-service programmes are not reflected in the learners' attainment which is still a major area of concern.
- ▶ To improve the overall position with respect to EDI, the states should compute district-specific EDIs and analyze EDI values separately in case

of access, infrastructure, teachers and outcome indicators.

Considering that the adverse conditions in the schools may have negative effect on enrolment, retention and quality of education, Gujarat has made some efforts named as *Shala Praveshotsav*, *Kanya Kelavani Abhiyan*, *Gunotsav*, *Kasturba Gandhi Balika Vidyalaya (KGBV)*, *Computer Aided Learning (CAL)*, *National Programme for Education of Girls at Elementary Level (NPEGEL)*, *Pragna*, *BaLA (Building as Learning Aid)*, *Alternative Schooling Programme*, *Activity Based and Joyful Learning* etc. mainly to achieve the goals of UEE and quality of education at elementary level.

Rapid changes in educational outlook and sense of competitiveness necessitated the quality improvement in education. Further, it has necessitated the empirical evidences of the implemented efforts for quality improvement. Hence to know, where do we stand? and What are the impact of our efforts?, research studies are carried out by Gujarat Council of Educational Research and Training (GCERT) continuously with the support of DIETs and University Education Departments in the state. Few of them are discussed briefly hereunder.

**Table No. 1**  
**Average Achievement at Primary Level in Gujarat**

| <b>Research Project</b> | <b>Year</b> | <b>No. of Districts</b> | <b>Standard Covered</b> | <b>No. of sch. Subjects</b> | <b>Sample Size</b> | <b>Average. Achiev.%</b> |
|-------------------------|-------------|-------------------------|-------------------------|-----------------------------|--------------------|--------------------------|
| <b>GAP-I</b>            | 1998-99     | 19                      | 3 to 6                  | 18                          | 32,232             | 47                       |
| <b>GAP-II</b>           | 2000-01     | 18                      | 3 to 7                  | 27                          | 96,886             | 49                       |
| <b>GAP-III</b>          | 2002-03     | 23                      | 3 to 7                  | 27                          | 1,20,160           | 54.15                    |
| <b>GAP-IV</b>           | 2004-05     | 23                      | 5 to 7                  | 21                          | 72,379             | 55.84                    |
| <b>GAP-V</b>            | 2008-09     | 24                      | 3 to 6                  | 20                          | 3,99,360           | 60.86                    |
| <b>GAP-Urban</b>        | 2009-10     | 23                      | 3 to 7                  | 24                          | 76,892             | 60.44                    |

**(i) Gujarat Achievement at Primary (GAP - I to V & GAP - Urban)**

As a concern for continuous monitoring of students' achievement and assessment of educational progress on standardized achievement tests, GCERT has sponsored a series of surveys, entitled; "**Profiles of Academic Achievement of the primary school children of Gujarat**" since 1998-99 under the frameworks of Minimum Levels of Learning (MLLs). Up to the date six research projects (GAP - 1 to 5 and GAP - Urban) have been completed. The brief detail of the same with respect to year, Number of districts covered, Standard covered, Number of subjects covered, Number of students and Average achievement in percentage can be seen from the table no. 1.

The average achievement percentage mentioned in the table no. 1, shows gradual increase in the overall average achievement of the students in Gujarat.

**(ii) Reading, Writing and Numeracy Skills Enhancement Programme (RWNSE)**

The RWNSE programme was implemented during two academic years 2003-04 and 2004-05. Under this, the weak students, (named as 'Dear Students') were identified from Std. 3 to 7 in the schools of Gujarat and implemented RWNSE programme, to enhance their basic skills. The data of the results of both the experiments are mentioned in the table no. 2

**Table No. 2**  
**The Results of RWNSE Programme**

| Particulars  | 2003-04   | 2004-05   |
|--|-----------|-----------|
| Total number of students in Std. 3 to 7            | 41,98,675 | 40,45,596 |
| No. of identified 'Dear Students' from Std. 3 to 7 | 9,62,340  | 7,91,213  |
| No. of successful Dear students                    | 7,09,261  | 6,20,152  |
| % of successful Dear students                      | 74        | 78.38     |

The percentages of successful 'Dear students' indicate the achievement of the RWNSE programme. The effectiveness of the same further studied on a sample of 9662 students through an experimental research. The significant effect of RWNSE programme was found on the achievement of sampled Dear students.

**(iii) School Achievement Profile and School Gradation Project (SAP & SGP)**

SAP (2008-09) & SGP (2009-10) are two sequential state level research projects, under which the primary schools were given grades on the basis of the average achievement of the students in Std. 4<sup>th</sup> and 7<sup>th</sup>. The achievement tests were constructed in different subjects and administered scientifically under both of these projects. The comparative statistical details of SAP and SGP are given in the table no. 3.

**Table No. 3**  
**The Comparative Statistical Details of SAP (2008-09) and SGP (2009-10)**

| Project | Std.            | Total No. Schools | Total No. Students | Average Achieve | State Average | Schools >Avrge. | %    | Schools < Avrge. | %    |
|---------|-----------------|-------------------|--------------------|-----------------|---------------|-----------------|------|------------------|------|
| SGP     | 4 <sup>th</sup> | 31822             | 856228             | 57.08           | <b>58.70</b>  | 18462           | 57.1 | 13879            | 42.9 |
| SAP     |                 | 31035             | 809435             | 57.92           | (For SAP)     | 17262           | 53.6 | 14915            | 46.4 |
| SGP     | 7 <sup>th</sup> | 20513             | 657279             | 55.60           | <b>56.34</b>  | 10575           | 32.7 | 21766            | 67.3 |
| SAP     |                 | 19710             | 585934             | 59.48           | (For SGP)     | 10030           | 31.2 | 22147            | 68.8 |

On the basis of the detail regarding number of schools having average achievement greater than the state level average in case of both Std. 4<sup>th</sup> and 7<sup>th</sup> under SAP and SGP, it can be seen that the numbers of good schools were increased in case of SGP with compared to SAP.

Thus, it shows that the state is struggling hard for ensuring the quality of education and achieving the goals of UEE. But still, the overall scenario is quite challenging for the system of education. It further provokes one to think and become much clearer about the development and quality of Elementary education.

#### **Development and Quality of Elementary Education**

The provision and use of elementary education services in India has been improving quite fast during the last decade. However, it is important to look at outcome indicators along with input and process indicators too. Keeping this in view, the National University of

Educational Planning and Administration(NUEPA) has computed EDIs for all the states based on four components viz. Access, Infrastructure, Teachers and Outcome; separately. On the basis of the computed EDIs, the states are also given Rank. The calculated EDIs and Ranks for primary and upper primary education of Gujarat are mentioned in the table no. 4.

The lower values of EDI (0.752, 0.692, 0.722, 0.638, 0.588 and 0.626) in case of Outcome index at primary and upper primary levels suggest that the schools are not placed well with regard to outcome indicator. The composite EDIs and ranks given for the years 2008-09, 2009-10 and 2010-11 are also not satisfactory. Thus further creates a question against quality of Elementary education in Gujarat. It is obvious that only development can't lead towards quality of education. Then, what really need for the quality?

Quality is the first step towards excellence in education. The quality in Elementary education is very much affected by the

**Table No. 4**

#### **The Educational Development Index and Rank of Gujarat**

| <b>Index</b>                      | <b>Level</b>    | <b>2008-09</b> |             | <b>2009-10</b> |             | <b>2010-11</b> |             |
|-----------------------------------|-----------------|----------------|-------------|----------------|-------------|----------------|-------------|
|                                   |                 | <b>EDI</b>     | <b>Rank</b> | <b>EDI</b>     | <b>Rank</b> | <b>EDI</b>     | <b>Rank</b> |
| <b>Access Index</b>               | Primary         | 0.570          | 12          | 0.569          | 13          | 0.568          | 19          |
|                                   | Upr. Primary    | <u>0.823</u>   | 02          | <u>0.798</u>   | 02          | <u>0.843</u>   | 02          |
| <b>Infrastructure Index</b>       | Primary         | 0.700          | 14          | 0.684          | 18          | 0.720          | 17          |
|                                   | Upr. Primary    | 0.710          | 14          | 0.684          | 22          | 0.712          | 20          |
| <b>Teacher Index</b>              | Primary         | 0.790          | 10          | 0.816          | 10          | 0.847          | 09          |
|                                   | Upr. Primary    | 0.673          | 21          | 0.848          | 14          | 0.838          | 13          |
| <b>Outcome Index</b>              | Primary         | <u>0.752</u>   | 10          | <u>0.692</u>   | 16          | <u>0.722</u>   | 26          |
|                                   | Upr. Primary    | <u>0.638</u>   | 20          | <u>0.588</u>   | 25          | <u>0.626</u>   | 31          |
| <b>Composite Index &amp; Rank</b> | Primary         | 0.698          | 07          | 0.584          | 13          | 0.720          | 10          |
|                                   | Upr. Primary    | 0.706          | 16          | 0.730          | 18          | 0.757          | 16          |
| <b>Composite</b>                  | Pri. + Upr Pri. | 0.702          | <b>13</b>   | 0.657          | <b>15</b>   | 0.739          | <b>14</b>   |

indicators like learners' achievement, curriculum, text - books, basic infrastructure amenities, quality of teachers, reason specific child centered strategies, teaching -learning process, classroom transaction, evaluation, educational resources etc.. The quality dimension also needs to be viewed from the point of view of experiences designed for the child in terms of knowledge and skills mainly to be included in the subject areas. The foremost challenge therefore lies that quality should be considered as the central theme of curriculum reform. Quality of education is governed by three processes namely curriculum, teaching - learning process and evaluation. Thus, the real quality that is the depth of understanding should be reached among the learners through the above three processes or effective implementation of Total Learning Package (TLP).

#### **Total Learning Package: (TLP)**

Gujarat has initiated the development of TLP keeping in mind the National Curriculum Framework (NCF 2005) and Right to Free and Compulsory Education of Children Act (RTE 2009). The TLP has already been implemented in the first semester during academic year 2010-11, as pilot study in 566 schools. *Usually TLP includes text books, teacher's hand books, other teaching learning materials, library and Continuous and Comprehensive Evaluation (CCE).* GCERT is really interested in assessing the outcomes in terms of students' achievement at different levels after implementation of newly developed TLP. Basic questions which require answers are:

- i. To what extent is basic learning outcomes being achieved?
- ii. To what extent is higher order learning outcomes being achieved?

It was to answer these research questions that the present study was taken up.

#### **Objectives of the Study**

The objectives of the study are given hereunder:

1. To assess the learning outcomes of the students in the standard I to VIII.
2. To study the overall teaching - learning processes in the schools.
3. To study the reactions of the Students, Head masters, Teachers, Parents, CRCCs, BRCCs and DIET lecturers about the newly piloted textbooks in the standard I to VIII.
4. To assess the impact of the TLP with reference to:
  - a. Students learning outcomes
  - b. Teaching learning process
  - c. Reactions of the students, teachers, headmasters, parents, CRCCs, BRCCs and DIET lecturers.

#### **Methodology**

The methodology adopted for the present study was 'Descriptive Survey Method'. The detail of the same has been described hereunder.

#### **Sample:**

The sample consisted of Government primary schools of Gujarat, Students of Standard I to VIII, Head masters, Teachers, Parents, Cluster Resource Centre Coordinators (CRCCs), Block Resource Centre Coordinators (BRCCs) and District Institute of Education and Training (DIET) lecturers. The detail related to selection of sample size is given hereunder.

#### **(a) Sampling of Schools**

Since the TLP has already been implemented in 566 schools of Gujarat, the 10 per cent (i.e. 57) schools were selected by using stratified random sampling technique for each experimental and control group, as the sample. The detail of the same is given in the table no. 5.

#### **(b) Sampling of Students**

The intact classes of standard 1 to 8 in all the sampled schools were selected for the purpose of assessing learning

outcomes of the students in case of both experimental and control groups. Thus, for selecting the sample of students, cluster sampling technique was used under the study. The sample selected under both the phases of the study (i.e. Semester -1 and Semester-2) have been

given standard wise in the table no. 6 and 7 respectively.

Under phase – I, total 22,341 students of Std. 1 to 8 (i.e 10,290 and 12,051 students for experimental and control groups respectively) were selected.

Under phase – II, total 23,720 students of Std. 1 to 8 (i.e 11,517 and 12,203 students for experimental and control groups respectively) were selected.

**(a) Sampling of Teachers, Head masters, Parents and other Stake holders**

In order to study the reactions of the Teachers, Head masters, Parents, CRCCs, BRCCs and DIET lecturers about the newly developed TLP and its impact, those who were available either at the time of their work place or during the days of field investigators' visits to the schools for data collection, were selected. The phase wise detail of the selected Teachers, Head masters, Parents, and a composite group of [CRCCs, BRCCs and DIET lecturers] is given in the table 8.

**Table No. 5**  
**Selection of schools as the sample**

| Sr.          | Zone            | District     | Block         | No. of Sch. |           |
|--------------|-----------------|--------------|---------------|-------------|-----------|
|              |                 |              |               | Exp         | Cnt       |
| 1            | South Gujarat   | Surat        | Kamrej        | 8           | 8         |
| 2            | Saura-shtra     | Amreli       | Rajula        | 10          | 10        |
| 3            | North Gujarat   | Sabarka-ntha | Pranuj        | 11          | 11        |
| 4            | Central Gujarat | Pancha-maha  | Shahera       | 25          | 25        |
| 5            | Urban           | Ahmeda-bad   | M.pura Vadana | 4           | 4         |
| <b>TOTAL</b> |                 |              |               | <b>57</b>   | <b>57</b> |

**Table No. 6**  
**Sample size of the students (Phase – I)**

| Standard Group      | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8   | Total        |
|---------------------|------|------|------|------|------|------|------|-----|--------------|
| <b>Experimental</b> | 1695 | 1567 | 1392 | 1366 | 1323 | 1299 | 1193 | 455 | <b>10290</b> |
| <b>Control</b>      | 1716 | 1766 | 1762 | 1761 | 1642 | 1470 | 1441 | 493 | <b>12051</b> |
| <b>Total</b>        | 3411 | 3333 | 3154 | 3127 | 2965 | 2769 | 2634 | 948 | <b>22341</b> |

**Table No. 7**  
**Sample size of the students (Phase – II)**

| Standard Group      | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | Total        |
|---------------------|------|------|------|------|------|------|------|------|--------------|
| <b>Experimental</b> | 1677 | 1580 | 1616 | 1683 | 1521 | 1581 | 1326 | 533  | <b>11517</b> |
| <b>Control</b>      | 1863 | 1766 | 1689 | 1752 | 1789 | 1455 | 1320 | 569  | <b>12203</b> |
| <b>Total</b>        | 3540 | 3346 | 3305 | 3435 | 3310 | 3036 | 2646 | 1102 | <b>23720</b> |

**Table No. 8**  
**Numbers of selected Teachers, Head masters, Parents and other stake holders as the sample**

| Phase           | Teachers | Head masters | Parents | [CRCCs / BRCCs / DIET Lectr.s] |
|-----------------|----------|--------------|---------|--------------------------------|
| <b>Phase-I</b>  | 379      | 52           | 75      | 51                             |
| <b>Phase-II</b> | 163      | 51           | 46      | 22                             |

### Tools and Techniques:

The following major tools were used to collect the data under the study.

- i. Classroom Observation Schedule
- ii. Questionnaire for Head masters
- iii. Questionnaire for Teachers
- iv. Questionnaire for CRCCs / BRCCs / DIET lecturers
- v. FGD for Students
- vi. FGD for Parents
- vii. Subject wise Achievement tests for the students of Std. 1 to 8

Tool no. (i) to (vi), were similar, while Achievement tests [under tool no. (vii)] were separate for both the phases of the study. All the tools were developed by a team constituted by GCERT, under a series of two workshops. The tools were prepared in Gujarati language only.

### Data Collection

A group of 175 Field Investigators (FIs) were oriented prior to each phase of data collection. Since they had to carry out the manifold tasks together, they were oriented about how to do the work scientifically, cooperatively and efficiently by employing the tools. During the prescribed schedule of six days, quantitative data in terms of students' learning outcomes and qualitative data in terms of reactions of Students, Teachers, Head masters, Parents, CRCCs, BRCCs and DIET lecturers were collected with the help of the tools.

### Data Analysis

The procedure of data analysis adopted under the study was qualitative as well as quantitative. For the data analysis related to learning outcomes of the students, the statistical measures like Mean, Standard deviation and t-values were computed with the help of statistical software while, the reactions of Students, Teachers, Head masters, Parents, CRCCs, BRCCs and DIET lecturers were analyzed with the help of frequencies and percentages.

### Major Findings

#### (a) Related to Learning outcomes of the Students:

- ❖ Out of the total 175 [ 05 (Districts) X 35 (School Subjects) ] probable cases of significance of difference in mean achievement of both the groups, only in 56 cases the mean achievement of experimental groups was higher than that of control groups, under phase – I.
- ❖ Out of the total 175 probable cases of significance of difference in mean achievement of both the groups, only in 46 cases the mean achievement of control groups was higher than that of experimental groups, under phase – I.
- ❖ It was found that in maximum cases (i.e. 73 out of 175), there was no significant difference in mean achievement of experimental and control groups, under phase – I.
- ❖ Out of the total 175 probable cases of significance of difference in mean achievement of both the groups, only in 40 cases the mean achievement of experimental groups was higher than that of control groups, under phase –II.
- ❖ Out of the total 175 probable cases of significance of difference in mean achievement of both the groups, only in 40 cases the mean achievement of control groups was higher than that of experimental groups, under phase – II.
- ❖ It was found that in maximum cases (i.e. 95 out of 175), there was no significant difference in mean achievement of experimental and control groups, under phase – II.

#### (b) Related to Teaching-Learning Process

- ❖ Majority of the teachers (i.e. 97.37%) kept in mind the educational objectives of teaching during the process of instruction.
- ❖ Majority of the teachers (i.e. 75 %) used "Questioning technique" for introducing the lesson.
- ❖ Majority of the teachers (i.e. 90.35 %) were found to be using variety of TLMs,

to facilitate the teaching learning process.

- ❖ 62.28 per cent teachers took support of local resources (e.g. Milk dairy, *Gram Panchayat*, local library, Garden and specimens of fruits, leaves, sand, soil etc.) during the teaching learning process.
- ❖ Most of the teachers (73.68 %) were found giving positive reinforcement to the students.
- ❖ 89.47 per cent teachers were using methods/techniques/activities suggested in teacher's handbook during classroom teaching.
- ❖ 77.19 per cent teachers found to be verifying frequently the understanding level of the students while teaching.
- ❖ Majority of the teachers (i.e. 78.07 %) found dealing with the students affectionately.
- ❖ 26.32 % teachers call students' parents in case of any indiscipline of the student. Sometimes they apply punishment / scolding / insulting and giving more home work etc. as disciplinary actions in the class.
- ❖ In 91.23 per cent observed classrooms the environment found peaceful.
- ❖ In 93.86 % classrooms, there was enough seating arrangement for the students.
- ❖ 89.47 % observed classrooms were facilitated with necessary teaching learning materials, while 10.53 % classrooms were still deprived of such facility.
- ❖ In 95.61 per cent observed classes, teachers could manage the class well during the instructional process.

**(c) Related to Head Masters' Reactions:**

- ❖ Majority of the Head masters believed that variety of approaches is merged in the new text books.
- ❖ Majority of the Head masters (i.e. 94.17 %) observed changes in teaching methods of teachers after implementation of new text books.

❖ Teachers are facilitated mainly by personal guidance, discussion, in-service training, CRC meetings and providing TLMs.

❖ 95.14 per cent Head masters were agreed that the use of library has been increased.

❖ Different skills are evaluated by the teachers at school level with the help of teaching-learning activities.

❖ 76.69 Head masters received the textbooks and teacher's handbook in time while, 23.30 % Head masters did not receive the same in time. They received the textbooks and teachers handbook quite late in November that is at the end of the first semester.

❖ The Head masters have provided following major suggestions for meaningful implementation of the new text books.

- Teacher should be made free from the other non-teaching activities / duties.
- Intensive training should be imparted to the teachers for better implementation.
- Text books and teacher's hand book should reach to the schools, in time.
- Separate Exercise / Activity / work book should be provided to the students.
- The TLMs, required for the activity should be provided.
- In English of Std. 7, meaning and explanation of difficult words should be included.
- More examples should be given in mathematics for practice.
- Appropriate monitoring system should be developed.
- The contents of Social sciences should be more simple and in story form.
- Std. 1 to 5 should be converted into "PRAGYA" classes.
- Enough care should be taken for making the textbooks error free.
- Reflective questions should be given more emphasis.
- In English subject, instructions should also be given in Gujarati.



- Gujarati poems should be lyrical, to make them more interesting.
- (d) Related to Teachers' Reactions:**
  - ❖ Teachers found the following new dimensions of the newly developed text books.
    - Colorful book attracts students to read.
    - Authors' introduction along with photographs, are given in the lessons.
    - Maps and graphs have been given to facilitate the students.
    - Novel topics and presentation through stories have been included.
    - Different evaluation patterns have been suggested.
    - More emphasis is given to grammar.
    - Various examples and activities are given, that make the content interesting and easier.
    - Various methods and approaches make the content simple and interesting.
    - More logical and Step wise presentation of the topics, is given.
    - Thought provoking and divergent questions are incorporated in the exercises.
    - Size of the text books seems appropriate to reduce the burden.
    - The content helps students to generate knowledge.
    - Experiential learning is emphasized.
    - There is provision for students to present their views.
  - ❖ 81.73 per cent teachers considered 'more activities' as an innovation in teacher's edition.
  - ❖ Majority of the teachers (81.73 %) felt better use of teacher's edition in planning of activities. They also indicated the utility of the same mainly for lesson planning, CCE, providing a variety of learning experiences and for getting specific guidance.
  - ❖ 70.71 per cent teachers get support of in-service training for effective use of new text books in teaching. Apart from this, they have been supported by the school principal, CRCCs, BRCCs. But, there has been least support from parents and community in this regard.
  - ❖ Majority of the teachers evaluate their students mainly with the help of activities, questioning, oral and written tests.
  - ❖ Teachers mentioned their efforts mainly to develop various skills among the students, as follows.
    - Organizing sports activities and celebration of special days / festivals
    - Organizing various competitions like Debate, Elocution, Story - telling, Essay writing, Quiz, *Rangoli*, Action songs, *Garba*, Patriotic songs, Creative work etc.
    - Asking divergent questions and giving application based home work
    - Creating friendly environment
    - Emphasizing cleanliness and socialization
    - Providing individual guidance
    - Demonstration and Implementation of variety of activities
    - Giving Project work
    - Encouraging peer group learning and group discussion
    - Organizing assembly and cultural events
  - ❖ 71.03 per cent teachers found implementation of new text books easy, while 18.81 % of teachers were not in favor of this with their arguments listed below.
    - They have received the new text books and teacher's edition quite late.
    - It requires lot of time for preparation of TLMs.
    - Reference books are not available in the library.
    - Completing the course is time consuming.
    - English is very difficult for the students.
    - It is difficult to carry out and justify all activities.
    - One can't expect self learning from each and everyone.
    - It will take time to adapt new approach.

❖ 59.04 per cent teachers were satisfied with the new text books, whereas 29.33 % teachers suggested some changes in the new text books, which are as follows.

- Multiple Choice Type Questions should be added.
- Extra activities are to be added.
- Binding and paper quality of textbooks should be improved.
- Poems should be simple and lyrical.
- More puzzles are to be added.
- Make equal distribution of syllabus in each semester.
- Revision/practice should be given for writing, particularly in English.
- Add evaluation at the end of the chapter.
- Give answers at the end of each chapter.
- Drawings and related questions must be on the same page or opposite pages.
- Add more words in Std. 1 & 2.
- More clarification is required in Std. 7<sup>th</sup> and 8<sup>th</sup> Science and technology.

❖ 51.84 % teachers were satisfied with the new teacher's edition, whereas 37.45 % teachers suggested some changes in the teacher's edition, which are as follows.

- Topic related stories, songs, activities should be given.
- Diagrams / figures should be made very clear.
- For every lesson teaching method should be specified.
- More information/guidance should be provided regarding activity, stories and reference books.
- List of reference material should be given at the end of the chapter.
- More examples should be given in Mathematics teacher's handbook.
- Objective / expected behavioral changes should be highlighted.

❖ According to the teachers, students found the new textbooks better with compared to the earlier textbooks.

#### **(e) Related to reactions of CRCCs / BRCCs / DIET Lecturers:**

❖ The group members mentioned following expectations for classroom teaching with reference to implementation of new textbooks.

- Activity based education should be imparted.
- Enough TLMs should be available to facilitate teaching learning process.
- Teacher's edition, Local resources and Reference materials should be used while teaching.
- Teacher's preparedness is must for effective classroom teaching.
- Experiential learning, Life oriented education, Construction of knowledge, thought provoking questions etc. are to be emphasized under teaching learning process.
- In-service teachers should be trained in pedagogical aspects.
- Monitoring should be done to motivate teachers and students.
- To ensure involvement of students along with group work in teaching learning process.
- Teacher – student relationship and equity in classroom should be maintained.

❖ The group members observed good practices in the classrooms, as follows.

- Students were actively participating in teaching learning process.
- Teachers were using local resources in teaching learning process.

#### **(f) Related to FGDs for students:**

❖ Majority of the students felt the following major changes and innovations in teaching – learning with compared to the last year.

- Adaptation of semester system in the academic year
- New text books are full of activities, coloured pictures, more examples, picture stories, creative work (e.g. *Vicharo ane kaho*, *Aaa panu to maru* etc.), songs etc.

- Use of teaching aids and local resources are increased in classrooms.
  - Picture based activities / stories / written work, new songs, exercises for practice work, local specific aspects etc. are added in new text books.
  - Presentation of content in the text books is interesting and easy to understand.
  - Number of chapters is increased but burden of learning is decreased.
  - Space is provided in the text books for writing.
  - Difficulty in recognizing some of the pictures
  - Some poems given in the language text books are not lyrical
  - Text books are divided into two parts
  - Number of chapters is increased
  - Questions given in the text books are difficult
  - English text books have become more difficult.
  - In the English text books, Instructions given only in English & Spellings are not given
  - Space provided in the text books for writing is not enough.
  - ❖ Students mentioned that their teachers solve their problems in learning by;
    - Asking more and more questions.
    - Giving explanation with the help of illustrations, play way method and activity.
    - Providing personal guidance.
    - Giving more practice through drilling and recapitulation.
    - Using local resources and teaching aids.
- (g) Related to FGDs for Parents:**
- ❖ All the parents were satisfied with the teaching provided in the schools to their children.
  - ❖ Almost all the parents visit the school sometimes, mainly for the following reasons;
    - To drop their children at school.
    - To keep the watch on their progress in learning.
    - When they are called by the class teacher or Head master with regard to any complains or suggestion related to their children.
    - To participate in National festivals / *Shala Praveshotsav* / Parents meeting / SMC (School Management Committee) meeting / any school level programme.
    - To get the amount of government scholarship from the school.
  - ❖ Teachers discuss about the aspects like regularity, learning progress, hand writing, characteristics, profile etc. of their children with the parents.
  - ❖ Parents are shown the progress report of their children at the end of each term.
- Conclusion**
- The study revealed that, the learning outcomes of the students in the standard I to VIII was not up to the mark. In majority of the cases (i.e. 73 and 95 under phase – I and phase – II, respectively) there was no significant difference in mean achievement of experimental and control groups. It shows that the achievement of students in experimental groups is not satisfactory as far as the learning outcome is concerned. Also it clearly shows that there is no significant effect of newly implemented TLP on learning outcomes of the students.
- With respect to the overall teaching – learning process in the schools, it was seen the positive impact of TLP on teaching learning process. Remarkable changes have been observed in respect of teaching learning strategy implemented by the teachers, their communication and relation with the students, classroom environment, seating arrangement and overall class management. However, the impact of TLP on teaching learning process has not been reflected significantly in the learning outcomes of the students.

It's a fact that TLP can work as a tool for the teaching learning process. Thus, it demands better knowledge, understanding and skills for its effective implementation. It reveals that focused efforts should be done keeping in view the effective teaching learning process mainly with reference to pedagogical aspects. Indirectly, it also necessitates the proper training inputs for the in-

service teachers to implement the culture of better implementation of TLP.

The reactions of students, teachers, Head masters, CRCCs, BRCCs, DIET lecturers and parents found reasonably encouraging, mainly for the curriculum planners, textbook writers and the education system. It reveals their consensus on the usefulness of the newly implemented TLP, in majority.

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## **Development of Commerce Achievement Test (CAT)**

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**Key Words : Commerce Achievement Test**

### **Abstract**

*The purpose of this study was to develop and standardize a commerce achievement test (CAT) for higher secondary level students of commerce. The validity of the test was established from expert's opinion on each item and a pilot test was conducted on the initial poll of items to establish a preliminary version of commerce achievement test for further refinement and evaluation in the formal study. This study focused on the necessity of constructing and using Standardized commerce achievement test for students of commerce. This study discussed the qualities which a good test should have namely validity and reliability.*

### **Commerce Education**

The goal of higher secondary education enables to support high quality learning as preparing individual students to prefer programs that suit their skills, aptitude and interests. The higher secondary curriculum is the combination with a broader assortment of learning options (Science, Commerce and Humanities streams) outside traditional classroom instruction will permit students to better customize their high school education and improve their prospects for success in school and daily life.

The commerce education program will build a strong foundation for those who wish to move on further study and training in specialized areas such as management, international business, marketing, accounting, information and

communication technology or entrepreneurship. It will also provide practical skills for those who wish to move directly to the workplace. Engaging in the world of business involves studying individuals, communities and organizations; assessing their needs and problems and generating solutions. Business studies and accounting draw upon facts, concepts and process derived from inter connection of other disciplines like marketing and communication; accounting and mathematics; entrepreneurial studies and technology; international business and world studies; management and studies of society and human nature.

The fundamental purpose of a good commerce curriculum provides students with the knowledge, skills and attitudes

necessary to achieve success in daily life. These goals can be achieved in a concrete and practical context through real-world learning activities that combine the activities that combine the acquisition and application of knowledge and skills.

The modern civilization is a commercial civilization and thus the wonderful achievements of commerce have glorified the modern world. A citizen of modern world sees the countless manifestation of commerce all around him. Commerce has shrunk the world and totally changed the human outlook. In fact, commerce now has an all-pervading influence on every sphere of human activity. Every advancement in commerce depends on our understanding of nature but nothing can be comparable to the commercial revolution in its impact on man's development and outlook.

### **Importance of Commerce**

Commerce, as a teaching subject, possesses various values such as intellectual values, utilitarian values, cultural values, moral values, and aesthetic values. Considering the subject from this point of view, commerce is the most inexhaustible storehouse of knowledge. It opens new horizons of knowledge everyday and is continuously adding to the cultural heritage of making the ever increasing new knowledge, new explorations and new ideas. It makes man aware of the vastness of the unknowable in the universe. Commerce develops insights in to the expanding universe of knowledge and mysteries of creation and existence, which have always attracted the attention of man since the dawn of civilization. Besides satisfying the intellectual curiosity of man and providing materials and media for intellectual exercise, Commerce has disciplinary effect on the minds of man. Since commerce covers the widest range of knowledge, the learner wonders at the

intricacies and mysteries of the universe, the known and the unknown. These tend to create a broader outlook in the mind of the learner.

Commerce has made a tremendous impact on the cultural life of the present day society, which is a product of commerce. The thinking, feeling and actions of a modern man are practically guided by the effects of commerce. The study of commerce brings behavioural change in the learner and enriches his character and personality. Commerce gives opportunity for creative thinking and constructive imagination. Further, commerce is a subject where ideas can be experimented upon and verified. The learner develops the habits of searching for the truth (profit). These qualities affect the pattern of behavior of the learner. The significant aspect of commerce is that whatever the student learns has immediate application in the world around him and this is educationally very sound.

### **Commerce Achievement Test (CAT)**

#### **I. Concept of Commerce**

Commerce is the whole system of an economy that constitutes an environment for business. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country. Thus, commerce is a system or an environment that effects the business prospects of an economy or a nation – state. It can also be defined as a component of business which includes all activities, junctions and institutions involved in transferring goods from producers to consumers.

The following subjects fall under the commerce:- Accountancy, Economics, Business Studies, Commercial law, Finance, Advertising, Marketing, Industry, Eco-Commerce, Trade, Agriculture etc (Wikipedia -2013).

#### **II. Construction of Items**

After Commerce was defined, the item for the preliminary draft was to be

constructed. Two approaches are used commonly for constructing items for a tool. First approach is to select the item from relevant available literature and day to day experience while the second approach involves construction of items with the help of students, teachers and experts. The items related to the commerce was collected from four books of C. G. Board namely:

- Book-Keeping and Accountancy, Chhattisgarh Pathya Pustak Nigam, Prof. R. K. Gupta & Dr. Tapes Chandra Gupta.
- Book keeping and Accountancy, Yougbohdh Prakashan, Prof. U. S. Paliwal.
- Applied Economics and Commercial Geography, Yougbohdh Prakashan, Gautam Raha & K.K.Singh.
- Elements of Commerce and Management, Yougbohdh Prakashan, Manish Goverdhan & K. K. Singh.

### III. First Draft of CAT

About 120 items were collected and constructed. Experts keeping in view the three subjects of commerce namely Book-Keeping and Accountancy, Applied Economics and Commercial Geography & Business Study to be assessed screened items. Fourteen items were dropped as a result of the suggestion provided by the experts on the grounds of easiness, repetition or overlapping of items. Thus, the preliminary draft of the tool included hundred and six items.

### IV. Second Draft of CAT and its Tryout.

On the basis of the analysis of the result of the first tryout some items were rejected and some others were modified. Thus, the second draft containing 100 items were obtained. It was then administered on 30 students in real testing condition. Again some of the item containing difficult wards were removed.

### V. Third Draft of CAT and its Tryout.

It contained 92 items. The statements formed multiple choice questions with four possible answers. This draft was finally edited and printed.

The response sheet (Text booklet) was made easier for the respondents (Subject) to answer. The personal information of the subject as name of the student, name of the school, class, age, sex, instructions were written at the front page of the text booklet (Test).

### VI. Final Tryout of CAT.

A randomly selected sample of 90 Students of class XI for administering the final draft of the developed CAT was draw from the universe of the various higher secondary schools of Durg district; is presented in the table no 1. Three schools were selected randomly, these schools are Maharshi Dayanand Arya Samaj School, Sec. 6, Bhilai, B.S.P. Higher Secondary School, Sec-6, Bhilai and Government Higher Secondary School Maroda, Bhilai selected for administration of the commerce achievement test. Sample on which the developed scale was administered for final tryout is shown in table no. 1

**Table No. – 1**

**Sample for the final tryout**

| Sr. | Name of School                                | M         | F         | To        |
|-----|---|-----------|-----------|-----------|
| 1.  | Maharshi Dayanand Arya Samaj School, Bhilai   | 14        | 16        | 30        |
| 2.  | B.S.P. Higher Secondary School, Sec-6, Bhilai | 18        | 12        | 30        |
| 3.  | Govt.Hr.Sec.School,Bhilai                     | 15        | 15        | 30        |
|     | <b>Total</b>                                  | <b>47</b> | <b>43</b> | <b>90</b> |

### VII. Administration of the Draft.

After preparing the final draft and selecting the sample for standardization, the third draft was administered on the selected sample of ninety students. The procedure of administration started with the Maharshi Dayanand Arya Samaj School, Sec-6, Bhilai. One test booklet was provided to each student. The students were first informed that the purpose of this test was to construct a test for achievement in commerce and this test would not influence their academic result in any way.

They were further assured that their scores would be kept, confidential. The more informal atmosphere was created to develop interest and enthusiastic among the students. The students were asked to read quietly the directions provided on the first page of the text booklet regarding the procedure to be followed to answer the statement and clarify all sorts of doubts regarding the answering pattern, before answering to a particular item or even in between any set of items wherever they felt the need of doing so. The Student then started responding to the test.

They solved the test individually and under the continuous invigilation of the investigator. The same procedure was adopted for administration of the test separately on the rest of the schools.

### **VIII. Item Analysis**

Item Analysis was carried out with an objective to take a decision regarding retention and rejection of items for the final draft. In this process the investigator analyzed item characteristics in the numerical forms. Some of these methods are highly restricted to their applicability while others can be used almost universally. Infact, the variation in the item validity data from sample to sample is generally greater than that among different methods. For this reason, the choice of the method of item analysis was based upon the amount of labor required and the availability of the specific computation deices keeping this in mind the investigator applied discriminating power as an viable mode of item analysis.

The answer sheets so obtained were then scored manually and were arranged in ascending order i.e. from lowest to highest total score obtained. Thereafter a lower group and an upper group were indentified separately. The upper group is the highest scoring 27% of the group while the lower group was an equal number of the lowest scoring 27% of the

total group. Then for each item, the students who attempted correctly in upper group and of those who attempted the item correctly in lower group were computed separately. On the basis of these difficulties index and discrimination index were further computed. The investigator calculated difficulty index and discrimination index for each of the ninety items.

Difficulty index was calculated by using the formula:

$$DI = \frac{\text{No. of stu. answered the items correctly}}{\text{Total number of stu. attempted the item}}$$

The discrimination index of each item was computed by subtracting the number of students who answered the items correctly in the upper group from the number of students who got the item right in the lower group and dividing by the number of students constituting one third of all the students who took the test (Natrajan and kulshrestha, 1983).

NH- NL

$$\text{Discrimination Index} = \frac{\text{NH} - \text{NL}}{N}$$

Where,

NH = Number of correct responses obtained by the top third (27 percent of higher group) students.

NL = Number of correct responses obtained by the bottom Third (27 percent of lower group) students.

N = Number of candidates constituting one third (27 percent) Of all the students who took the test.

Now for each item, the information as to how many students corrected the items in the upper and lower group was noted. Then difficulty index and discrimination index were calculated and have been provided item-wise.

### **IX. Discriminative Value of Items**

Now the marks of above 90 Students were arranged in descending order of their performance. The students getting highest marks was ranked first, the Student getting next higher marks was ranked second and so on. In this way the



student getting lowest marks was ranked 90<sup>th</sup>. Now these students were classified into three groups. The first group consisted of top 24 students (higher group) which consisted of 27% of the top total students.

The second group consisted of next 42 students, which formed middle 46% of the total students. The third group consisted of remaining 24 students (Lower group), which formed the bottom 27% of the total student. In order to find the discriminative value of various items two groups higher and lower consisting of 27% and bottom 27% of students were compared.

#### **Following Table**

Show the item number of correct responses of the two groups for each items and their discriminative value respectively.

**Table No. – 2**

#### **Giving detailed analysis of the test**

| No. of items included in the first form | No. of items included in the final form |
|---|---|
| 92                                      | 75                                      |

#### **X. Scoring**

Scoring Scheme was very simple. The scoring is done with the help of the scoring key. When a response of an item given by the tested tallies with the response of item given in the scoring key, it's given a score of 1 (one). In case, the response given by the tested does not tally with the responses given in the scoring key, a score of 0 (Zero) is awarded.

#### **XI. Final Form of The Test**

For retaining the items on the basis of the discrimination index, an index for each item was fixed up. Item having the discrimination index of above were retained in the final form of the test. Thus only 75 items were selected for the final form of the test.

#### **XII. Reliability**

Test-retest reliability method was applied found to be the most suitable for

the Achievement test in commerce. As achievement test being heterogeneous and test items having been arranged logically, the two halves could not have been identical (Gakhar and Gulati, 1995). Test retest was assessed in term of consistency of scores from two administrations of test over a time gap of 15 days.

The reliability of the achievement test was conducted over a sample of 30 students. The second administration of the test was given after 15 days. The product moment co-efficient of correlation for the two scores were computed. The coefficient correlation between two test scores was found to be .73. This co-efficient of correlation is fairly high, which testifies soundness of the achievement.

#### **XIII. Validity**

Content validity was established by giving the final form of the test along with scoring key to five subject experts in the field of commerce. As the five experts agreed on their judgments, therefore, this shows the soundness of the achievement test as predictor of success in commerce in the future examination of XI grade.

#### **XIV. Details of The Test**

Finally seventy five multiple choice test items are included in this educational test which has been divided into three parts.

- Book-Keeping and Accountancy (25 items)
- Applied economics (15 items) and commercial Geography (10 items)
- Business Studies (25 items) In this test 75 questions were selected from all chapters of text books of commerce of XI grade. In final part of the test, selected question of all subjects were mixed.

#### **Scoring System of CAT**

Scoring Scheme was very simple. The scoring is done with the help of the

scoring key. When a response of an item response given by the tested does not tally given by the tested tallies with the with the responses given in the scoring response of item given in the scoring key, a score of 0 (Zero) is awarded. it's given a score of 1 (one). In case, the

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**Note: Commerce Achievement Test (CAT) in Hindi can be obtained by the authors of the article.**

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## शांति शिक्षा के प्रति महाविद्यालयीन अध्यापकों का दृष्टिकोण

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**Key Words :** शांति शिक्षा

### सारांश

अनुसन्धानकर्ता ने शांति शिक्षा के प्रति मुंबई विश्वविद्यालय के अंतर्गत आने वाले विभिन्न महाविद्यालयों के अध्यापकों के दृष्टिकोण की जाँच करने हेतु इस विषय का अध्ययन किया है। प्रस्तुत अनुसन्धान में न्यादर्श के संदर्भ में मुंबई विश्वविद्यालय के अंतर्गत आने वाले शिक्षण शाखा, अभियांत्रिक शाखा, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा इन महाविद्यालयों के 547 अध्यापकों का स्तरित यादृच्छिक प्रतिचयन पद्धति द्वारा चयन किया गया है। अनुसन्धान हेतु स्वयंनिर्मित साधन का उपयोग किया गया है। साधन में शांति शिक्षा के चार पहलुओं को अधिक महत्व दिया गया है: संघर्ष समाधान, अहिंसा, मानव अधिकार और राष्ट्रीय एकात्मकता। विभिन्न महाविद्यालयों के अध्यापकों के दृष्टिकोण का अध्ययन विभिन्न शाखाओं लिंगभेद तथा अध्यापन अनुभव के द्वारा किया गया है। निष्कर्ष द्वारा पता चलता है कि शिक्षण शाखा, अभियांत्रिक शाखा, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखाओं के अध्यापक शांति के प्रति कुछ प्रमाण में जागरूक हैं परंतु शांति शिक्षा के विभिन्न पहलुओं के प्रति सकारात्मक दृष्टिकोण में कमी पाई गयी है जैसे: संघर्ष समाधान, अहिंसा, मानव अधिकार और राष्ट्रीय एकात्मकता। अध्यापकों से अध्यापिकाओं में शांति शिक्षा के प्रति अधिक सकारात्मक दृष्टिकोण है। अध्यापन अनुभव के अनुसार 10 साल से कम अध्यापन अनुभव प्राप्त अध्यापकों का शांति शिक्षा के प्रति अधिक सकारात्मक दृष्टिकोण है।

### प्रस्तावना:

आधुनिक दौर में प्रगति की चाह में बालक घर एवं विद्यालय में बेहतर आधुनिक शिक्षा तो प्राप्त कर रहा है किंतु वह स्वयं को समाज में मानसिक रूप से असहज महसूस कर रहा है। जिसके परिणाम स्वरूप उसके व्यवहार में हिंसात्मक प्रवृत्ति परिलक्षित होती है। जो समाज व देश में अस्थिरता लाने का कार्य करती है। समाज व देश में हिंसा कई रूपों में दिखाई देती है। यह शारीरिक हिंसा, मानसिक हिंसा एवं वैचारिक हिंसा के रूप में विद्यमान है। हिंसा का भाव हिंसा से कई अधिक नुकसान-देह होता है। जो मानव के विकास में बाधा का कार्य करता है। युनिसेफ के अनुसार शांति द्वारा बालक को दिशा मिलेगी। इससे बालक अपने जीवन में मुक्त तथा सभी मनुष्यों में मित्रता की भावना की समझ होगी। यूनिसेफ के अनुसार शांति शिक्षा ज्ञान, कौशल, मुद्रा तथा सभी मूल्यों को विकसित करने की प्रक्रिया है। इसमें माध्यम से व्यवहार

में परिवर्तन आता है, जो बालक युवा तथा वयस्कों को संघर्ष, युद्धों को, प्रत्यक्ष एवं परोक्ष रूप से बचाता है। शांति शिक्षा के माध्यम से संघर्षों को सुलझाया जा सकता है तथा दोनों व्यक्तियों के मध्य, व्यक्ति के अंदर, समूह के अंदर, राष्ट्रीय तथा अंतर्राष्ट्रीय स्तर पर, शांति में मददगार स्थितियों का निर्माण किया जा सकता है।

शांति शिक्षा के द्वारा मानव व्यवहार में अपेक्षित एवं सकारात्मक परिवर्तन किया जा सकता है। जिससे मानव में एक दूसरे के प्रति सहयोग प्रेम एवं सम्मान की भावना के साथ-साथ सृजनात्मक विचारों का निर्माण होता है। अतः विकसित एवं शांतिपूर्ण देश के निर्माण हेतु मानव के मध्य शांति शिक्षा का प्रसार किया जाना अति-आवश्यक है जिससे एक सुनहरे भविष्य का निर्माण किया जा सके।

### अनुसन्धान से संबंधित साहित्य की समीक्षा:

संबंधित साहित्य की समीक्षा करते समय अनुसन्धानकर्ता ने अनेक अनुसन्धान कार्यों, किताबों, शिक्षा से संबंधित लेख, कम्प्यूटर

के द्वारा जानकारी प्राप्त की है। प्रत्यक्ष व अप्रत्यक्ष रूप से इस विषय से संबंधित ऐसे सभी साहित्यों का विचार किया गया है।

**बालिया** "सरकारी एवं निजी विद्यालयों के शिक्षकों में शांति शिक्षा के प्रति अभिवृत्ति का अध्ययन" प्रस्तुत अनुसन्धान में सरकारी व निजी विद्यालयों के कुल 120 शिक्षकों का समावेश किया गया है। प्रस्तुत अनुसन्धान में स्वनिर्मित उपकरण "शांति शिक्षा" के प्रति अभिवृत्ति मापनी का उपयोग किया गया है। जब सम्पूर्ण रूप से सरकारी व निजी विद्यालयों के शांति शिक्षा के प्रति अभिवृत्ति में तुलनात्मक अध्ययन किया गया जिसके निष्कर्ष इस प्रकार से हैं: निजी विद्यालयों के शिक्षकों का सरकारी विद्यालयों के शिक्षकों की तुलना में शांति शिक्षा के प्रति अभिवृत्ति में अंतर आया है। निजी विद्यालयों के शिक्षकों में सकारात्मक अभिवृत्ति सरकारी विद्यालयों के शिक्षकों की तुलना में अधिक सकारात्मक है।

**कोठारी** "शांति शिक्षा स्थापित करने में सकारात्मक सोच" प्रस्तुत अनुसन्धान के निष्कर्ष इस प्रकार हैं शिक्षा में शांति शिक्षा के प्रति सकारात्मक सोच लाने हेतु शिक्षक में उपयुक्त उद्देश्यों में आत्म-सम्मान, सीखने की लगेन, स्वयं के प्रति सकारात्मक सोच, भविष्य के प्रति आशावादी इन सभी उद्देश्यों का विकास होगा तो विद्यार्थी, शिक्षक एवं अभिभावक में सकारात्मक सोच आएगी। सकारात्मक सोच उद्देश्यों के आधार पर मूल्यों का निर्माण होगा व सकारात्मक भाव लाने हेतु विषय वस्तु के आधार पर शिक्षा में सकारात्मक सोच का विकास हो सकता है।

**जुनेजा** "सामाजिक अध्ययन के माध्यम से शांति शिक्षा प्रभावपूर्ण सहसम्बन्ध के दृष्टिकोण से "प्रस्तुत अनुसन्धान के द्वारा इनका कहना है कि शांति के संदर्भ में सामाजिक अध्ययन प्रभावशाली आधारस्तंभ का निर्माण करता है। सामाजिक अध्ययन समाज और समाज से सम्बन्धित विभिन्न पक्षों की जानकारी प्रदान करता है। सामाजिक अध्ययन के माध्यम से जिन महत्वपूर्ण बिंदुओं, तथ्यों, मुद्दों, समस्याओं, आवश्यकताओं आदि पर विचार, विमर्श तथा चर्चा की जाती है उनके अभाव में शांति की स्थापना की कल्पना भी नहीं की जा सकती है। शिक्षक, शिक्षा संस्थान तथा शांति शिक्षा के मध्य अन्योन्याश्रित सम्बन्ध विद्यमान है। शिक्षक, शिक्षा संस्थानों के माध्यम से सामाजिक अध्ययन शिक्षा की विधियों प्रविधियों, रणनीतियों एवं प्रतिमानों में परिवर्तन किया जाए, ताकि शांति शिक्षा को वास्तविकता के धरातल पर लागू किया जाए। अतः कहा जा सकता है कि सामाजिक अध्ययन के माध्यम से शांति शिक्षा का प्रयास निश्चित ही प्रभावपूर्ण सहसम्बन्ध को स्पष्ट करता है।

#### अनुसन्धान अध्ययन की आवश्यकता:

वर्तमान परिस्थिति में वैश्वीकरण के कारण संपूर्ण विश्व के देश एक दूसरे के करीब आ रहे हैं। इसके बावजूद भी आतंकवाद, विभाजनवादी प्रवृत्ति, भ्रष्टाचार, व्यक्तिगत स्वतंत्रता की अवास्तविक कल्पना, अन्याय, अत्याचार, दंगे फसाद, जातिवाद, नक्सलवाद, दहशतवाद जैसी अनेक सामाजिक और राष्ट्रीय समस्याएँ जिनकी

सूची न खत्म होने वाली है का उदय हुआ है। इन समस्याओं से मानव के अस्तित्व के लिए खतरा निर्माण हो गया है। आज छोटी बड़ी किसी भी वजह से देश के किसी भी कोने में हिंसात्मक कार्य हो रहे हैं। हिंसा की यह व्याप्ति "गल्ली से दिल्ली तक" न होकर "व्यक्ति से विश्व तक" पहुँच रही है। जब तक हमारे देश में हिंसात्मक बातें होती रहेगी तब तक देश में शांति और प्रगति होना कठिन है। अगर हमें हिंसात्मक कार्यों को जड़ से निकाल फेंकना है तो हर व्यक्ति का हृदय परिवर्तित करना जरूरी है, कारण जब तक यह हिंसात्मक विचार पृथ्वी पर विद्यमान है तब तक मानव भी हिंसात्मक आचरण करता ही रहेगा।

आज के भौतिकवादी समय में मानव ने अपने तथा देश के विकास में नए नए आयाम स्थापित किए हैं और इस विकास की अंधी दौड़ में मानव तेजी से आगे बढ़ रहा है। लेकिन आंतरिक व मानसिक रूप से बेचैन है। एक दूसरे से आगे निकलने की प्रतिस्पर्धा में कभी न कभी और कहीं न कहीं हिंसात्मक प्रवृत्ति का उद्भव होता जा रहा है। उसी के साथ ही समाज में होने वाली कई समस्याएँ, मानसिक अस्थिरता एवं अशांति के कारण जन्म लेती हैं जिनसे बचाव के साधन के रूप में मानव को मानसिक रूप में मानव को मानसिक रूप से सबल बनाना जरूरी है अतः इस आधुनिकता के दौर में अहिंसा पर आधारित शांति शिक्षा की नितांत आवश्यकता है।

#### कार्यात्मक रूपरेखा:

शांति शिक्षा: प्रस्तुत अनुसन्धान में शांति शिक्षा का अध्ययन इन आयामों द्वारा किया गया है। संघर्ष समाधान, अहिंसा, मानव अधिकार और राष्ट्रीय एकात्मता इन सभी घटकों के प्रति सकारात्मक दृष्टिकोण का निर्माण ही शांति शिक्षा है।

दृष्टिकोण: संघर्ष समाधान, अहिंसा, मानव अधिकार और राष्ट्रीय एकात्मता से संबंधित अनुभव के द्वारा निर्माण हुई सकारात्मक व नकारात्मक स्वरूप की प्रतिक्रिया याने दृष्टिकोण है।

#### अनुसन्धान का उद्देश्य:

1. शांति शिक्षा के प्रति विभिन्न महाविद्यालयों के अध्यापकों का मापन निम्नलिखित चरों के अनुसार करना।

1. विभिन्न शाखा, 2. लिंग, 3. अध्यापन अनुभव

2. शांति शिक्षा के प्रति विभिन्न महाविद्यालयों के अध्यापकों की दृष्टिकोण के मापन का तुलनात्मक अध्ययन निम्नलिखित चरों के अनुसार करना।

1. विभिन्न शाखा, 2. लिंग, 3. अध्यापन अनुभव

#### अनुसन्धान की शून्य परिकल्पना:

1. शांति शिक्षा के प्रति विभिन्न महाविद्यालयों की दृष्टिकोण में निम्नलिखित चरों के अनुसार कोई सार्थक अंतर नहीं होता है। 1.

विभिन्न शाखा, 2. लिंग, 3. अध्यापन अनुभव

#### अनुसन्धान अभिकल्प:

वर्णनात्मक-तुलनात्मक अनुसन्धान पद्धति का उपयोग प्रस्तुत अनुसन्धान में किया गया है।

**अनुसन्धान न्यादर्श :**

प्रस्तुत अनुसन्धान में न्यादर्श चुनाव हेतु सम्भाव्य न्यादर्श की साधारण अनियमित न्यादर्श विधि का चयन किया गया है। इसमें मुंबई अंतर्गत आनेवाले सामाजिक, चिकित्सा विज्ञान, अभियांत्रिकी तथा शिक्षा शास्त्र महाविद्यालयों के कुल 547 अध्यापकों का चुनाव न्यादर्श के रूप में लिया गया। जिसमें सामाजिक विज्ञान शाखा के 124, चिकित्सा विज्ञान शाखा के 172, अभियांत्रिक शाखा के 132 तथा शिक्षणशास्त्र शाखा के 119 अध्यापकों का समावेश न्यादर्श के रूप में किया गया है।

**प्रदत्त संकलन साधन :**

प्रस्तुत अनुसन्धान में स्वयंनिर्मित शांति शिक्षा के प्रतिअध्यापकों का दृष्टिकोण साधन का उपयोग किया गया है।

**प्रदत्त विश्लेषण:**

प्रस्तुत अनुसन्धान में तथ्यों का विश्लेषण दो प्रकार से किया गया है।

1. वर्णनात्मक - अ. केन्द्रवर्ती मान, ब. विचलन मान

2. अनुमानात्मक- अ. टी टेस्ट, ब. चरिता

**अनुसन्धान का महत्व :**

शांति शिक्षा के माध्यम से मानव को सकारात्मक दृष्टिकोण के प्रति प्रेरित किया जा सकता है। सकारात्मक दृष्टिकोण से आए बदलाव से उनके अंदर की हिंसा और संघर्ष को दूर किया जा सकता है तथा आपसी समझ तथा स्वयं व दूसरों के प्रति सम्मान की भावना का निर्माण किया जा सकता है। शांतिपूर्ण वातावरण का निर्माण करने में भी शांति शिक्षा महत्वपूर्ण योगदान प्रदान करता है जिसके द्वारा व्यवहार में भी परिवर्तन लाया जा सकता है। अगर मानव के व्यवहार में परिवर्तन होगा तो उसके रोजमर्रा के तनाव को कम किया जा सकेगा। जिससे वह अपने कार्यों में व जीवन में भी प्रगति कर सकेगा और इन सब के माध्यम से वह पृथ्वी पर आनंद व शांतिपूर्वक जीवन व्यतीत कर सकने में सक्षम हो पायेगा। विद्यार्थी यह समाज का भावी नागरिक माना गया है। जिस कारण से सबसे जरूरी है कि सबसे ज्यादा उसपर ध्यान दिया जाये। विद्यार्थी यह

एक छोटे से पौधे के समान होता है। अगर वह अपने संपर्क में आने वाले प्रत्येक व्यक्ति को इस शांति की सुकून भरी छाँव से अवगत करते जाएँगा जिससे धीरे धीरे उसके आस पास तथा संपर्क में आने वाले लोगों के माध्यम से शांतिपूर्ण वातावरण का निर्माण किया जाएगा जिसे शांति की स्थापित करने में महत्वपूर्ण योगदान माना जा सकता है।

**प्रदत्त विश्लेषण:**

प्रस्तुत अनुसन्धान में स्वयंनिर्मित साधन का उपयोग किया गया है। जिसमें कुल 60 कथन हैं। जिसमें संघर्ष समाधान के 19 कथन अहिंसा के 12 कथन मानव अधिकार 16 कथन तथा राष्ट्रीय एकात्मकता के कथनों 13 का समावेश किया गया है। स्वयंनिर्मित साधन की विश्वसनीयता 0.83 है। इसमें 5 अंकीय पदनिश्चय श्रेणी का प्रयोग किया गया है जिसमें सकारात्मक कथन को 5 4 3 2 1 तथा नकारात्मक कथनों को 1 2 3 4 5 ऐसे अंक दिये गये हैं।

**परीकल्पना 1 का परीक्षण**

1. शांति शिक्षा के प्रति विभिन्न महाविद्यालयों के अध्यापकों की दृष्टिकोण के स्तर में निम्नलिखित चरों के अनुसार कोई सार्थक अंतर नहीं होता है।

1. विभिन्न शाखा, 2. लिंग, 3. अध्यापन अनुभव

उपरोक्त परिकल्पना का परीक्षण निम्न प्रकार से किया गया है व इस परिकल्पना को 1.अ 1.ब 1.क 1.ड 1.च. 1.छ 1.ज में विभाजित किया गया है।

**परिकल्पना 1.(अ) का परीक्षण**

शांति शिक्षा के प्रति शिक्षा, अभियांत्रिक, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा में महाविद्यालयों के अध्यापकों की जागरूकता के स्तर में संघर्ष समाधान इस चर के अनुसार कोई सार्थक अंतर नहीं होता है।

सारिणी क्र. 1 के अनुसार संघर्ष समाधान इस चर के प्रति शिक्षा, अभियांत्रिक, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा महाविद्यालयों के अध्यापकों में से शिक्षा शाखा के अध्यापकों का अधिक सकारात्मक दृष्टिकोण है। स्त्री व पुरुष अध्यापकों में तथा

**सारिणी क्रमांक 1****संघर्ष समाधान चर के प्रति महाविद्यालयों के अध्यापकों की दृष्टिकोण**

| संघर्ष समाधान    | सामाजिक विज्ञान शाखा | चिकित्सा विज्ञान शाखा | शिक्षा शाखा | अभियांत्रिकी शाखा | लिंगभेद अनुसार टी मूल्य 0.01 | अध्यापन अनुभव अनुसार टी मूल्य 0.05 |
|------------------|----------------------|-----------------------|-------------|-------------------|------------------------------|------------------------------------|
| न्यादर्श         | 124                  | 172                   | 119         | 132               | 3.83                         | 2.44                               |
| मध्यमान          | 44.13                | 36.8                  | 75.49       | 40.63             |                              |                                    |
| प्रामा. विचलन    | 10.47                | 9.27                  | 8.38        | 8.97              |                              |                                    |
| स्वाधीनता मात्रा | 547                  |                       |             |                   | 547                          | 547                                |
| चरिता स्तर .05   | 2.62                 |                       |             |                   | एफ मूल्य                     | सार्थकता स्तर                      |
| .01              | 3.82                 |                       |             |                   | 725.66                       | सार्थक अंतर है।                    |

अध्ययन अनुभव के अनुसार शांति शिक्षा के प्रति सार्थक अंतर होता है। उपरोक्त सारिणी में एफ मूल्य 725.66 सारणी मूल्य से अधिक होने के कारण अतः शून्य परिकल्पना को अस्वीकार किया गया है।  
**निष्कर्ष:** शांति शिक्षा के प्रति संघर्ष समाधान इस चर में सार्थक अंतर होता है।

#### परिकल्पना 1. ब का परीक्षण

शांति शिक्षा के प्रति शिक्षा अभियांत्रिक सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा के महाविद्यालयों के अध्यापकों के दृष्टिकोण के स्तर में अहिंसा इस चर के अनुसार कोई सार्थक अंतर नहीं होता है।

सारिणी क्र 2 के अनुसार अहिंसा इस चर के प्रति शिक्षा, अभियांत्रिक, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा महाविद्यालयों के अध्यापकों में से शिक्षा शाखा के अध्यापकों का अधिक सकारात्मक दृष्टिकोण है। स्त्री व पुरुष अध्यापकों में तथा अध्ययन अनुभव के अनुसार शांति शिक्षा के प्रति सार्थक अंतर होता है। उपरोक्त सारिणी में एफ मूल्य 345.04 सारणी मूल्य से अधिक होने के कारण अतः शून्य परिकल्पना को अस्वीकार किया गया है।  
**निष्कर्ष:** शांति शिक्षा के प्रति अहिंसा इस चर में सार्थक अंतर होता है।

#### परिकल्पना 1. क का परीक्षण

शांति शिक्षा के प्रति शिक्षा अभियांत्रिक सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा के महाविद्यालयों के अध्यापकों की जागरूकता के स्तर में मानव अधिकार इस चर के अनुसार कोई सार्थक अंतर नहीं होता है।

सारिणी क्र. 3 अनुसार मानव अधिकार इस चर के प्रति शिक्षा अभियांत्रिक सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा के महाविद्यालयों के अध्यापकों में से शिक्षा शाखा के अध्यापकों का दृष्टिकोण अधिक सकारात्मक है। स्त्री व पुरुष अध्यापकों में तथा अध्ययन अनुभव के अनुसार शांति शिक्षा के प्रति सार्थक अंतर होता है। उपरोक्त सारिणी में एफ मूल्य 466.99 सारणी मूल्य से अधिक होने के कारण अतः शून्य परिकल्पना को अस्वीकार किया गया है।  
**निष्कर्ष:** शांति शिक्षा के प्रति मानव अधिकार इस चर में सार्थक अंतर होता है।

#### परिकल्पना 1. ड का परीक्षण

शांति शिक्षा के प्रति शिक्षा अभियांत्रिक सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा के महाविद्यालयों के अध्यापकों के दृष्टिकोण के स्तर में राष्ट्रीय एकात्मकता इस चर के अनुसार कोई सार्थक अंतर नहीं होता है।

### सारिणी क्रमांक 2

#### अहिंसा चर के प्रति महाविद्यालयों के अध्यापकों की दृष्टिकोण

| संघर्ष समाधान    | सामाजिक विज्ञान शाखा | चिकित्सा विज्ञान शाखा | शिक्षा शाखा | अभियांत्रिकी शाखा | लिंगभेद अनुसार टी मूल्य 0.01 | अध्यापन अनुभव अनुसार टी मूल्य 0.05 |
|------------------|----------------------|-----------------------|-------------|-------------------|------------------------------|------------------------------------|
| न्यादर्श         | 124                  | 172                   | 119         | 132               | 3.70                         | 2.51                               |
| मध्यमान          | 29.6                 | 26.12                 | 48.97       | 25.12             |                              |                                    |
| प्रामा. विचलन    | 7.21                 | 6.74                  | 5.82        | 5.46              |                              |                                    |
| स्वाधीनता मात्रा | 547                  |                       |             |                   | 547                          | 547                                |
| चरिता स्तर .05   | 2.62                 |                       |             |                   | एफ मूल्य                     | सार्थकता स्तर                      |
| .01              | 3.82                 |                       |             |                   | 345.05                       | सार्थक अंतर है।                    |

### सारिणी क्रमांक 3

#### मानवाधिकार चर के प्रति महाविद्यालयों के अध्यापकों की दृष्टिकोण

| संघर्ष समाधान    | सामाजिक विज्ञान शाखा | चिकित्सा विज्ञान शाखा | शिक्षा शाखा | अभियांत्रिकी शाखा | लिंगभेद अनुसार टी मूल्य 0.01 | अध्यापन अनुभव अनुसार टी मूल्य 0.01 |
|------------------|----------------------|-----------------------|-------------|-------------------|------------------------------|------------------------------------|
| न्यादर्श         | 124                  | 172                   | 119         | 132               | 4.16                         | 2.90                               |
| मध्यमान          | 29.06                | 12.63                 | 27.02       | 13.08             |                              |                                    |
| प्रामा. विचलन    | 7.21                 | 3.24                  | 3.04        | 3.15              |                              |                                    |
| स्वाधीनता मात्रा | 547                  |                       |             |                   | 547                          | 547                                |
| चरिता स्तर .05   | 2.62                 |                       |             |                   | एफ मूल्य                     | सार्थकता स्तर                      |
| .01              | 3.82                 |                       |             |                   | 466.99                       | सार्थक अंतर है।                    |

सारिणी 4 के अनुसार राष्ट्रीय एकात्मकता इस चर के प्रति शिक्षा अभियांत्रिक सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा महाविद्यालयों के अध्यापकों में से शिक्षा शाखा के अध्यापकों का अधिक सकारात्मक दृष्टिकोण है। स्त्री व पुरुष अध्यापकों में तथा अध्ययन अनुभव के अनुसार शांति शिक्षा के प्रति सार्थक अंतर होता है। उपरोक्त सारिणी में एफ मूल्य 431.31 सारणी मूल्य से अधिक होने के कारण अतः शून्य परिकल्पना को अस्वीकार किया गया है। निष्कर्ष: शांति शिक्षा के प्रति राष्ट्रीय एकात्मकता इस चर में सार्थक अंतर होता है।

#### परिकल्पना 1. च का परीक्षण

शांति शिक्षा के प्रति शिक्षा, अभियांत्रिक, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा के महाविद्यालयों के अध्यापकों के दृष्टिकोण के स्तर में कुल अर्थात् सभी इस चर के अनुसार कोई सार्थक अंतर नहीं होता है।

सारिणी क्र. 5 के अनुसार कुल अर्थात् सभी चर के प्रति शिक्षा, अभियांत्रिक, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा महाविद्यालयों के अध्यापकों में से शिक्षा शाखा के अध्यापकों का अधिक सकारात्मक दृष्टिकोण है। स्त्री व पुरुष अध्यापकों में तथा अध्ययन अनुभव के अनुसार शांति शिक्षा के प्रति सार्थक अंतर होता

है। उपरोक्त सारिणी में एफ मूल्य 761.51 सारणी मूल्य से अधिक होने के कारण अतः शून्य परिकल्पना को अस्वीकार किया गया है। निष्कर्ष: शांति शिक्षा के प्रति कुल अर्थात् सभी इस चर में सार्थक अंतर होता है।

#### परिकल्पना 1. छ का परीक्षण

शांति शिक्षा के प्रति शिक्षा, अभियांत्रिक, सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा के महाविद्यालयों के अध्यापकों के दृष्टिकोण के स्तर में लिंगभेद इस चर के अनुसार कोई सार्थक अंतर नहीं होता है।

सारिणी 6 के अनुसार प्राप्त 'टी' मूल्य 3.41 है जिस कारण परिकल्पना को अस्वीकार किया गया है।

निष्कर्ष: लिंग भेद के अनुसार शांति शिक्षा के प्रति अध्यापकों के दृष्टिकोण में सार्थक अंतर होता है

#### परिकल्पना 1. ज का परीक्षण

शांति शिक्षा के प्रति शिक्षा अभियांत्रिक सामाजिक विज्ञान तथा चिकित्सा विज्ञान शाखा महाविद्यालयों के अध्यापकों के दृष्टिकोण के स्तर में अध्यापन अनुभव इस चर के अनुसार कोई सार्थक अंतर नहीं होता है। सारिणी क्र. 7 के अनुसार प्राप्त 'टी' मूल्य 2.15 है जिस कारण परिकल्पना को अस्वीकार किया गया है।

### सारिणी क्रमांक 4

#### राष्ट्रीय एकात्मकता चर के प्रति महाविद्यालयों के अध्यापकों की दृष्टिकोण

| संघर्ष समाधान    | सामाजिक विज्ञान शाखा | चिकित्सा विज्ञान शाखा | शिक्षा शाखा | अभियांत्रिकी शाखा | लिंगभेद अनुसार टी मूल्य | अध्यापन अनुभव अनुसार टी मूल्य |
|------------------|----------------------|-----------------------|-------------|-------------------|-------------------------|-------------------------------|
|                  |                      |                       |             |                   | 0.01                    | 0.01                          |
| न्यादर्श         | 124                  | 172                   | 119         | 132               | 2.93                    | 3.40                          |
| मध्यमान          | 24.27                | 19.95                 | 40.29       | 21.19             |                         |                               |
| प्रामा. विचलन    | 7.27                 | 6.09                  | 7.73        | 5.80              |                         |                               |
| स्वाधीनता मात्रा | 547                  |                       |             |                   | 547                     | 547                           |
| चरिता स्तर .05   | 2.62                 |                       |             |                   | एफ मूल्य                | सार्थकता स्तर                 |
| .01              | 3.82                 |                       |             |                   | 431.31                  | सार्थक अंतर है।               |

### सारिणी क्रमांक 5

#### शांति अर्थात् सभी इस चर के प्रति महाविद्यालयों के अध्यापकों की दृष्टिकोण

| संघर्ष समाधान    | सामाजिक विज्ञान शाखा | चिकित्सा विज्ञान शाखा | शिक्षा शाखा | अभियांत्रिकी शाखा | लिंगभेद अनुसार टी मूल्य | अध्यापन अनुभव अनुसार टी मूल्य |
|------------------|----------------------|-----------------------|-------------|-------------------|-------------------------|-------------------------------|
|                  |                      |                       |             |                   | 0.05                    | 0.05                          |
| न्यादर्श         | 124                  | 172                   | 119         | 132               | 2.41                    | 2.20                          |
| मध्यमान          | 112.28               | 94.82                 | 172.25      | 100.03            |                         |                               |
| प्रामा. विचलन    | 25.8                 | 22.41                 | 58.51       | 19.89             |                         |                               |
| स्वाधीनता मात्रा | 547                  |                       |             |                   | 547                     | 547                           |
| चरिता स्तर .05   | 2.62                 |                       |             |                   | एफ मूल्य                | सार्थकता स्तर                 |
| .01              | 3.82                 |                       |             |                   | 761.51                  | सार्थक अंतर है।               |

## सारिणी क्रमांक 6

## लिंग भेद के अनुसार शांति शिक्षा इस विषय के प्रति दृष्टिकोण

| लिंग   | नमूना | मध्यमान | प्रा.विचलन | स्वा.मात्रा | टी मूल्य | सार्थकता स्तर | परिकल्पना |
|--------|-------|---------|------------|-------------|----------|---------------|-----------|
| स्त्री | 318   | 120.81  | 49.26      | 545         | 3.41     | 0.05          | अस्वीकार  |
| पुरुष  | 229   | 111.93  | 37.35      |             |          |               |           |

## सारिणी क्रमांक 7

## अध्यापन अनुभव के अनुसार शांति शिक्षा इस विषय के प्रति दृष्टिकोण

| अध्यापन अनुभव   | नमूना | मध्यमान | प्रा.विचलन | स्वा.मात्रा | टी मूल्य | सार्थकता स्तर | परिकल्पना |
|-----------------|-------|---------|------------|-------------|----------|---------------|-----------|
| 10 वर्ष से कम   | 413   | 114.59  | 43.04      | 545         | 2.15     | 0.05          | अस्वीकार  |
| 10 वर्ष से अधिक | 134   | 124.84  | 49.35      |             |          |               |           |

**निष्कर्ष:** अध्यापन अनुभव के अनुसार शांति शिक्षा के प्रति अध्यापकों के दृष्टिकोण में सार्थक अंतर है।

**अनुसन्धान के निष्कर्ष:**

1. शांति शिक्षा के प्रति विभिन्न महाविद्यालयों के अध्यापकों के दृष्टिकोण में विभाग अनुसार शिक्षाशास्त्र विभाग के अध्यापक शांति शिक्षा के प्रति अधिक सकारात्मक दृष्टिकोण है।
2. लिंगभेद के अनुसार स्त्री अध्यापक व पुरुष अध्यापकों में शांति शिक्षा के प्रति सार्थक अंतर होता है।
3. अध्यापन अनुभव के अनुसार अध्यापकों में शांति शिक्षा के प्रति सार्थक अंतर होता है।

**चर्चा :**

अनुसंधानकर्ता के अनुसार इन सब का कारण यह है कि संघर्ष

समाधान इस चर के प्रति सभी अध्यापकों का सकारात्मक दृष्टिकोण है परंतु शिक्षा के अध्यापकों को शांति शिक्षा का ज्ञान अधिक होने के कारण से शिक्षा शाखा के अध्यापकों का दृष्टिकोण इस विषय के प्रति सबसे अधिक सकारात्मक है। इस के साथ ही 10 साल से कम अध्यापन अनुभव प्राप्त अध्यापकों में संघर्ष समाधान इस चर के प्रति अधिक सकारात्मकता पाई गई है। कारण आज मीडिया के कारण सभी लोगों में हर विषय के प्रति जागरूकता का प्रमाण अधिक बढ़ गया है। जिस कारण ही सभी विषयों का ज्ञान होने के कारण से ही उनके दृष्टिकोण में अधिक सकारात्मकता पाई गई है। स्त्रियों के स्वभाव में ही शांति व सहयोग का भाव होता है जिस कारण ही स्त्री अध्यापिकाओं में शांति शिक्षा के प्रति अधिक सकारात्मक दृष्टिकोण पाया गया है।

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## अन्तर्राष्ट्रीय सद्भावना हेतु शान्ति शिक्षा

डॉ. हेमलता तिवारी \*

**Key Words :** अन्तर्राष्ट्रीय सद्भावना, शान्ति शिक्षा

### सारांश

वर्तमान वैश्विक दौर में अपनी स्वार्थपूर्ति हेतु आज मानव हिंसा, आतंकवाद, युद्ध तथा संघर्षों को अपने जीवन का उद्देश्य मानने लगा है, जिस कारण मानव-मानव का दुश्मन बनता जा रहा है। वह मानवता को भूलकर अपने स्वार्थ पूर्ति के लिए दूसरों को दुःख व कष्ट पहुंचाने को अपने जीवन का ध्येय मानने लगा है। ऐसे में मानव को शांति के मार्ग पर ले जाने तथा उसमें स्वयं शांति से जीने व दूसरों को शांति से जीने देने की भावनाओं का विकास करने के लिए अन्तर्राष्ट्रीय स्तर पर ऐसी शिक्षा की आवश्यकता है, जो मानव को शांति का पाठ सिखा सके।

### प्रस्तावना:

पेरिस में 17 अक्टूबर से 23 नवम्बर 1974 तक हुए यूनेस्को आम सम्मेलन के 18वें सत्र में शिक्षा पर दी गई सिफारिशों में कहा गया है - शिक्षा को चाहिए कि वह हरेक व्यक्ति को शान्ति एवं अन्तर्राष्ट्रीय सहयोग बनाए रखने के अपने दायित्व को समझने के योग्य बनाए। शिक्षा ऐसी नहीं होनी चाहिए जिससे कोई युद्ध का मार्ग अपनाए या बल का प्रयोग करे। शिक्षा को ज्ञान का मार्ग कहा जाता है, जो मानव की आंतरिक शक्तियों को विकास कर उसे जीवन को समरसता के साथ जीने योग्य बनाती है, उसमें मानवता के गुणों का विकास करती है और उसमें सही व गलत में भेद करने की योग्यता का विकास करती है। वर्तमान परिप्रेक्ष्य में यदि हम मानव को देखें तो आज मानव पशुओं के समान हिंसक होता जा रहा है। आज का मानव हिंसा के दौर में जी रहा है। आतंकवाद, हिंसा, जातिवाद, धार्मिक भेदभाव, अलगाववाद, कट्टरवाद, लिंग भेद आदि भावनाओं के चलते मानव के लिए शांतिपूर्ण ढंग से जीना दूभर हो गया है। आज के वैश्विक समाज में मानव के हिंसक क्रियाकलाप क्षेत्र विशेष में रहने वाली आबादी को नहीं वरन् समस्त मानव जाति को प्रभावित कर रहे हैं। इसमें सबसे अधिक चिंता का विषय तो यह है कि इन हिंसक वारदातों में शिक्षित वर्ग अधिकाधिक रूप से शामिल हो रहा है। ऐसे समय में हमें अपनी शैक्षिक व्यवस्था पर गहन चिंतन कर व उसे पुनर्परिभाषित कर ऐसी शिक्षा व्यवस्था

को लागू करना होगा जो राष्ट्रों की सीमा से परे अन्तर्राष्ट्रीय स्तर पर मानव मात्र में शांति की भावना का विकास करे।

यदि हम भारतीय दर्शन की बात करें तो हमारे वेदों में वसुधैव कुटुम्बकम् की भावना को सर्वोपरि माना गया है। वेदों में स्पष्ट रूप से उल्लिखित है -

सर्वे भवन्तु सुखिनः सर्वे भवन्तु निरामया।

सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःख भागभवेत्।

इससे स्पष्ट है कि भारत में व्यक्ति विशेष की नहीं वरन् मानव मात्र की शान्ति की कामना वैदिक काल से ही की जाती रही है। वेदों के पश्चात् महात्मा बुद्ध का पूरा दर्शन व शिक्षा तो शांति पर ही आधारित है। गौतम बुद्ध ने जीवनभर अपने उपदेशों के माध्यम से मानव व समाज में शांति की भावना को विकसित करने का प्रयास किया। हमारे समाज में प्राचीन काल से ही युद्ध व अशांति का बोलबाला रहा है। अपने को दूसरों से श्रेष्ठ दिखाने की होड़ में युग-युगों से युद्ध को प्रमुख हथियार के रूप में प्रयोग किया गया है। युद्ध के द्वारा उत्पन्न होने वाले संघर्ष से मानवता का विनाश कोई नई घटना नहीं है। इसी संघर्ष से मुक्ति पाने के लिए समय-समय पर शांति हेतु अनेक प्रयासों को किया गया है।

### शोध अध्ययन का उद्देश्य:

प्रस्तुत शोध अध्ययन का उद्देश्य अंतर्राष्ट्रीय स्तर पर शांति शिक्षा की अवधारणा व आवश्यकता का अध्ययन करना है।

**शांति का अर्थ व परिभाषा :**

शांति को विभिन्न विद्वानों के द्वारा विभिन्न रूप से परिभाषित किया गया है। यूनेस्को ने अपने प्रतिवेदन | Teachers' Guide of Peace Education में शांति को तीन श्रेणियों में विभाजित किया गया है -

**1. आंतरिक शांति :-**

इसके अंतर्गत स्वयं के प्रति समरसता व शांति, अच्छा स्वास्थ्य, आंतरिक संघर्ष की अनुपस्थिति, प्रसन्नता, स्वतंत्रता की भावना, अंतर्दृष्टि, आध्यात्मिक शांति, दूसरों की भलाई की भावना, करूणा तथा कला के प्रति प्रशंसा की भावना आदि को शामिल किया गया है।

**2. सामाजिक शांति :-**

सामाजिक शांति के अंतर्गत मानव मात्र के प्रति शांति की भावना, प्रत्येक स्तर पर मानवीय संबंधों में समरसता उत्पन्न करना, संघर्ष का समाधान व विघटन, प्रेम, मित्रता, एकता, आपसी समझ, स्वीकार्यता, आपसी सहयोग, भाईचारा, विभिन्नता को सहन करना, समुदाय का निर्माण तथा मानव अधिकार व नैतिकता आदि को शामिल किया गया है।

**3. प्रकृति के साथ शांति :-**

प्रकृति के साथ शांति के अंतर्गत प्राकृतिक पर्यावरण तथा धरती माता के साथ समरसता को शामिल किया गया है।

इस आधार पर शांतिपूर्वक जीने से तात्पर्य मानव का समाज में समरसतापूर्ण वातावरण में जीवन निर्वाह करने से है, जहाँ वह स्वयं के साथ-साथ मानव मात्र के साथ प्रेम, सम्मान, सहकार, स्नेह व सहयोग के साथ जीवन व्यतीत करे। स्वयं प्रसन्न रहे व दूसरों को भी प्रसन्नता प्रदान करे। दूसरों के कष्टों को दूर कर उन्हें सुखपूर्वक जीने हेतु प्रेरित कर सके। किसी भी प्रकार के भय, कष्ट व संघर्ष को समाज का अंग न बनने देने का प्रयास करने से है। थरेसा, एम. बे एवं ग्वेनडोलिन यू. टर्नर (1995) के अनुसार शान्ति एक ऐसा व्यवहार है जो व्यक्तियों के बोलने, सुनने, दूसरों के साथ अन्तर्संबन्धों को बढ़ाने तथा घृणा, दूसरों को नुकसान पहुँचाने व नष्ट करने की भावना को कम करने के रूप में व्यक्त होता है। वर्तमान में हमारे चारों ओर हिंसा, जातिवाद, कट्टरता, असहिष्णुता, आतंकवाद आदि का सर्वत्र बोलबाला है। आज केवल युद्ध ही हिंसा व अशांति का कारण नहीं हैं। वरन इसके पीछे भौतिकवाद, दूसरे से आगे बढ़ने की तीव्र आकांक्षा, नैतिक मूल्यों की कमी, सहनशीलता का अभाव, आंतरिक व बाह्य संघर्ष आदि अनेक कारक प्रभावी हैं। भौतिकता की होड़ व आकांक्षाओं की अधिकता के कारण वर्तमान पीढ़ी मानसिक तनाव तथा अन्तर्द्वन्द्व के बीच जी रही है, आकांक्षाओं की पूर्ति न हो पाने की दशा में उसका द्वन्द्व हिंसक गतिविधियों के रूप में परिलक्षित हो रहा है और यही हिंसक गतिविधियाँ सभ्य समाज के लिए अत्यन्त घातक सिद्ध हो रही हैं। अतः आज यह आवश्यक हो गया है कि ऐसे उपायों को अपनाया जाए जो लोगों में शान्ति की अवधारणा को विकसित कर उन्हें संतुलित व सुसंस्कृत व्यवहार करने के लिए

प्रेरित करें। क्योंकि शान्ति को हम एक ऐसी सकारात्मक सोच के रूप में देखते हैं जिससे मानव स्वयं व दूसरे के कल्याण की भावना से प्रेरित होता है साथ ही उसमें प्रकृति और मानव जीवन के बीच सामन्जस्य बिठाने के कौशलों का विकास होता है।

**शांति की शिक्षा की परिभाषा :**

यद्यपि आज वैश्विक स्तर पर शांति की शिक्षा के महत्व को स्वीकार किया जा रहा है, तथापि इसके स्वरूप के विषय में पृथक्-पृथक् विचार प्रचलित हैं। शांति की शिक्षा की आधिकारिक रूप से किसी एक परिभाषा के अंदर नहीं बांधा जा सकता है। निम्नांकित परिभाषाएँ इसके स्वरूप को स्पष्ट करने में सहायक हो सकती हैं -

यूनिसेफ के अनुसार शांति शिक्षा से तात्पर्य युवाओं और बच्चों व प्रौढ़ों में ऐसे ज्ञान, कौशल व अभिवृत्ति को प्रोत्साहित करने की प्रक्रिया से है, जो उनमें व्यावहारिक परिवर्तन लाकर उन्हें अंतः वैयक्तिक, अन्तर्वैयक्तिक, अंतर्सामूहिक, राष्ट्रीय व अंतर्राष्ट्रीय स्तर पर आंतरिक व संरचित संघर्ष व हिंसा को रोकने, संघर्ष का शांतिपूर्ण समाधान खोजने और शांति उत्पन्न करने की परिस्थितियों को पैदा करने के योग्य बनाए।

शांति की शिक्षा के विषय में राष्ट्रीय पाठ्यचर्या की रूपरेखा - 2005 में उल्लेख किया गया है कि शांति के लिए शिक्षा नैतिक विकास के साथ उन मूल्यों, दृष्टिकोणों और कौशलों के पोषण पर बल देती है जो प्रकृति और मानव जगत के बीच सामन्जस्य बिठाने के लिए आवश्यक हैं। इसमें जीने का हर्ष, प्रेम, उम्मीद और साहस के आंतरिक संसाधनों के साथ व्यक्तित्व का विकास भी शामिल है साथ ही इसमें मानव अधिकार, न्याय, सहिष्णुता, सहकार, सामाजिक दायित्व, सांस्कृतिक विविधता का सम्मान भी शामिल है।

**शांति शिक्षा की आवश्यकता :**

शांति के विचारों व परिस्थितियों को उत्पन्न करने के लिए ऐसी शिक्षा का होना आवश्यक है जो मानव में शांति के गुणों का विकास कर सके। ऐसी शिक्षा को ही शांति की शिक्षा के रूप में जाना जा सकता है। शिक्षा बच्चों में सकारात्मक अवधारणाओं के विकास का सबसे उचित माध्यम है। इसलिए वर्तमान परिप्रेक्ष्य में शिक्षा के माध्यम से बच्चों व युवाओं में शांति की अवधारणा का विकास करने के लिए शांति की शिक्षा की आवश्यकता को अनुभव किया जाने लगा है। क्योंकि जिस तरह मनुष्य युद्ध करना सीखता है उसी तरह वह शांति से रहना भी सीख सकता है। इसके लिए जनता को, विशेषतया नई पीढ़ी के युवक-युवतियों को शांति की शिक्षा देनी होगी जिससे वे अपने को विश्व का नागरिक समझें और अंतर्राष्ट्रीय संगठन के रूप में कार्य करें। आज विश्व की अधिकांश आबादी युद्ध, आतंकवाद, घृणा, धार्मिक कट्टरता, अनेकता आदि नकारात्मक भावनाओं से ग्रसित है। इस प्रकार की भावना रखने वाले कट्टरपंथी मासूम लोगों की हत्या करने, महिलाओं के साथ बलात्कार करने, बच्चों को अपनी हिंसात्मक गतिविधियों का निशाना बनाने का कार्य कर रहे हैं। वर्तमान वैश्विक युग में ये हिंसात्मक

प्रवृत्तियाँ राष्ट्रों की सीमा से परे वैश्विक रूप से मानवता को प्रताड़ित कर रही हैं। ऐसे समय में शांति शिक्षा ही एक ऐसा माध्यम है, जिसके माध्यम से मानव में शांति के प्रति प्रेम की भावना का विकास कर उसे शांति की ओर प्रेरित किया जा सकता है। यूनेस्को द्वारा 1996 में प्रकाशित *डॉलोर्स कमीशन* की रिपोर्ट, जिसे शिक्षा के क्षेत्र में *“इक्कीसवीं सदी के लिए शिक्षा/ शिक्षा के चार स्तम्भ (The Treasure within) नामों से जाना जाता है, में शिक्षा के तीसरे स्तम्भ “एक दूसरे के साथ मिलकर जीने के लिए सीखना” के अंतर्गत व्यक्त किया है कि- आपसी संघर्ष का प्रबंधन करने के लिए अनेकता तथा शांति के प्रति पारस्परिक समझ के मूल्यों और श्रद्धा की प्रवृत्ति से संबंधित संयुक्त परियोजनाओं का संचालन करके आपसी संघर्ष पर नियंत्रण कर दूसरे व्यक्तियों के प्रति समझ के विकास द्वारा एक दूसरे के साथ मिलकर जीने की ज्ञान कराया जाए।*

शांति की शिक्षा के विषय में राष्ट्रीय पाठ्यचर्या रूपरेखा - 2005 के अनुसार - शांति की शिक्षा ऐसे सरोकार के रूप में विकसित हो जो समूचे स्कूली जीवन पर छा जाए, जैसे - पाठ्यचर्या, कक्षा का वातावरण, स्कूल प्रबंधन, शिक्षक-शिक्षार्थी संबंध और स्कूल से जुड़ी तमाम गतिविधियाँ आदि।

अन्तर्राष्ट्रीय स्तर पर शांति हेतु शांति की शिक्षा की नितान्त आवश्यकता को देखते हुए यूनाइटेड नेशन्स के द्वारा भी शांति शिक्षा के प्रयासों को प्रारम्भ करने का प्रयास किया गया है। यूनाइटेड नेशन्स के सेक्रेटरी बान के मून ने 13 जून 2013 को प्रत्येक वर्ष के 21 सितंबर को अन्तर्राष्ट्रीय शांति दिवस के रूप में मनाए जाने की घोषणा करते हुए कहा- *“प्रत्येक वर्ष 21 सितंबर को अन्तर्राष्ट्रीय शांति दिवस के रूप में मनाया जाएगा, जो विश्व को संघर्ष उत्पन्न करने वाली हिंसा के दोषपूर्ण चक्र को रोकने, परावर्तित करने तथा नष्ट करने के सर्वोच्च विचार को व्यक्त करने का अवसर प्रदान करेगा। अन्तर्राष्ट्रीय शांति दिवस के इस वर्ष का प्रसंग ‘शांति के लिए शिक्षा’ होगा। यूनाइटेड नेशन्स परीक्षण करेगा कि वैश्विक नागरिकता को प्रोत्साहित करने में शिक्षा किस प्रकार की भूमिका का निर्वहन कर सकती है। बच्चों को केवल पढ़ना, लिखना व गिनती करना सिखाना ही पर्याप्त नहीं है। शिक्षा को दूसरों तथा उस संसार, जिसमें हम रह रहे हैं, का सम्मान करने की भावना का विकास करने, लोगों को और अधिक न्यायप्रिय बनाने तथा शांतिपूर्ण व समावेशी समाज का गठन करने योग्य बनाने वाली होना चाहिए।”*

**अन्तर्राष्ट्रीय स्तर पर शांति शिक्षा हेतु क्रिया कलाप :**

वर्तमान में अन्तर्राष्ट्रीय परिप्रेक्ष्य में शांति की शिक्षा के आवश्यकता सर्वत्र अनुभूत किया जा रहा है। शांति की शिक्षा को केवल शैक्षिक पाठ्यक्रम के एक अनुशासन के रूप में नहीं वरन् वैश्विक सामाजिक आन्दोलन के रूप में देखा जाने लगा है और इस मुहिम में शैक्षिक संस्थाओं के साथ-साथ समाज के नागरिक, राष्ट्र, राजनीतिज्ञ, वैज्ञानिक, पर्यावरणविद, आदि सभी अपना अमूल्य योगदान प्रदान कर रहे हैं। शांति शिक्षा का उद्देश्य हिंसा को कम करना, आपसी संघर्ष के रूपान्तरण में सहयोग करना तथा व्यक्ति,

समूह, समाज तथा संस्थाओं की शांति की सामर्थ्य को बढ़ाना है। शांति शिक्षा मानव की सीखने की योग्यता के साथ-साथ उसके कौशल, मूल्यों तथा ज्ञान का विकास करती है, जो उसमें शांति के वैश्विक तथा धारणीय पर्यावरण का विकास करने में सहायता देते हैं। शांति शिक्षा मानव को मानव के साथ समरसता पूर्वक जीना सिखाने के साथ-साथ अपने समस्त पर्यावरण के साथ समरसता से जीना सिखाने व उसके विकास करने की योग्यता का भी विकास करती है। शांति शिक्षा व्यक्ति के जीवन के प्रत्येक स्तर पर सामाजिक प्रक्रिया के विकास में सहायता देती है। इस प्रकार से शांति शिक्षा का क्षेत्र अत्यन्त व्यापक है और इसका ज्ञान किसी विषय विशेष के रूप में न कराकर इसे प्रत्येक ज्ञानात्मक प्रक्रिया में शामिल कर सिखाया जाना आवश्यक है। शांति शिक्षा हेतु विभिन्न क्रियाकलापों को अपनाया जाना आवश्यक है, जो निम्न प्रकार हो सकते हैं -

**1. संघर्ष व द्वन्द निवारण हेतु प्रशिक्षण :** शांति शिक्षा के अंतर्गत व्यक्तिगत व सामाजिक व्यवहारों के कारण उत्पन्न संघर्ष व द्वन्द का सामना करने की योग्यता का विकास करने के लिए वार्तालाप करने, मध्यस्तता करने, समझौता करने, समाधान करने, भावनाओं पर नियंत्रण करने के लिए व्यक्तिगत व सामूहिक रूप से विभिन्न प्रकार के प्रशिक्षणों का आयोजन कर मानव में संघर्ष से लड़ने की योग्यता का विकास किया जा सकता है। प्रशिक्षण के माध्यम से शांति के प्रति नकारात्मक विचारों को सकारात्मक विचारों में बदला जा सकता है।

**2. लोकतांत्रिक शिक्षा :** लोकतांत्रिक शिक्षा प्रदान कर लोगों में सकारात्मक राजनैतिक गुणों का विकास कर मानव को युद्ध के स्थान पर शांति के द्वारा अपने पड़ोसी राष्ट्रों के साथ संबंध स्थापित करने का ज्ञान कराया जा सकता है। लोकतंत्र का प्रमुख उद्देश्य अपने नागरिकों की सुरक्षा व उन्नति करना है। लोकतांत्रिक शिक्षा के द्वारा मानव को देश का जागरूक नागरिक बनाने के लिए उसमें समस्या समाधान, सकारात्मक विचार, निर्णय लेने, तर्क करने, दूसरों के विचारों का सम्मान करने, अपने विचारों को सही प्रकार से व्यक्त करने, दूसरों को सहन करने आदि गुणों का विकास किया जा सकता है।

**3. मानवाधिकारों की शिक्षा :** मानव के मानव के साथ संघर्ष के परिणामस्वरूप मानव के अधिकारों पर आघात हो रहा है। यदि मानव को शांति के पथ पर ले जाना है तो उसे शांति शिक्षा के अंतर्गत मानव के अधिकारों का ज्ञान कराने के साथ-साथ उन अधिकारों का उपयुक्त रूप से प्रयोग करने का ज्ञान कराना आवश्यक है। मानवाधिकारों की रक्षा करने के लिए अन्तर्राष्ट्रीय स्तर पर स्थापित विभिन्न संस्थाओं के द्वारा समय-समय विभिन्न क्रियाकलापों व हस्तक्षेपों का आयोजन तथा नीतियों का निर्धारण किया जाता है। मानवाधिकार की शिक्षा के द्वारा मानवाधिकारों का ज्ञान कराने के साथ-साथ विभिन्न क्रियाकलापों, हस्तक्षेपों व नीतियों का ज्ञान करा कर शांति की शिक्षा प्रदान की जा सकती है।

उपरोक्त क्रियाकलापों को औपचारिक व अनौपचारिक शिक्षा के पाठ्यक्रम शिक्षण व शिक्षणोत्तर गतिविधियों के रूप में शामिल कर अंतर्राष्ट्रीय स्तर पर शांति शिक्षा प्रदान की जा सकती है।

#### निष्कर्ष :

इस प्रकार प्रस्तुत शोध अध्ययन से स्पष्ट है कि वर्तमान में हिंसा, लूट-मार, आतंकवाद, जातिवाद, कट्टरवाद, क्षेत्रवाद आदि मानव विरोधी गतिविधियों के कारण मानव का जीवन कष्टों, संकटों व संघर्षों की भेंट चढ़ गया है। अपने को श्रेष्ठ बनाने की होड़ में समाज, समुदाय व राष्ट्रों के मध्य निरंतर संघर्ष बढ़ते जा रहे हैं। युद्ध को अधिकार प्राप्त करने के हथियार के रूप में अपनाया जा रहा है। दो-दो विश्वयुद्धों के दंश को झेलने के बाद भी मानव के व्यवहार में किसी प्रकार का परिवर्तन दृष्टिगत नहीं हो रहा है अपितु वह नित नए हथियारों का आविष्कार कर अपने को युद्ध क्षेत्र में अधिक से अधिक बलशाली सिद्ध करने की होड़ में लगा है। इन सबका प्रभाव मानव के जीवन में पड़ रहा है, जो हर वक्त तनाव की स्थिति में जी रहा है, जिसकी परिणित युद्ध, अराजकता, हिंसा, लूट-मार,

हत्या, बलात्कार और आतंकवाद जैसी समाज विरोधी गतिविधियों की बढ़ती संख्या के रूप में दृष्टिगत हो रही है। अतः समाज में शांति की स्थापना के लिए यह आवश्यक है कि समाज विरोधी गतिविधियों को समाज से दूर कर मानव प्रेम, सहकार, सहानुभूति, समानता, बंधुत्व आदि गुणों का विकास किया जाय और शांति शिक्षा दिया जाना आवश्यक है।

शिक्षा मनुष्य के आंतरिक गुणों के विकास का सशक्त माध्यम है और इसके माध्यम से उसे करणीय व अकरणीय कार्यों का ज्ञान करा उसके व्यवहार को परिवर्तित किया जा सकता है। इस आधार पर यदि मानव को शांति शिक्षा प्रदान की जाय तो वह अशांति फैलाने वाले कृत्यों को त्यागकर शांति के मार्ग पर आगे बढ़ सकता है। शिक्षा जीवनभर चलने वाली प्रक्रिया है इस प्रकार शांति शिक्षा को शिक्षा के औपचारिक व अनौपचारिक दोनों ही अभिकरणों में शामिल कर कभी भी प्रदान किए जाने की व्यवस्था किया जाना आवश्यक है।

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## उच्च माध्यमिक स्तर पर विद्यार्थियों के आलोचनात्मक चिन्तन विकास में संकल्पना प्राप्ति प्रतिमान की प्रभाविता का अध्ययन

दिव्या विजयवर्गीय \*

**Key Words :** आलोचनात्मक चिन्तन, संकल्पना प्राप्ति प्रतिमान

### सारांश

प्रस्तुत अध्ययन उच्च माध्यमिक स्तर पर छात्र एवं छात्राओं में आलोचनात्मक चिन्तन के विकास में संकल्पना प्राप्ति प्रतिमान की प्रभाविता का अध्ययन के सन्दर्भ में किया गया। अध्ययन हेतु कक्षा नवीं के 34 विद्यार्थियों को चुना गया जिसमें 18 छात्र एवं 16 छात्राएँ थीं। संकल्पना प्राप्ति प्रतिमान द्वारा विज्ञान विषय, छात्र एवं छात्राओं को साथ-साथ पढ़ाया गया। स्वनिर्मित आलोचनात्मक चिन्तन मापनी एवं प्रतिक्रिया मापनी द्वारा आलोचनात्मक चिन्तन के विकास एवं प्रतिमान के प्रति प्रतिक्रिया का अवलोकन किया गया। अध्ययन से प्राप्त निष्कर्षों से यह ज्ञात होता है कि संकल्पना प्राप्ति प्रतिमान द्वारा विद्यार्थियों को विज्ञान विषय पढ़ाने पर आलोचनात्मक चिन्तन के विकास पर लिंग का सार्थक प्रभाव नहीं था अर्थात् आलोचनात्मक चिन्तन लिंग से स्वतंत्र था तथा संकल्पना प्राप्ति प्रतिमान के प्रति विद्यार्थियों की प्रतिक्रिया सकारात्मक पाई गई।

### प्रस्तावना :

"बालक और मनुष्य के शरीर मस्तिष्क तथा आत्मा में पाये जाने वाले सर्वोत्तम गुणों का सर्वांगीण विकास ही शिक्षा है।"

महात्मा गांधी

शिक्षा एक ऐसा माध्यम है जिसकी सहायता से विद्यार्थी स्वयं में निहित क्षमताओं एवं योग्यताओं को पहचानता है। शिक्षा एक प्रणाली है जिसमें यदि सभी उपप्रणालियाँ एक दूसरे के साथ समन्वित रूप से कार्य करे तो वह अपने उद्देश्य को प्राप्त कर सकती है। शिक्षण एक साधन है एवं अधिगम एक साध्य। वर्तमान शिक्षण में व्याख्यान विधि का अधिक उपयोग किया जा रहा है जिसमें अध्यापक अधिक सक्रिय होते हैं लेकिन विद्यार्थी निष्क्रिय रूप से सुनते रहते हैं एवं स्वतन्त्र रूप से कुछ भी नहीं सोचते। आज छात्रों में स्वअध्ययन आदतों, विश्लेषण योग्यताओं, रुचि, जिज्ञासा, चिन्तन, वैज्ञानिक दृष्टिकोण इत्यादि आदतों का विकास करने की आवश्यकता है। शिक्षण एवं अधिगम दोनों का उद्देश्य विद्यार्थी के व्यवहार में परिवर्तन लाकर उसका सर्वांगीण विकास करना है। शिक्षणअधिगम प्रक्रिया में शिक्षण प्रतिमानों की सहायता से शिक्षण एवं अधिगम के उद्देश्य को पूर्ण किया जा सकता है विभिन्न शिक्षण प्रतिमानों में से संकल्पना प्राप्ति प्रतिमान एक ऐसा प्रतिमान है जिससे विद्यार्थी संकल्पना के अधिगम हेतु सूचनाओं का संगठन करते हैं। संकल्पना

प्राप्ति प्रतिमान में अध्यापक विद्यार्थियों को शब्द अवसर प्रदान करता है, जिससे कि वे अपनी विचार प्रक्रिया का विश्लेषण कर सकें। संकल्पना प्राप्ति प्रतिमान द्वारा पढ़ाने से विद्यार्थियों में संकल्पना की प्रकृति, संकल्पना निर्माण की पद्धतियों का विकास, विशिष्ट संकल्पना का अधिगम, आगमन तर्क का विकास इत्यादि शिक्षण प्रभाव प्रत्यक्ष रूप से उत्पन्न होते हैं। इसके अतिरिक्त संकल्पना प्राप्ति प्रतिमान द्वारा पढ़ाने से विद्यार्थियों में विकल्पों के प्रति जागरूकता, सहनशीलता, तार्किक चिन्तन के प्रति संवेदनशीलता, आदि पोषक प्रभाव भी अप्रत्यक्ष रूप से उत्पन्न होते हैं। जब छात्र संकल्पना का अभिज्ञान करते हैं तब संश्लेषण, विश्लेषण, एवं मूल्यांकन करते हैं। जिससे विद्यार्थी विभिन्न दिशाओं में स्वतन्त्र चिन्तन करते हैं। विद्यार्थी सूचनाओं के संश्लेषण, विश्लेषण द्वारा समस्या का समाधान करते हैं, जिससे उनकी पुरानी संकल्पनाएँ टूटती हैं एवं नई संकल्पनाएँ बनती हैं। परिणामस्वरूप विद्यार्थियों में आलोचनात्मक चिन्तन का विकास होता है।

### आलोचनात्मक चिन्तन का अर्थ :

आलोचनात्मक चिन्तन अवलोकन, अनुभव, तार्किक विचार द्वारा शुद्ध रूप से तर्कों को एकत्रित करने, संश्लेषण, विश्लेषण एवं मूल्यांकन करने की प्रक्रिया है। यह स्वाभाविक मूल्यों के बजाय तर्क व विचार करने के आधार पर निर्णय लेने व मूल्यांकन करने की

योग्यता है। यह एक शुद्ध, स्पष्ट, एवं उद्देश्य पूर्ण मानसिक प्रक्रिया है। यह मूलतः दुनिया की जटिल समस्याओं के समाधान, समस्या के विभेद एवं सृजनात्मक समाधान उत्पन्न करने, सूचनाओं के संश्लेषण, एकत्रीकरण करने, सत्य व विचारधारा के बीच विभेद करने संभवनापूर्ण समाधान को प्रस्तुत करने से सम्बन्धित है। यह किसी व्यक्ति की अपनी स्वयं की सोच को परिष्कृत करने की प्रक्रिया है। **सारांश**

#### आलोचनात्मक चिन्तन की परिभाषा :

*Scriven & Paul* के अनुसार आलोचनात्मक चिन्तन विश्लेषणात्मक तर्क, संश्लेषण, समस्या समाधान या उच्च मानसिक प्रक्रियाएँ हैं।

*Hudgins & Edelman* (1986) के अनुसार-व्यक्ति की वह प्रक्रिया जिसमें वह स्वयं के निष्कर्षों के समर्थन में साक्ष्य प्रस्तुत करता है तथा अन्य लोगों के निष्कर्षों को स्वीकार करने से पूर्व उनसे साक्ष्य प्रस्तुत करने का आग्रह करता है वह आलोचनात्मक चिन्तन है।

*Beyer* (1985) के अनुसार-आलोचनात्मक चिन्तन अपना अधिकार माँगने की जानकारी या उचित सूचना, शुद्धता, प्रमाणिकता को निर्धारित करने की प्रक्रिया है।

*Robbert Enni* के अनुसार-आलोचनात्मक चिन्तन Reflective & Resonable चिन्तन है जो यह निर्णय लेने पर केन्द्रित करता है कि क्या करना है एवं क्या विश्वास करना है। **पूर्व शोध :**

*गंगराडे* (1987) ने संकल्पना प्राप्ति प्रतिमान एवं परम्परागत विधि द्वारा पढ़ाने पर विद्यार्थियों की उपलब्धि की तुलना की तथा संकल्पना प्राप्ति प्रतिमान एवं परम्परागत विधि से पढ़ाने पर विद्यार्थियों की बुद्धि, विज्ञान के प्रति अभिवृत्ति, उपलब्धि, मूल्य, चिन्ता एवं विज्ञान में पूर्व उपलब्धि का अध्ययन किया एवं पाया कि संकल्पना प्राप्ति प्रतिमान परम्परागत विधि से सार्थक रूप से उच्च था तथा विद्यार्थियों की विज्ञान में उपलब्धि संकल्पना प्राप्ति प्रतिमान से पढ़ाने पर बढ़ी। *सिंह* (1990) ने संकल्पना के सकारात्मक एवं नकारात्मक उदाहरणों द्वारा विज्ञान पढ़ाने पर विद्यार्थियों की विज्ञान में उपलब्धि एवं अभिवृत्ति का अध्ययन किया एवं पाया कि संकल्पना प्राप्ति प्रतिमान वाले समूह की उपलब्धि अधिक थी लेकिन अभिवृत्ति दोनों समूह की समान थी। *जैमिनी* (1991) ने अग्रवर्ती संगठक प्रतिमान, संकल्पना प्राप्ति प्रतिमान तथा परम्परागत विधि द्वारा शिक्षण की प्रभाविता, संकल्पना को धारण करने की क्षमता, संकल्पीकरण, प्रभावी शिक्षण, संकल्पना अधिगम में विद्यार्थियों की क्रिया तथा संकल्पना को धारण करने में बहुउद्देश्य चिन्तन के संबन्ध का अध्ययन किया एवं पाया कि अग्रवर्ती संगठक प्रतिमान तथा संकल्पना प्राप्ति प्रतिमान, परम्परागत विधि से अधिक प्रभावी थे। संकल्पना के अधिगम में अग्रवर्ती संगठक तथा संकल्पना प्राप्ति प्रतिमान समान रूप से प्रभावी थे तथा संकल्पना अधिगम में संकल्पना प्राप्ति प्रतिमान अधिक प्रभावी था। *मोहन्ती* (1992) ने नैतिक निर्णय

के विकास में जूरिस प्रूडेंशियल तथा संकल्पना प्राप्ति प्रतिमान की प्रभाविता का तुलनात्मक अध्ययन किया एवं पाया कि संकल्पना प्राप्ति प्रतिमान नैतिक मूल्य के विकास में प्रभावी नहीं था। *शर्मा* (2001) ने संस्कृत विषय में संकल्पना प्राप्ति प्रतिमान तथा परम्परागत विधि का उपलब्धि के संदर्भ में अध्ययन किया एवं पाया कि संकल्पना प्राप्ति प्रतिमान तथा परम्परागत विधि से पढ़ाने पर संस्कृत विषय में विद्यार्थियों की उपलब्धि में सार्थक अंतर नहीं था। *पोटकर* (2002) ने विज्ञान की संकल्पना को समझने में संकल्पना प्राप्ति प्रतिमान तथा परम्परागत विधि का तुलनात्मक अध्ययन किया एवं पाया कि विज्ञान संकल्पनाओं को समझने में संकल्पना प्राप्ति प्रतिमान, परम्परागत विधि से सार्थक रूप से उच्च था तथा विज्ञान की संकल्पना को समझने में लिंग का प्रभाव नहीं था।

इसके अतिरिक्त आलोचनात्मक चिन्तन से सम्बन्धित शोध कार्य निम्न थे- *बंसल* (1979) ने-परम्परागत व आधुनिक गणित के विद्यार्थियों की योग्यताओं का तुलनात्मक अध्ययन किया एवं पाया कि परम्परागत गणित के विद्यार्थियों के बजाय आधुनिक गणित के विद्यार्थियों में आलोचनात्मक चिन्तन की प्रवृत्ति अधिक पाई गई। *स्टोन* (1981) ने आलोचनात्मक चिन्तन योग्यता में आगमनात्मक अनुदेशन की प्रभाविता का अध्ययन किया एवं पाया कि प्रयोगिक समूह एवं नियंत्रित समूह में सार्थक अंतर था तथा आगमनात्मक उपागम से अनुदेशन से विद्यार्थियों के आलोचनात्मक चिन्तन में वृद्धि हुई। *एलेक्जेंडर* (1990) ने-विज्ञान उपलब्धि पर सामाजिक-आर्थिक स्तर, विज्ञान अभिवृत्ति, तथा आलोचनात्मक चिन्तन के प्रभाव का अध्ययन किया एवं पाया कि तीनों चर विज्ञान की उपलब्धि में सहायता करते हैं। *श्लेश्वर* (1990) ने साक्षर वार्तालाप समूह से विद्यार्थियों के आलोचनात्मक चिन्तन की योग्यता तथा पढ़ने में अभिवृत्ति के प्रभाव का अध्ययन किया एवं पाया कि साक्षर वार्तालाप समूह में भाग लेने से विद्यार्थियों के आलोचनात्मक चिन्तन प्रकट करने, एवं पढ़ने में अभिवृत्ति सार्थक रूप से प्रभावी नहीं थी।

#### शोध अध्ययन का उद्देश्य :

कक्षा नवी के विद्यार्थियों को विज्ञान विषय संकल्पना प्राप्ति प्रतिमान द्वारा पढ़ाने पर छात्र एवं छात्राओं के आलोचनात्मक चिन्तन के माध्य फलांकों की तुलना करना।

#### शोध अध्ययन की परिकल्पना :

कक्षा नवी के विद्यार्थियों को विज्ञान विषय संकल्पना प्राप्ति प्रतिमान द्वारा पढ़ाने पर छात्र एवं छात्राओं के आलोचनात्मक चिन्तन के माध्य फलांकों में सार्थक अंतर नहीं होगा।

#### शोध अध्ययन की प्रविधि :

शोधार्थी द्वारा प्राकल्प 'पूर्व एवं पञ्च परीक्षण एकल समूह' का प्रयोग किया गया। न्यादर्श के रूप में गैर सरकारी विद्यालय एन. एम. मेमोरियल के कक्षा नवी के 18 छात्र एवं 16 छात्राओं का चयन उद्देश्यपरक विधि से किया गया, चयनित विद्यार्थियों में छात्र एवं छात्राएँ जिनकी उम्र 14-16 वर्ष, मध्यम सामाजिक-आर्थिक

स्तर के, एम. पी. बोर्ड के हिन्दी माध्यम के नियमित विद्यार्थी थे, को लिया गया। शोधार्थी द्वारा आलोचनात्मक चिन्तन का पूर्व परीक्षण लिया गया तत्पश्चात् संकल्पना प्राप्ति प्रतिमान द्वारा 30 दिन तक विद्यार्थियों को उपचारित किया गया। उपचार के उपरान्त आलोचनात्मक चिन्तन का पश्च परीक्षण लिया गया।

#### शोध विधि :

प्रस्तुत शोध के अध्ययन हेतु अनुसंधान की असम्भाव्य न्यादर्शन तकनीक (Non Probability sampling Technique) की सोद्देश्य न्यादर्शन तकनीक (Purposive sampling Technique) का प्रयोग किया गया।

#### शोध उपकरण :

शोध के अध्ययन हेतु आलोचनात्मक चिन्तन का मापन करने हेतु स्वनिर्मित आलोचनात्मक चिन्तन मापनी का प्रयोग किया गया। यह उपकरण कक्षा नवी के विद्यार्थियों के लिए बनाया गया था। इस उपकरण में 20 प्रश्न थे। कुछ प्रश्नों को हल करने के लिए विद्यार्थियों को विकल्प दिए गए थे जबकि कुछ प्रश्नों को हल करने के लिए विद्यार्थियों को विकल्प नहीं दिए गए थे। प्रश्नों को हल करने के लिए विद्यार्थियों को 45 मिनट का समय दिया गया। प्रत्येक सही उत्तर के लिए 5 अंक निर्धारित किए गए।

#### प्रदत्तों का संकलन :

शोध अध्ययन को पूर्ण करने हेतु सर्वप्रथम एन.एम. मेमोरियल के कक्षा नवी के विद्यार्थियों को एक माह तक पढ़ाने की अनुमति ली गई। शोध कार्य करने हेतु कक्षा नवी के 18 छात्र एवं 16 छात्राओं का चयन उद्देश्यपरक विधि से किया गया। विद्यार्थियों से तादात्म्य स्थापित करने के पश्चात् उन्हें शोध के उद्देश्य से परिचित कराया गया। इसके पश्चात् विद्यार्थियों के आलोचनात्मक चिन्तन का मापन करने हेतु पूर्व परीक्षण लिया गया। पूर्व परीक्षण लेने के पश्चात् छात्र एवं छात्राओं को संकल्पना प्राप्ति प्रतिमान एवं उसके विभिन्न सोपानों की विस्तृत जानकारी दी गई। शोधार्थी द्वारा छात्र एवं छात्राओं के समक्ष 30 दिन तक संकल्पना प्राप्ति प्रतिमान पर आधारित पाठ-योजना प्रस्तुत की गई। अंत में स्वनिर्मित आलोचनात्मक चिन्तन मापनी द्वारा आलोचनात्मक चिन्तन का पश्च परीक्षण लिया गया। तत्पश्चात् आलोचनात्मक चिन्तन मापनी का फलांकन किया गया।

#### प्रदत्तों का विश्लेषण :

शोध अध्ययन का उद्देश्य था 'कक्षा नवी के विद्यार्थियों को

#### सारणी -1

लिंगवार आलोचनात्मक चिन्तन के माध्य, मानक विचलन एवं सहसम्बंधीय टी मान

| लिंग   | N  | M     | sd    | df | t value |
|--------|----|-------|-------|----|---------|
| छात्र  | 18 | 54.88 | 10.61 | 32 | 0.85    |
| छात्रा | 16 | 57.75 | 8.81  |    | NS      |

विज्ञान विषय संकल्पना प्राप्ति प्रतिमान द्वारा पढ़ाने पर छात्र एवं छात्राओं आलोचनात्मक चिन्तन के माध्य फलांकों की तुलना करना। उपरोक्त उद्देश्य से सम्बन्धित प्राप्त प्रदत्तों का विश्लेषण टी परीक्षण की सहायता से किया गया। प्राप्त परिणाम निम्न प्रकार से थे-

सारणी क्रमांक -1 से विदित है कि सहसम्बंधीय टी का मान 0.85 है जो कि स्वतंत्रता अंश 32 पर 0.05 सार्थकता के स्तर पर सार्थक नहीं है। जो यह दर्शाता है कि संकल्पना प्राप्ति प्रतिमान से उपचारित छात्र एवं छात्राओं के आलोचनात्मक चिन्तन के माध्य फलांकों में सार्थक अंतर नहीं है। इसके परिपेक्ष्य में शून्य परिकल्पना कि 'कक्षा नवी के विद्यार्थियों को विज्ञान विषय संकल्पना प्राप्ति प्रतिमान द्वारा पढ़ाने पर छात्र एवं छात्राओं के आलोचनात्मक चिन्तन के माध्य फलांकों में सार्थक अंतर नहीं होगा' स्वीकृत की जाती है। सारणी से यह भी विदित है कि छात्रों के आलोचनात्मक चिन्तन के माध्य फलांक 54.88 है जो कि छात्राओं के माध्य फलांक 57.75 से सार्थक रूप से उच्च नहीं है। इससे यह निष्कर्ष निकाला जा सकता है कि संकल्पना प्राप्ति प्रतिमान से पढ़ाने पर विद्यार्थियों में आलोचनात्मक चिन्तन का विकास लिंग भेद से स्वतंत्र है।

#### परिणाम :

संकल्पना प्राप्ति प्रतिमान से पढ़ाने पर विद्यार्थियों के आलोचनात्मक चिन्तन के विकास पर लिंग का कोई प्रभाव नहीं था। अर्थात् आलोचनात्मक चिन्तन का विकास लिंग से स्वतंत्र पाया गया।

#### परिणाम की चर्चा :

शोधार्थी द्वारा किए गए शोध अध्ययन से प्राप्त निष्कर्ष से यह स्पष्ट है कि छात्र एवं छात्राओं के आलोचनात्मक चिन्तन के माध्य फलांकों में सार्थक अंतर नहीं होता है। अर्थात् संकल्पना प्राप्ति प्रतिमान छात्र एवं छात्राओं के आलोचनात्मक चिन्तन के विकास में सार्थक रूप से प्रभावी नहीं रहा।

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### रीडिंग कैम्पेन कार्यक्रम की कार्ययोजना

रीडिंग कैम्पेन कार्यक्रम का क्रियान्वयन मुख्यतः विद्यार्थियों की आधार रेखा तैयार कर अधिगम के लक्ष्य निर्धारित कर उनके अनुरूप पाठ्यक्रम का विभाजन कर शिक्षण योजना बनाना है।

#### आधार रेखा/बेसलाइन का निर्धारण

जुलाई माह के प्रारंभ में कक्षा 1 से 8 तक के बच्चों का उनकी आयु एवं शैक्षिक स्तर के अनुसार आकलन कर विभिन्न ग्रेड में वर्गीकृत कर दिया जाता है यह ग्रेड शिक्षक द्वारा पिछली कक्षा में प्राप्त अंक एवं जुलाई माह के प्रथम सप्ताह में किये गये मूल्यांकन के आधार पर की जाती है। किन्तु शिक्षण कराने के लिए इन्हें तीन समूह | i. (A, B) ii. (C, D) iii. (E) में वर्गीकृत कर दिया जाता है। यही बेसलाइन होती है। इस बेसलाइन के आधार पर तीनों समूहों के बच्चों को बनाये गये अधिगम संकेतकों को ध्यान में रखकर निर्धारित पाठ्यक्रम के अनुसार बच्चों के स्तर के अनुरूप मूल्यपरक शिक्षण योजना विषय शिक्षक द्वारा बनाई जाती है तथा शिक्षण कार्य कर लक्ष्य की प्राप्ति की जाती है।

#### अधिगम संकेतक (लर्निंग इन्डिकेटर)

शिक्षण एवं पाठ्यक्रम के अनुसार सत्र के अंत में बच्चों में विकसित हो जाने वाली अपेक्षित क्षमताओं/अवधारणाओं/कौशलों को अधिगम संकेतक कहा जाता है। बच्चों द्वारा किसी कक्षा में एक सत्र पढ़ लेने के बाद कौन-कौन सी अवधारणाएँ, कौशल किस तरह विकसित हो जाने अपेक्षित हैं। इन अपेक्षाओं को अधिगम संकेतक के रूप में प्रस्तुत किया गया है। कक्षा 1 से 8 तक प्रति कक्षा प्रत्येक विषय के अधिगम संकेतक तैयार किये गये हैं। इन संकेतकों से शिक्षक को यह मदद मिलती है की सत्र के अंत तक बच्चों को किस स्तर तक लेकर जाना है तथा उनके लिए उन्हें क्या कार्ययोजना बनाती है कैसे काम करना है इन अधिगम संकेतक सम्बन्धी दस्तावेज को प्रत्येक विद्यालय में उपलब्ध कराया जाता है।

#### पाठ्यक्रम विभाजन

रीडिंग कैम्पेन कार्यक्रम के अन्तर्गत कक्षा 1 से 8 तक प्रति कक्षा प्रति विषय पाठ्यक्रम का विभाजन किया गया है। विद्यालयों में विभागीय नियम अनुसार मूल्यांकन (तिमाही अर्द्धवार्षिक, एवं वार्षिक परीक्षा) को आधार बनाकर पाठ्यक्रम का विभाजन किया गया है। इसके अन्तर्गत प्रत्येक मूल्यांकन तक प्रतिकक्षा प्रतिविषय पाठ्यसामग्री पर काम करने के दौरान विकसित हो जाने वाले कौशलों अधिगम संकेतकों को अपेक्षित किया गया है। पाठ्यक्रम विभाजन दस्तावेज की एक प्रति प्रत्येक विद्यालय में उपलब्ध कराई जाती है।

#### जिला एवं ब्लॉक शिक्षा अधिकारियों के दायित्व

जिला प्रारम्भिक शिक्षा अधिकारी के मार्गदर्शन में आवश्यकता अनुसार बैठक आयोजित की जाती है बैठक में जिला स्तरीय एवं ब्लॉक स्तरीय अधिकारी भाग लेते हैं इस बैठक में जिला गुणवत्ता प्रभारी द्वारा सभी सदस्यों को अधिगम संकेतक के बारे में प्रशिक्षित किया जाता है। जिन ब्लॉक में बच्चों का शैक्षिक स्तर संतोषजनक नहीं पाया जाता उनके लिए विशेष कार्य योजना बनाकर कार्य दिया जाता है।

### प्रधानाध्यापक का दायित्व

सतत व्यापक मूल्यांकन प्रक्रिया द्वारा ग्रेडिंग प्रणाली के अन्तर्गत प्रधानाध्यापक स्वयं शिक्षकों के साथ विद्यार्थियों के शैक्षिक स्तर की प्रगति के बारे में समीक्षा करें।

- प्रधानाध्यापक से अपेक्षित है कि अधिगम संकेतक तथा पाठ्यक्रम विभाजन की उपलब्धता विद्यालय में सुनिश्चित करें।
- प्रधानाध्यापक यह सुनिश्चित करें कि जुलाई के प्रथम सप्ताह तक बच्चों का विषयवार आधार रेखा मूल्यांकन अनिवार्य रूप से कर लिया जाये।
- प्रधानाध्यापक बच्चों के स्तर निर्धारण के पश्चात उपरोक्तानुसार समूह बनाकर शिक्षण कराया जाना सुनिश्चित करें।
- बच्चों की प्रगति के बारे में बच्चों के प्रत्येक मूल्यांकन के पश्चात उनके अभिभावकों के साथ चर्चा करें एवं बैठक का रिकार्ड संधारण करें।
- कक्षा के अनुरूप संतोषजनक स्तर प्राप्त नहीं करने वाले बच्चों के लिए विशेष कार्ययोजना बनाई जाये एवं उन पर विशेष ध्यान दिया जाये।

#### शिक्षक का दायित्व :-

रीडिंग कैम्पेन कार्यक्रम के अन्तर्गत शिक्षकों का कर्तव्य है कि वह इस कार्यक्रम के उद्देश्य एवं लक्ष्यों को प्राप्त करने का प्रयास करें।

- विषय शिक्षक अपने विषय से संबंधित अधिगम संकेतक तथा पाठ्यक्रम विभाजन को पढ़कर समझ ले।
- विषय शिक्षक अधिगम संकेतक, पाठ्यक्रम विभाजन तथा प्रत्येक मूल्यांकन तक बच्चों में अपेक्षित अधिगम संकेतकों को शिक्षण आधार बनाकर शिक्षण कार्य योजना बनाये एवं शिक्षण कार्य करें।
- विषय शिक्षक बच्चों के मूल्यांकन के आधार पर प्रपत्र अ में अंक एवं ग्रेड भरें।
- विभागीय नियम अनुसार बच्चों का मूल्यांकन रीडिंग कैम्पेन कार्यक्रम के अन्तर्गत दिये गये अधिगम संकेतकों के आधार पर प्रश्न पत्र बनाकर करें।
- शिक्षक D एवं E समूह वाले बच्चों पर गहनता से विचार करें एवं इन बच्चों के बारे में अलग से कार्ययोजना बनाकर प्रभावी शिक्षण करवाये।
- शिक्षक निरन्तर सूचना प्रधानाध्यापक को उपलब्ध करवाते रहें।

#### रीडिंग कैम्पेन कार्यक्रम और राष्ट्रीय पाठ्यचर्या की रूपरेखा

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 में स्कूली पाठ्यचर्या के चार क्षेत्रों, भाषा, गणित, विज्ञान और सामाजिक विज्ञान में महत्वपूर्ण परिवर्तनों का सुझाव दिया गया कि शिक्षा आज की और भविष्य की जरूरतों के लिए ज्यादा प्रासंगिक बन सके और बच्चों को उस दबाव से मुक्त किया जा सके जो वे झेल रहे हैं। यह दस्तावेज इस बात की सिफारिश करता है कि विषयों के बीच की दीवारें नीची कर दी जाये ताकि बच्चों को ज्ञान का समग्र आनन्द मिल सके और

- पाठ्यक्रम के विभाजन से बच्चों को लगातार विषय के बारे में सीखने से ज्यादा सफलता प्राप्त होती है।
- इस कार्यक्रम में बाल केन्द्रित शिक्षा को बढ़ावा दिया जाता है। इसमें विद्यार्थी परीक्षा सम्बन्धी भय से स्वतंत्र होता है।
- रीडिंग कैम्पेन कार्यक्रम से गुणवत्ता पूर्ण शिक्षा के लक्ष्य की प्राप्ति होती है।

#### निहितार्थ

इस प्रकार कहा जा सकता है कि रीडिंग कैम्पेन कार्यक्रम गुणवत्ता पूर्ण शिक्षा के लक्ष्य को पाने का एक कार्यक्रम है। जिसके अन्तर्गत पूरे सत्र के दौरान विद्यार्थी की प्रगति एवं सफलता के बारे में जानकारी प्राप्त होती है एवं बच्चों में उपजने वाले कौशल,

अवधारणायें, क्षमताएँ इत्यादि का पता आसानी से चल जाता है। जिससे शिक्षक को अपनी शिक्षण योजना का क्रियान्वयन उसी आधार पर करता है इस कार्यक्रम के तहत सत्रारम्भ से शिक्षण योजना समूह अनुसार बनाकर सतत एवं निरन्तर मूल्यांकन कर प्रधानाध्यापक एवं शिक्षक के सुधारात्मक कार्यों द्वारा वर्ष के अंत में लक्ष्यों को प्राप्त किया जा सकता है। समग्र सतत मूल्यांकन से प्रवर्तित संदर्भित रीडिंग कैम्पेन कार्यक्रम उन संस्था प्रधानों तथा शिक्षकों के लिए सहायक सिद्ध होगा जिनके विद्यालय में यह कार्यक्रम नहीं था परन्तु अब यह राजस्थान के सभी विद्यालयों में लागू हो गया है। जिससे गुणवत्तापूर्ण शिक्षा की प्राप्ति की जा सकती है।

## संदर्भ ग्रंथ सूची

रीडिंग कैम्पेन कार्यक्रम (2014-15) प्राथमिक स्तर 1 से 5 पुस्तिका सर्व शिक्षा अभियान जयपुर।

वार्षिक प्रतिवेदन (2013-14) राजस्थान प्रारम्भिक शिक्षा परिषद जयपुर।

रीडिंग कैम्पेन कार्यक्रम (2014-15) उच्च प्राथमिक स्तर 6 से 8 पुस्तिका सर्व शिक्षा अभियान जयपुर।

परिहार, शमीम (अक्टूबर 2014) रीडिंग कैम्पेन एक नवाचार शिविरा पत्रिका पेज 51-52 माध्यमिक शिक्षा बीकानेर राजस्थान

शर्मा, बलराम प्रिया, उपायुक्त, गुणवत्ता प्रकोष्ठ, राजस्थान प्रारम्भिक शिक्षा परिषद जयपुर।

शर्मा राधेश्याम सहायक निदेशक, रीडिंग कैम्पेन कार्यक्रम राजस्थान प्रारम्भिक शिक्षा परिषद जयपुर।

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 एन.सी.ई.आर.टी., नई दिल्ली।

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## शिक्षा के निजीकरण का व्यावसायिक उच्च शिक्षा पर प्रभाव

शैलेश कुमार श्रीवास्तव \*

**Key Words :** निजीकरण, व्यावसायिक उच्च शिक्षा

### सारांश

वैश्वीकरण के वर्तमान दौर में परम्परागत शिक्षा के स्थान पर व्यावसायिक शिक्षा अधिक महत्वपूर्ण हो गई है। विज्ञान व तकनीकी के विकास के कारण आज का औद्योगिक परिदृश्य निरन्तर परिवर्तित होता जा रहा है, जिस कारण ऐसी श्रम शक्ति की अधिकाधिक आवश्यकता हो रही है, जो व्यावसायिक कुशलता रखता हो। इस व्यावसायिक कौशल को प्राप्त करने के लिए उच्च शिक्षा के क्षेत्र में अधिकाधिक शिक्षा संस्थानों की आवश्यकता है, जो बाजार की श्रमशक्ति की आवश्यकता के अनुरूप अधिक से अधिक कुशल श्रमिकों को तैयार कर सकें। उच्च शिक्षा के निजीकरण के द्वारा यह आज व्यावसायिक संस्थानों की संख्या में निरन्तर बढ़ोतरी होती जा रही है, जिससे अधिसंख्य छात्रों को व्यावसायिक शिक्षा प्राप्त करने के अवसर प्राप्त हो रहे हैं।

### प्रस्तावना:

वर्तमान समय में सर्वत्र व्याप्त वैश्वीकरण के दौर के कारण शिक्षा के क्षेत्र में नए-नए प्रयोग हो रहे हैं। 1980 के दशक से वैश्वीकरण दौर आने के बाद से ही शिक्षा प्राप्त करने के नवीन अवसरों का मार्ग हमारे समक्ष खुलता जा रहा है। आज हम सूचना एवं सम्प्रेषण तकनीकी के युग में रह रहे हैं, जहाँ पर शिक्षा प्राप्त करने में आने वाले समय, स्थान तथा व दूरी के बन्धन समाप्त हो चुके हैं। आज हम अपने घर पर ही बैठ कर विश्व के किसी भी कोने में स्थित विश्वविद्यालय से डिग्री या डिप्लोमा प्राप्त कर सकते हैं और इस प्रकार हम किसी भी कारण से अपनी अपूर्ण रह गयी शिक्षा को पूर्ण कर सकते हैं। यही नहीं इनके माध्यम से हम अपनी निरन्तर ज्ञान प्राप्त करने की इच्छा को भी पूर्ण कर सकते हैं। इस प्रकार आज वैश्वीकरण के युग में विभिन्न राष्ट्रों के बीच हुई सन्धियों के कारण तथा सूचना एवं सम्प्रेषण तकनीकी के प्रसार के कारण शिक्षा के क्षेत्र में अभूतपूर्व बदलाव दृष्टिगत हो रहे हैं तथा शिक्षा की पहुँच सभी तक आसान हो गई है। परन्तु इसके साथ ही वैश्वीकरण के कारण आए निजीकरण के द्वारा शिक्षा के क्षेत्र में कुछ सकारात्मक व कुछ नकारात्मक बदलाव भी आए हैं। जिससे शिक्षा का परिदृश्य ही बदल गया है। आज से तीन दशक पूर्व तक तकनीकी व व्यावसायिक संस्थानों के सीमित होने के कारण सीमित संख्या में

ही छात्र/छात्राएँ तकनीकी व व्यावसायिक शिक्षा प्राप्त कर पाते थे वहीं आज निजी तकनीकी व व्यावसायिक संस्थाओं के असीमित संख्या में खुल जाने के कारण तकनीकी व व्यावसायिक शिक्षा अधिकांश बच्चों को उपलब्ध हो रही है। इस कारण आज अधिकांश माता-पिता अपने बच्चों को सामान्य शिक्षा देने के स्थान पर तकनीकी या व्यावसायिक शिक्षा प्रदान कराने में अधिक दिलचस्पी लेने लगे हैं। इसका एक कारण यह भी है कि आज के वैश्वीकृत समाज में विश्व में कहीं भी रोजगार करने में किसी प्रकार की कोई रोक नहीं होने के कारण तकनीकी व व्यावसायिक संस्थानों से निकले छात्रों की वैश्विक श्रम बाजार में अत्यधिक मांग है जिस कारण इनसे निकले छात्रों को नौकरी पाने के लिए अधिक भाग-दौड़ नहीं करनी पड़ती है। यहाँ पर एक तथ्य और सामने आ रहा है कि यद्यपि निजीकरण के परिणाम स्वरूप तकनीकी व व्यावसायिक शिक्षा का अत्यधिक प्रसार हुआ है परन्तु इसके साथ ही शिक्षा के निजीकरण के कारण अनेक प्रकार की समस्याएँ भी उत्पन्न हो रही हैं, जिन पर ध्यान देना आवश्यक है।

### शोध अध्ययन का उद्देश्य:

प्रस्तुत शोध अध्ययन का उद्देश्य शिक्षा के निजीकरण की प्रक्रिया व्यावसायिक उच्च शिक्षा पर निजीकरण के प्रभाव का अध्ययन करना है।

**निजीकरण का अर्थ:**

वैश्वीकरण व निजीकरण शिक्षा के क्षेत्र में तेजी से विकसित हो रही प्रक्रिया है। अस्सी के दशक के बाद से ही विश्व में व्यापार, उद्योग, शिक्षा आदि सभी क्षेत्रों में निजीकरण का प्रभाव दृष्टिगत हो रहा है। परन्तु शिक्षा के क्षेत्र में तो इसका प्रभाव इतना प्रबल हो गया है कि आज अधिकांश अभिभावक अपने बच्चों को सरकारी या सार्वजनिक क्षेत्र के शिक्षा संस्थानों के बजाय प्रतिष्ठित व्यक्तिगत संस्थाओं के द्वारा संचालित शिक्षा संस्थानों में शिक्षा दिलाने में अधिक रुचि ले रहे हैं। व्यवसाय की दृष्टि से शिक्षा का क्षेत्र अत्यधिक तीव्रगति से विकसित हो रहा क्षेत्र सिद्ध हो चुका है। इसी कारण आज देश तथा विदेश के प्रतिष्ठित संस्थानों के द्वारा शिक्षा के क्षेत्र को उद्योग के रूप में विकसित कर दिया है। पूर्व में बड़े-बड़े औद्योगिक घरानों के द्वारा शिक्षण संस्थानों की स्थापना धर्म-कर्म के रूप में की जाती थी तथा इनकी स्थापना का उद्देश्य पुण्य प्राप्त करना होता था। परन्तु वर्तमान समय में यदि कोई व्यावसायिक प्रतिष्ठान शैक्षिक संस्थानों की स्थापना करता है तो उसका मुख्य उद्देश्य उसके द्वारा धन कमाना या लाभ कमाना होता है। शिक्षा के क्षेत्र में निजीकरण सार्वजनिक क्षेत्र तथा सरकारी संस्थानों की प्रक्रियाओं, संसाधनों एवं जिम्मेदारियों को निजी प्रतिष्ठानों या संस्थानों के हाथों में स्थानांतरित करने की प्रक्रिया को कहा जाता है। शिक्षा के क्षेत्र में निजीकरण की प्रवृत्ति का विकास बड़ी तेजी से हो रहा है। क्योंकि शिक्षा ऐसा क्षेत्र है जिसके अधिकांश खर्चे सरकारी धनराशि पर ही निर्भर करते हैं। इसी कारण विकासशील देशों में सरकार के द्वारा शिक्षा के समुचित प्रसार हेतु संसाधन जुटाने के लिए आवश्यक धनराशि का आवंटन न कर पाने के कारण शिक्षा के क्षेत्र में निजी हस्तक्षेप की आवश्यकता को महसूस किया जा रहा है और विकासशील क्षेत्र होने के कारण यह निवेश उत्तरोत्तर बढ़ता ही जा रहा है। शिक्षा के निजीकरण को दो रूपों में देखा जाता है - (1) शिक्षा हेतु पब्लिक स्कूलों में प्रवेश लेना तथा (2) उच्च शिक्षा के क्षेत्र में निजी निवेश को बढ़ावा देना। शिक्षा के क्षेत्र में भारत में आज दोनों प्रकार के निजीकरण को स्पष्ट रूप से देखा जा सकता है। विद्यालयी शिक्षा के क्षेत्र में पब्लिक स्कूल प्रणाली तो यहाँ पर पहले से ही थी परन्तु विगत तीन-चार दशकों से उच्च शिक्षा के क्षेत्र में निजी विश्वविद्यालयों व तकनीकी/व्यावसायिक संस्थानों की तो देश में भरमार हो गई है।

**स्वतंत्रता प्राप्ति के पश्चात भारत में शिक्षा व्यवस्था का विकास:**

स्वतंत्रता से पूर्व तथा पश्चात भी हमारे देश में शिक्षा प्रदान करने का दायित्व सरकार का ही रहा। चाहे वह केन्द्रीय सरकार हो या राज्य सरकार, शिक्षा पर होने वाले व्यय का वहन इन्हीं के द्वारा किया जाता है। स्वतंत्रता प्राप्ति के समय हमारे देश में साक्षरता का प्रतिशत 16.67 था। इस प्रकार उस समय हमारे देश की अधिकांश जनसंख्या शिक्षा से वंचित थी। इसीलिए सन् 1950 में देश में लागू संविधान के नीति निर्देशक सिद्धान्तों के अनुच्छेद 45 द्वारा प्रत्येक

नागरिक को प्राथमिक शिक्षा प्राप्त करने का समान अधिकार प्रदान करने का प्रावधान किया गया व स्पष्ट रूप से लिखा गया कि - 'सरकार प्रयास करेगी कि इस संविधान के लागू होने के दस वर्ष के भीतर 14 वर्ष आयु तक के सब बच्चों को निःशुल्क व अनिवार्य शिक्षा उपलब्ध करायी जाय।' इसके लिए देश की सरकार द्वारा समय-समय पर आयोग गठित किए गए जिन्होंने देश के सभी नागरिकों तक शिक्षा का प्रसार करने की अनुशंसाएँ की। सरकार के द्वारा इन आयोगों की अनुशंसाओं के आधार पर अनेक योजनाओं को संचालित कर सभी बच्चों को शिक्षित करने का प्रयास किया गया। परन्तु यह हमारा दुर्भाग्य ही रहा कि सरकार के अथक प्रयास के बाद भी सभी लोगों तक शिक्षा की पहुँच बनाने में सरकारी तंत्र नाकाम रहा। इसका एक प्रमुख कारण शिक्षा पर होने वाला व्यय भी था।

शिक्षा के सरकारी तंत्र के अंतर्गत होने तथा शिक्षा प्रदान करने का दायित्व पूर्ण रूप से राज्य व केन्द्र सरकार का होने के कारण शिक्षा तंत्र को स्थापित करने तथा उसके लिए भौतिक व मानव संसाधन का विकास करने का दायित्व भी सरकार का है। परन्तु देश में शिक्षा के लिए पर्याप्त बजट उपलब्ध न हो पाने के कारण सभी को शिक्षा उपलब्ध कराने हेतु शैक्षिक संसाधनों का पूर्ण विकास नहीं किया जा सका है और स्वतंत्रता प्राप्ति के बाद 1951 से 2011 तक भी देश में साक्षरता दर 64.32 प्रतिशत तक ही पहुँच पाई। शिक्षा के विकास हेतु नई शिक्षा नीति (1986) की संस्तुतियों के बाद से देश में शिक्षा के क्षेत्र में विकास में गति परिलक्षित हुई। नई शिक्षा नीति में शिक्षा के विकास के लिए अन्य संस्तुतियों के साथ यह भी स्वीकार किया गया कि यदि हमें देश में शिक्षा का अधिकाधिक प्रसार करना है तो यह कार्य केवल सरकारी प्रयासों के द्वारा ही पूर्ण नहीं किया जा सकता। अतः इसमें निजी क्षेत्र की भागीदारी को भी स्वीकार करना होगा। इसीलिए शिक्षा नीति में शिक्षण संस्थाओं को स्वायत्तता प्रदान करने की संस्तुति की गई। इसके बाद से देश में शिक्षा के निजीकरण का कार्य प्रारम्भ हुआ। देश के समग्र विकास हेतु समय-समय पर प्रारम्भ की गई पंचवर्षीय योजनाओं में शिक्षा के उत्तरोत्तर विकास हेतु प्रयास किया गया। प्रारम्भ में विद्यालयी शिक्षा के क्षेत्र के अति पिछड़े होने के कारण इन योजनाओं में विद्यालयी शिक्षा के विकास पर ही अधिक बल दिया गया। दसवीं पंचवर्षीय योजना का ध्यान उच्च शिक्षा की अपेक्षा प्राथमिक शिक्षा के विकास पर अधिक रहा जिस कारण इस योजना की अवधि में प्राथमिक शिक्षा पर पचास हजार करोड़ से अधिक तथा उच्च शिक्षा हेतु आठ हजार करोड़ से कम की धनराशि व्यय की गई। इस कारण हमारे देश का उच्च शिक्षा का सकल नामांकन अनुपात 11 प्रतिशत तक ही हो पाया। यह नामांकन अनुपात दुनिया के 23.2 प्रतिशत, ट्रांजिशन वाले देशों के 36.5 प्रतिशत, विकसित देशों के 54.6 प्रतिशत तथा एशियाई देशों के 22 प्रतिशत से कहीं कम है। इसके साथ ही इसमें महिला-पुरुष, ग्रामीण-शहरी, जाति-वर्ग के बीच अनेक असमानताएँ भी उच्च शिक्षा के क्षेत्र में व्याप्त हैं।

### उच्च शिक्षा का निजीकरण व व्यावसायिक शिक्षा पर प्रभाव:

ग्यारहवीं पंचवर्षीय योजना (2007-12) में यह माना गया कि बारहवीं पंचवर्षीय योजना के अंत तक उच्च शिक्षा के क्षेत्र में सकल नामांकन का लक्ष्य 21 प्रतिशत होना आवश्यक है। इसके लिए उच्च शिक्षा के प्रसार हेतु धन की प्रतिपूर्ति तथा और अधिक संख्या में उच्च शिक्षा संस्थानों की स्थापना जरूरी होगी। इस कारण ग्यारहवीं पंचवर्षीय योजना में उच्च शिक्षा के क्षेत्र में पूर्व की भांति निजी निवेश की अनुशंसा की गई और स्पष्ट किया गया कि, 10 वीं योजना का स्वागत योग्य विकास यह है कि उच्चतर शिक्षा संस्थानों में बिना सहायता वाले निजी शिक्षा संस्थानों की संख्या 2001 में 42.6 प्रतिशत से बढ़कर 2006 में 63.21 प्रतिशत हो गई है। इसी अवधि में उनके नामांकन का हिस्सा भी 32.89 प्रतिशत से बढ़कर 51.53 प्रतिशत हो गया है। ग्यारहवीं योजना में भी यह प्रवृत्ति जारी रहेगी। अतः यह अपेक्षा रखना उचित है कि उच्चतर शिक्षा के लिए लगभग 50 प्रतिशत वृद्धि निजी सेवादाताओं द्वारा ही उपलब्ध हो सकेगी।

शिक्षा के क्षेत्र में निजीकरण के कारण भारतीय उच्च शिक्षा व्यवस्था का परिदृश्य बदलता जा रहा है। उच्च शिक्षा के क्षेत्र में निजीकरण का सर्वाधिक प्रभाव तकनीकी व व्यावसायिक शिक्षा के क्षेत्र में दृष्टिगत हो रहा है। अस्सी के दशक में तकनीकी के तीव्र विकास के कारण तकनीकी, व्यावसायिक तथा प्रबन्ध शिक्षा में प्राप्त छात्रों की बाजार में मांग में तीव्र वृद्धि होने के कारण इस क्षेत्र में अधिकाधिक शिक्षा संस्थानों की स्थापना की आवश्यकता महसूस की गई। इससे पूर्व अधिकांश विश्वविद्यालयों तथा शैक्षिक संस्थाओं के द्वारा परम्परागत शिक्षा का ही अधिक प्रसार किया जा रहा था। इस कारण देश में तकनीकी व इंजीनियरिंग शिक्षा प्रदान करने वाले संस्थाओं की संख्या सीमित ही थी। साथ ही इन संस्थानों की स्थापना की प्रगति भी धीमी ही रही। संस्थाओं की संख्या कम होने के कारण इनके द्वारा बहुत कम संख्या में प्रशिक्षित जनशक्ति को

तैयार किया जा सका। स्वतंत्रता प्राप्ति के समय हमारे देश में डिग्री स्तर के तकनीकी शिक्षा संस्थानों की संख्या 38 तथा डिप्लोमा स्तर के तकनीकी शिक्षा संस्थानों की संख्या 53 थी जिनमें 1986 तक डिग्री स्तर पर 150 तथा डिप्लोमा स्तर पर 450 तक की वृद्धि हुई। इसके बाद 1990 के दशक में तकनीकी शिक्षा की मांग के बढ़ने के साथ तो देश में तकनीकी शिक्षा संस्थानों की संख्या में अभूतपूर्व वृद्धि हुई जिसमें निजी क्षेत्र का सर्वाधिक हाथ रहा। देश में तकनीकी शिक्षा की प्रगति को मानव संसाधन विकास मंत्रालय की 2009-10 की वार्षिक रिपोर्ट में दिए गए निम्न आंकड़ों से सिद्ध किया जा सकता है -

इन आंकड़ों से स्पष्ट है कि वर्तमान में देश में तकनीकी व व्यावसायिक शिक्षा के प्रति छात्रों का रुझान बढ़ रहा है और इसकी अधिकांश प्रतिपूर्ति निजी क्षेत्र के द्वारा की जा रही है। उच्च शिक्षा पर फिक्की की रिपोर्ट के अनुसार - सन् 2006 तक उच्च शिक्षा के विभिन्न व्यावसायिक पाठ्यक्रमों में निजी क्षेत्र की भागीदारी 50 से 95 प्रतिशत तक पहुंच गई थी। विगत कुछ दशकों से उच्च शिक्षा की बढ़ती मांग के कारण तकनीकी व व्यावसायिक उच्च शिक्षा के साथ ही देश में निजी विश्वविद्यालयों व निजी डीम्ड विश्वविद्यालयों की संख्या में भी अभूतपूर्व वृद्धि हो रही है। देश की शिक्षा के परिदृश्य को देखने से स्पष्ट है कि देश के अधिकांश प्रतिष्ठित औद्योगिक घरानों ने शिक्षा के क्षेत्र प्रवेश कर इसे कॉर्पोरेट जगत की तरह विकसित कर दिया है। देश में उच्च शिक्षा की बढ़ती मांग के कारण इस क्षेत्र में निजीकरण के प्रवेश की तीव्रता विश्वविद्यालय अनुदान आयोग की 2009-10 की वार्षिक रिपोर्ट से स्पष्ट होती है। रिपोर्ट के अनुसार 31 मार्च 2009 में देश में निजी विश्वविद्यालयों की संख्या 21 थी जिनकी संख्या एक वर्ष में ही बढ़कर 31 मार्च 2010 तक 60 हो गई।<sup>16</sup> इससे स्पष्ट है कि उच्च शिक्षा निजी क्षेत्र के लिए लाभ का सौदा सिद्ध हो रही है। फिक्की के अनुसार - वर्ष 2011 में देश में उच्च शिक्षा के 600 से अधिक विश्वविद्यालय तथा समकक्ष शिक्षण संस्थानों में से 16 प्रतिशत संस्थान निजीक्षेत्र के द्वारा संचालित किए जा रहे हैं।

तालिका क्र. 1.

व्यावसायिक उच्च शिक्षा संस्थान एवं छात्र संख्या

| क्र.सं. | संस्थानों का विवरण          | डिग्री स्तर के संस्थानों का विवरण |              | डिप्लोमा स्तर के संस्थानों का विवरण |              |
|---------|-----------------------------|-----------------------------------|--------------|-------------------------------------|--------------|
|         |                             | संस्थान                           | छात्र संख्या | संस्थान                             | छात्र संख्या |
| 1       | इंजीनियरिंग एवं तकनीकी      | 2872                              | 1071896      | 1659                                | 471006       |
| 2       | वास्तुकला                   | 106                               | 4133         | -                                   | -            |
| 3       | एम.सी.ए.                    | 1169                              | 78293        | -                                   | -            |
| 4       | फार्मैसी                    | 1080                              | 68537        | 575                                 | 32181        |
| 5       | एप्लाइड आर्ट्स एण्ड क्राफ्ट | 12                                | 935          | 4                                   | 480          |
| 6       | प्रबन्धन                    | 1565                              | 135893       | -                                   | -            |
| 7       | पी.जी.डी.एम.                | 375                               | 43668        | -                                   | -            |
| 8       | होटल मैनेजमेंट              | 93                                | 6387         | 86                                  | 4490         |
|         | योग                         | 7272                              | 1409742      | 2324                                | 508157       |

**शोध अध्ययन का निष्कर्ष:**

शोध अध्ययन से स्पष्ट है कि निजी क्षेत्र की उच्च शिक्षा में भागीदारी से उच्च शिक्षा का परिदृश्य बदल रहा है। तकनीकी व व्यावसायिक शिक्षा की बढ़ती मांग के कारण इस क्षेत्र में निजीकरण की गति तीव्र हो रही है। जिससे बहुत अधिक संख्या में छात्रों के लिए तकनीकी व व्यावसायिक शिक्षा के द्वार खुले हैं। इससे अन्तर्राष्ट्रीय श्रम बाज़ार में देश के युवाओं की मांग बढ़ी है और उन्हें रोजगार प्राप्त हो रहे हैं। परन्तु इसके साथ ही निजीकरण के कारण देश में शिक्षा के क्षेत्र में असंतुलन भी पैदा हो रहा है। निजी उच्च शिक्षा संस्थानों की प्रगति परम्परागत पाठ्यक्रमों की तुलना में तकनीकी व व्यावसायिक पाठ्यक्रमों में ही अधिक देखी जा रही है। तकनीकी व व्यावसायिक शिक्षा के रोजगार परक होने के कारण आज का अधिकतर युवा तथा उसके अभिभावक इसे प्राथमिकता देने लगे हैं। जिस कारण विश्वविद्यालयों द्वारा उपलब्ध कराई जाने वाली परम्परागत विषयों की शिक्षा उपेक्षित होती जा रही है। परम्परागत शिक्षा के विकास के लिए विश्वविद्यालय स्तर पर निजी निवेश की अधिक आवश्यकता है, क्योंकि सरकार द्वारा विश्वविद्यालयों को दी जाने वाली अधिकांश धनराशि वेतन तथा अन्य खर्चों में ही समाप्त हो जाती है। जिस कारण विश्वविद्यालयों की भौतिक संसाधन संबंधी मांग की पूर्ति करना असंभव नहीं तो कठिन अवश्य हो जाता है। परम्परागत विश्वविद्यालयी शिक्षा लाभ का सौदा न होने के कारण इस क्षेत्र में निजी निवेशक रूचि नहीं ले रहे हैं। इससे उच्च शिक्षा के क्षेत्र में असंतुलन पैदा हो रहा है। यह स्पष्ट है कि देश व नागरिकों के सर्वांगीण विकास के लिए परम्परागत शिक्षा व अनुसंधान भी उतने ही जरूरी हैं जितनी कि तकनीकी व व्यावसायिक शिक्षा। *राष्ट्रीय ज्ञान आयोग के अनुसार - आज इंजीनियरिंग, चिकित्सा और प्रबन्धन शिक्षा का इतना निजीकरण हो चुका है कि दो तिहाई से तीन चौथाई सीटें निजी संस्थानों की हैं। किन्तु विश्वविद्यालयों में जहाँ 70 प्रतिशत से अधिक विद्यार्थी पढ़ते हैं, निजी निवेश लगभग शून्य है। उच्चतर शिक्षा के अवसरों का दायरा बढ़ाने के लिए हमें निजी निवेश को प्रोत्साहित करना आवश्यक है। हमें समझना चाहिए कि दुनिया में सबसे नेक इरादे के बावजूद इस समय आवश्यक पैमाने पर उच्चतर शिक्षा के अवसरों के विस्तार के लिए सरकारी साधनों से पर्याप्त मात्रा में धन नहीं जुटाया जा सकता।* इससे स्पष्ट है कि शिक्षा के क्षेत्र में हो रहा निवेश पूर्ण रूप से लाभ की दृष्टि से किया जा रहा निवेश सिद्ध हो रहा है। इस निवेश के द्वारा जहाँ एक ओर उच्च शिक्षा, भले ही वह तकनीकी व व्यावसायिक शिक्षा हो, तक युवाओं की पहुंच बढ़ी है, वहीं इसका एक भयावह पहलू यह भी सामने आ रहा है और वह है इस क्षेत्र में हो रहा शोषण। निजी संस्थानों के द्वारा खोले गए शैक्षिक संस्थान लाभ की दृष्टि से स्थापित किए जाने के कारण इनमें प्रवेश लेने वाले छात्रों को शिक्षण शुल्क, प्रवेश शुल्क, डोनेशन, कैपिटेशन शुल्क, लाइब्रेरी शुल्क, परीक्षा शुल्क आदि के रूप में मोटी धनराशि का भुगतान करना पड़ रहा है। जिस कारण शिक्षा महंगी होती जा रही है। इसके साथ ही

निजी प्रबन्धकों के द्वारा संचालित इन संस्थानों के सरकारी हस्तक्षेप से मुक्त होने के कारण छात्रों व अभिभावकों को समय-समय पर उनके द्वारा की जाने वाली मांगों व उनके निरंकुशवादी निर्णयों के कारण भय व शोषण के वातावरण में शिक्षा ग्रहण करने के लिए मजबूर होना पड़ रहा है। उच्च शिक्षा के क्षेत्र में निजीकरण के कारण एक और समस्या गंभीर रूप से सामने आ रही है और वह है उच्च शिक्षा में गुणवत्ता की समस्या। सरकारी क्षेत्र का दखल न होने के कारण निजी उच्च शिक्षा संस्थानों के द्वारा नियमों का उल्लंघन किया जाता है। अधिक लाभ कमाने की होड़ में इनके द्वारा अंध यापकों के चयन के मानक को अनदेखा कर अप्रशिक्षित या कम योग्यता वाले शिक्षकों को शिक्षण कार्य का दायित्व सौंप दिया जाता है। क्योंकि ये शिक्षक कम वेतन में उन्हें उपलब्ध हो जाते हैं, इसलिए इनके द्वारा शिक्षण कार्य कराकर वे एक ओर तो शिक्षा की गुणवत्ता के साथ खिलवाड़ करते हैं साथ ही प्रशिक्षित व योग्य अंध यापकों को भी अपेक्षाकृत कम वेतन पर नियुक्त कर उनका शोषण भी करते हैं।

**निजीकरण के दुष्प्रभावों को दूर करने हेतु सुझाव:**

इस प्रकार प्रस्तुत शोध अध्ययन से सिद्ध है कि शिक्षा के क्षेत्र में निजीकरण के कारण उच्च शिक्षा का परिदृश्य बदलता जा रहा है। इसके कारण उच्च शिक्षा पर सकारात्मक तथा नकारात्मक प्रभाव पड़ रहे हैं और एक असंतुलन पैदा हो रहा है। यदि समय से इस असंतुलन को कम नहीं किया गया तो शिक्षा के क्षेत्र में गम्भीर कठिनाइयों का सामना करना पड़ सकता है। उच्च शिक्षा के क्षेत्र में निजीकरण के कारण व्याप्त समस्याओं को दूर करने के लिए शोध अध्ययन के आधार पर निम्न सुझावों को अपनाया जा सकता है -

- सरकार द्वारा निजी क्षेत्र में केवल तकनीकी व व्यावसायिक निजी उच्च शिक्षण संस्थानों को ही मान्यता न दी जाय वरन उन्हें परम्परागत शिक्षा हेतु भी पाठ्यक्रम संचालित करने तथा अनुसंधान कार्य करने हेतु संसाधन उपलब्ध करने के लिए भी प्रेरित किया जाए।
- सरकार द्वारा निजी शिक्षा संस्थानों में शिक्षा की गुणवत्ता पर कड़ी नज़र रखी जाए तथा इसके लिए स्वायत्त संस्था की स्थापना की जाए। उच्च शिक्षा के प्रसार हेतु निजी शिक्षण संस्थाओं को बढ़ावा तो दिया जाए पर गुणवत्ता की कीमत पर नहीं।
- निजी उच्च शिक्षा संस्थानों में शिक्षकों की नियुक्ति हेतु स्पष्ट मानदण्ड निर्धारित किए जाएं तथा उनका कठोरता से अनुपालन किया जाए। इनका अनुपालन न करने वाले संस्थानों की मान्यता रद्द करने की कार्यवाही की जाए।
- निजी उच्च शिक्षा संस्थानों में शिक्षकों के वेतन को निर्धारित किया जाए तथा सरकार द्वारा उनके वेतन भुगतान पर कड़ी नज़र रखी जाए, जिससे निजी संस्थानों में कार्यरत शिक्षकों को आर्थिक शोषण से बचाया जा सके।
- निजी उच्च शिक्षण संस्थानों के द्वारा लिए जाने वाले शुल्क को समान रूप से निर्धारित किया जाए तथा संस्थान के प्रति शुल्क

- संबंधी कोई शिकायत पाए जाने पर उनके प्रति कार्यवाही की जाए।
- निजी उच्च शिक्षण संस्थानों में गरीब वर्ग, अपवंचित वर्ग तथा बालिकाओं के प्रवेश हेतु आरक्षण, छात्रवृत्ति व शुल्क मुक्ति का प्रावधान किया जाए। जिससे उच्च शिक्षा संस्थानों में केवल पैसे वाले ही नहीं वरन गरीब लोगों को भी शिक्षा प्रदान की जा सके।
  - उच्च शिक्षा में परम्परागत शिक्षा के क्षेत्र को बढ़ावा देने के लिए भी निजी संस्थानों को प्रेरित किया जाए।

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## जनसंख्या शिक्षा का सिद्धांत व दर्शन

मीना \* एवं डॉ. कल्पना पारीक \*\*

**Key Words :** जनसंख्या शिक्षा, जनांकिकी, सूचना एवं सम्प्रेषण प्रौद्योगिकी

### सारांश

राज्य को भौतिक स्वरूप प्रदान करने में चार तत्वों का स्पष्ट योगदान होता है जनसंख्या, भू-भाग, सरकार एवं सम्प्रभुता। किसी भी राज्य की जनसंख्या उसके लिए संसाधन भी होती है और दायित्व भी। परंतु जब जनसंख्या देश के संसाधनों की तुलना में अति अधिक हो जाती है तब अनेक कठिनाइयाँ खड़ी होने लगती हैं। 2011 की जनगणना के अनुसार भारत की आबादी 121 करोड़ से अधिक है। आज विश्व का प्रत्येक छठा व्यक्ति भारतीय है, जबकि विश्व की 2.4 प्रतिशत भूमि भारत में है। जनाधिक्य के कारण शिक्षा का गुणात्मक स्तर तथा उसकी संख्यात्मक स्थिति दोनों ही प्रभावित होती है। योग्यतानुसार शिक्षा उपलब्ध न हो पाना व स्त्री शिक्षा में कमी का प्रमुख कारण जनाधिक्य ही है। जनसंख्या वृद्धि का दुष्प्रभाव लोगों के पारिवारिक, सामाजिक तथा आर्थिक जीवन पर पड़ रहा है। आज जनसंख्या विस्फोट केवल भारत की ही नहीं अपितु विश्वव्यापी ज्वलंत समस्या है जिसे रोकने के लिए जनता का शिक्षित होना नितांत आवश्यक है। शिक्षित व्यक्ति ही जनसंख्या शिक्षा के महत्व को भली भांति समझ सकता है। जनसंख्या शिक्षा न तो परिवार नियोजन की शिक्षा है न ही यौन शिक्षा। यह शिक्षा व्यक्तियों में जनसंख्या से जुड़े विभिन्न मुद्दों के प्रति संवेदनशीलता एवं जागरूकता उत्पन्न करने की प्रक्रिया है।

### पृष्ठभूमि

समाज के लिए भोजन, आवास, स्वास्थ्य और शिक्षा की मूलभूत जरूरतों की अनदेखी कर कोई भी शासन सत्ता में नहीं रह सकता। इतिहास और आज विश्व में तमाम क्षेत्रों में हो रही घटनाएँ इस बात की गवाह हैं कि समाज की जरूरतों के पूरा न होने पर जब क्षोभ, कुंठा और असंतोष बढ़ता है तो जनक्रोध तख्ता पलट देता है, युद्ध होते हैं, क्रान्ति का बिगुल बज उठता है। दूसरी ओर जब समाज की आशा-आकांक्षा पूरी होती है तो उद्योग-धंधे, शिक्षा और स्वास्थ्य की दृष्टि से समृद्धि आती है अर्थात् जनसंख्या के दो पहलू हैं - वह एक साथ संसाधन भी है और उस संसाधन की उपभोक्ता भी है। इनके बीच संतुलन आवश्यक है।

भारत की जनसंख्या इस समय इंडोनेशिया, ब्राजील, जापान, बांग्लादेश और पाकिस्तान की संयुक्त जनसंख्या के लगभग बराबर हो चुकी है। वर्ष 2011 की जनगणना में कई उत्साहजनक और कई निराश करने वाले परिणाम सामने आए। उत्साहित करने वाली बात यह है कि इस बार हमारी जनसंख्या वृद्धि की दर पिछले नब्बे सालों में सबसे कम दर्ज की गई, वहीं निराश करने वाली बात यह रही कि

यदि इसी प्रकार जनसंख्या की वृद्धि होती रही तो अगले 2021 के जनगणना परिणाम में हम चीन को भी पीछे छोड़कर दुनिया के सबसे अधिक जनसंख्या वाले देश हो जायेंगे। 2011 में सम्पन्न हुई देश की पंद्रहवीं जनगणना के अनुसार भारत की आबादी 121 करोड़ से अधिक हो गई जबकि 2001 में हमारी कुल आबादी 102.8 करोड़ थी। यानि एक दशक में हमारी आबादी 18.1 करोड़ बढ़ गई जो ब्राजील की कुल आबादी से अधिक है। कहने का आशय है कि एक दशक में भारत में ब्राजील के बराबर की नयी आबादी जुड़ जाती है। मगर सिर्फ आबादी की संख्या महत्वपूर्ण नहीं होती बल्कि उसकी गुणवत्ता ज्यादा महत्वपूर्ण होती है।

जनसंख्या वृद्धि पर नियंत्रण पाने के लिए भारत में परिवार नियोजन कार्यक्रम को अपनाया गया। स्वास्थ्य विभाग ने इस दिशा में काफी कार्य किया, किन्तु प्रगति असंतोषजनक रही। इसके लिए जनसंख्या शिक्षा को माध्यम बनाने की बात सोची गई तथा एन.सी. ई.आर.टी. दिल्ली में जनसंख्या कोष की स्थापना की गई। उसी के सहयोग से अन्य राज्यों में भी 1980-81 से जनसंख्या शिक्षा प्रसार

का कार्यक्रम शुरू किया गया है। जनसंख्या शिक्षा एक उपयोगी शिक्षा है।

जनसंख्या शिक्षा का उद्देश्य बालकों में प्रारम्भ से ही ऐसी धारणा का विकास करना है कि छोटा परिवार ही आदर्श परिवार होता है, जिसमें बालकों को उनकी आवश्यकता के अनुसार शिक्षा, भोजन, वस्त्र, आवास एवं अन्य मनोरंजन के साधनों को उपलब्ध कराया जा सकता है। जनसंख्या शिक्षा सामान्य लोगों के जीवन स्तर के विकास की शिक्षा है। जनसंख्या शिक्षा के व्यापक प्रसार के लिए इसे विद्यालयी पाठ्यक्रम में समाहित किया जाना चाहिए। जनसंख्या शिक्षा के लिए उपयोगी फिल्म, स्लाइड, श्रव्य-दृश्य साधन, ग्राफ-चार्ट, चित्र तथा मॉडल का निर्माण कर, विभिन्न प्रकार के कार्यक्रमों व प्रदर्शनियों का आयोजन कर जनता को जनसंख्या शिक्षा के लाभों से अवगत कराया जा सकता है। साथ ही सूचना एवं सम्प्रेषण साधनों के महत्व को समझते हुए जनसंख्या शिक्षा के विभिन्न तत्वों से संबंधित बातों की जानकारी का प्रचार रेडियो, टेलीविजन, कम्प्यूटर द्वारा किया जाना चाहिए। जनसंख्या शिक्षा के व्यापक प्रसार के लिए राज्य तथा केन्द्र सरकार के साथ-साथ जनसहभागिता की भी अहम आवश्यकता है।

#### जनसंख्या शिक्षा : आवश्यकता -

यूनेस्को के अनुसार, "जनसंख्या शिक्षा एक शैक्षिक कार्यक्रम है, जिसके कारण परिवार, समुदाय, राष्ट्र और विश्व की जनसंख्या स्थिति का बोध बालकों को कराया जाता है जिससे वह तर्कपूर्ण सही दृष्टिकोण अपनाकर अपने परिवार व देश के प्रति उत्तरदायित्वपूर्ण व्यवहार विकसित कर सके।" जनसंख्या शिक्षा की आवश्यकता जिन कारणों से समझी जा रही है उनमें से कुछ निम्न हैं-

● **मानव संसाधन कुशलता हेतु** - जनसंख्या शिक्षा की आवश्यकता का प्रमुख कारण है व्यक्ति को कुशल मानव संसाधन के रूप में तैयार करना। जनाधिक्य होने पर राजकीय तथा गैर-राजकीय किसी भी प्रकार के प्रयास आर्थिक विकास को गति नहीं दे सकते। जनसंख्या शिक्षा मानव को श्रेष्ठ संसाधन के रूप में तैयार करने के लिए सामाजिक दृष्टिकोण का विकास करती है।

● **परिवार नियंत्रण कार्यक्रमों की सफलता हेतु**- भारत जैसे राष्ट्र में परिवार नियंत्रण का कोई भी कार्यक्रम बाध्यता के आधार पर सफल नहीं हो सकता। यदि इस प्रकार के कार्यक्रमों को सफल बनाना है तो ग्रामीण व नगरीय क्षेत्रों में कार्यकर्ता तैयार कर भेजने होंगे, इसके लिए भी जनसंख्या शिक्षा आवश्यक है।

● **आर्थिक विकास हेतु**- जनाधिक्य का परिणाम होगा भुखमरी, बेकारी तथा बीमारी। यदि आर्थिक विकास को गति प्रदान करनी है तो जनसंख्या शिक्षा अनिवार्य है आर्थिक विकास के लिए संसाधनों की उपलब्धता तथा प्रतिव्यक्ति आय में बढ़ोतरी अनिवार्य है।

● **योजनाओं की सफलता के लिए** - जनसंख्या की स्थिति पर योजनाओं की सफलता निर्भर करती है। हमारी पंचवर्षीय योजनाओं में जिस जनसंख्या को लक्ष्य लेकर रूपरेखा तैयार की जाती है उसमें

तथा योजना के प्रारम्भ होने के कुछ समय बाद की जनसंख्या में अनुमान से अधिक वृद्धि हो जाती है फलस्वरूप योजनाएं सफल नहीं हो पाती यदि हम चाहते हैं कि योजनाएं सफल हों तो जनसंख्या शिक्षा को प्रभावपूर्ण रूप में लागू करना होगा।

● **राष्ट्रीय प्रगति हेतु** - जनसंख्या शिक्षा जनाधिक्य पर नियंत्रण के साथ जीवन शैली में परिवर्तन की शिक्षा भी है। स्वस्थ व्यक्ति राष्ट्र की सम्पत्ति है। राष्ट्रीय विकास के लिए निरोग, कर्मठ, श्रम में निष्ठावान नागरिकों की आवश्यकता है। जनसंख्या शिक्षा राष्ट्रीय प्रगति के लिए आवश्यक है।

● **परिवार के स्वरूप में परिवर्तन के कारण** - संयुक्त परिवारों में जीवन के विभिन्न पक्षों की जानकारी सहज रूप में मिल जाती है। परिवार का स्वरूप बदला है, 'एकल परिवार' व 'खण्डित परिवार' के कारण भी जनसंख्या शिक्षा की आवश्यकता अनुभव की जा रही है। जिससे किशोर बालक-बालिकाएं स्वयं को वातावरण में सरलता से समायोजित कर सकें।

● **प्राकृतिक संसाधनों से तालमेल के लिए** - मानव निर्मित संसाधनों को हम घटा-बढ़ा सकते हैं किन्तु संसाधनों पर मानव का नियंत्रण नहीं है। बढ़ती हुई जनसंख्या के दबाव के कारण पर्यावरणीय असंतुलन की स्थिति उत्पन्न हो रही है। प्राकृतिक संसाधनों की कमी उत्पन्न हो रही है। इस प्रवृत्ति पर अंकुश लगाने के लिए भी जनसंख्या शिक्षा की आवश्यकता है।

#### जनसंख्या शिक्षा का पाठ्यक्रम

जनसंख्या शिक्षा एक अभिनव शैक्षिक प्रवृत्ति है। अतः पाठ्यक्रम का निर्माण एवं क्रियान्वयन उचित संशोधन, परिवर्तन व अनुभव के आधार पर किया जाना चाहिए। सभी स्तरों के बालकों को जनसंख्या शिक्षा प्रदान करने में शिक्षण संस्थाओं की अहम भूमिका है। यह छात्र व अध्यापकों को जनसंख्या की वृद्धि व उसके सामान्य आर्थिक व राजनीतिक प्रभावों के बारे में सचेत करने हेतु प्रभावशाली एजेन्सी के रूप में कार्य करती है।

जनसंख्या शिक्षा की विषयवस्तु मुख्यतः, जनसंख्या संबंधी प्रत्ययों, जनसंख्या वृद्धि से उत्पन्न समस्याओं और उनका विभिन्न क्षेत्रों में प्रभाव, समस्याओं के निराकरण, जनसंख्या नीति, गुणात्मक जीवन स्तर, उत्तरदायित्वपूर्ण जीवन से संबंधित है अर्थात् इसके अन्तर्गत जनसंख्या की स्थिति तथा उसका पारिवारिक, सामाजिक व राष्ट्रीय जन-जीवन की सामाजिक, आर्थिक स्थिति पर प्रभाव, जनसंख्या पर परिस्थिति-विज्ञान, पोषक-तत्व, जैविक तत्व एवं पारिवारिक जीवन के संबंध में बताया जाता है। विद्यालयी पाठ्यक्रम में जनसंख्या शिक्षा के स्वरूप को इस प्रकार समझा जा सकता है-

● **जनसंख्या वृद्धि के निर्धारक तत्व** - विद्यार्थियों में जनसंख्या वृद्धि के निर्धारक तत्वों की समझ पैदा कर परिवर्तनशील समाज के संदर्भ में जनसंख्या वृद्धि के आधारभूत कारणों व समाधान से उन्हें परिचित कराया जा सकता है।

● **जनसंख्या वृद्धि के परिणाम** - विद्यार्थी व्यष्टि एवं समष्टि स्तरों पर जनसंख्या वृद्धि के दुष्परिणामों को आर्थिक एवं सामाजिक

दृष्टि से अनेक क्षेत्रों-खाद्य पदार्थ, आर्थिक शिक्षा, स्वास्थ्य, पोषण, रोजगार आदि में देख सकेंगे। ये दुष्परिणाम पर्यावरण प्रदूषण के रूप में भी देखे जा सकते हैं।

● **जनांकिकी** - समाज की स्थितियों को बतलाने वाले मुख्य आँकड़ों को पाठ्यक्रम में इसलिए सम्मिलित किया गया है कि विद्यार्थी जन्म दर (Fertility) मृत्यु दर (Mortality) तथा प्रवासन (Migration) के कारण जनसंख्या संरचना में होने वाले परिवर्तनों को समझ सकें। विद्यार्थियों को जनसंख्या संबंधी आँकड़ों के विश्लेषण करने तथा उनके आधार पर जीवन स्तर से संबंधित सम्भावित निष्कर्ष निकालने का प्रशिक्षण भी जनांकिकी द्वारा मिलता है तथा वे वर्तमान एवं भूतकालीन प्रवृत्तियों के आधार पर भविष्य में जनसंख्या वृद्धि का आँकलन कर सकते हैं।

● **मानव प्रजनन** - विद्यार्थियों में यह जागरूकता उत्पन्न करना कि शिशु जन्म कोई आकस्मिक घटना या देवी कृपा का फल नहीं है। ताकि जब वे वैवाहिक-जीवन में प्रवेश करें तो वे अपने परिवार के आकार के विषय में न्यायसंगत निर्णय ले सकें। प्रजनन की शिक्षा देने में आपत्ति करना निरर्थक है क्योंकि उच्च प्राथमिक कक्षाओं के सामान्य विज्ञान के पाठ्यक्रम में यह प्रकरण पहले से ही पढ़ाये जा रहे हैं।

● **जनसंख्या संबंधी नीतियाँ एवं कार्यक्रम** - ज्ञान के विस्फोट के फलस्वरूप आज का विद्यार्थी अत्यन्त जागरूक एवं जिज्ञासु है अतः उन्हें राष्ट्रीय एवं अंतर्राष्ट्रीय स्तर पर नियोजित की जाने वाली तथा क्रियान्वित की जाने वाली जनसंख्या संबंधी सरकारी नीतियों व कार्यक्रमों से अवगत कराना चाहिये ताकि उनमें सहयोग देने की अभिवृत्ति का विकास हो सके।

विद्यालयों में दी जाने वाली शिक्षा के द्वारा बालकों को भावी पारिवारिक उत्तरदायित्व को निभाने योग्य बनाया जाता है। इसी उद्देश्य की पूर्ति हेतु बालकों को भाषा, साहित्य, गणित, विज्ञान, भूगोल, इतिहास, सामाजिक विज्ञान, समाजशास्त्र, अर्थशास्त्र, नागरिक शास्त्र, हस्तकला एवं विभिन्न कलाओं का ज्ञान कराया जाता है। इन सभी विषयों को जनसंख्या शिक्षा से कहीं न कहीं जोड़ा जाये- जैसे अर्थशास्त्र का सहसंबंध जनसंख्या शिक्षा से जोड़ा जा सकता है अर्थात् जनसंख्या वृद्धि का परिवार एवं देश की आर्थिक दशा पर क्या प्रभाव पड़ेगा यह बताया जाये।

सामाजिक विज्ञान तथा नागरिक शास्त्र के अध्यापन में यह बताया जाये कि जनसंख्या वृद्धि से समाज तथा व्यक्ति पर क्या प्रभाव पड़ेगा। इतिहास का अध्ययन करते समय बालकों को यह बताया जाये कि जनसंख्या वृद्धि का इतिहास क्या है? अर्थात् प्राचीन समय से लेकर वर्तमान जनसंख्या वृद्धि के क्या आँकड़ें रहें हैं। इसी प्रकार गणित शिक्षण में यह बताया जा सकता है कि जनसंख्या वृद्धि में गुणात्मक विकास एवं वृद्धि होने से देश की आर्थिक एवं जनसांख्यिकी अवस्था पर क्या दुष्प्रभाव पड़ेगा। पर्यावरण शिक्षा के शिक्षण में जनसंख्या शिक्षा को बहुत अच्छी तरह सहसंबंधित किया जा सकता है। छात्र-छात्राओं को यह बताया जाये कि पर्यावरण

असंतुलन का जनसंख्या वृद्धि पर क्या बुरा प्रभाव पड़ेगा। इससे बालकों में जनसंख्या शिक्षा के प्रति जागरूकता एवं सकारात्मक अभिवृत्ति का दृष्टिकोण विकसित होगा। राष्ट्र एवं अन्य राष्ट्रों के प्रति दृष्टिकोण में बदलाव आयेगा। उनमें उत्तरदायित्व की भावना का विकास होगा। सामाजिक अध्ययन विषय को जनसंख्या शिक्षा से जोड़कर यह बताया जा सकता है कि जनसंख्या वृद्धि का व्यक्ति, परिवार एवं उसके सामाजिक एवं सांस्कृतिक परम्पराओं एवं सामाजिक संबंधों के निर्वाह पर क्या-क्या प्रभाव पड़ सकते हैं।

इस प्रकार जनसंख्या वृद्धि बालक के व्यक्तिगत, पारिवारिक, सामाजिक और राष्ट्रीय एवं अन्तर्राष्ट्रीय मानवीय जीवन को प्रत्यक्ष एवं परोक्ष रूप से प्रभावित करती है। अतः अन्य विषयों के समान इसे भी महत्व प्रदान कर उचित परिप्रेक्ष्य में पढ़ाया जाना चाहिये।

### जनसंख्या शिक्षा में शिक्षण अधिगम सामग्री

वर्तमान युग में जनसंख्या शिक्षा की व्यवस्था करने व इसका पूर्ण ज्ञान देने के लिए आवश्यक है कि जनसंख्या संबंधी तथ्यों का प्रतिनिधित्व करने वाले चित्रों, ग्राफों तथा चार्टों आदि दृश्य साधनों का प्रयोग किया जाये। इनके प्रयोग से छात्रों को सीखने में सहायता ही नहीं मिलती, वरन् उन्हें उन बातों का भी पता चलता है, जिनकी उन्हें दैनिक जीवन में बड़ी आवश्यकता होती है। इनके प्रभावपूर्ण प्रयोग से छात्रों को प्रचलित घटनाओं के समझने में भी बड़ी सहायता मिलती है। इन साधनों के प्रयोग से छात्र कक्षा में पढ़ाये गये पाठ को भली प्रकार देख सुन सकते हैं और इसलिए सामूहिक नियोजन, तर्कपूर्ण चिंतन तथा सामूहिक विचार-विमर्श का आधार तैयार हो जाता है। अतः जनसंख्या शिक्षा के अन्तर्गत सभी प्रकार के महत्वपूर्ण अनुभव प्रदान करने व उनकी विचारधारा को स्पष्ट तथा विस्तृत करने के लिए विभिन्न प्रकार की आधुनिक शिक्षण अधिगम सामग्री का प्रयोग किया जाना चाहिए।

### जनसंख्या शिक्षा में आई.सी.टी. -

आधुनिक शिक्षण अधिगम प्रक्रिया को सरल, सजीव, रोचक तथा प्रभावपूर्ण बनाने में सूचना व संचार प्रौद्योगिकी (आई.सी.टी.) का प्रयोग जनसंख्या शिक्षा में प्रचुरता से होने लगा है। रेडियो द्वारा स्वास्थ्य व जनसंख्या नियंत्रण संबंधी चेतना, जेंडर समानता, जनसंख्या व विकास, जनसंख्या व पर्यावरण, जनसंख्या से उत्पन्न समस्याएँ, बढ़ती जनसंख्या-घटते साधन आदि से संबंधित कार्यक्रमों का जनसंख्या शिक्षण के लिए बहुत महत्व है। दृश्य-श्रव्य माध्यम के रूप में दूरदर्शन एक शक्तिशाली माध्यम है। इसके द्वारा प्रत्येक बात सुनी जा सकती है तथा प्रत्येक घटना देखी व सुनी जा सकती है। इसमें प्रत्येक घटना को रिकार्ड करने तथा उसे फिर से प्रसारण करने की व्यवस्था भी होती है। दूरदर्शन अच्छे अध्यापकों और अन्य साधनों की कमी को दूर करता है। इसकी सहायता से विद्यालय को समुदाय कल्याण केन्द्र के रूप में विकसित किया जा सकता है।

शिक्षा के क्षेत्र में कम्प्यूटर व इंटरनेट ने ज्ञान एवं शिक्षा के एक स्वतंत्र बाजार को प्रस्तुत किया है जिससे शिक्षार्थी अपनी आवश्यकता के अनुसार ज्ञानार्जन कर सकता है। इंटरनेट ने अधिगम प्रक्रिया को

अत्यन्त सरलीकृत तथा सुविधाजनक रूप में प्रस्तुत किया है। ई-मेल की सहायता से सूचनाओं का आदान-प्रदान पलक झपकते ही होता है। इन्दिरा गांधी खुला विश्वविद्यालय का एक रोचक व बहुआयामी कार्यक्रम है 'रेडियो कॉन्फ्रेंसिंग' इसमें दिल्ली से प्रसारित कक्षा कार्यक्रम में अनेक बच्चे भाग ले सकते हैं वे न केवल दर्शक या श्रोता की भूमिका में रहते हैं, बल्कि जिज्ञासा भी प्रकट कर सकते हैं। यहाँ तक की एक दूसरे के विचारों का खंडन भी कर सकते हैं। इन सूचना व संप्रेषण तकनीक के साधनों की सहायता से जनसंख्या शिक्षा का प्रचार व प्रसार अधिक सुगम व त्वरित गति से हो सकता है।

### जनसंख्या शिक्षा में शिक्षक की भूमिका -

भारत में जनसंख्या वृद्धि की दर बहुत अधिक है। विभिन्न विकास योजनाओं से जो भी विकास राष्ट्र का हो रहा है वह जनसंख्या वृद्धि के कारण अप्रभावी सिद्ध हो रहा है। अतः भारतीय योजना अधिकारियों तथा नेताओं के समक्ष जनसंख्या नियंत्रण की समस्या एक चुनौती के रूप में उपस्थित हो गई है। भारत में परिवार नियोजन कार्यक्रमों के माध्यम से जन्म-दर में कमी आई है परन्तु जब तक राष्ट्र के बच्चों, युवकों, प्रौढ़ों सभी में जनसंख्या के प्रति परिवर्तित दृष्टिकोण, प्रवृत्तियाँ, मूल्य, धारणाएँ आदि विकसित नहीं होंगे तब तक जीवन-स्तर उच्च बनाने और सुखी जीवन के लिए आवश्यक आधार विकसित नहीं हो सकेंगे। अतः यह अति आवश्यक है कि शाला स्तर पर छात्रों और युवकों में जनसंख्या शिक्षा के द्वारा आवश्यक मूल्यों, प्रवृत्तियों और धारणाओं का विकास तो किया ही जायें, शाला न जाने वाले वाले युवकों के लिए भी जनसंख्या शिक्षा की उचित व्यवस्था की जाये।

अन्तर्राष्ट्रीय शैक्षिक सांख्यिकी के एक सर्वेक्षण से यह स्पष्ट हुआ है कि सन् 2006 में भारत में 6 से 10 वर्ष की आयु के शाला न जा रहे छात्रों का प्रतिशत 9.5 था। इतने वृहत् समूह को शाला शिक्षा का न तो कोई लाभ मिल पा रहा था और न शिक्षा के आधुनिकीकरण के प्रभाव से ये लाभान्वित हो रहे थे। ये बच्चे कुछ ही वर्षों में शादी-विवाह के बंधन में बंधेंगे तथा बच्चे उत्पन्न करने कि इनकी धारणाओं प्रवृत्तियों तथा कार्यविधियों का देश की जनसंख्या वृद्धि पर गहन प्रभाव पड़ेगा। यदि ये युवक जनसंख्या संबंधी आवश्यक और उचित विचारों, कार्य विधियों, मूल्यों, धारणाओं से युक्त हो जाये तो ये समाज के सामाजिक-आर्थिक विकास तथा सभी के कल्याण के लिए नेतृत्व प्रदान कर सकेंगे।

शाला न जा रहे युवक-युवतियों को भी जनसंख्या शिक्षा प्रदान करना निम्न कारणों से आवश्यक है -

- इस आयु के शाला न जा रहे युवक-युवतियों का प्रतिशत भारतीय जनसंख्या में बहुत अधिक है।
- इनकी अधिक बच्चे पैदा करने संबंधी धारणाओं का बहुत अधिक प्रभाव जनसंख्या विकास दर पर भी पड़ेगा।
- शाला न जा पाने वाले बच्चों की आयु और विचार पुष्ट और पूर्ण विकसित नहीं होते, अतः उनमें परिवर्तन शीघ्र ही होगा। फलस्वरूप

इनमें जनसंख्या-शिक्षा कार्यक्रम की सफलता की संभावनाएँ बहुत अधिक हैं।

- शाला न जाने वाले बच्चों को दी जाने वाली जनसंख्या शिक्षा इनके अभिभावकों की जनसंख्या संबंधी प्रवृत्तियों और मूल्यों को परिवर्तित करने में अत्यन्त सहायक होगी। साथ ही साथ समाज में शाला जाने वाले बच्चों की जनसंख्या संबंधी प्रवृत्तियों, धारणाओं और मूल्यों को परिवर्तित करने में भी इनका प्रभावी योगदान रहेगा।
- परिवार-नियोजन कार्यक्रम की सफलता समाज में उचित प्रवृत्तियों और मूल्यों के विकास से ही संभव है। जनसंख्या शिक्षा इनके उचित विकास का प्रभावी साधन है।
- इनको दी जाने वाली जनसंख्या शिक्षा का उत्तम और सक्रिय प्रभाव परिवार-नियोजन कार्यक्रमों पर पड़ेगा।
- इस समूह को जनसंख्या शिक्षा या परिवार-नियोजन कार्यक्रमों से लाभान्वित होने के अवसर अभी तक नहीं मिल सके हैं।
- शाला न जाने वाले युवक-युवतियों के लिए जनसंख्या शिक्षा एक दुहरी धार वाले हथियार का काम करेगी, क्योंकि इससे जनसंख्या शिक्षा के लक्ष्यों की पूर्ति भी होगी तथा राष्ट्रीय विकास के लक्ष्यों की पूर्ति भी संभव होगी।

इन उपर्युक्त दर्शाये गये तथ्यों से स्पष्ट है कि शाला न जा पाने वाले भावी नागरिकों के लिए भी जनसंख्या शिक्षा की समुचित व्यवस्था की जानी चाहिए। ऐसा होने से ही इन भावी नागरिकों में आवश्यक और उचित मूल्य और प्रवृत्तियों का विकास हो सकेगा।

शाला न जाने वाले भावी नागरिकों के लिए जनसंख्या शिक्षा कार्यक्रम की नियमित व्यवस्था संयुक्त राष्ट्र संघ तथा अन्य संगठनों जैसे ILO आदि द्वारा वित्तीय व्यवस्था करने के फलस्वरूप संभव हो रही है। शाला न जाने वाले युवक-युवतियों के लिए जनसंख्या शिक्षा की व्यवस्था की निम्न विशेषताएँ हैं -

1. इसमें शासकीय तथा अशासकीय दोनों प्रकार के संगठन सक्रिय भाग लेते हैं।
2. इनके जनसंख्या शिक्षा कार्यक्रमों को राष्ट्रीय विकास, कल्याण तथा साक्षरता अभियान से संबंधित किया गया है।
3. इसमें युवक-युवती संगठन, महिला संगठन, ट्रेड यूनियन, मजदूर संगठन आदि क्रियाशील हैं।

### शिक्षक प्रशिक्षकों की जनसंख्या शिक्षा के संबंध में भूमिका

जनसंख्या शिक्षा के महत्व को समझकर अब यह माना जा रहा है कि बालक, बालिकाओं को इसका शिक्षण अनिवार्य होना चाहिए। वर्तमान काल में शिक्षकों को जनसंख्या शिक्षा संबंधी ज्ञान देना अनिवार्य होता जा रहा है। जनसंख्या शिक्षा के शिक्षण में गुणवत्ता लाने, उनको प्रभावी बनाने और उसको उद्देश्यपूर्ण बनाने के लिए शिक्षकों को भी इसका प्रशिक्षण दिया जा रहा है। शिक्षक प्रशिक्षण दो प्रकार का है -

1. सेवापूर्व शिक्षक प्रशिक्षण में छात्राध्यापक/छात्राध्यापिका को।
2. सेवारत शिक्षक प्रशिक्षण में शिक्षकों को।

सेवा में आने से पहले पूर्णकालिक प्रशिक्षण शिक्षक विद्यालया

~ (एस.टी.सी. पाठ्यक्रम) में दिया जाता है। प्रशिक्षण विद्यालयों में छात्राध्यापकों को प्रथम वर्ष में इसका स्वतंत्र विषय (ऐच्छिक) के रूप में एक सत्रपर्यन्त प्रशिक्षण दिया जाता है। सेवारत शिक्षकों को भी अल्पकालीन शिविरों का आयोजन करके प्रशिक्षण दिया जाता है। राज. शैक्षिक अनु. एवं प्रशि. संस्थान उदयपुर के तत्वाधान में 3 दिन या 6 दिन के प्रशिक्षण शिविर लगाए जाते हैं।

प्रशिक्षण विद्यालयों में प्रशिक्षण शिविरों में जनसंख्या शिक्षा के सभी क्षेत्रों व प्रकरणों पर खुलकर चर्चा होती है। विभिन्न विषयों के शिक्षण के समय जनसंख्या के विचारों को किस प्रकार समाहित करें, इस पर चिन्तन होते हैं जनसंख्या संबंधी जोड़े गए पाठों का उद्देश्य, उनकी शिक्षण विधि बताई जाती है। प्रशिक्षण काल में शिक्षा के विचारों वाले स्थानों को पाठ्यपुस्तकों में से ढूंढा जाता है। नवीन पाठों की, अधिगम-सामग्री की रचना करायी जाती है। प्रशिक्षण विद्यालयों में छात्राध्यापक जनसंख्या शिक्षा संबंधी पाठ योजना बनाकर अभ्यास पाठ भी देते हैं। वे शिक्षण का कार्य भी करते हैं। प्रशिक्षण विद्यालयों में छात्राध्यापकों के दायित्वों को निम्न प्रकार निर्धारित किया जा सकता है -

- छात्राध्यापक जनसंख्या शिक्षा के सम्प्रत्ययों, तत्वों की भली प्रकार जानकारी प्राप्त कर लें।
- भारत, राजस्थान तथा विश्व के प्रमुख देशों की जनगणना संबंधी तुलनात्मक जानकारी प्राप्त कर लें।
- जनसंख्या शिक्षा संबंधी अधिगत-सामग्री की रचना करना, सर्वेक्षण करना, नवीन पाठों को लिखना आदि कार्य भी करें।
- जनसंख्या शिक्षा संबंधी कविता, कहानी, एकांगी, निबंध आदि

का संकल्प करें तथा मौलिक रचना भी करें।

- पाठ्यपुस्तकों में से जनसंख्या शिक्षा के तत्वों का पता लगाएं।

#### निष्कर्ष -

जनसंख्या शिक्षा मानव को श्रेष्ठ संसाधन के रूप में तैयार करने के लिए सामाजिक दृष्टिकोण का विकास करती है। इसका ज्ञान प्रत्येक व्यक्ति के लिए अनिवार्य है क्योंकि जनसंख्या वृद्धि सम्पूर्ण विश्व की एक मुख्य समस्या के रूप में उभर कर आ रही है। तकनीकी विकास, स्वास्थ्य, चिकित्सा सुविधाएँ तथा आहार जागरूकता के कारण मृत्यु दर में गिरावट आ रही है तथा जन्म एवं मृत्यु दर में असंतुलन उत्पन्न हो रहा है। इस असंतुलन का प्रभाव मानवीय संसाधनों पर क्या होगा? पर्यावरण को खतरा किस प्रकार होगा? आर्थिक विकास पर नकारात्मक प्रभाव कैसे पड़ेगा? इत्यादि प्रश्नों का उत्तर खोजने की इच्छा तथा समाधान हेतु प्रयास करने की अभिवृत्ति का विकास जनसंख्या शिक्षा द्वारा ही संभव है।

भारत जैसे राष्ट्र में परिवार नियंत्रण का कोई भी कार्यक्रम बाध्यता के आधार पर सफल नहीं हो सकता। यदि इस प्रकार के कार्यक्रमों को सफल बनाना है तो ग्रामीण व नगरीय क्षेत्रों में कार्यकर्ता तैयार कर भेजने होंगे। जनसंख्या शिक्षा में ज्ञान प्राप्त करने के अपने दायित्व से आगे बढ़कर वर्तमान समय में बढ़ती जनसंख्या की समस्या को सुलझाने का हर संभव प्रयास करना होगा। एक वैचारिक क्रान्ति लाने का कार्य जनसंख्या शिक्षा के माध्यम से किया जाना आवश्यक है। सूचना एवं संप्रेषण प्रौद्योगिकी के माध्यम से वैज्ञानिक दृष्टिकोण का विकास करके किशोर वर्ग को भावी जीवन की अनेकानेक समस्याओं से जूझने के लिए तैयार किया जाना आवश्यक है।

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## शैक्षिक उन्नति हेतु प्रयास : बस्तर जिले के विशेष संदर्भ में

डॉ. प्रियंका शुक्ला \*

**Key Words :** शैक्षिक उन्नति, बस्तर जिला

### सारांश

2011 की जनगणना के अनुसार छत्तीसगढ़ राज्य में महिलाओं की शिक्षा का प्रतिशत 60.24 है जब कि बस्तर जिले के महिलाओं की शिक्षा का प्रतिशत 44.26 है। ग्रामीणों में बगैर समुचित शिक्षा के प्रसार के बिना महिला साक्षरता प्रतिशत में वृद्धि होना असम्भव है। विभिन्न समाज एवं मानव शास्त्रियों ने अपने अध्ययनों से यह निष्कर्ष निकाला कि शिक्षा ही एक ऐसा माध्यम है जिसके द्वारा बाह्य समाजों से सांस्कृतिक संपर्क सम्भव है। जनजातीय संस्कृति समन्वय व अनुकूलन की समस्या के चलते अनेक सामाजिक व सांस्कृतिक समस्याएँ उत्पन्न होती हैं जैसे शोषण सांस्कृतिक पतन आदि। शिक्षा का अधिकार कानून लागू होने के बाद देश के गरीब बच्चों को निजी स्कूलों में 25 प्रतिशत सीटों पर प्रवेश लेने का लिए अधिकार मिल गया है। जनजाति बालक बालिकाएँ अब राज्य के रायपुर, बिलासपुर व कबीरधाम जिलों के निजी शिक्षण संस्थाओं में निःशुल्क शिक्षा प्राप्त कर रहे हैं।

### पृष्ठभूमि

शिक्षा सर्वांगीण आत्म विकास की वह प्रक्रिया है जिसके द्वारा मनुष्य के आंतरिक तथा बाह्य गुणों एवं आचरणों में परिवर्तन एवं सुधार होता है और इसके फलस्वरूप मनुष्य को अपने भौतिक सामाजिक एवं सांस्कृतिक पर्यावरण से अनुकूलन करने एवं नवीन परिस्थितियों की रचना करने में सहायता मिलती है। शिक्षा, समाज के विकास का सूचक है। यदि शिक्षा को आधुनिकीकरण शहरीकरण का जनक कहा जाए तो इसमें कोई अतिशयोक्ति नहीं होगी। स्वतंत्रता के पश्चात् 1950 में संविधान के प्रभावी होने के बाद भारतीय समाज में शिक्षा के प्रसार के क्षेत्र में काफी विषमताएँ देखने को मिलती हैं। जिसका प्रत्यक्ष उदाहरण है, भारतीय जनजातियों का शैक्षणिक पिछड़ापन। यही कारण है कि जनजातियों समाज को विकास की मुख्य धारा से जोड़ने के लिए इनमें शिक्षा का समुचित प्रसार करना नितांत आवश्यक है। सन् 1931 की जनगणना के अनुसार केवल 0.7 प्रतिशत जनजातीय ही शिक्षित थे। स्वतंत्रता के पश्चात् जनजाति पिछड़ापन को दूर करने के लिए उनमें शिक्षा के स्तर में वृद्धि करना केन्द्र व राज्य सरकार का प्रमुख उत्तरदायित्व हो गया। इस दिशा में विभिन्न योजनाकाल के माध्यम से समुचित प्रयास भी किए गए। लेकिन लक्ष्यानुसार उपलब्धि नहीं मिल पायी

है। 2011 की जनगणना के अनुसार राज्य में महिलाओं में शिक्षा का प्रतिशत 60.24 बस्तर में महिलाओं के शिक्षा का प्रतिशत 44.26 है जो कि तुलनात्मक रूप से काफी कम है। अतः विभिन्न समाज एवं मानव शास्त्रियों ने अपने अध्ययनों से यह निष्कर्ष निकाला कि ग्रामीणों में बगैर समुचित शिक्षा के प्रसार के बाह्य समाजों से सांस्कृतिक संपर्क होता है। जनजातीय संस्कृति समन्वय व अनुकूलन की समस्या के चलते अनेक सामाजिक व सांस्कृतिक समस्याएँ उत्पन्न होती हैं जैसे शोषण सांस्कृतिक पतन आदि।

### अध्ययन का उद्देश्य:

1. बस्तर जिले के बालिकाओं की शिक्षा की स्थितियों को सुधारने हेतु सरकारी प्रयत्नों का अध्ययन।

### उपकल्पना-

1. बस्तर जिले में बालिकाओं की शिक्षा की स्थितियों को सुधारने हेतु सरकारी प्रयत्न किए जा रहे हैं जिनका लाभ उन्हें पहुँच रहा है तथा बालिका शिक्षा का स्तर ऊँचा हो रहा है।

### अध्ययन कि विधि :

### उत्तरदाताओं का चयन:

बस्तर जिले के 10 गावों की विद्यार्थियों पर अध्ययन किया गया है। अध्ययन में उद्देश्यपूर्ण निदर्शन प्रविधि के द्वारा 10 गाँवों

के 10 स्कूलों के 50 बालक, बालिकाओं की शैक्षणिक स्थिति का अध्ययन किया गया है। अध्ययन के लिए साक्षात्कार अनुसूची का प्रयोग किया गया है। जिसमें तथ्यों का संकलन किया गया तथा अवलोकन द्वारा और द्वितीयक तथ्य संकलन के लिए पत्र पत्रिकाएँ व आलेखों का प्रयोग किया गया है।

#### प्राप्त तथ्यों का विश्लेषण:

तथ्यों के संकलन में 50 बालक, बालिकाओं के अध्ययन में यह पाया गया कि 94 प्रतिशत बालक, बालिकाओं को उच्च शिक्षा की इच्छा है तथा उनके परिवार के सदस्य 60 प्रतिशत पूर्णतः तथा 38 प्रतिशत साधारण सहयोग तथा 2 प्रतिशत सदस्य ही ऐसे हैं जो पढ़ाई के लिए विरोध करते हैं।

विरोध करने के कारण को जानने का प्रयास किया गया तो पाया कि परिवार की आर्थिक स्थिति खराब होने की वजह से वे चाहते हैं कि बच्चे उनकी काम में मदद करें।

#### सरकार द्वारा प्रदत्त सुविधाएँ:-

संविधान के भाग 4 के अनुच्छेद 46 में जनजातियों की शिक्षा की उन्नति के लिए तथा आर्थिक हितों की सुरक्षा के लिए विशेष ध्यान देना राज्य का कर्तव्य माना गया है। दूरस्थ अंचलों में शिक्षा में सर्व सुविधा देने के लिए अनुसूचित जनजाति अथवा आदिवासी बहुल क्षेत्रों में विकास में तेजी लाने के लिए शिक्षा के लिए विभिन्न योजनाएँ बनायी गई हैं सरकार द्वारा इन कल्याणकारी योजनाओं में बच्चों की शिक्षा के लिए निम्न सुविधाएँ प्रदान है।

शिक्षा का अधिकार कानून लागू होने के बाद देश के गरीब बच्चों को निजी स्कूलों में 25 प्रतिशत सीटों पर प्रवेश लेने का लिए अधिकार मिल गया है। जनजाति बालक बालिकाएँ राज्य के रायपुर बिलासपुर कबीरधाम जिले के निजी शिक्षण संस्थाओं में निःशुल्क शिक्षा प्राप्त कर रहे हैं।

इसके अलावा भी कई सुविधाएँ हैं जो सरकार द्वारा प्रदान की गई हैं।

#### 1. राज्य छात्रवृत्ति :

कक्षा 6 से 10 वीं तक की कक्षाओं में अध्ययनरत अनुसूचित जाति, जनजाति एवं पिछड़ा वर्ग के विद्यार्थियों को शिक्षण वर्ष के माह जून से मार्च तक दी जाती है।

#### 2. मेट्रिकोल्तर छात्रवृत्ति :

अनुसूचित जाति एवं जनजाति के कक्षा 11वीं एवं 12वीं में अध्ययनरत छात्र छात्राओं को जिनके पालकों की वार्षिक आय एक लाख रुपये तक होने पर मेट्रिकोल्तर छात्रवृत्ति प्रदान की जाती है।

#### 3. प्रवीण्य छात्रवृत्ति :

बोर्ड परीक्षाओं में उत्तीर्ण अनु.जाति एवं जनजाति के विद्यार्थियों को जिन्होंने उक्त बोर्ड परीक्षाओं में 45 प्रतिशत सं अधिक अंक अर्जित किए हैं उन्हें जिले के लिए निर्धारित लक्ष्य एवं प्रवीणता के आधार पर कक्षा 9 वीं से 10 वीं तक 500 रुपये वार्षिक प्रवीण्य छात्रवृत्ति दी जाती है।

#### 4. कन्या साक्षरता प्रोत्साहन योजना :

अनुसूचित जाति तथा जनजाति की बालिकाओं को 5 वीं कक्षा उत्तीर्ण करने के बाद 6 वीं में प्रवेश हेतु 500 रुपये प्रोत्साहन राशि दी जाती है।

#### 5. अस्वच्छ धंधा छात्रवृत्ति योजना :

इस योजना तहत अस्वच्छ धंधों में कार्यरत/ कामगारों के बालक/बालिकाओं को यह छात्रवृत्ति देय होती है।

#### 6. छात्रावास/आश्रम सुविधा :

अपने निवास के 3 किमी की दूरी में शिक्षक संस्था न होने अन्य संस्था में अध्ययन करने वाले विद्यार्थियों को निःशुल्क आवास पानी बिजली भोजनालय सुविधा उपलब्ध कराने के उद्देश्य से छात्रावास/आश्रम संचालित हैं। इनमें छात्राओं को प्रतिमाह 450 रुपये शिष्यवृत्ति प्रदान की जाती है।

#### 7. विभागीय शिक्षण संस्थायें :

प्रदेश के जनजातीय बहुल क्षेत्र में विभाग द्वारा कन्या परिसर आदर्श विद्यालय एवं गुरुकुल विद्यालय संचालित हैं।

#### 8. आगमन भत्ता :

विभाग के मेट्रिकोल्तर छात्रवासी में प्रवेशित विद्यार्थियों को न्यूनतम आवश्यक सामग्री (गद्दा चादर थाली गिलास अध्ययन सामग्री) के अलावा आगमन भत्ता भी दिए जाने का प्रावधान है।

#### 9. पोस्ट मेट्रिक छात्रवृत्ति :

केन्द्र प्रायोजित योजना के अंतर्गत निर्धारित दरो पर 1 लाख रुपये की आय सीमा तक दी जाती है।

#### 10. कन्या साक्षरता प्रोत्साहन :

अनुसूचित जनजाति की छात्राओं को शिक्षा हेतु प्रोत्साहन देने के उद्देश्य से रु 500 से 2000 तक की प्रोत्साहन राशि दी जाती है।

#### 11. दत्तक पुत्री शिक्षा योजना :

इसमें प्राथमिक शाला में पढ़ने वाली बालिका को 300 रुपये और माध्यमिक शाला में पढ़ने वाली बालिका को 400 रुपये प्रतिवर्ष नकद राशि प्रदान की जाती है।

#### 12. व्यवसायिक शिक्षा हेतु प्रशिक्षण:

पच्चीस हजार रुपये की आर्थिक सहायता और व्यवसायिक शिक्षा हेतु अधिकतम 1 लाख रुपये की आर्थिक सहायता दी जाती है।

#### 13. धनलक्ष्मी योजना :

जिले में आरंभ की गई धनलक्ष्मी योजना के तहत बालिका जन्म को प्रोत्साहन बालिकाओं को संपूर्ण टीकाकरण बालिका शिक्षा को प्रोत्साहित करने के लिए यह योजना संचालित है।

#### निष्कर्ष:-

इन सबके अलावा अनुसूचित जाति व जनजाति के विद्यार्थियों को मध्यह्न भोजन, गणवेश, सायकल, कम्प्यूटर, स्वास्थ्य सुविधाएँ उपलब्ध हैं। इससे शिक्षा के स्तर में सुधार आया है तथा विद्यार्थियों में शैक्षणिक स्तर विकसित हुआ है। राज्य में अनुसूचित जनजाति अथवा आदिवासी बहुल क्षेत्र के विकास में तेजी लाने के

लिए बस्तर में शिक्षा के स्तर को उठाने का प्रयास किया गया है। इसके लिए जरूरी बुनियादी सुविधाओं का विकास ग्रामीण क्षेत्रों में हो रहा है इसके सकारात्मक नतीजे मिलने लगे हैं तथा विकास के साथ साथ नवीन वातावरण निर्मित हुआ है।

बच्चों की शिक्षा के लिए सरकार द्वारा विभिन्न योजनाएँ चलाई जा रही हैं जो उनकी शिक्षा व जीवन के स्तर को ऊँचा उठाने के लिए प्रयासरत है। इन सब योजनाओं में बस्तर जिले में वर्तमान में लगभग 196281 बच्चों को गणवेश वितरण जिसमें निःशुल्क पाठ्य पुस्तक वितरण योजना के तहत बांटे गए हैं। लगभग 3934 बच्चों को सायकल वितरण किया गया है लगभग 591.114 करोड़ रु. राज्य

छात्रवृत्ति योजना में बांटी गई। दत्तक पुत्री योजना के तहत बस्तर जिले की 26780 बालिकाओं को हाथ मिला है। व्यवसायिक तकनीकी योजना में 38 महिलाएँ लाभान्वित हुई हैं। जिले में धनलक्ष्मी योजना के तहत 6934 बालिकाओं का पंजीयन कर उन्हें लाभान्वित किया गया है।

इन सरकारी प्रयासों के बावजूद भी आज भी कई गाँव ऐसे हैं जहाँ पर शिक्षा को लेकर प्रयास किया जाना अनिवार्य है। जिसमें इन बच्चों को प्रारंभिक शिक्षा के साथ साथ व्यवसायिक प्रशिक्षण भी आवश्यक है जिससे कि वे आत्मनिर्भर बन सकें।

## संदर्भ ग्रंथ सूची

जोगी एवं लाल शिक्षा मनोविज्ञान में सांख्यिकी का प्रयोग 1992 स्रोत।  
बस्तर आदिम जाति कल्याण विभाग की रिपोर्ट व योजनाओं की पुस्तिका।

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