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**From Editor's Desk**

**Dear Friend,**

University Grants Commission is now a days in news for thriving to establish quality in higher education and research. It came into existence in 1956 as a statutory body of the Government of India through an Act of Parliament for coordination, determination and maintenance of standards of university education in India.

In this decade it is more actively engaged in frequently changing regulations in faculty selection and promotion procedures through their respective statutory bodies incorporating the Academic Performance Indicators (API) and Performance Based Appraisal System (PBAS) at the university and institutional level.

UGC regulations and its amendments are applicable to every University established or incorporated by or under a Central Act, Provincial Act or a State Act, every institution including a constituent or an affiliated College recognized by the Commission, in consultation with the University concerned under clause (f) of Section 2 of the University Grants Commission Act, 1956 (3 of 1956) and every Institution Deemed to be a University under Section 3 of the said Act.

Here the question arises that, does the state run government colleges of education, which are affiliated to the state universities not come under the purview of UGC ?

The State Councils of Educational Research and Training (SCERT's) are the controlling authorities of these colleges and come under School Education Department of the respective states.

But the mockery of the system is that, all the privately managed colleges of education in the state, come under higher education department and have to abide by the regulations of UGC, whereas these are not applicable for the government colleges of education.

In government colleges of education, the norms and standards set by UGC for the faculty such as Academic Performance Indicator (API) and Performance Based Appraisal System (PBAS) are not being applied.

This gap is hampering the quality of teacher education and research. In order to establish quality in state run teacher education institutions, and also to bring uniformity, it is very much necessary that all the SCERT's and state run colleges of education should be placed under the umbrella of UGC through departments of higher education.

**B. V. Ramana Rao**



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**About**  
**RESEARCHERS ORGANIZATION, BILASPUR (C.G.)**  
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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.)**

# Study on Stressors among Adolescent Students

**Dr. Farzana Shehla \***

**Key Words : Stress, Adolescent Students**

## Abstract

*Stress is no more a new term for anybody. In the present scenario children undergo a great deal of pressure where they are expected to excel not only in academics but in all areas of performance. Thus, stress disturbs the equilibrium and reduces the ability to work. It seems important for academicians to study the types of stress which prevail among school going children and their causes. This paper is an effort to know the stressors in school going children, their probable causes, impact on children's ability to succeed and what steps they take to overcome the stress. As teachers are involved in this process too, therefore teachers' opinion is also sought for getting a clear picture of stressors and other related items.*

*For achieving the above objectives, an open ended questionnaire is administered among teachers and students of classes 7 to 10 and an unstructured interview with them is scheduled to know the causes and impact of stress on this group of children. Non-probability purposive sampling technique is used to draw the sample from the schools of twin cities of Hyderabad and Secunderabad. This paper presents the findings and implications of the study.*

## Introduction:

Stress is a common part of everybody's life. Stress is a way of responding to the demands made upon people by the environment, their relationships, and their perceptions and interpretations of those demands. Stress can be of both good and bad nature, mild and severe. Stress is caused by various stressors. A stressor is any real or perceived event or stimulus which causes bodies to react or respond. These may be physical, social or psychological. The environment, thought of a person can cause stress. Stressors can be either positive or negative (Klinic Community Health Centre, 2010).

## Stress in Adolescents

Students are the nation's builder and no one can deny the fact that each contribute in the national development. Each individual is different with unique capacity and diverse ability. Home environment, family and school are the agents who help them grow and develop. However, the same agents become the cause of stress for these students in certain conditions.

Adolescence is a period of heightened stress (Spear, 2000) due to the many changes experienced at a time, including physical, social and cognitive changes. Adolescents also experience a great

change in their emotions (Kessler *et al.*, 2005). They become highly anxious (Abe & Suzuki, 1986). Students are more worried about their futures and marks. Exposures to high amounts of stress lead to anxiety, aggression, depression and academic underachievement. Pressure from family or peers to achieve are also responsible for academic stress in students.

Linn and Zeppa (1984) stated that some stress is needed for learning in school. According to them favourable stress promotes and facilitates learning and unfavourable stress inhibits and suppresses learning. Although stress enhances in few cases increases learning ability (Kaplan H.I, Saddock B.J., 2000) it may leads to physical and mental health problems if students are overstressed (Niemi P.M, Vainiomaki P.T.,1999). Stress can also lower self-esteem (Silver H.K, Glick A.D.1990). Stress may also cause depression (Southall D, Robert J.E., 2002) and can influence student's academic achievement, personal and professional development.

Stress contributes to the physical and behavioral health problems of adolescents. It was found by Yale Stress Centre researchers that of adolescents between the ages of 12 and 17, 2.3 % have fair or poor health, 5% miss 11 or more days of school because of illness or injury, 10% have habit of smoking, and 17% drank alcohol; of adolescents between ages 12 and 19, 18% are found to be overweight. Stress affects cognitive functioning, concentration, memory, attention and decision-making capabilities of students. Stress can prevent healthy eating, sleeping and exercise habits. It can also affect a person's ability to concentrate and remember what they learn and can understand and retain information for a longer period of time (Thompson R. A. 2014). It is also found that heightened stress damages short term memory, particularly verbal memory (Schwabe, L. *et al.*, 2009).

Major stressors may include bullying by peers, problem with teachers, and academic difficulties, interpersonal relationships e.g. conflicts or problems with parents, siblings, peers or death of a loved one or witnessing a traumatic event etc. (Donaldson *et al.*, 2000; Williamson *et al.*, 2003).

The study by Rao A. S. (2008) also found that the major stressors for all types of schools were academic-related issues. It was found that some students doubt their capabilities when in stress. A few found that stress had severely affected their ability to perform well. A few said that they lost a significant amount of weight in the last year.

To cope up with stress students used religion, positive reinterpretation, use of instrumental support, active coping and planning as the coping strategies. The study by Augustine, L. F.*et al.* (2011) found that students from Government schools had significantly higher scores on avoidance coping than private school students.

### **Importance of the study**

Health is wealth and healthy mind in healthy body are not new to hear. Health gets affected by the level of tension, worries and anxiety. It is very important to understand the stress which hinders students' ability to be normal in the school and at home, to maintain good relationships with the fellows, siblings, parents and teachers and to excel in the curricular as well as co-curricular activities. The cause of the stress may not be big like death of family member and can be as small as daily home works. As adolescent is a stage which is full of stress and strain so it is important to know the stressors, their causes and impact on children's ability to do well in academics and other area. It is also necessary to know the coping strategies of these children to minimize the stress. The review of related literature shows that there is dearth of research in the area of stress in adolescent students in

Indian context. Based on the personal experience, observation, interest and insights from the literature reviewed, the researcher has taken up the present study with the following title:

**Objective of the study:**

- 1.To identify the nature and source of stress among the adolescent students.
- 2.To know the opinions of students on consequences of stress on them.
3. To find out the coping behavior among adolescent students.

**Research questions:**

1. What are the major stressors among adolescent children?
2. Why do adolescent students undergo stress?
3. How the stress hinders the ability of children?
4. What are the major stress coping behaviours among adolescents?

**Method and sampling technique:**

Survey method is used for the present study and non-probability purposive sampling technique is used to select the sample.

**Population and sample:**

Adolescent children of age group 13-15 studying in classes VII to X and teachers handling different subjects for these classes form the universe for the present study. A sample of 40 children in the age group 13-15 years studying in classes VII to X and 20 teachers teaching different subjects to these children from both government and private schools of twin cities of Hyderabad and Secunderabad are selected as a part of this study.

**Tools for the present study:**

A 26 –item open ended questionnaire was used to find out the stressors, their impact on students and their coping strategies. An unstructured interview schedule for teachers was used to get information on the impact of various stressors on children and their coping behaviour.

**Validity and reliability of the tool:**

The prepared tool was given to experts in the field to know the validity of the

content. The suggestions of the experts were incorporated in the tool and items were revised accordingly.

**Description of the tools:**

The preliminary information includes name of the student, class, age, gender and type of school. The tool which is a questionnaire consists of 26 an open-ended question. Each question intended to know the stressors and their components, what are the consequences of the stressors or what change they bring in children and in what way children cope up with these changes. An unstructured interview schedule for teachers with nearly 20 questions was held. Teachers' questions also meant for getting more insight into the stress factors in children.

**Analysis of the data:**

The data collected through the above tools were analyzed qualitatively. Each question was analyzed for all the respondents and responses were put under different categories. The categories/ areas selected to code the responses of children are based on literature review.

**Results:**

The data from 20 teachers (10 male and 10 female) teaching the subjects (Maths, Biology, Physical Science, Social Studies, English, Hindi, Telugu) through an unstructured interview and open ended questionnaire of 40 students was analyzed both quantitatively and qualitatively to draw conclusions which could appropriately answer the research questions. The four research questions framed are discussed below:

*Research Question 1: What are the major stressors among adolescent children?*

Each item in the questionnaire is presented in such a way as to know the kind of stress, how it affects their learning/ well being, and how they cope with such situations. As per the responses of the students, it could be concluded that there are two types of stress situations- one is positive and another one is negative. Although

negative stressors out- number the positive one, but positive stressors are also present in many situations. Positive Stressors are those which motivate children to work hard and impel them to take up challenging tasks.

**Table 1**  
**The number of students with positive stressors.**

Type of Positive Stressors	No	%
teachers' confidence that students can do the work in a better way	3	7.5
parents' expectation Working hard so that no one else should take their position	27	67.5
Nursing the sick family members	8	20
Putting efforts to make school programs success	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>

**Table 2**  
**% of students who came out with the following Negative personal stressors**  
**Type of Personal (Negative) Stressors**

Children Response	No	%
Personality aspects	10	25%
Health issues	15	37.5%
Fear of exams, studies and future	15	37.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

The positive stressors identified in this study and presented in the above table can be explained as follows:

- Children think that teachers' confidence that they can do the allotted work in a better way, which force them to work hard is most of the time stressful.
- Children opined that parents' expectation is a positive stressor which motivate and encourages to work according to their expectations and to bring good name to them.

- They feel working hard for winning the game or getting top ranks in exams so that no one else should take their position in the class is also stressful.
- Children feel stressed when they try to do anything to help the sick member to get well soon so that they enjoy together.
- They even get stressed when they put their best efforts to make the school programmes or activities grand success.

Negative stressors are those which create problem/ conflict in children, affect them physically, emotionally and socially. These negative stressors are more prevalent, these are of different types again. These include: Personal stressors, Family stressors, School related stressors, Peer related and Social stressors.

Students' perception reveals that many a time they get disturbed by their personality aspects, health issues, fear of exams, fear of studies and future.

Among the personality aspects they are very much concerned about physical features (e.g. their height, weight, complexion, facial features, sensory problems which includes wearing specs due to eye problem, braces in teeth, for some children their disability and bad handwriting because of their improper ways of holding pens). These children sometimes find their own behaviour as a problem. For example, their anger and rude behavior when they realize that they are wrong, ego- centric behavior, short temperament, selfishness, carelessness and laziness. Some of them are unable to adjust and compromise when it is most required. Many children get stressed due to emotional aspects like getting tensed on small matters, sad for not being perfect in everything.

These adolescent children get stressed very soon when think about their exams, studies and future. They get fear regarding type of question papers, marks, ranks, lack of subject knowledge, lack of preparation, health issues during exams like headache, stomach ache and eye

problems. At this very young age they are also stressed about their future and think seriously about their higher studies, job in future. Some of these children complaint about sleep deprivation which they said trouble them due to exams, fail to concentrate on studies, due to punishment, arguments with parents and siblings, poor marks and if they are very tired(may be due to home work, play or household works).

Children found disturbed by personal stressors as well as family stressors. Family stressors include parents' expectation with respect to academics. They expect their ward to learn well, score better marks and get top ranks in the class. They also have expectation for good employment. When children are in high school parents' expect their children to achieve their goal and get a well salaried and respectable job. Their expectation also reach to the extent of personal and social life of their children i.e. they must get high position in society, live a happy married life, supplement household with their earnings, they must switch to simple living high thinking, they must be healthy and above all they must serve their nation.

Sickness/injury of self and family members is also sometimes stressor as it leads to bearing the pain, taking the medicines, unable to attend school, fear of missing exams/ getting low marks, getting bored at home for a long time.

Many children found argument and quarrels with siblings a stressor. It leads to disturbance in work, results into sharing things, beating, slapping, cursing over petty issues (watching TV, playing)

As children spend most of their time at school, there are many issues which put them in stress. These are not very big problems but for a short period of time disturb children. Homework, test and exams, punishment, rules at school, subject related stress and extra work provided by the teachers and participation in extra activities.

**Table 3**  
**% of students who came out with the following Negative Family stressors**

<b>Type of Positive Stressors</b>	<b>No</b>	<b>%</b>
parents' expectation with respect to academics	25	62.5
expectation for good employment and personal and social life	5	12.5
argument and quarrels with siblings	7	17.5
Sickness/injury of self and family members	3	7.5
<b>Total</b>	<b>40</b>	<b>100</b>

**Table 4**  
**% of students who face Negative School-related stressors**

<b>Children Response</b>	<b>No</b>	<b>%</b>
Homework	15	37.5
test and exams	9	22.5
punishment	7	17.5
rules and disciplines at Sch	5	12.5
subject related stress	2	5
Extra Work	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Lengthy home works which take long time to finish and due to which they are unable to revise the class work or help their parents in household chores. Teachers now -a -day give such home works which are based on collecting information from internet or other resources. As many children lack proper resources or do not have access to internet they are unable to do the work properly and thus get tensed. As children differ in their learning styles, many of them do not enjoy all types of home work. Some like oral exercises, some want written works, some other enjoy projects but most children do not want to re- write the same from class works or text books. Holiday home works and imposition/



practice exercises are found to be very boring and most children do not want to have them.

Children during tests and exams become worried when they lack preparation and revision. They get tensed when see others involve in malpractices but get anxious with the fear of being caught when they themselves copy answers from others or asks answers if they are not sure of it. Many children suffer from fever, headache, and stomachache during exams and they get stressed in such situation thinking about their results.

Teachers give extra tasks to their favourite students or most eligible one or ask him/ her to participate which may become a cause of stress as the task may coincide with exam or test leading to difficulty in preparation, child may suffer from some health problems when the task was allotted, he/she may not find it interesting or may not find himself/ herself competent or the task may be a lengthy one.

Children hate punishment. But they get it without fail for absenteeism, incomplete homework, talking/ disturbing the class, misbehavior, poor marks, and malpractices and sometimes due to complaints from other students.

Rules and disciplines in school sometimes become very difficult to follow. Children who are used to speak in their mother tongue get scolding for not speaking in English. Children sometimes want to get rid of their uniform and wait for some opportunity to avoid it. During rain or when they are sick, they come casually (sometimes without proper shoes, a different shirt and trousers) and get caught by a teacher. Girls do not want to tie up their hairs for which they are punished. Attending study hours in the school and remaining calm in the class are also few of the rules which children do not want to follow.

A very important area of stress is the subjects taught in the school. A much neglected one. Children get difficulty in Physics and Mathematics formula and sums; they do not enjoy first and second language classes (Hindi and Telugu).

#### Peer related:

**Table 5**  
**% of students with Negative Peer-related stressors**

Adolescents' Response	No	%
Unhealthy competitions	30	75
bullying and misbehavior	10	25
<b>Total</b>	<b>40</b>	<b>100</b>

School provides children with the opportunity to mingle with other children in the school. But this peer interaction sometimes becomes a cause for stress for them. Unhealthy competitions and bullying and misbehavior are few stressors. Children do not like the company of that student who disturbs them in studies, fights with them, has bad behavior and bad affairs, always indulges in theft, forcefully shares boxes, has habits of back biting, is mean and frisky, uses rubbish words, irritates others.

#### Social stressors:

**Table 6**  
**% of students with Negative Social stressors**

Adolescents' Response	No	%
daily news and content of media	10	25
social evils and issues	10	25
environmental issues	7	17.5
Politics	2	5
crime against children and women	8	20
communal fights/ religious issues	2	5
irregular traffic	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>

Unhealthy competition related to studies for marks, ranks, appreciation and also related to sports and games are sometimes stressful.

Adolescent children can read newspaper; understand news on TV, radio and internet. Some of them face problem in their home and community. So, they sometimes get worried listening to the daily news and content of media and knowing about the social evils and social issues. They do not like dumping of garbage here and there and polluting environment, dirty politics, public cheating, crime against children and women, rapes, kidnap, poverty, discrimination towards women, communal fights, water problem, flood, status of women education and protection, smoking, drinking, irregular traffic, huge human loss, dowry, illiteracy, caste difference, roads and drainage, child labour, child marriages, superstition, eve teasing, religious interference and intolerance. They are upset about selfishness, corruption, worries in people, Accidents, natural disaster, bomb blast, missing reports and do not like Bollywood news, dirty clips, and film posters.

**Research question 2: Why do adolescent students undergo stress?**

To answer this research question the investigator sought the opinions of the teachers taken as sample. Teachers are the facilitator of teaching- learning process. They know their students well and get numerous opportunities to

**Table 7**

**The responses of teachers about the reasons for stress in students**

<b>Teachers' response</b>	<b>No</b>	<b>%</b>
Academics	4	20
Family Issues	1	05
Development Issues	7	35
Peer Relations	8	40
<b>Total</b>	<b>20</b>	<b>100</b>

understand their behaviour and abilities. The following table gives the result obtained from teachers.

The above reasons of stress were identified through the responses of teachers. 40% teachers opined that students remain stressed when they do not maintain good friendship or relation with their friends or peers.

At this stage they are more focused on their friends than studies which can be clearly understood by the opinions of teachers. Only 20% teachers feel that academics are a stressor in children. 35% teachers feel that most students get stressed over the changes in their bodily structure and various developmental issues related to adolescence.

There are 5% of teachers who feel that many students are seemed to be stressed on family issues.

**Research question 3: How the stress hinders the ability of children?**

**Table 8**

**Responses of students on how stress hinders their ability to learn and function properly**

<b>Dimensions of Adolescents response</b>	<b>No</b>	<b>%</b>
Physical Symptoms	3	7.5
Emotional/ Psychological effect	16	40
Attitudinal change	5	12.5
Cognitive change	5	12.5
Behavioural change	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

Children were asked about the impact of stressors on their learning, mood and performance. The consequences of Stress in terms of the opinions of students presented under the following heads:

**Physical Symptoms:**

The stressors discussed above cause many physical problems. 7.5% students suffer from health problems like regular headache and stomachache, sleepy, fatigue, sickness as a result of stress.

**Emotional/ Psychological effect:**

40% of children feel nervous, irritable, anxious, panicky, tensed, confused, stressed, frightened, sad, worried, jealous, angry, upset, fear of punishment by parents, guilty, tensed and worried during holidays, over burdened, fear to fail, humiliation, regret, shy, empathy, sympathy, feel insulted in the above stress causing situations.

**Attitudinal change:**

12.5% children felt that above stress causing situations lead to some positive and some negative attitudinal changes in them. They develop attitude of sharing problems with friends, desire to change the society and work for social issues, they struggle to control self, pray to God for well- being, develop repentance, sometimes feel guilty due to punishment, sad regarding arguments with parents and siblings, sad and unhappy on poor marks. Sometimes they feel as being very responsible. They sometimes quarrel with friends for not helping with the works, feel as if they are wasting time in locating material, they get tension of punishment by the teacher, in stressful situation they cannot enjoy festivals, occasions, celebrations and cannot do creative work.

**Cognitive change:**

The positive and negative stressors sometimes result into lack of concentration, lack of attention, lack of interest, lack of confidence, lack of sleep in many children. They are unable to solve problems and develop poor memory and recall. 25% of children found to observe cognitive change in them due to stressors.

**Behavioural change:**

When children feel stressed they develop the habit of nail biting, indulging in malpractices like cheating/ copying in exams, crying, finishing works in the early hours of school without understanding the concept, getting exhausted, irritated and violent very soon, becoming irregular, avoiding exams

due to lack of preparation, preferring isolation, wasting time, finding work difficult and boring. However, at times they take task as a challenge and try to attempt to win. 15% of the sample came across behavioural changes in them.

**Research question 4: What are the major stress coping behaviours among adolescents?**

Children opined that when they are stressed due to any of the above stressors or their components, they feel nervous, tensed, irritated, confused and so on. These emotional experiences perturb them a lot. Similarly many physical changes also trouble them. They lack concentration, interest and attention in studies and other activities. For example if a child doesn't prepare well for exam, he uses unfair means to get good marks in examination, later this creates feelings of guilt and he regrets and may not concentrate in any activity. Children therefore also develop many attitudinal changes in them and sometimes exhibit many behavioural problems/ change.

**Coping behavior prevalent among students as found in the present study:****Positive coping behavior****Table 9**

**The responses of students on how they cope up with positive stressors**

<b>Coping Strategies (for Positive stressors)</b>	<b>N</b>	<b>%</b>
work hard for developing competencies	1	2.5
share problems with parents/ talking with friends	16	40
take good nutrition and perform daily exercises and Meditation	5	12.5
recreational activities/ play games/ listening to songs/ reading jokes	10	25
Sleeping for some time	8	20
<b>Total</b>	<b>40</b>	<b>100</b>

Coping behavior found in the children are also found to be of both positive and negative nature.

Positive coping behavior mentioned in the table above shows that sharing problems with parents/ talking with friends are the major stress reliever for children (40%). The coping behaviour includes the following:

- ❖ Children work hard for developing competencies (academic, social, extracurricular, and life skills) to make them better.
- ❖ They share problems with parents to avoid any sort of tension.
- ❖ They take good nutrition to avoid illness and pains.
- ❖ Many children are found to perform daily exercises and meditation to keep them both physically and mentally fit.
- ❖ They try to find time from the busy school/ study hours to relax or do recreational activities.
- ❖ Many of them watch TV programs (Biology science program, Action, scientific, funny, movies) to remove stress.
- ❖ Some of them found to play video games to overcome stress while many others either play indoor games like chess, carrom with siblings/ friends or go out to play outdoor games like cricket and football
- ❖ Many give away their stress by listening to songs while many others sing devotional songs
- ❖ Some children sleep for some time whenever under stress
- ❖ There are few children who remember the Jokes articulated by a friend to do away with stress.
- ❖ Few others said that their stress become less when they talk with a dear ones

Most number of students avoids works to cope with negative stressors. Details are as follows:

- ❖ Many children scold/ curse, beat others, fight with siblings/friends to minimize their stress

### **Negative coping behaviour**

**Table 10**  
**shows the responses of students on how they cope up with negative stressors**

<b>Coping Strategies (for negative stressors)</b>	<b>N</b>	<b>%</b>
fighting with siblings/ friends	10	25
breaking things	4	10
Bunking school	6	15
remaining isolated	5	12.5
Avoiding works	15	37.5
<b>Total</b>	<b>40</b>	<b>100</b>

- ❖ Few children break things and become relaxed
- ❖ Many children prefer isolation to do away with stress
- ❖ The most popular among this is take leave from school and giving excuses for the action
- ❖ Many children avoid doing work of concerned subject if they have difficulty with the subject and many others avoid attending classes of concerned teacher when they do not like the teacher due to any reason.

**Implications of the study:** The present study came out with the following implications:

**For students:** Students must enjoy all activities and finish all their home works in time. In case of any doubt in home works they must clarify with their teachers. They should work hard to learn subjects and in difficult areas they must sought help of their teacher. Healthy competition is always good and misbehavior or malpractices spoil the reputation of children so, they must keep themselves away from these. Keeping patience, doing hard work, being regular and punctual in work are few qualities which will help them do well in exam and studies. Use of exercises, yoga, meditation will help them keep themselves relax mentally and physically ready. Taking nutritious food and proper sleep are also important to be healthy.

They must try to control self and learn the art of forgiving others. They should also concentrate more on studies to become an active member of society in future. They should always respect their parents, teachers and elders and take their suggestions properly.

**For teachers:** They must not give lengthy time taking home works and must give constructive and useful home works. Second language teachers must keep in mind that children learning these languages might not have that language background and concept must be taught as per the abilities of the students. They must give extra work to only those who can perform it well without being getting caught in trouble. Innovative and creative assignments should be given to the students. As every child doesn't has access to internet resources information which are available in books can be used for doing assignments. Irregularity of students to school must be checked and genuine reason must be known to avoid the recurrence of the behavior. Teachers must encourage healthy competition among students. Counseling must be provided to students misbehaving in the class.

**For parents:** Parents' must guide their children regarding age appropriate behavior. They must ensure that their child follow a time schedule at home. Some time must be allotted to them in spite of academic overload to relax. They must develop in them habit of getting up early, doing exercise or meditation/yoga. They must avoid such parties or occasions which end late night for proper sleep. They must keep their expectations

as per the ability of the child and must encourage following proper means to achieve the set goal. They must teach them time sense and prevent them from eleventh hour preparation. They must take care that children must not skip meals and provide healthy food to eat. Young children must be taught to respect their elder brother and sister and co-operate with them.

**For schools:** School management must recruit competent teacher. Home works in the daily lesson plan must be checked. Malpractices and misbehavior must be controlled. Special classes or study hours must be either removed or of very short duration. School hours must be planned and utilized properly. Vocational subjects and career guidance must be provided to the students. Revision or practice time must be provided to students before exams.

**For local authorities:** Young children of age group 13-15years are upset regarding national problems like corruption, poverty, unhealthy politics, thus these must be solved. Girl children are afraid of eve teasing, child marriages, indiscrimination towards girls in many situations. Their fear must be dissolved through proper actions. Local authorities must check dumping of wastes, open drainages, use of loudspeakers. Dirty pictures or posters must not be displayed openly. There must be a check on the film making as these are taking away the childhood from the young children by exposing it to those realities which are not appropriate to their age. Newspapers and T.V. channels are too commercial and showing out of the way programmes. A check on these is also required.

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## **Empowerment of Adolescent Girls: SABLA Scheme**

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**Key Words : Empowerment, Sabla, Kishori Diwas, Adolescent girls**

### **Abstract**

*'Adolescence' implies the developmental transition from childhood to adulthood, a time period, when many important social, economic, biological, and demographic events set the stage for adult life. In this paper an effort has been made to find out the effectiveness of SABLA scheme of the Government of India implemented for the empowerment of girls in the age group of 11 to 18 years. The SABLA Scheme was launched on 2010 in the 200 districts selected all over India. Integrated Child Development Scheme Cell (ICDS) of the Government are implementing this scheme in various states. This scheme covers both school girls and out of school going girls. Out of school going girls are assembled at the Anganwadi Centers as per the schedules fixed by the states and UTs concerned. The scheme is based on modern concept of human resource development and will surely be helpful in promoting the women empowerment in India.*

### **Introduction**

Adolescence implies the developmental transition from childhood to adulthood, a time period when many important social, economic, biological, and demographic events set the stage for adult life. The nature and quality of young people's future lives, as well as a nation's future social and economic development, depend largely on how well adolescents navigate this transition. In Tamil Nadu, the myriad socio-economic and health factors undermine the ability of adolescent girls to lead full and productive lives. This is of particular concern given the sheer Number of youngsters an estimated 17.23% (1.24 Cr) of the state population is aged between 10-19 years

(Census 2011). It is also well recognized that India's ability to achieve the Sustainable Development Goals (SDGs) and to achieve its population stabilization goals will Depend on the investment made in its younger generations. This study outlines the various measures taken to ameliorate the adolescent health status through schemes and policies being implemented by the state with the support of Indian Government.

The term "adolescence" literally means "to emerge", "to mature" or "achieve identity". It is a significant phase of transition from childhood to adulthood, which is marked by physical Changes accompanied by psychological changes. This is the time to make

adolescents aware of and informed about various facets of life in order to promote a healthy way of living.

Awareness of health, nutrition, lifestyle related behavior and adolescent reproductive & Sexual health (ARSH) needs to be positioned in this phase of life in order to improve the health of adolescent girls and facilitate an easier transition to womanhood. During this period, Nutritional problems originating earlier in life as well as those occurring during the period itself can be addressed. Going beyond this, AGs need to be viewed not just in terms of their needs but even as individuals who would become productive members of society in future.

The Ministry of Women and Child Development, Government of India, in the year 2000, came up with a scheme called *Kishori Shakti Yojana* (KSY), which was implemented using the infrastructure of the Integrated Child Development Services Scheme (ICDS). The objective of this scheme was to improve the nutrition and health status of girls in the age group of 11 to 18 Years, to equip them to improve and upgrade their home based and vocational skills, and to Promote their overall development, including awareness about their health, personal hygiene, nutrition and family welfare and management. Thereafter, the Nutrition Programme for Adolescent Girls (NPAG) was initiated as a pilot project in the year 2002-03 in 51 identified districts across the country to address the problem of under nutrition among AGs. Under this programme, 6 kg of free food grain per beneficiary per month was given to undernourished AGs.

Though both these schemes have influenced the lives of AGs to an extent, but have not shown the desired impact. Moreover, the extent of financial assistance and coverage under them has been limited and they both had similar interventions and catered to more or less similar target groups. Therefore, a new comprehensive scheme, called Rajiv

Gandhi Scheme for Empowerment of Adolescent Girls or *SABLA*, merging the erstwhile KSY and NPAG schemes has been formulated to address the multi dimensional problems of AGs. *SABLA* will be implemented initially in 200 districts selected across the country, using the platform of ICDS. In these districts, RGSEAG will replace KSY and NPAG. In rest of the districts, KSY would continue as before.

#### **Action Adolescent Girls (AAG):**

AAG is a comprehensive strategy to empower the vulnerable adolescent girls in the identified block through a framework of building social, health and economic assets which will enable adolescent girls to protect their human rights. The target group of the initiative is adolescent girls from the age group 10-19 years, which focus on out of school unmarried and married girls. The initiative will focus on synergizing two large scale initiatives of Governments.

#### **SABLA Scheme:**

*SABLA* is a central government scheme of the ministry of women and child development department for the empowerment of adolescent girls. The scheme has well defined objectives of improved health and nutrition status of adolescent girls. A strong non nutrition component aimed at enhancing the life skills, home based skills and vocational skills of adolescent girls, mainstreaming out of school into/ non formal education and improving their awareness about existing public services. Taking this as a platform, AGI will more specifically focus on strengthening the non-nutritional components of *SABLA* programme.

#### **Objectives of the Scheme**

The objectives of the scheme are to

- i. Enable self development and empowerment of AGs.
- ii. Improve nutrition and health status.
- iii. Spread awareness among them about health, hygiene, nutrition, Adolescent Reproductive and Sexual Health (ARSH), and family and child care.

- iv. Upgrade their home based skills, life skills and vocational skills
- v. Mainstream out of school AGs into formal/non formal education
- vi. Inform and guide them about existing public services, such as PHC, CHC, Post Office, Bank, Police Station, etc.

#### **Expected Outcomes**

1. Adolescents will be able to voice their issues and concerns to the stakeholders regarding their Participation in SABLA scheme.
2. Programme managers will understand the issues related to adolescent participation and identify gaps and barriers.
3. Key stakeholders will identify the scope of adolescent participation and develop action points to develop a guideline for enhancing participation

#### **Empowerment of Adolescent Girls**

The empowerment of girls and women is the new frontier for human rights in the 21<sup>st</sup> century. I believe that development is not sustainable if it is unequal. This is why we must do far more together to uphold the human rights and potential of every girl and women. The empowerment of girls and women starts on the benches of school, with quality education and access to culture and information. Gender equality means literacy. It means access to science. It means genuine possibilities for girls to become everything they wish for. And to make their own informed choices. This is essential for human rights, for health, for sustainable development, for the fabric of societies as a whole.

#### **Status of Adolescent Girls in India**

India is the home to 253.2 million adolescents contributing to one fifth of India's Population (Census 2011)

#### **Major strategies/interventions**

##### **1. Orientation of the Project Staff:**

A detailed orientation of the project staff on the AAG initiative so that the project staff is equipped to deliver the programme.

**Table 1**

**Adolescent, Young and Adults in India:  
1991 to 2011 (no. in million)**

Age group	1991*	2001	2011
All ages	838.6	1,028.6	1,210.6
Adolescent (10-19 y)	177.7 (21.2%)	225.1 (21.9%)	253.2 (20.9%)
Young (15-24 y)	153.5 (18.3%)	190.0 (18.5%)	231.9 (19.2%)
Adult (18<)	475.3 (56.7%)	603. (58.6%)	762.0 (62.9%)

##### **2. Development of the curriculum:**

The curriculum development will be undertaken by UNFPA the curriculum development of each phase will be followed by the training of the peer educators, AWWs and ASHAs to equip them to reach out to the adolescent girls. In order to facilitate the training of peer educators, AWWs and ASHAs, a pool of resource persons will be also developed. For the training, curriculum will be adapted and developed from existing materials which will cover social, health/sexual & reproductive health and economic assets.

##### **3. Training of Master Trainers:**

In order to develop a pool of resource persons to further facilitate training of Sakhi & Sahelis, AWWs and ASHAs, a pool of Master Trainers will be developed.

##### **4. Training of Sakhi & Sahelis, AWWs and ASHAs:**

Training of Sakhi & Sahelis, AWWs and ASHAs on curriculum of the various phases will be undertaken. Trainings will be conducted by The Master Trainers.

##### **5. Review and sharing meetings of Sakhi Sahelis at Cluster level :**

In order to strengthen the capacities of Sakhi & Sahelis, to facilitate exchange between Sakhi & Saheli from different villages and also review their work, two day meeting will be conducted at the cluster level every month.

##### **6. Orientation of key:**

Government Functionaries – In order to sensitize the key government officials

about the project and to create awareness among them, one day orientation of key government functionaries will be undertaken.

### **7. Building the capacities**

Building Capacities to the peer educators and other grassroots level functionaries to facilitate an experiential learning based on human rights and empowerment framework.

### **8. Robust system of mentoring:**

The peer educators and involvement of adolescent girls in Social Action projects: Mentoring system will be developed and in the two years of project implementation, mechanisms will be developed to provide certification on identified subjects related to the curriculum that would help them in their careers and further upward opportunities. Leadership skills will be enhanced through provision of opportunities in the Village level meetings and various health activities organized in the village. To facilitate the adolescent girls to take up stand on social issues /social evils, social action projects will be organized on issues like child marriages, declining sex ratio and other issues that the adolescent girls collectively identify in the community.

### **9. Fortnightly and weekly meetings:**

The frequency will be decided in discussion with the Government with unmarried adolescent girls and monthly meeting with married adolescent girls, curriculum on SRH/RH and financial literacy skills will be transacted through the platform of adolescent clubs at the Anganwadi centre in each of the villages in the identified Block. The peer educators, who are adolescent themselves, with the help of the ASHA and AWWs, under the guidance of the cluster co-coordinators of the will facilitate the sessions in the adolescent clubs.

**10. IT enabled platforms** will be developed for strengthening the capacity building sessions of the out of adolescent girls.

**11. Mobilizing Adolescent Girls:** to one platform is an integral strategy under this initiative, which would facilitate the girls to undergo experiential learning with the help of the peer educators and other facilitators at the Anganwadi Centre. The Anganwadi worker, ASHA and other grass root level functionaries will regularly interact with the adolescent girls to facilitate learning and thereby empowering the adolescent girls. In order to mobilize adolescent girls, Adolescent Health Day will be organized and this will be also platform for engaging community & other identified stakeholders on one to one basis.

### **12. Creating enabling environment:**

At the village level is a critical factor for the adolescent girls programme and this will be undertaken through an entire gamut of activities including organization of street plays. "Well-wishers of Adolescents" will be identified, who will be key stakeholders/ gatekeepers in the community and they will be part of the sensitization process undertaken through person to person communication by the cluster coordinators of the grass root functionaries of the Governmental programs at the community level. As part of this, safe spaces for the adolescents to come together and share their experiences will be identified and designated. Institutional mechanisms of the different Governmental programs like Village health and Sanitation committee and other developmental committees will be reconfigured to ensure the participation of the adolescent girls so that their needs and aspirations can be voiced by themselves in these platforms. Exploring the development of village libraries in already existing structures at the village level will be undertaken. Adolescent health day will also provide platform to engage the community and key stakeholders.

### **13. Kishori Diwas**

In order to mobilize adolescent girls, Kishori Diwas will be organize at the AWC

level. It is also envisaged that Kishori Diwas will become a medium of health, information around wellbeing, activities and reflection. During the Kishori diwas, one to one interaction with community or identified stakeholders will be also undertaken. The kishori Diwas will also be a platform to orient and sensitize interested individuals from the community or the village who can act as senior friends for creating an enabling environment for the adolescent programming. The platform of the Kishori Diwas is to bring in convergence of various departments and schemes and helping the adolescent girls to access knowledge related to health and various other social development schemes. The Kishori Diwas will be organized at the village level.

#### **14. Mobilization activities in village**

In order to mobilize the villagers and also to create awareness, mobilization activities will be undertaken in the villages. Street plays will be organized in the villages for this purpose. The street plays will provide a platform for mobilizing the community members and sensitizing them. The script and the messaging be discussed with UNFPA and finalize the same. A detailed plan of the same should be developed and shared with the Department officials and UNFPA.

#### **15. Social Action Project:**

In order to further strengthen the capacities of adolescent girls and to improve their participation in social activities, Social Action Project will be organized at the cluster level. The social action project should address the local issues that will be linked to the adolescent girl's empowerment.

#### **16. Development of reference materials and news letter:**

The reference materials and newsletters will be developed by IP in discussion with UNFPA

#### **Modalities of SABLA Scheme**

##### **1) Formation of Kishori samooch**

Kishori samooch would be of an age

group of 15 to 25 years girls in the village and it is formed only when if in a village there are less than 7 Anganwadi centres.

##### **2) Training Kit**

A training kit is provided to each Anganwadi Centres to know and learn health, education, nutrition and social and legal issues. A cost of this training kit is Rs 10000 and it includes various games and activities.

##### **3) To celebrate Kishori Diwas**

Kishori Diwas is celebrated on every third month decided by the central government for the better implementation and coordination of the scheme.

##### **4) Kishori card**

A Kishori card is given to each Adolescent girls and it is managed by the Anganwadi centres.

It contains information about height, weight, body mass index, Iron Folic Acid, supplementation, referrals and services taken under SABLA.

#### **Conclusion**

Sabla programme identifies the significance of empowering adolescent girls, for this different action oriented initiatives are taken. For the betterment of adolescent girl's different programmes are conducted in the form of health camps, awareness classes, providing nutritious food to the needy, yoga classes, counselling session are some of them. By utilizing the integrated child development services (ICDS) centers infrastructural facilities, various programmes are being organized for the welfare of the adolescent girls. For the wellbeing of adolescent girls Supplementary nutrition is providing by take home rations (THR) or hot cooked meals to the needy adolescent girls. Various other initiatives are also taken like, access to health services are to be ensured; developing good health habits among adolescent girls, attention to develop life skills, by inculcating self awareness, self esteem, confident building, coping with day to day life and ability to face day to day challenges, for this various action oriented programmes

are being organized. By providing training kit to every Anganwadi centre's it helps to support adolescent girls to increase their awareness about sound health, nutrition, hygiene for leading a quality Life. As a part of celebrating Kishori Diwas, general health check up, specialized health care support, demonstration classes are organized with proper community support and their active involvement.

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## Self Concept and Problem Coping Strategies among Adolescents

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**Key Words : Self Concept, Problem Coping Strategy, Adolescents**

### Abstract

*The study focused on relationship between self concept and problem focused coping strategies of secondary school students. The study also examined gender differences in self concept and problem focused coping strategies. Present study was conducted on 200 adolescent students of class 10<sup>th</sup> of schools of Pathankot city. Data was analysed by using independent sample t test and correlation. Results showed that magnitude of self concept among adolescent students was found to be high particularly among the female adolescents than the male adolescent students. Result also revealed that males adopt more of problem coping strategies than females. A significant positive correlation was found between self concept and problem coping. Although it is not possible to decrease the academic stress of adolescents in present era of competition, it is required to develop programs to help students deal with this stress by adopting problem coping strategies.*

### Introduction

Adolescence period is generally associated with self-exploration and identity seeking. It is a very crucial period of life because adolescents have to grow into the new mind and body and find the coherent sense of self that is necessary for their adjustment in society. Thus, the most difficult developmental period is probably adolescence period. The period of adolescence has sometimes been viewed as filled with stress and uncertainty about self, riddled with sudden and frequent mood shifts, a time dubbed as the identity crisis. At this stage, besides dealing with the physiological and

emotional changes, an adolescent has to come up with parental expectations, his career and school, which at times tend to have negative effects on him. Adolescents are generally more prone to stress and anxiety (Khan and Alam). An optimum level of stress is good for better performance because the overwhelming stress pushes a student to do things they would not normally do. High school may be stressful for many students. They feel the effects of stress in harsh and also negative ways. Some of these effects include depression, general fatigue, insomnia, mood swings, temper tantrums, a sudden drop in grades and

aggression. Therefore, excessive stress during this stage could result in increased prevalence of psychological problems like depression and nervousness, which could ultimately have negative impact on the outcome of the achievements (*Waghacharve, et al, 2013*). Failure to complete high school not only affects the well-being of the students, but also the well-being of the nation as a whole(*Khan and Alam*).

The majority of young people face the stress of negative life events, find internal or external resources, cope and move on, but for others, the events pile up and the stressors are too great. According to *Schlebusch* (2000) stressful experiences alone do not cause stress. It is particularly one's perception of the experiences that does. There are always different ways of looking at the same problem. Changing one's perception can help one to change positively, because what you see and the tool one uses to see it with (perception) will then be more in harmony. In altering one's perception, one effectively changes the negative consequences of the stressor on you. The reason is that one's perception of a stressor has a powerful influence on how one interprets and reacts to the stress it causes in one's life. One can change the harmful effects that stress has on you by changing the way you see the stress.

According to *Swimmer* (1996), when adolescents are exposed to stress because of poor family relationships and they have poor coping mechanisms, they may be more predisposed to exhibiting depressive symptoms leading to an increase risk of suicide. According to *Tyrer* (1980) stress has its good points as well as its bad ones and he views life without stress, not as life, but death. He believes that stress is not something outside us for which we can blame others. It comes from inside, though we can identify individuals, events and places as too partake in a part to play in our reactions, these are not the

only causes. To live with stress effectively, we must change our circumstances or ourselves. *Lazarus* (1976) and *Dewe* (1993) state that coping is best considered as a form of problem solving in which the stakes are the person's well-being and the person is not entirely clear about what to do. It refers to dealing with demanding situations which are experienced as stressful. Through coping, the person attempts to master these situations.

## **Method**

### **Participants**

The participants in the study were 200 adolescents (Boys and girls) studying in IX and X classes from senior secondary schools in Pathankot city.

### **Materials**

The following tools were used to collect the data

- Coping Strategies- Ways of Coping Questionnaire by *Lazarus* (1967)
- Self Concept Rating Scale by *Dr. Pratibha Deo* (2011)

### **Objectives**

- To compare the difference between mean scores of adolescent students in problem Focused Coping Strategies and Self concept in relation to their gender.
- To study the relationship of self concept and problem focused coping strategies of the adolescents.

### **Hypotheses**

- There exists no significant difference between mean scores of adolescent students in problem Focused Coping Strategies and Self concept in relation to their gender.
- There exists no significant relationship of self concept and problem focused coping strategies of the adolescents.

### **Results**

The value of means, standard deviations and t-value of problem Focused Coping Strategies and Self concept in relation to their gender are shown in table

**Table 1**  
**N, Mean, Standard Deviation, t-value of scores of Problem Focused Coping Strategies and Self concept in relation to their gender**

Variable	Gender	N	Mean	SD	t
Problem Focused coping	Male	100	38.73	6.758	8.257**
	Female	100	30.29	7.669	
Self Concept	Male	100	114.91	24.78	.636
	Female	100	117.20	26.15	

Individually the 't' test for problem Focused Coping Strategies and Self concept for male and female is computed. The mean scores on problem focused coping of the male adolescent students and female adolescent students are 38.73 and 30.29 respectively. It indicates that the male adolescent students adopt more of problem focused coping strategies when encountered with academic stress as compared to than female adolescent students. The calculated value of 't' is 8.257, which is greater than the table value at 0.01 level of significance.

The mean scores on self concept of the male adolescent students and female adolescent students are 114.91 and 117.20 respectively. It indicates that the female adolescent students are better than male adolescent students in their self concept. The calculated value of 't' is .636, which is less than the table value at 0.01 level of significance.

It is evident that the male adolescent students and female adolescent students significantly deferred in problem focused coping strategies but not in Self concept. Hence the hypothesis '*There exists no significant difference between mean scores of adolescent students in problem Focused Coping Strategies and Self concept in relation to their gender*' is rejected for problem focused coping strategies and accepted for Self concept.

To explore the relationship among problem focused coping strategies and self concept of adolescent students, product moment correlation was calculated. Correlation matrix is shown in table 2

**Table 2**  
**Correlations between problem focused coping strategies and self concept of adolescents**

*Correlation between measures*

Self Concept	Problem Focused Coping
1. Self Concept	1
2. Problem Focused Coping	.196* 1

### **Self Concept and Problem Focused Coping**

Pearson product-moment correlation coefficients between *Self Concept and Problem Focused Coping* of adolescents are displayed in Table 2. As can be seen, modest but significant correlations emerged. As predicted, self concept of adolescents was positively related with problem focused coping strategies adopted by adolescents  $r(198) = .196, p = .046$ .

Thus the hypothesis that "*There exists no significant relationship of self concept and problem focused coping strategies of the adolescents*" was rejected leading to the conclusion that there is relationship between self concept and problem focused coping strategies.

### **Results :**

Major findings of the study include;

1. There was a significant effect for gender with males adopting more of problem focused coping strategies than females.
2. There is no effect of gender of adolescents respect to self concept.
3. A significant positive correlation was

found between self concept and problem focused coping.

### **Discussion**

The findings of the study revealed that there was a significant effect for gender with males adopting more of problem focused coping strategies than females. The reason for this may be males have a tendency to perceive situations as controllable and react with a strategy aimed at changing the cause of the problem (Dodgson and Wood, 1989). The findings are line with Ramya & Parthasarathy, 2009.

It was also concluded from the study females were significantly better than boys with respect to self concept. The findings are line with Chamundeswari, Sridevi & Kumari, 2014.

A significant positive correlation was found between self concept and problem focused coping. It means that those who adopt problem focused coping are more likely to have high self concept as compared to those who adopt less of problem focused coping strategies.

The practical implications of this main finding are that it will help the teacher in comprehending the direction of the self concept of the students. Depending upon the level of self concept of the students, the teacher will try to build atmosphere of empathy and try to nature responsiveness and reciprocity in children in order to develop a positive and high self concept, Also, school counselling centres can focus on making use of problem-oriented coping methods for dealing with stress.

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## Gender Differences in Psycho-Social Factors and Adjustment of Migrated Students in Jawahar Navodaya Vidyalaya

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**Key Words :** *Gender Differences, Perceived Stress and Social Support, Self- Esteem*

### **Abstract**

*This study was conducted to examine the gender differences in perceived stress, perceived social support, self- esteem and adjustment of migrated students Jawahar Navodaya Vidyalaya in India. A total of 211 (male = 124 and female = 87) students participated in the study and filled the questionnaires of perceived stress, perceived social support, self- esteem and adjustment. Independent sample 't' was employed to test the differences. Results of the study show that there exist a significant gender difference in the scores of perceived stress, perceived social support, self- esteem and adjustment. Implications for school management, counsellor, teachers and hostel warden are discussed.*

### **Introduction**

Immigration is usually seen as a challenge and potential threat to a person's well-being because it involves a number of stressful processes, such as settlement into the host cultural environment while retaining one's original culture, differences in languages and customs, the discrimination and hostile attitudes of the host society (Ward, Bochner, & Furnham, 2001). During adolescence these stressors are exacerbated as they add to the normative challenges of this developmental period (Smetana, Campione-Barr, & Metzger, 2006). Many studies have found that immigrant adolescents report higher levels of psychological complaints, such as anxiety and depressive symptoms, than do non-

immigrants (Bacallao & Smokowski, 2007; Vieno, Santinello, Lenzi, Baldassari, & Mirandola, 2009; Walsh, Harel-Fisch, & Fogel-Grinvald, 2010).

Comparatively to all life stages, adolescence is one of the most transitional stages, including social, biological, and psychological changes (Byrne, Davenport & Mazanov, 2007). Migration period may lead these transitional challenges to a certain level of distress. Investigating the association between self-esteem, gender differences and adjustment of migrant students are helpful for developing preventive strategies during adolescence migration period. Boys have found to have high self-esteem than girls (Baldwin & Hoffmann, 2002; Frost & McKelvie, 2004).

Researches have shown a trend that overall levels of stress increase from the stage of preadolescence to adolescence (Rudolph, 2002). Several researches established that girls during adolescence experience higher level of stress than boys (Hampel & Peterman, 2006; Hankin, Mermelstein & Roesch, 2007). Furthermore, Berry (1997) claimed that several demographic characteristic factors could emerge as predictors of acculturative stress and the existing literature supported this possibility. These characteristics refer to an individual's age, gender, language, marital status, socioeconomic status, prior intercultural experiences and the length of time living in the host cultural society (Berry, Kim, Minde & Mok, 1987). Rajapaksa and Dundes concluded that female students were more likely to feel homesick and lonely in comparison to male students (Rajapaksa & Dundes, 2002).

#### **Purpose of the study**

To compare the mean differences in perceived stress, perceived social support, self-esteem and adjustment in relation to gender

#### **Method**

##### **Participants**

The sample of the study was collected from the 12 Jawahar Navodaya Vidyalaya situated in Punjab, India. The participants for this study were 211 (Male=124, Female=87) migrated students studying in class 9<sup>th</sup> ranging in age from 13 year to 15 year.

#### **Measures**

##### **Rosenberg's Self Esteem Scale (RSES)**

It is a ten-item Likert-type scale, with items answered on a four-point scale — from strongly agree to strongly disagree. Five of the scale items have positively worded statements and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings. The scale generally has high reliability, test-retest correlations are

typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88. The scale ranges from 0-30. Scores between 15 and 25 are within normal range. Scores below 15 suggest low self-esteem.

##### **Adjustment Inventory For School Students (AISS) by Sinha and Singh:**

The adjustment inventory has been designed for use with school students of India. The inventory seeks to segregate well-adjusted secondary school students (age group 14 to 18) from poorly adjusted students in three areas of adjustment: Emotional, social and Educational. The inventory has 60 questions indicating the significant problems of school students. In the above mentioned three areas of adjustment. The question has to be answered in 'Yes' or 'No'.

##### **Multidimensional Scale of perceived Social Support:**

The MSPSS (multidimensional scale of perceived social support) (G. D. Zimet, Dahlem, S. G. Zimet, & Parley, 1988) is a 12-item self-report inventory used to assess perceived availability of social support from friends, family and significant others. The MSPSS adopted a 7-point Likert scale, ranging from 1 = "Very strongly disagree" to 7 = "Very strongly agree". The Cronbach's alpha coefficient in the present study ranged from 0.86 to 0.90.

##### **Perceived stress by Cohen, Kamarck, & Marmelstein, 1983:**

Cohen's PSS-10 (perceived stress scale-10) was used to assess the degree to which each participant perceived his/her experience and environment to be stressful. The PSS-10 is a short, 10-item Likert type self-report scale. Participants rated each statement on a scale of 0 = "Never" to 4 = "Very often" in terms of stress over the previous month. A total stress score was computed. Score of 13 on the scale indicate average perceived stress and near 20 score on this scale indicate higher perceived stress.

**Table No. 1**  
**N, Mean, Standard Deviation, t-value of scores of perceived stress, perceived social support, self- esteem and adjustment in relation to gender**

Variable	Gender	N	Mean	SD	t
perceived stress	Male	124	11.58	3.10	3.534**
	Female	87	13.72	4.56	
Perceived social support	Male	124	56.13	7.62	6.177**
	Female	87	48.68	9.86	
self- esteem	Male	124	29.07	5.15	11.279**
	Female	87	19.87	6.69	
Educational Adjustment	Male	124	17.01	2.18	4.836**
	Female	87	15.11	3.49	
Emotional Adjustment	Male	124	17.18	1.72	4.458**
	Female	87	15.67	3.17	
Social Adjustment	Male	124	16.33	2.52	5.824**
	Female	87	13.65	4.14	

### Procedure

The researcher explained and administered the questionnaires to the participants in their schools. The participants provided the best of their cooperation and returned the completed questionnaires after answering.

### Data Analysis and Result

Independent sample 't' was employed to test the gender differences among the variables of this study.

Individually the 't' test for perceived stress, perceived social support, self-esteem and adjustment for male and female is computed. The results are presented in the Table 1. From the table, it is observed that the mean scores in perceived stress of the male and female migrant students are 11.58 and 13.72 respectively. It indicates that the male migrant students are better than female in their perceived stress. The calculated value of 't' is -3.534, which is greater than the table value at 0.01 level of significance.

The mean scores on perceived social support of the male migrant students and female migrant students are 56.13 and 48.68 respectively. This indicates that

boys scored well on the all the three subscales of the perceived social support viz. support from significant others, friends and family than female migrant students. The calculated value of 't' is 6.177, which is greater than the table value at 0.01 level of significance.

The mean scores on self-esteem of the male and female migrant students are 29.07 and 19.87 respectively. It indicates that male migrants students have high self-esteem than female. The calculated value of 't' is 11.279, which is greater than the table value at 0.01 level of significance.

The mean scores on educational adjustment of the male and female migrant students are 17.01 and 15.11 respectively. It indicates that male migrant students are well educationally adjusted as compared to female. The calculated value of 't' is 4.836, which is greater than the table value at 0.01 level of significance.

The mean scores on emotional adjustment of the male and female migrant students are 17.18 and 15.67 respectively. It indicates that male migrant students are well emotionally

adjusted as compared to female migrant students. The calculated value of 't' is 4.458, which is greater than the table value at 0.01 level of significance.

The mean scores on social adjustment of the male migrant students and female migrant students are 16.33 and 13.65 respectively. It indicates that male migrant students are well emotionally adjusted as compared to female migrant students. The calculated value of 't' is 5.824, which is greater than the table value at 0.01 level of significance.

### **Findings**

1. Male migrant students are significantly better than female in their perceived stress.
2. Male migrants students have high self-esteem than female.
3. Male migrant students are well educationally adjusted as compared to female.
4. Male migrant students are well emotionally adjusted as compared to female migrant students.

### **Discussion**

This study aimed at exploring the gender differences on the various profiles viz. perceived stress, perceived social support, self-esteem adjustment (educational, emotional and social) of migrant students of *Jawahar Navodaya Vidyalaya*. It was hypothesised that there exist a significant gender difference in the above mentioned profiles of the migrant students. Results of the study are in line with the hypothesis of this study. Particularly it is observed that male student has high self-esteem than the female students (Berry, Kim, Minde, & Mok, 1987; Baldwin & Hoffmann, 2002; Wintre & Yaffe, 2000; Frost & McKelvie, 2004). Likewise self-esteem, in adjustment (Educational, emotional and social) too male migrant students scored high,

leading to conclusion that they are better adjusted in each dimensions of the adjustment. In line with the previous studies, results of the present study demonstrate that male has low level of stress as compared to female migrant students (Hampel & Peterman, 2006; Hankin, Mermelstein & Roesch, 2007).

The most possible explanation for this particular result is that girls are more likely to feel lonely when migrated to another place than male (Rajapaksa & Dundes, 2002). Female migrated students scored less in the social support as well, indicates that female when migrated to someplace keep some reservations (Gonzales et al., 2001; Slavin & Rainer, 1990).

### **Implications and Limitations**

Since gender differences on all the profiles of migrated students found significant, all the concern authorities should take this into their consideration while dealing with these students. Counselling cell must be established and should specifically develop the gender sensitive intervention programmes. School management should try to make the campus gender sensitive especially for migrated students. Since female scored less in all type of support than it is required for the hostel wardens to take care of the hostel environment, so that girl migrated students can develop their own social support system. Teachers too should take care of gender differences in the class, and should try to facilitate the female students.

Several limitation of the study should be noted for this study. This study is limited by unequal gender composition. Sample of the study is limited to one state only which may affect the generalisation of the study result. Lastly, self-report measures were used to collect data.

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## Learning Styles of Higher Secondary School Students across their Academic Streams

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**Key Words :** Learning Styles, Academic Streams

### Abstract

*This study is designed to find out the association between the Learning Styles and academic streams. For the purpose a sample of 150 higher secondary students (i.e. Arts-50, science- 50 and commerce-50) was drawn randomly from three institutions of Ganjam district. To collect relevant data the investigator used Learning Style Inventory (Agarwal, 1983). The statistical technique of chi- square was used to analyse data. The findings of the study were 1. The flexible Vs. Non-flexible learning styles were related to Arts and Science academic streams. Flexible learning style was more preferred by science students where non-flexible learning style was more liked by Arts students. 2. Students belonging to Science and Commerce differed significantly with regard to flexible Vs. Non-flexible, individualistic Vs. Non-individualistic, Visual Vs. Aural, Field-dependent Vs. Field –independent and motivation centred Vs. Non-motivation centred learning styles. Science students have more preference for flexible, individualistic, visual, field dependent and motivation centred learning styles where as commerce students have more inclination for non-flexible, non-individualistic, aural, field independent and non-motivation centred learning styles. 3. The individualistic Vs. Non-Individualistic learning styles were having significant relationship with Arts and Commerce academic streams. Arts students preferred more individualistic learning style while for commerce students, it was non-individualistic.*

### Introduction

The learners differ in the ways they approach learning. Every student has strengths and potentialities, but each may have a preferred way of using these potentialities for learning. The learners learn in different ways and differ in their potentialities to perform some tasks. Some learners preferred learning verbally, while others prefer materials that are more visual-spatial. The ways in

which the learners approach the learning task and the behaviour in learning situation determines their learning style. Thus learning style refers to the ways, tendencies and preferences and the conditions under which a person best learns. The different styles of conceptualization and patterning of activities may be the most important characteristics of an individual in respect of learning (Tyler, 1978). According to

*Armstrong* (1984), Learning styles are pragmatic manifestations of intelligence operating in natural contexts.

*Pandian* (1983) reported differences among college students in their learning style. *Panigrahi* (1993) concluded that the Flexible Vs non-Flexible learning styles were related to Arts and Science students. Flexible learning style was more preferred by science students while non-Flexible learning style was more liked by Arts students. The individualistic and non-individualistic learning styles were having significant relationship with Arts and Commerce students. Arts students preferred more individualistic learning styles where as for commerce students it was non-individualistic. The study of *Samantaray* (1998) revealed that the Flexible Vs non-Flexible, visual Vs aural, field-dependent Vs field-independent, motivation centred Vs non-motivation centred learning styles were related to residential background of women students. Science women students were superior over Arts women students with regard to short-attention span and motivation centred learning styles. Student's learning style determines his/her utilization of intellectual abilities of its own account. The identification of differences in learning style of the students by the teacher can make a significant effect on the efficiency of the learners. In this context some questions come to the mind like: What are the learning styles of the students? Do they vary to a great extent? What type of learning procedures and activities promote the successful learning among students?. A study of this kind is essential to address all these issues.

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

The objectives of the study were as follows:

- 1.To compare the learning styles of students belonging to Arts and Science streams.

- 2.To compare the learning styles of the students belonging to Science and Commerce streams.

- 3.To compare the learning styles of the students belonging to Arts and commerce streams.

#### **Hypotheses of the Study**

Keeping in view the above objectives the following null hypotheses were formulated and tested under the present study.

1. There is no significant difference in the learning styles of students belonging to Arts and Science streams.
2. There is no significant difference in the learning styles of students belonging to Science and Commerce streams.
3. There is no significant difference in the learning styles of students belonging to Arts and Commerce streams.

#### **Method**

The methodology adopted for the present study was as follows.

##### **A. Sample**

The technique of sampling was random and representative. A sample consisting of 150 students (i.e. Arts-50, Science-50, Commerce-50) of +2 First year from three higher secondary schools of Ganjam districts was selected for the purpose of the study.

##### **B. Tools Used for the Study**

In order to collect relevant data, Learning Style Inventory (*Agarwal*, 1983) was used. It consisted of 63 items in total measuring 7 pair of learning styles namely 1. Flexible Vs Non-Flexible 2. Visual Vs Aural 3. Individualistic Vs Non-Individualistic 4. Field-dependent Vs Field-Independent 5. Short Attention Span Vs Long Attention Span 6. Motivation centred Vs Non-motivation centred 7. Environment oriented Vs Environment free.

The items are of Yes/No type and score ranges from '0' to '9' for each pair of learning style.

### C. Statistical Techniques Used

After scoring the data in the manner suggested above, the investigator tabulated the data of 150 students (i.e. 50 each stream). For analysis of the data Chi-square technique was applied. For calculation of values of Chi-square twenty one 7X7 contingency Tables were prepared.

#### Data Analysis

The first objective of the study was to find out the learning style of students belonging to Arts and Science stream. The investigator used Chi-square technique for finding out the association between the learning style and academic stream (i.e. Arts and Science). The obtained results are presented in Table-I. It shows that Flexible Vs Non-Flexible learning style was associated with the academic stream (i.e. Arts Vs Science).

**Table-I**

Chi-square values showing the relation ship between academic stream (i.e. Arts and Science) and learning styles. N (50)

Learning Styles	Arts	Sci.	$\chi^2$ Value
1 Flexible Vs. Non-flexible	44 06	49 01	6.59*
2 Individualistic Vs .Non-individualistic	40 10	42 08	0.28
3 Visual Vs. Aural	43 07	48 02	2.01
4 Field-dependent Vs field- independent	40 10	42 08	0.36
5 Shortattention spanVs. Long attention Span	24 26	26 24	0.13
6 Motivation centred Vs. Non-Motivation centred	41 09	43 07	1.11
7 Environment Oriented Vs. Environment Free	32 18	34 16	2.46

Hence the hypotheses of no association stands rejected. An examination of frequency of respective cells in concerned contingency table indicates that flexible learning style was more preferred by the science

students where as non-flexible learning style was more liked by Arts students. In rest of the learning styles there was no association between academic stream and learning style.

The second objective of the study was to find out the association between the learning style of students belonging to Science and Commerce academic stream. The results are given in Table-2

**Table-2**

Chi-square values showing the relation ship between academic streams (Science and Commerce) and learning styles. N (50) \*P<0.05, \*\*P<0.01

Learning Styles	Sci	Com.	$\chi^2$ Value
1 Flexible Vs. Non-flexible	49 01	39 11	14.21**
2 Individualistic Vs .Non-individualistic	42 08	28 22	13.28**
3 Visual Vs. Aural	48 02	37 13	11.28*
4 Field-dependent Vs field- independent	42 08	38 12	4.83*
5 Shortattention spanVs. Long attention Span	26 24	30 20	1.01
6 Motivation centred Vs. Non-Motivation centred	43 07	36 14	4.56*
7 Environment Oriented Vs. Environment Free	34 16	30 20	0.02

Table-2 discloses the fact that all the obtained chi-square values (except short attention span Vs long attention span, and Environment oriented Vs Environment free) were found significant. There were significant association between academic stream (i.e Science and commerce) and learning styles namely flexible Vs Non-flexible, Individualistic Vs Non-individualistic, Visual Vs Aural, Field-dependent Vs Field-independent, Motivation centred Vs Non-motivation centred. The data of the concerned contingency table demonstrate that science students have more preferences for flexible, individualistic,

visual, field-dependent and motivation-centred and commerce students have more inclination for non-flexibility, non-individualistic, aural, and field-independent and non-motivation centred learning style. Therefore, the hypotheses of no association were refuted.

The last objective of the study was to find out the association between the learning style and academic streams of students (i.e Arts and Commerce). The results are given in Table-3

**Table-3**

Chi-square values showing the relationship between academic stream (i.e Arts and Commerce) and learning styles. (N=50)

Sr	Learning Styles	Arts	Com.	$\chi^2$
1	Flexible Vs. Non-flexible	44 06	39 11	1.97
2	Individualistic Vs. Non-individualistic	40 10	28 22	** 10.32
3	Visual Vs. Aural	43 07	37 13	3.71
4	Field-dependent Vs. field- independent	40 10	38 12	2.65
5	Short attention span Vs. Long attn Span	24 26	30 20	0.42
6	Motivation centred Vs. Non-Motivation centred	41 09	36 14	1.19
7	Environment Oriented Vs. Environment Free	32 18	30 20	0.49

Table -3 indicates that out of seven values of Chi-square , only one value was found to be significant which showed the association between learning style and academic stream(i.e. Arts and Commerce). This suggests that individualistic Vs non-individualistic learning style was having significant relationship with Arts and commerce academic stream. The respective data in contingency table shows that individualistic learning style was more preferred by the students of Arts stream while non-individualistic learning style

was more liked by commerce students. In view of above results hypothesis of no association was rejected.

### **Findings**

The findings of the study are summarised as follows:

- 1.The flexible Vs Non-flexible learning styles were related to Arts and Science academic streams. Flexible learning style was more preferred by science students where non-Flexible learning style was more liked by Arts students.
- 2.Students belonging to science and commerce academic stream differed significantly with regard to flexible Vs non-flexible, individualistic Vs non-individualistic, visual Vs aural, field-dependent Vs field-independent and motivation centred Vs non-motivation centred learning styles. Science students have more preference for flexible, individualistic, visual, field dependent and motivation centred learning styles where as commerce students have more inclination for non-flexible , non-individualistic, aural ,field-independent and non-motivation centred learning styles.
3. The individualistic Vs non-individualistic learning styles were having significant relationship with Arts and commerce academic streams. Arts students preferred more individualistic learning style, while for commerce students, it was non-individualistic.

### **Educational Implications**

From the findings of the present study the investigator likes to point out the following implications which may profitably be applied to educational practices.

1. One of the significant findings was that science students in comparison to Arts students preferred more flexible learning style. It is through flexible style of learning perhaps the science students can approach learning quickly and easily. Hence Arts students be

- encouraged to proceed along the flexible line of learning.
2. When Arts and commerce students were compared, it was found that students belonging the Arts stream were in favour of individualistic style of learning and this style of learning sounds more psychological. Every individual learner has his/her own way of approaching the learning task. It should be encouraged among the commerce students too.
  3. Another finding of the study was that science students had more preferences for flexible, individualistic, visual, field-independent and motivation centred styles of learning. To work on any task of learning these styles are quite apparent and essential too. These styles of learning facilitate the process of learning. Hence necessary steps should be taken to develop these styles of learning among the commerce students so that desirable behavioural changes can be effected and learning can be effective.

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## **Perception of Trainees towards Diploma in Elementary Education in Distance-Mode**

**Anjali Kumari \***

**Key Words :** *In-service teacher education, D.El.Ed. programme*

### **Abstract**

*Consequent upon the RTE-Act-2009 and subsequent implementation of its' section 23(2), it has become the obligatory on the part of central and state governments to ensure and provide mandatory professional education to all untrained in-service teachers to improve quality education. Diploma in Elementary Education (D.El.Ed.) is one of the major interventions taken by the state government to improve the status and quality of elementary education by providing appropriate training to all untrained elementary teachers. In this context the components of programme as well as the role and responsibilities of authorities has become paramount. The present study sought to reveal the perception of trainees about Importance of D.El.Ed. Programme for untrained elementary teachers which consequently affects the quality of teaching. The sample of the study consisted of 300 trainees spread over 15 study centers of Chhattisgarh. The study revealed that the programme has many special provisions to improve professional skills of trainees. All the methods used in transaction of content are beneficial for trainees. Management and authorities provide necessary facilities to enhance learning environment and remove difficulties of trainees. However it is also compulsory to use innovative approaches in teaching. Resource persons should have mastery over the subject and have experience in the field of distance education.*

### **Introduction**

Any nation undoubtedly depends on its Education System for sustainable and planned development; education system in turn depends upon the quality of teachers imparting education. Hence Teacher is pivot of the system and Teacher Education in the main source. To have teachers of high quality, competence and character, the professional development of teachers should be done in best possible way. A comprehensive teacher education

programme may help in producing quality teachers. Teacher training is a key element in an attempt to modernize teaching methods so as to render education more widely accessible and improve the quality of learning. In service teacher education programme is one of the major dimensions of teacher education programme in which numerous structured activities are designed exclusively or primarily to improve professional performance of those teachers who are already in



teaching field. In-service training provides teachers with opportunities to learn specific skills, techniques and new instructional approaches that they can use in their own teaching.

Teacher education is always appreciated by the many commissions and policy makers as it is an important area on which quality of education depend. Consequent upon the RTE-Act-2009 and subsequent implementation of its' section 23(2), it has become the obligatory on the part of central and state governments to ensure and provide mandatory professional education to all untrained in-service teachers to improve quality education. Owing to the lack of qualified teachers and to the inability of face-to-face training institutions to fill this gap adequately, many countries including India have begun to adopt distance learning mode. Diploma in elementary education (D.El.Ed.) through open and distance mode is one of the major interventions taken by the state government to improve the status and quality of elementary education by providing appropriate training to all untrained elementary teachers. In state Chhattisgarh this programme was started in May, 2012 under the supervision of SCERT with the permission of NCTE.

#### **Review of literature**

Many studies have been reviewed in this context to get in depth knowledge about such type of in-service teacher education programme, perception of stakeholders about such programme in different contexts and methodology adopted by the other researchers. *Ekmekci* (2015) found in his study that course components are asynchronous and synchronous parts need to be revised. Students were not satisfied with the time allocation for course. They also showed their displeasure behavior about assignments and nature of evaluation. Whereas more than fifty percent students think that the courses meet their expecta-

tions. In this backdrop, *Banda and Kaphesi* (2015) found same that students were not satisfied with the time for face-to-face learning. They also stated about late distribution of study materials, inadequate professional support in the field, poor food and accommodations facilities. However, *Thapliyal* (2014) found that students show their positive perception about quality aspect of distance education and its dimensions. *Altunisik* (2013) found that Students were highly emphasised on the different parameters in the assessment of course satisfaction, lecture performance and overall course perception. He also said that Lectures related factors play significant role in the formation of students' satisfaction and course evaluation process. Lecturers' attitude towards students, communication styles with students as well as lecturers interaction quality, seriousness in his/her work were most influential factors in lecturer's performance evaluation. In this context, *Panigrahi* (2012) in his study found that learners were satisfied with responses given by resource persons and quality of interaction with them, organization of the content and time allotted for interaction. *Alam, Waqar, Zaman, Shehzad and Mehmood* (2012) found that more than fifty percent younger learners (<30 years) and both singles and married almost equally prefer Distance Learning. Although the study done by *Baipoledi* (2010) revealed that teachers were suffering from many deficiencies in distance education like lack of resources, inadequate basic facilities, poor academic support, long course duration, too bulky course and over work load. After the evaluation of the perception of the students' *Ysmaan, Dabaj, Altinay and Altinay* (2004) found that there should be healthy communication, right learning styles, comfortable learning atmosphere and proper designing of course for different level.

After reviewing above mentioned

studies, it is obtained that in most of the cases researcher opted descriptive survey method to get data and percentage technique to analyze the data. From their findings it is revealed that learners keep positive opinion about teacher education through distance mode. Whereas it is also revealed that many difficulties exist in the organization of such programme and learners face so many problems regarding infrastructure, learning materials, support services and communication between tutors and students. It is also found that there is dearth of study in the Chhattisgarh context too. So that researcher carried out this study to know the perception of trainees about Importance of D.El.Ed. Programme.

#### **Rationale of the study**

The study aims at knowing the perceptions of In-service trainees regarding the D.El.Ed. programme. It is a fact that to provide a professional qualification to those teachers who poses some experience in teaching field is a tough task for policy makers because in this situation a sound system of teacher education with full fledged man, material resources and a forward looking curriculum is inevitable. From the study of literature, it is found that there is a dearth of exhaustive studies pertaining to present teacher education programme in Chhattisgarh. Therefore it is said that a study explicating the extent of quality, problems and prospects of D.El.Ed. programme will be a great help to all those who are related to this teacher education. Hence there is every need to look into the status of this programme from various angles and to study the situation on the basis of opinions of In-service Trainees who form a part of the teacher education programme. So the present study is an enthusiastic effort in this direction. In addition to the above, the findings related to the given study have a broader application with regard to introducing modifications in the area under consideration. Specifically, it will provide

some valuable suggestions and recommendations for concerned bodies such as students, counselors, teachers, educational administrators, curriculum designers and distance education coordinators.

Considering the above issue the following research questions were formulated:

1. What do the teacher trainees perceive about the various provisions under the D.El.Ed. programme?
2. What do the teacher trainees perceive about the transaction of content or scholastic and co-scholastic activities?
3. What do the teacher trainees perceive about the roles and responsibilities of management?

#### **Objectives**

The major objectives of this study were to know the perceptions of teacher trainees:

1. To study the teacher trainees perceive about the various provisions under the D.El.Ed. programme.
2. To study the teacher trainees perceive about the transaction of content or scholastic and co-scholastic activities.
3. To study the teacher trainees perceive about the roles and responsibilities of management.

#### **Methodology**

The purpose of study was to get perception of trainees about importance of D.El.Ed. Programme for untrained elementary teachers regarding its' different aspects , transaction method and role of authorities and management. The researcher was used descriptive survey method to fulfill the objectives formulated.

#### **Sample**

The population for the given study was made up of distance education participants in the D.El.Ed. programme. For the given study, representative samples of 300 trainees were selected by using simple random sampling technique.

**Tool**

For the specific kind of investigation, a questionnaire was used, which contained both closed and open ended items related to different aspects of D.El.Ed. Programme, transaction method and role of authorities and management.

**Methods of Data Analysis**

The for quantitative data percentage statistical tool was employed as the percentage would have the advantage to indicate the perception of trainees regarding importance of D.El.Ed. Programme in combination with the qualitative information perceived by trainees.

**Results**

The table-1 revealed that under D.El.Ed. programme many special provisions are made to provide appropriate professional skills and about 79% trainees highlighted this fact. About 69% respondent said that Co-ordinators and resource persons have friendly relationship with them and approx 63%

trainees responded that authorities provide all the necessary instructions on the time. More than 75% trainees highlighted that authorities/Management provide study materials and other supportive resources on time as well as adequate no. of teaching and non teaching staffs is available at the study centers. About 63% trainees also agreed on the statement that authorities provide all the necessary instructions on the time. Approximately 60% trainees highlighted that all the necessary facilities are available at study centers. About 76% trainees said that adequate no. of teaching and non teaching staffs are available at the study centers. However, only 47% trainees agreed with the statement that there is provision of sufficient no. of contact programmes for proper interaction.

Table-2 revealed that trainees are satisfied with the School based practices organized by the study centers. Approximately 73% trainees are agree

**Table: 1**  
**Perception of teacher trainees about various provisions under the D.El.Ed. Programme**

Sl.No.	Particulars of Provisions	Responses in %	
		Agreed	Disagreed
1	There are special provisions for organizing various scholastic and co-scholastic activities to provide appropriate professional skills under D.El.Ed. programme.	79%	21%
2	There is provision of sufficient no. of contact programmes for proper interaction.	47%	53%
3	Co-ordinators and resource persons have friendly relationship with trainees.	69%	31%
4	Authorities/ Management provide study materials and other supportive resources on time.	77%	23%
5	There is provision of all the necessary facilities at study centers.	59%	41%
6	Authorities provide all the necessary instructions on the time.	63%	37%
7	Adequate provisions have been made for trainees to attend contact programmes regularly	83%	17%
8	Adequate no. of teaching and non teaching staffs is available at the study centers.	76%	24%

**Table: 2**  
**Perception of teacher trainees about transaction of content or scholastic and co-scholastic activities**

Sr.	Particulars	Responses in %	
		Agreed	Disagreed
<b>1</b>	Teaching strategies/ methods adopted by the resource persons are suitable for trainees.	52%	48%
<b>2</b>	Resource persons attitude towards trainees are positive.	69%	31%
<b>3</b>	Resource persons use special teaching learning resources for facilitating learning of trainees.	49%	51%
<b>4</b>	Many activities like workshops, assignments and projects organized by study centers are satisfactory and helpful to develop professional skills among trainees.	67%	33%
<b>5</b>	School based practices organized by the study centers provide the real world settings and special skills to cop up with different complicated situations of related field.	73%	27%
<b>6</b>	School based practices also provide opportunity to know pros and cons and also to improve their teaching skills.	77%	23%
<b>7</b>	Provision of assignments increase the self learning habit as well as develop the research ability.	71%	29%
<b>8</b>	Evaluation strategies adopted by the resource persons are suitable and assist trainees to know their learning level.	59%	41%

with the statement that School based practices organized by the study centers provide the real world settings and special skills to cop up with different complicated situations of related field. About 77% trainees said that School based practices also provide opportunity to know their pros and cons and also to improve their teaching skills. Just about 52% said that teaching strategies/ methods adopted by the resource persons are suitable for trainees. About 69% trainees said that Resource persons attitude towards trainees are positive. About 67% trainees agree with the statement that many activities like workshops, assignments and projects organized by study centers are satisfactory and helpful to develop professional skills among trainees. Approximately 71% acknowledged that Provision of assignments increase the self learning habit as well as develop the research ability. Just about 59% trainees said that Evaluation strategies adopted by the resource persons are suitable and assist trainees to know their learning

level. However it is also found that only 49% trainees agree with the statement that resource persons use special teaching learning resources for facilitating learning of trainees.

As per the table-3 it is clear that Management makes necessary arrangement to organize all the concern activities in prescribed time and about 63% trainees agree with this statement. Approximately 61% trainees said that Management provides necessary support to the trainees to overcome the difficulties during contact programmes. Just about 53% trainees acknowledged that Management ensures recruitment of adequate no. experienced and skilled resource persons to facilitate learning smoothly. However just about 48% trainees said that Management ensures the fix no. of trainees at each study centers to avoid overcrowding and about 41% trainees agree with the statement that Management also makes necessary provisions to get rid of regional and local difficulties.

**Table: 3****Perception of teacher trainees about the roles and responsibilities of management**

Sr.	Particulars	Responses in %	
		Agreed	Disagreed
1	Management ensures the fix no. of trainees at each study centers to avoid overcrowding.	48%	52%
2	Management makes necessary arrangement to organize all the concern activities in prescribed time.	63%	37%
3	Authority takes necessary steps to maintain coordination among stakeholders to eradicate problems for betterment of the programme.	49%	51%
4	Management provides necessary support to the trainees to overcome the difficulties during contact programmes.	61%	39%
5	Management ensures recruitment of adequate no. exp. and skilled resource persons to facilitate learning smoothly.	53%	47%
6	Management also makes necessary provisions to get rid of regional and local difficulties.	41%	59%

**Discussion**

As the above findings it is revealed that D.El.Ed. programme is very significant for the untrained teachers and this programme has all the required provisions which are requisite for the teachers' development. Co-ordinators and resource persons have friendly relationship with trainees. This creates a harmonious atmosphere at study centers and trainees are free to express their ideas, views and also to share their problems. Timely information help trainees to complete all the required and related work of training programme and it also help them to manage their training work and school work simultaneously. Availability of adequate facilities including sufficient amount of study materials on time help trainees to perceive training conveniently. Regular attendance in contact classes help trainees to get rid of difficulties related to theoretical part of course. Beside this it is clear that number of contact classes and availability of facilities as per the requirement of trainees should be taken in consideration.

School based practices is one of the major part of training programme because it provide them opportunity to get real world experience with new skills

learned by them during training programme. But on the other hand it needs proper monitoring. Provision of assignments make the trainees self learners and develop research potential which help them to communicate with other stream and other field based knowledge. Beside this Evaluation strategy should also need modification. There is need to evaluate the skills of trainees so that they know their learning level and get proper feedback because as former teachers they need policing in their teaching strategies. That's why assessment of their skills should be emphasized more. Positive attitude of resource persons towards trainees help trainees to get new experience, exchange their views and develop knowledgeable bonding not only on- campus but off campus too. Apart from this it is very necessary that resource persons use innovative teaching methods instead of traditional one. New teaching learning style facilitate the learning and also develop learning environment which help the trainees to retain at study centers and learn with interest.

Role of management can't be overlooked as it makes necessary arrangement to organize all the concern activities in prescribed time but it is also

important that management ensured the adequate number of trainees at study centers to remove overcrowding and sufficient no. of experienced resource persons to promote smooth teaching. It is also necessary that management arranged special counseling session to remove the difficulties of trainees during training programme where as required facilities like: transportation, accommodation, drinking water etc. as per the need of trainees to remove local hurdles because in most of the cases trainees are from far furlong areas too.

### **Recommendations**

Researcher forwarded some recommendations based on the above results to bring improvement in this programme as mentioned below:

- There is urgent need to increase contact classes and student support services to facilitate training more successfully.
- Instructions should be provided on time and instead of relying on internet some traditional mode of communication like: telephonic conversation. Postal facilities should be also emphasized.
- Trainees' opinion should be appreciated and stakeholders must develop a healthy relationship. It is necessary because sometimes trainees have more experience than resource persons. So healthy communication between stakeholders help them to learn mutually.
- Training of the elementary teachers is also needed in the co-scholastic areas rather than theoretical areas so that the teachers can draw out the inner potentials of the learners.
- School based programme should be organize in model schools so that trainees can easily know their pros and cons and also to improve their teaching skills.
- Provisions should be made by the authorities to ensure whatever elementary teachers are learning in their training must be practical in the classroom situations.

- There is an urgent need to devise a proper mechanism for the evaluation of training programme. The evaluation may be done content wise and component wise. On the basis of these evaluations a report should be prepared and on the basis of this report, feedback must be given to trainees as well as resource persons regarding their weaknesses and strength, so that qualitative improvement can be brought up in future.
- The trainings must emphasis on practical applications like; writing instructional objectives in behavioral terms, setting up mastery criteria, various activities and methods to be used, preparation of formative and diagnostic tests and remedial measures for them.
- Well planned monitoring mechanism needs to be developed at the study centers level in particular, block and cluster level in general to identify and resolve the local issue on the spot.
- After each in-service training programme, feedback should be collected from their stakeholders especially from trainees for the future improvement in the training programmes.

### **Conclusions**

In-service teacher education is primarily meant for working teachers which includes new courses which help them to enhance their professional knowledge, interest and attitude so that they become able to maximize the quality learning of their pupils and also to cope up the contemporary demand of changing world and society. Courses and programmes that emphasis the teachers' strength and needs should be succeeded in attracting them. With the increased need for new professional skills to deliver courses, manage resources and fulfill the objectives of quality education for everyone teachers will demand evidence of quality and authenticity from teacher education courses either form regular

mode or distance mode. So to get positive perception of the trainees about training programme, it must be ensured that programme has capacity to meets their needs and accomplish their demands

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## **A study on B.Ed. Internship Programme in Jaipur District**

**Dr. Anjana Agrawal \***

**Key Words : B.Ed. Internship Programme**

### **Abstract**

*An Internship programme in Teacher Education has great significance because it ensures the professional preparation of prospective teachers. It is an integrated component of practice teaching at advance level of teacher education programme. There are certain objectives of Internship programme for behaviour modification of student teachers with special reference to teaching competency and positive attitude towards teaching profession. This study looks at issues and challenges that the prospective teachers experience during Internship programme. Research Method for this study was quantitative. The 150 student teachers were selected as sample. The findings show that student teacher view internship programme as a real opportunity to refine and improve their teaching skills in actual school settings. It can infer the present scenario of internship programme and its positive and negative reflection on the mind of student teachers.*

### **Introduction**

Internship program is an essential part of every professional course. It is conducted in direct or indirect supervision of experts of related field.

The purpose of the internship program in B.Ed. course is to develop and strengthen student's skill and to prepare them for the profession. This is a stage where student teachers own self make a time-table for self and practice teaching lessons, conduct co-curricular activities, follow the instructions of school counselor, collect the information which are related with school administration and conduct the examinations. In short they stay for a short period of time with school as real employee of that school.

According to Rose (2001) "This is a program, where student teachers ask questions and seek traditions, beliefs, develop new values and meanings, search for roles and identity and attempt to build a practice that is relevant and meaningful from them and their students." We can also found its relevance in the statements of (NCFTE, 2010). "The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of teaching and sustained engagement with learners and schools.

NCFTE (2010), in its layout of a curriculum, conceives the curricular areas of Initial Teacher Preparation as comprising of three broad areas:-



1. Foundations of Education
2. Curriculum and Pedagogy
3. School Internship

The proposed program is to fulfill the following conditions:-

- ❖ Four days a week for a minimum period of 12-20 weeks including one week of classroom observation of a regular teacher.
- ❖ Visit to Innovative centers Pedagogy and Learning.
- ❖ Classroom based Research Projects.

It can be said that Internship program provide the students with a greater understanding of professional demands and Qualification. This program permits student teachers to understand the connection between theory and practice and enhance the students knowledge of his potential to reach the goals set for various professions. Therefore, it ensures the professional preparation of students in various ways such as understanding of the target profession and future prospects of working conditions in that profession. A carefully planned internship programme may serve the following functions :-

- Develop professional skills and attitudes.
- Establish useful contacts with people working in same profession.
- Can provide valuable exposure on the job.

To maintain the quality education and to give the real school experiences to student teachers, NCTE started Internship program by the NCTE regulations 2014 from the session 2015-16 as a compulsory component of B.Ed. course. In Internship all the student teachers practice their lessons of their specialized field and also observe school environment, administration, record keeping, time-table arrangements and other components of school programme. After successful completion of the program they receive internship certificate.

Therefore, the objective of this study is to evaluate the effectiveness of Internship program and identify the problems and issues emerging during the internship programme.

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

- a. To study about Internship program of 2 year B.Ed. course from session 2015-16 in Jaipur district.
- b. Identify the problems and challenges that emerged during the internship program in Jaipur district.

#### **Research Questions :-**

1. Does the B.Ed. Internship program was effective among student teachers of Jaipur district ?
2. What are the challenges faced by Student teachers concerning school administration, record keeping, timetable arrangement and school environment ?

#### **Research Methodology :-**

This study has been designed in quantitative paradigm. This research study is descriptive survey type in nature.

#### **Sample :-**

The population of the study includes all the student teachers of teacher education institutions of Jaipur district where internship program is practiced. In the present study 150 student teachers of 5 teacher training colleges of Jaipur district have been taken as sample.

#### **Tool -**

For the present study a researcher made three point Likert scale with four sections and 24 items in all was developed. It was administered to the student teachers.

#### **Data Analysis :-**

The data collected by administration of questionnaire was analyzed quantitatively through frequency count. Analysis of data collected through research tool – 01 (Likert Scale)

According to table – 01 that average 88% student teachers agreed, average 7.5% disagree and average 4.5% student teachers could not decide about the effectiveness and usefulness of internship program. Average 88%

**Table – 01**

***Showing the views about “Effectiveness of Internship Program as it provided an opportunity to” (A - Agree, Disagree, U- Undecided)***

<b>Sr. Statements</b>	<b>A</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>U</b>	<b>%</b>
1. Develop understanding about teaching process	140	90%	04	3%	06	4%
2. Integrate theory and practical experience	130	86%	10	7%	10	7%
3. Prepare and perform or deliver lessons in various disciplines	125	83%	17	12%	08	5%
4. Reflect critically on student teachers teaching practice	125	83%	18	12%	07	5%
5. Improve and refine teaching methods	135	90%	10	7%	05	3%
6. Understand the all responsibilities of a teacher	140	93%	06	4%	04	3%

**Table – 02**

***Showing the views about “Improvement in Teaching Skills doing Internship Programme by Increasing student teachers ability”***

<b>Sr. Statements</b>	<b>A</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>U</b>	<b>%</b>
1. Interaction and worked out with students	125	85%	11	7.5%	11	7.5%
2. Planning and Implementing Lessons	100	67%	35	23%	15	10%
3. Time management for content and other activities	130	86%	10	7%	10	7%
4. Classroom management in all perspectives	135	90%	10	7%	05	3%
5. Peer observation	100	67%	30	20%	20	13%
6. Preparing and effective use of teaching aids and instructional material	130	87%	15	10%	05	3%

participants agreed that internship program provided an opportunity to develop a real understanding, integration of theory and practice, deliver lesson plans, critical reflection on teaching practice and role of a teacher very clearly.

According to table – 02 that average 80.33% student teachers agreed, average 12.42% disagree and average 7.25% student teachers undecided about improvement in teaching skills during internship program. Average 80.33% student teachers said that this program improved their teaching skills by enhancing their ability in interacting and working with students and after completing this program their ability.

According to table – 03 that overage 83.33% student teachers agreed, average 9.67% disagree and average 7% student teachers are undecided about Role of concerned departments and faculty to make internship effective. About 83.33% , student teachers respond that their concerned departments played a key role by providing required help and support.

According to table – 04, 83.33% student teachers were of the opinion that the concerned supervisors played a key role in enhancing their teaching skills by allowing then freedom to practice what they had learned from method teachers. Average 9.33% student were disagreed with all the statements and average

**Table – 03**

*Showing the views about “Role of concerned Departments and Faculty to make internship useful by” (A - Agree, Disagree, U-*

*Undecided)*

Sr. Statements	A	%	D	%	U	%
1. Helping and supporting you as your requirement	122	81%	18	12%	10	7%
2. Planning, managing and organizing a well mannered internship programme	120	80%	18	12%	12	8%
3. Guiding you clearly about your school of Internship	130	86%	12	8%	08	6%
4. Clear guidance about school administration record	130	86%	10	7%	10	7%
5. Maintaining close communication with school supervisors	115	77%	25	16%	10	7%
6. Maintaining close communication with all student teachers	135	90%	05	3%	10	7%

**Table – 04**

*Showing the views about “Role of concerning school supervisors in enhancing teaching skills of internees by”(A - Agree, Disagree, U- Undecided)*

Sr. Statements	A	%	D	%	U	%
1. Giving you freedom to practice what all you learned from method teacher	132	88%	10	7%	08	5%
2. Giving response as written comments on your lesson in your diary	130	86%	08	6%	12	8%
3. Observing your lessons regularly	130	86%	10	7%	10	7%
4. Giving you suggestive and remedial feedback time to time	135	90%	05	3%	10	7%
5. Providing you a experience of model lessons through demonstration	110	73%	30	20%	10	7%
6. Providing you as opportunity for collaboration with them	120	80%	20	13%	10	7%

6.83% students were undecided about role of concerning supervisors.

#### **Research Out Comes**

Following are the outcomes of the study:

1.The student-teachers show positive attitude towards internship program. Majority of participants agreed that internship program was effective and useful for them.

2. Most of the participants agreed that this program provide them with opportunity to plan and deliver lesson.

3. The supervisor observed the lesson of the student teachers on regular basis during internship program but they did not demonstrate model lessons so that the student teachers can observe best teaching practices of the experienced teachers.

4. The study finds that the duration of the internship program is not sufficient.
5. The staffs of collaborative schools and student-teachers are not guided by their concerned university departments to maintain proper record of internship activities.
6. There is lack of communication between the concerned university departments and the collaborative schools before and during internship program. There are no arrangements for regular visits in the collaborative schools by the teacher educators.
7. There is no unified strategy to implement internship program. As a result, various departments of Faculty of Education are dealing with internship program haphazardly.
8. Student – teachers are not provided sufficient guidelines regarding peer observation.
9. Student-teachers are provided with constructive feedback after delivering the lesson in real classroom situation.

### **Suggestions**

1. A set of written guidelines about internship program from the concerned department should be given to the concerned student-teachers and principals of the concerned schools.
2. Student-teachers should be given chance to develop and discuss their lesson plans with their concerned supervisors before delivering it in classroom.
3. Availability of resources and teaching material in collaborative school need to be ensured where students go for internship.
4. After completion of the program each student-teacher should submit a reflective report about what they had learned from the internship program.

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## Status of Teacher Education in Chhattisgarh with special reference to DIET's

Varsha Shashi Nath \*

**Key Words :** Teacher Education, DIET's

### Abstract

*This paper is an attempt to sketch out the journey of teacher education in India in general and in Chhattisgarh state in specific. It deals with the history of teacher education along with the challenges of teacher education then and now. Then it throws some light on levels of teacher education and institutions where teacher education/training is given. Its main focus is the current status of teacher training institutions where pre-service teacher training programmes are running for elementary level teachers in Chhattisgarh i.e. District Institutes of Education and Training (DIETs). It puts emphasis on structure and functioning of DIETs and also highlights the role and functions of DIETs. Review indicates that the performance of DIETs across the country is not so good so some recommendations are given on the basis of reviews to raise the status of DIETs up to the mark.*

### Introduction:

Teachers are the greatest resources of any education system. They stand in the border of the transmission of knowledge, skills and values. They are accepted as the backbone of education system (Pandey, S.). They are the corner stone of the arch of education. In ancient period education started with the aim of achieving *moksh* (i.e. enlightenment). This pious work was done under the supervision of guru (or teacher). The place of guru in those days was held on the top before the king and also before the God. India has one of the largest systems of teacher education in the world. The history of teacher education in India is as old as the history of Indian education

i.e. about 2500 B.C. Teacher education in India has a long past but a short history (**Kaur, S., 2013**). The history of teacher education in India can be broadly classified into two parts. First part is known as teacher education during pre-independent India which is further divided into four periods i.e. the ancient and medieval period (2500 B.C. to 500 B.C.), Buddhist Period (500 B.C. to 1200 A.D.), Muslim Period (1200 A.D. to 1700 A.D.) and British Period (1700 A.D. to 1947 A.D.). The second part is known as teacher education during post independent India as it deals with teacher education after independence till present year. (*Bhattacharjee, J., 2015*)

In Ancient and Medieval Period there was no such teacher education system but monitorial system was prevalent in this epoch. The formal system of teachers training begun during Buddhist period. In Muslim Period there was no formal system of teacher training but the method of teacher preparation was mostly beginning of what the old teachers practiced. The monitorial system was in trend during the medieval times too and was the method of preparing the future teachers.

Before the arrival of the Britishers in India the European Missionaries first started scholars and later introduced teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. On 19 July, 1854 Wood's Despatch (Magna Charta of English Education) suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers. In 1886, the first training college to prepare secondary school teachers was established at Saidapet in Madras. In 1904 there were five teacher training colleges in places like Madras, Kurseong, Allahabad, Lahore and Jabalpur. Mysore University started a faculty of Education in 1925. The Lady Irwin College was structured in New Delhi. Andhra University started a new degree 'the B.Ed.' in 1932. Bombay launched a post-graduate degree 'the M.Ed.' in 1936. Basic Education was started by Mahatma Gandhi in 1937, leading to the training of teachers for basic schools. Bombay took the lead in starting a doctorate degree in education in 1941. In 1947, the number of secondary teachers training colleges in the country had risen to 41. (*Bhattacharjee, J., 2015*)

After independence the University Education Commission (1948) gave valuable suggestions regarding pre-service and in-service education of

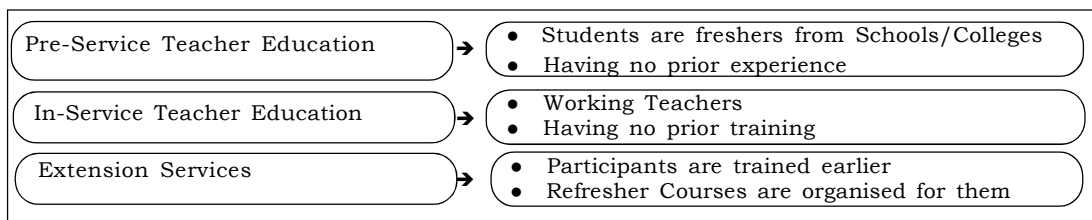
teachers and associating the teacher preparation programme with the university system. Afterwards, the Secondary Education Commission (1953) made precise suggestions about the preparation of teachers. The Education Commission (1964-66) emphasized the need of professional preparation of teachers for qualitative improvement of education. It recommended that its segregation be removed and put strain on the importance of practice teaching and in-service education. The National Commission on Teachers (1983) studied in depth the problems of teacher education and the status of teachers in society. NPE (1986) followed by a Programme of Action (1986), put stress on the enrichment of both in-service and the pre-service teacher education programmes, computer education and alternative models of teacher preparation (**Kaur, S., 2013**).

The Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted. Yashpal Committee (1993) distinguished that to promote quality of learning in school, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education and the duration of the programme should either be one year after graduation or four years after higher secondary. The National Curriculum Framework (NCF) 2005 for school education suggested that both initial and continuing teacher education fulfills different demands and expectations from the teachers. National Curriculum Framework for Teacher Education (NCFTE) 2010 underlined that only competent and professionally equipped teacher educators can enhance the effectiveness of education and training of prospective teachers.

#### **Challenges of teacher education then and now:**

Problems in teacher education are

### Levels of teacher education



(<http://teachereducationnotes.blogspot.in/2008/05/levelsofteachereducation.Html>)

time immemorial. Incompetent teacher educators, Improper selection of the candidates (i.e. student teachers), Inadequate duration of the teacher education programme, its isolation from the mainstream of university life, problem of quality crisis in teacher education (Goel and Goel, 2012) and indigenization of teacher education are some of the problems dominant at pre-independence period. After independence various committees and commissions were formed to inquire about the challenges of teacher education programme in all over India. In 1993 NCTE Act was passed by the Parliament according to which it is the responsibility of NCTE to look after the Teacher Education of the country. Several other problems are- Lack of Innovations in teacher education (Goel and Goel, 2012), poor subject mastery of teachers, low level of academic and professional qualification of teachers, inadequate and improper practice teaching, inefficient feedback mechanisms, lack of dedication towards the profession, lack of occupational perception, unplanned and insufficient co-curricular activities, subjective evaluation pattern (Anees, A., 2015), uneven distribution of the teacher education institutions (Goel and Goel, 2012).

There is a large gap between theory and practice, a number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are hardly ever practiced in actual school system. The teacher education centers

and the curriculum followed in the teacher education have very little focus on new trends in education. This spots the need to bring realism and dynamism in the curriculum (Kaur, S., 2013).

### Teacher training institutions

Teacher education is based on the theory that “teachers are made, not born” in contrary to the assumption, “teachers are born, not made” (Kaur, S., 2013). Teachers assist in shaping the society and standardize the quality of life in the community and in the nation. In this context Rabindra Nath Tagore rightly said, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame” (Bhattacharjee, J., 2015). The progress of any country depends upon the quality of its teachers and if the teachers are well trained to identify the needs of students then the student’s achievement enhance significantly (Goldhabar and Brewer, 2000). Obviously the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system (Kaur, S., 2013) but to bring qualitative change in institutional efficacy of the teacher education system is a huge and challenging task.

In Chhattisgarh state total 96 institutes are recognized to offer D.El.Ed. course for the session 2017-18 including private colleges, government colleges, BTIs, Open University and DIETs (NCTE, WRC). Due to RTE act 2009 enrolment in primary schools has become enhanced and with this demand of trained teachers has also become increased. On the other

hand there are still 26529 elementary teachers which are untrained including the private teachers (JRM 2016).

#### **Status of DIETs in Chhattisgarh**

On the recommendation of National Policy on Education, 1986 District Institutes of Education and Training (DIETs) were established to provide academic leadership at a district level to elementary schools. Currently the DIET's focus is elementary education. In India, number of DIETs sanctioned is 571, yet only 555 DIETs are functional across 35 states and 7 union territories in India (Status of DIETs in India). Whereas in Chhattisgarh 19 DIETs are sanctioned but only 16 are functional across 27 districts (JRM 2016). SCERT is the nodal agency for teacher education in Chhattisgarh. It provides guidance for the DIETs in their activities and it also acts as an institution to which the DIETs are accountable. Major functions of DIETs are: Training of both in-service and pre-service, Resource support such as extension/guidance, development of materials, teaching aids, evaluation tools, etc. and Action research. At present the DIETs in Chhattisgarh are structured as per the original proposal for DIETs. ie. Departments for Curriculum, Material Development and Evaluation (CMDE), Pre Service Teacher Education (PSTE), In-Service Field Interaction and Coordination (IFIC), Education Technology, District Resource Unit, Planning and Management, Work and Education and Research and Publication. Except the Work and Education department, the other units seemed functional.

Although the DIETs were having their own campus and buildings the buildings were needed to be repaired (Status of District Institutes of Education and Training (DIET) 2010; JRM 2013; JRM 2016). The rooms available in DIETs were not sufficient and different departments have to share the rooms (JRM 2013). Basic amenities like laboratory, water

and toilet facilities were not satisfactory in DIETs Janjgir, Raipur and Korba (JRM 2016). All the necessary infrastructure for EduSat was available in the DIETs but the supply of continuous electricity is a major problem (JRM 2013). DIETs Ambikapur, Korea, Nagri, Kanker, Bemetara and Mahasamund had library rooms with approximately 8000 books although over the last two years no books are added in the library due to lack of fund (JRM 2013) and in DIETs Korba, Raipur and Janjgir number of reference books as well as seating capacity were not sufficient (JRM 2016). The faculty position in every DIET is not sufficient about 36.48% of seats are vacant in academic posts and 44.75% are in academic and non-academic posts (JRM 2013) and it needs to fulfill by deputed or recruited faculty on urgent basis (JRM 2016).

The lecturers from high schools in Chhattisgarh government are appointed in DIETs as assistant professor so they lack competence in skill to handle the issues related to DIETs and in turn it hinders the proper functioning of DIETs activities (JRM 2013) so orientation programmes should be organized for the teacher educators to bring clarity in their job roles (JRM 2016). Negligible amount of teachers use ICT for academic and administrative purpose hence they mostly use lecture method for transaction of curriculum (JRM 2016). Frequent transfers of principals hampers their leadership roles (Status of District Institutes of Education and Training (DIET) 2010; JRM 2013). JRM 2016 recommends that DIETs should also focus on functions other than PSTE and In-Service.

#### **Conclusion:**

Teacher is the integral part of education system he was there in the past, "he is in the present and he will be there in future. He continues through the ages as a central figure to guide and build the destiny of the country and mankind." (Khan, Z. 2017). The Secondary Education



Commission persuaded that the most important factor in the expected educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. (Disha, 2017). Hence the teacher training institutions play an important role in shaping the country through the teachers. A lot of glitches are there in the teacher education programme which can be overcome by having a proper database on the number and status of teachers in schools. Majority of elementary teachers whether in-service or pre-service get trained in DIETs.

But the performance of DIETs across the country is awful (Gogoi and Khanikar, 2016; Noopur, et.al.2015; Bhattacharjee, 2011). Its role and objectives are not clear to the principals as well as to the faculty members. DIETs are almost always in isolated locations and considered neglected institutions. The faculty get lower remuneration and they struggle a

lot to reach at this place, they are not well trained in IT also and they are involved in monitoring of expenses of DIETs in which they are not well equipped. To bring the status of DIETs up to the mark some steps must be taken by the state governments for instance:

- Funds for the DIETs should be released timely, and it should be extended to faculty development, civil works and contingency.
- each district must have a blue print of its own and a system for DIETs to trust on each other's competencies must be developed so that scarce resources can be better consumed,
- immediate steps must be taken to fill the vacancies in the DIETs,

Greater awareness must be constructed into the DIETs about the Centrally Sponsored Scheme on Teacher Education so that they are able to gain all the provisions of the Scheme, especially those related to institutional strengthening like support for infrastructure, capacity building, provisions for library etc.

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## **Awareness and Usage of Open Educational Resources among Student-Teachers of MANUU: A Study**

**Afroz Zaheer \* & Dr. Vanaja M. \*\***

**Key Words : Open Educational Resources, Student-Teachers**

### **Abstract**

*This Study is an attempt to find out the awareness and Usage of Open Educational Resources among Student Teachers. Descriptive Survey Method will be adopted with a Sample of 60 Students 30 from B. Ed and 30 M.Ed. All the Students were selected from School of Education and Training Moulana Azad National Urdu University (MANUU). Simple Random Sampling Technique will be adopted. A self made tool will be used for data Collection. Reliability and validity of the tool was maintained. For the sake of analyzing data Mean, SD and t-test used. Findings of the study are discussed in detail in the research study.*

### **Introduction**

The rapid growth of internet and ICT have made the teaching and learning more easy. In modern era most of the higher institution all around the world has been using these technologies to develop and distribute quality based teaching and learning material last few decades. The OER movement have gained recently a special attention to promote lifelong learning and provides an opportunity to develop use and share quality based learning materials without any cost.

*Open education resources are teaching learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaption and distribution. (UNESCO-2012)*

The term OER was firstly coined at UNESCO's 2002 Forum on Open Courseware and designates "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Last few years Open Educational Resources content are constantly produced in all over the countries especially developing countries, they are trying to open content to reach and expand the knowledge so that everyone can access easily. India has also launched SWAYAM for this purpose but there are several reasons that prevent students and Teachers to take advantages of these

opportunities, some are English Language problem, lack of awareness, lack of ICT skills, education rules and restriction etc.

This Study aimed at to find out the awareness and usage of OER among Students teacher and Teacher Educators.

#### **Review of Related Literature:**

*Antonia Tassopoulou & Theoderos Komineas* (2016) conducted a study on "Use of Open Educational Resources (OER) in ASPETE: students' attitude awareness and Benefits. The findings of the study revealed that 35% students were aware of OER and 32% students rarely, 19% very often and 16% never use OER.

*Rolfe, V.* (2015) conducted a study on "Students as evaluators of open educational resources" the findings of the revealed that in 264 life science students, one third had heard the Term OER and also aware.

The study conducted by *Malini et.al.* (2015) titled as " Teachers perception of crating, sharing and using OERs in universities Sains Malaysia(USM) shows that most of the respondent were aware of OERs and they should be made free to be shared by everyone to make the teaching learning process more effective. Some of the respondents did not know what OERs is.

*Kam Cheong Li and Billy Tak-Ming Wong* (2015) conducted a study titled as "Computer Literacy and use Open Educational Resources: A study of university students in Hong-Kong. The findings of the study revealed that students have a Low level of awareness and limited experiences of OER and have been exposed a few popular type of OER.

*Vankaiah, V.* found out in his study titled as "OERs in India: A study of attitudes and perception of Distance Teachers." that the awareness among teachers regarding OERs is considerably high and the use of OER by distance teacher is also high.

#### **Significance of the study:**

Review of studies reveals that a small number of research has been done on students awareness and usage of Open Educational Resources, especially on students teacher and teacher educators. Thus, there is felt need to carry out research on Awareness and Usage of Open Educational Resources among Student Teacher and Teacher Educators.

#### **Research Questions:**

1. To what extent student-teachers are aware about OER.
2. To what extent student-teachers use OER.

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

1. To find out the awareness of OER among Student-Teachers.
2. To find out the level of usage of OER among students teacher.
3. To find out the significance difference in awareness of OER among student teachers.

#### **Hypothesis of the Study:**

1. There is no significant difference in awareness of OER among the Student Teachers in the level of Teacher Training.

#### **Methodology:**

In order to carry out the research on awareness and usage of Open educational Resources among Students Teacher and Teacher Educators of MANUU, the researcher used Descriptive survey method.

#### **Sample and Sampling Technique:**

Sample consisted of 60 students including Boys and Girls (30 from B. Ed & 30 M.Ed) were selected using Simple Random Sampling technique.

#### **Tool to be used:**

A researcher constructed tool was used which consisted of 20 items in which 14 items related to awareness and 6 related to usage of OER. The reliability of the tool by *Cronbach's* alpha method was calculated and found to be 0.74.

#### **Statistical Techniques:**

Statistical technique such as

percentage, mean and t-test were calculated.

#### Analysis:

After collecting the data from 60 students of Education and Training MANUU (30 B. Ed, 30 M. Ed) the data was analysed.

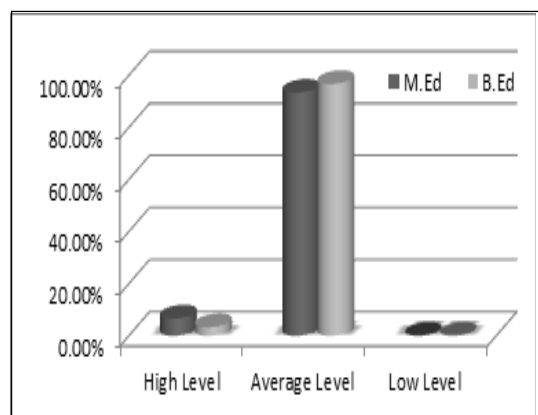
**Objective-1:** To find out the awareness of OER among Student's Teacher.

**Table 1**  
**Levels of OER Awareness among Student-Teachers.**

Awareness of OER	M.Ed (N30)		B.Ed. N(30)	
	N	%	N	%
High level	02	6.7	1	3.3
Average	28	93.3	29	96.7
Low level	0	0	0	0

Table(1) reveals that 6.67% of M. Ed student teachers and 3.33% B. Ed student teachers have high awareness of OER; while 93.33% M. Ed and 96.67% B. Ed Student teachers have average awareness of OER. No student teachers were found under Low awareness category.

**Graph 1**  
**OER Awareness among M.Ed and B.Ed Students**



**Objectives-2:** To find out the level of usage of OER among student teachers of MANUU.

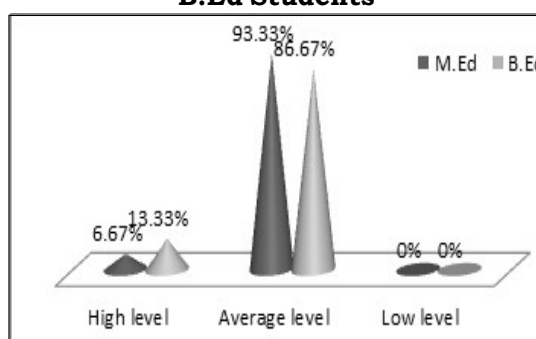
**Table(2)** reveals that 6.67% M. Ed and 13.33% B. Ed students' level of usage

**Table 2**  
**Levels of Usage of OER resources by Student-Teachers.**

Usage of OER	M.Ed (N30)		B.Ed. N(30)	
	N	%	N	%
High level	02	6.7	4	31.3
Average	28	93.3	26	86.7
Low level	0	0	0	0

regarding OER is found high while 93.33% M. Ed and 86.67% B. Ed Students' level of usage is average. This is a very encouraging sign that student teachers are aware of OER's and using them too.

**Graph 2**  
**OER Usage levels between M.Ed and B.Ed Students**



**Objective-3:** To find out the significance difference in awareness of OER among student teachers and teacher educators.

**Hypothesis:** There is no significant difference in awareness of OER among the Student Teachers and Teacher Educators.

**Table 3**  
**Significance of the difference between Levels of OER Awareness among Student-Teachers.**

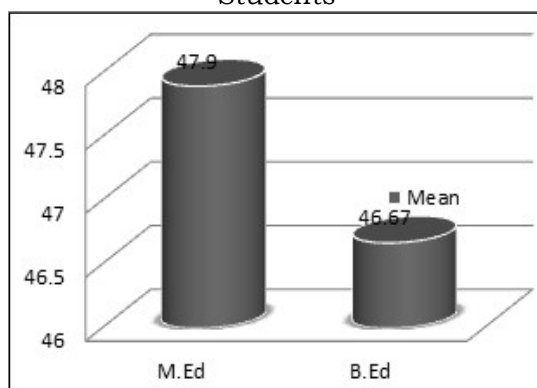
Stu.	N	Mean	SD	df	t-value	Sig.
M. Ed.	30	47.9	3.67	58	0.26	NS
B. Ed.	30	46.7	4.68			

**Table (3)** reveals that M. Ed students mean is 47.9 and SD is 3.67, and B. Ed students mean is 46.67 and SD is 4.68 at 0.01 level of significance calculated t-value for 58 df is 0.261. Therefore calculated t-value is less than t-critical value which implies that there is no

significant difference between M. Ed and B. Ed level of OER awareness.

**Graph 3**

Showing Mean Difference of OER Awareness between M.Ed and B.Ed Students



**Findings :**

1. 86.67% M. Ed and 56.66% B. Ed students use OER resources for writing assignment.
2. 56.67% M. Ed and 53.33% B. Ed students revealed that using OER is not wastage of time.

3. 60% M. Ed and 46.67% B. Ed students feel that they are not efficient in ICT skill to use OER.

4. 80% M. Ed and 53.33% B. Ed students feel that there is no advantage of OER.

5. 81% M. Ed and 80% B. Ed students revealed they use YouTube, Wikipedia and other online resources for preparing ppt, teaching aid and learning material.

**Conclusion:**

In modern digital era ICT is fully incorporated in education and it has expanded knowledge in people's hand. Knowledge and awareness of Open Educational Resources can provide students' quality based learning material without any cost. The present study reveals that there is need to improve and provide more awareness about OER related tools and licensing terms and stakeholders of University should focus on it.

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## Teacher Morale in relation to some Institutional Variables

**Antarjyami Gouda\***

**Key Words :** *Teacher Morale, Institutional Variables*

### **Abstract**

*The present study aims at studying teachers morale in relation to locality, school typology and type of management. For the purpose a sample of 200 hundred secondary school teachers from 40 schools was drawn randomly. To assess the morale of the teachers, teacher morale inventory, Dekhtawal (1977). Was used. To analyse the data, the statistical technique of "t" test was used. Significant difference between the rural and urban teachers was found only with respect to the teacher morale component of attitude towards the job. The rural teachers were found to have higher mean score on this morale component. Boys' and Girls' school different significantly on the behavioural characteristics component of teachers morale and differences was in favour of Girls' school. There were no significant differences between the means of Government and Aided schools on all the five components of teachers' morale and even on total.*

### **Introduction**

Quality education is determined by the quality of schools and in term the teachers working in the system. The structural characteristics comprising human relations between the School, community, administration etc., also play an important part in this direction. Grider, Piercl and Rasenstangel (1961) proposed that teacher morale should receive high priority by the administrators, Novak (1952) asserted that a teacher was not solely self depended and impersonal automation and that faculty spirit and morale was not completely automatic. So morale has to be treated and spirit and morale was not

completely automatic. So morale has to be treated and maintained through programme involving the teachers in curriculum development, institutional research and service education, Getzeletal et.al (1968) regarded morale as good personal adjustment. Briggs (1958) suggested four factors namely.

- i. Exuberant physical health,
- ii. ability to make proposals to the principal,
- iii. Freedom from negative criticism and
- iv. work assigned according which are essential for good morale.

Narula (1986) made an attempt to analyse the common factors of teacher morale and found the following five factors

namely (a) morale based on teacher self-confidence, work load, and job satisfaction (b) morale based on educational and social support, (c) morale based on human and social relationship's among the staff, discipline and facilities for co-curricular activities, (d) morale based on service conditions and rapport with students and colleagues, (e) morale based on professional adjustment.

Miller (1981) concluded that teacher morale has a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning.

The success of a school system depends in large measure upon the morale of the teaching force. Consequently, one of the critical problems of the day is to sustain morale and maintain schools at a high grade of efficiency. It is true that, the better the spirit of the teachers, the better the tone of the school, and the better the tone, the better the discipline, and better the discipline, the higher the achievement. Therefore, it is desirable investigate in to teachers morale and the present study is an attempt in this direction.

#### **Objective of the Study :**

The objective of the present study is as follows :

1. To study location wise, school typology wise and type of management wise differences in the teachers morale.

#### **Hypotheses of the Study :**

The hypotheses of the study are as follows:

- i. There exists no significant difference the teachers morale of rural and urban schools.
- ii. There exists no significant difference in the teacher's morale of Boys' and Girls' schools.
- iii. There exists no significant difference in the teachers morale of Government and Aided schools.

#### **Sample :**

The sample of the present study comprised of 200 hundred secondary school teachers spreaded over the three different independent variables namely location (urban-rural), school typology (Boys-girls) and type of management (Government-Aided). The sample was done randomly from 40 schools.

#### **Tool Used :**

Teacher moral inventory developed by Dekhtawal (1977) was used to assess the morale of the teachers. There were 05 components in the inventory namely (i) individual characteristics, (ii) behaviour characteristics, (iii) group spirit, (iv) attitude towards the job and (v) community involvement. The spilt half reliability co-efficient of the inventory was found to be 0.99. The validity of the inventory was tasted by co-relating the scoring of teacher with principal's rating and was found to be 0.77.

#### **Stastical Technique Used :**

The statistical technique of 't' test was used to analyse the data.

#### **Analysis Of Data :**

##### **Testing Of Hypothesis – I**

In order to study the significance of difference in the teacher's morale of Rural and urban school 't' test was used. The results are given in table-1

It can seen from Table: 1 that the rural schools differ significantly from the urban schools in the component of "attitude towards the job" ("t"- 5.43,  $P < 0.01$ ) and the difference was in favour of rural schools. Here the null hypothesis was rejected. But the rural and urban schools did not differ significantly in total and other four dimensions of morale. Here the null hypothesis was retained. The present finding supports the finding of Barik and Mishra (2008).

##### **Testing of Hypothesis –II**

To study the significance of difference in the teachers morale of Boys' and Girls' Schools "t" test was applied. The results have been given in Table-2.

It Shows that there is significant mean difference in the component of “behavioural characteristics” between the Boys’and Girls’schools and the difference was in favour of Girls high schools.

So the null hypothesis was rejected. However, the mean differences of the rest

of the 4 components and over all teacher morale were not significant. Here the null hypothesis was retained. The present finding corroborates the finding of *Barik and Mishra* (2008).

### **Testing of Hypothesis-III**

To study the significance of difference in the teachers morale of Government

**Table -01**

Significance of Difference between the means of Rural and urban schools with respect to overall and five component of teacher morale :

Sr.	Components of teacher morale	Rural N=20		Urban N=20		“t” values
		Mean	SD	Mean	SD	
1	Individual characteristics	56.78	4.25	56.25	2.71	0.76
2	Behavioural characteristics	85.56	5.33	83.77	4.88	1.73
3	Group Spirit	89.66	6.54	90.97	4.91	0.89
4	Attitude towards the job	91.91	5.10	85.22	6.59	5.43*
5	Community involvement	23.81	2.07	23.52	1.63	0.78
	<b>Total</b>	<b>347.83</b>	<b>15.72</b>	<b>343.00</b>	<b>12.32</b>	<b>1.72</b>

**Table -02**

Significance of Difference between the means of Boys and Girls schools with respect to overall and five component of teacher morale :

Sr.	Components of teacher morale	Boys (N-25)		Girls (N-15)		“t” values
		Mean	SD	Mean	SD	
1	Individual characteristics	57.60	3.61	56.40	3.79	0.15
2	Behavioural characteristics	84.60	4.99	87.17	5.55	2.29*
3	Group Spirit	91.38	5.44	93.00	5.86	1.36
4	Attitude towards the job	88.78	5.44	87.45	6.34	1.05
5	Community involvement	24.13	1.88	23.74	1.96	0.10
	<b>Total</b>	<b>347.78</b>	<b>14.27</b>	<b>350.31</b>	<b>15.96</b>	<b>0.78</b>

**Table -03**

Significance of difference between the means of Government and Aided Schools with respect to over all and five components of Teacher Morale.

Sr.	Components of teacher morale	Govt. N-25		Aided N=15		“t” values
		Mean	SD	Mean	SD	
1	Individual characteristics	57.55	3.59	56.30	3.85	0.154
2	Behavioural characteristics	86.20	5.08	86.86	4.83	0.62
3	Group Spirit	92.15	5.28	91.46	5.82	0.56
4	Attitude towards the job	87.71	5.83	89.66	5.08	0.63
5	Community involvement	24.27	1.93	23.36	5.08	0.095
	<b>Total</b>	<b>349.22</b>	<b>14.96</b>	<b>347.36</b>	<b>14.52</b>	<b>0.58</b>



and Aided high schools “t” test was applied and the results are presented in Table-3

It reveals that “t” values for different component of teacher morale and over all of Govt. And Aided High Schools were not significant. This implies the morale of the teachers belonging to Govt. and Aided school were more or less the same. In view of the above results the third null hypothesis was retained. Thus, School management does not seem to immerge as an important determinant of teachers morale.

#### **Major Findings Of The Study :**

- i. Significant difference between the rural and urban teachers was found only with respect to the teacher morale component of attitude towards the job. The rural teachers were found to have higher mean score on this morale component.
- ii. Boys’ and Girls’ School differed significantly on the behavioural characteristics component of teachers morale and difference was in favour of girls’ school.

- iii. There were no significant differences between the means of Government and Aided schools on all the five components of teachers’ morale and even on total.

#### **Educational Implications :**

The study confirmed in some of the components of teachers morale urban and rural and Boys’ and Girls’ Schools. In order to improve the morale of the teachers of a particular school sincere efforts should be made to improve the environment of the school. The environment should ensure personal friendship among the teachers, and between the teachers and head. Everyone should feel a part of a happy family. Steps may also be taken to develop proper attitude towards the job” morale dimension among the teachers of urban school and “behavioural characteristics” dimension of morale among the teachers of boys’ school. The school facilities and the services conditions of the teachers of these schools need to be improved.

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## Teaching Competency in relation to Stress Coping Skills of Teachers at Higher Secondary level

**Dr. Anuradha Shukla \***

**Key Words : Teaching Competency, Stress Coping Skills**

### Abstract

*A competent teacher possesses skills to cope-up with stress. It is essential before letting one to teach. The present study was conducted on 400 government and non- government school teachers. Dr. C.M. Bindu's 'Stress coping skill inventory' was used to assess stress coping skill and 'General teaching competency' scale was applied to assess teaching competency. The results show that there exists a significantly positive relationship between teaching competence and stress-coping skills, there is no impact of type of schools on stress coping skills and teaching competence of school teachers of higher secondary.*

### Introduction

The skill to manage stress or the effort to master conditions of harm, threat or challenge is known as stress-coping skill. In case of teacher's occupational stress arises when teacher's needs, values and expectations are not fulfilled due to the failure of the work environment to provide occupational rewards, job demands and the capacity of the worker to meet these requirements. It is a psychological aspect of behavior which may be used by individuals to overcome adversity, disadvantage and disability (Kumarmahi, 2009), Well (2000); Bindu & Sudheesh Kumar (2006) explained that teachers have to remain in stressful situation throughout the day because they have to care for their students' better performance. They have to perform lot of other work also such as preparation, correcting note books, valuation etc. All

these indicate that stress is always present with the teacher. So teacher needs to recognize, manage and cope with this stress by adopting certain coping skills. The general principle of coping involves change, feedback and rehearsals, developing sensible belief and learning to use leisure time sensibly.

Singh (2009) found that teaching competence of male and female teachers did not differ significantly. Study done by Shukla (2009) revealed that, teaching competence had very low positive correlation with professional commitment and job-satisfaction; teachers with different levels of job-satisfaction did not show any difference in level of their competency skills. Hamdan and Ghafar (2010) found significant relationship between teaching competency, gender, specialization and academic achievement. Special education school teachers

indicated higher perceived competence compared to general education teachers. In case of pre-service teachers, significant correlation was found between academic performance and off campus teaching competence (Pogaduan, 2009), teaching competence and teaching aptitude (Augustine, 2010).

Tiwari and Verma (2008) studied on adolescent's coping strategies and concluded that emotional intelligence was positively correlated with problem solving coping in male and female adolescents. Pramod (2009) did research on teacher-trainees and found that gender had no significant effect on problem-focused coping and emotion-focused coping. Chaturvedi & Purushothaman (2009) studied on female teachers and concluded that marital status, age and experience were significant determinants of stress coping skill. Fisher (2011) did study on higher secondary school teachers and found that job-satisfaction, preventive coping skills and stress were significant predictors of burn out.

#### **Scope and significance**

The standard of education depends upon the competence and quality of school teachers, so they must possess some essential qualities for it's effective use to develop desirable habits, skills and attitudes to make their students good citizen. The main aim of a teacher is to make students learn effectively, for this a teacher has to perform lots of activities inside the classroom. Competent teacher will create such conditions and climate in the classroom that are conducive for student learning. Teachers need knowledge skills to enhance, improve and explore teaching practices. As teachers are responsible for operating educational system, they need strong and efficient professional competencies.

School is considered to be a major source of stress in the lives of teachers. Teachers are increasingly perceived as facilitators or managers of knowledge.

They work under a constant fear and threat of accountability for each and every action. This alone can be a sufficient cause of stress for any individual. But in case of a teacher it is multiplied by other factors as well. Meeting these demands without falling victim to stress requires a teacher to work smartly. To implement this mode of working, a teacher has to adopt some stress coping skills to become fulfilling and productive in their profession.

#### **Objectives**

- To study the relationship between teaching competence and stress coping skill of higher secondary school teachers.

#### **Hypotheses**

H<sub>1</sub>- There will be a significant relationship between teaching competence and stress coping skill of higher secondary school teachers.

#### **Research design and Methodology**

**The Sample** - In the present study the sample was selected from government and non-government higher secondary schools located at Rajnandgaon district of Chhattisgarh state. 68 higher secondary schools (36 govt. and 32 non-govt.) were selected. The sample of the study consisted of 400 Hr. Sec. school teachers randomly selected (200 from govt. and 200 from non-govt. school).

#### **Tools used**

'Stress Coping Skills Inventory' developed by Dr. Bindhu C.M. and Aneesh A. K. Mariya and 'General Teaching Competency scale' prepared by B. K. Passi and M. S. Lalitha were used to assess the two variables.

#### **Statistical treatment-**

In the present study inter-correlation was computed between the two variables.

#### **Analysis and Interpretation-**

The calculated value of 'r' (0.160) is found to be significant. It is clear from the analysis that there exists positive correlation between teaching competence and stress coping skill of higher secondary school teachers.

**Table 1**

Correlation between teaching competence and stress coping skill of higher secondary school teachers

Variable	Corre.	Signi.
Teaching competence	r	p< .01
Stress coping skill	0.16	level

Table value  $r=.088$  and  $.115$  at  $.05$  and  $.01$  levels at  $df=398$

**Findings**

1. There exists positive correlation between teaching competence and stress coping skill of higher secondary school teachers.

**Educational implication of the study**

It is clear from the above description that in the present study the effort has been made to find out the influence of stress coping skill on teaching competence. It is evident from the result that stress coping skill and teaching competence are positively correlated with each other. This clarifies that change in the level of any of the variable will leave impact on the other one, so teacher's high level of stress coping skill will favor them to achieve high level of teaching competence. Suggestions have been given to adopt stress coping skill to cope-up with stress.

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# Teachers' Attitude towards Inclusive Education

**Dr. Amruta Panda\***

**Key Words : Inclusive Education, Teachers Attitude, Elementary Level**

## Abstract

*Regular classrooms as well as the attitude of regular teachers' towards inclusive education is a crucial issue indeed for successful inclusion. This paper presents the findings of the attitude of teachers towards inclusive education. The purpose of this study was to investigate the attitudinal differences on the basis of gender and types of schools at elementary level. The sample consists of 100 elementary school teachers. The result of this study showed that there exist significant differences in the attitude of male and female teachers as well as with respect to the types of school i.e. private and Government.*

## Introduction

Remarkable anticipation for successful inclusion is based on the principles and demands of positive and receptive attitude of regular teachers. Various Acts like The Individuals with Disabilities Education Act (IDEA, 1990) and The No Child Left Behind Act (2002) etc. allowed millions of special education students across the country to access into regular classrooms for either a part of the day or the entire school day. Regular classrooms as well as the attitude of regular teachers' towards inclusive education are a crucial issue indeed for successful inclusion. Teachers are perceived to be integral part of the implementation of inclusive education (Haskell, 2000). So to find out the attitude of teachers towards inclusive education is central point of discussion of the present study. A good no of research

studies revealed about the increased pressures of school teachers due to the inclusion policy (Avramidis, Bayliss, & Burden, 2000; Clayton, 1996; Forlin, 1997; Long, 1995; McKinnon & Gordon, 1999; Paterson & Graham, 2000; Schloss, 1992). Teachers have varied in their responses to these challenges (Westwood & Graham, 2003). According to Gall, Borg, and Gall (1996) an attitude can be defined as an individual's viewpoint or disposition toward a particular object which may be cognitive, affective and behavioral components. Some research studies point out that teachers' attitudes to inclusive education are typically positive, (Avramidis et al., 2000; Kuester, 2000). Several factors which affects the teachers attitude towards inclusive education can be listed under following points as gender(male/female), types of school(Government/Private/Aided), age, teaching experience

and teachers' qualifications, class size, level of confidence, the severity of a student's disability and support from administrative staff. In the present study factors like gender and types of school has been taken into consideration. A good number of research studies discussed about the null significant differences found between male and female (gender) towards inclusive education (*Avramidis et al.*, 2000; *Cornoldi, Terreni, Scruggs, & Mastropieri*, 1998; *Kuester*, 2000; *Van Reusen et al.*, 2001; *Harvey* (1985).

However, some other studies revealed that female teachers are inclined to have more favorable attitudes than male teachers (*Leyser & Tappendorf*, 2001; *Pearman, Huang, Barnhart, & Mellblom*, 1992, *Odge & Jansma*, 2000). Further, type of schools (PVT./Govt.) also affects the teachers attitude towards inclusive education. In order to assist the regular education teacher, knowledge and understanding of their attitudes or perception of having special education students included is critical.

School administrators need to understand not only those regular education teachers attitudes or perceptions, but also more importantly, understand and acknowledge the reason(s); why an administrative stand point, knowledge of regular education teacher's perception of inclusion is very valuable information. School administrators, especially school level principal "Must not only keep abreast of the trends and changes in the field, but must take an active leadership role" (*Patterson, Marshall & Bowling* 2000, p.14). The Principals have the "power" or ability to truly assist in the inclusive practice.

So the present study emphasized on the attitudes of teachers and the various variables affected the attitude towards inclusive education. Further this will help in the development and implementation of policies for inclusion in a effective and systematic manner.

## **Objectives**

The objectives of the present study were divided in to two groups viz Primary and Secondary objectives. These are given below:

### **Primary Objectives**

- To study the attitude of teachers towards inclusion in elementary level.
- To study the differences between male and female teachers attitude towards inclusive education.
- To study the differences in teacher's attitude towards inclusive education in between private and government school.

### **Secondary Objectives:**

- To study the enrollment status of differently challenged children in various inclusive settings.
- To adopt suitable test for use to study this research study.

### **Hypotheses:**

Considering the problem under investigation and the objectives of the present study, the following hypotheses have been formulated.

- There exists no significance difference between male and female teachers attitude towards inclusive education.
- There exists no significance difference in teacher's attitude towards inclusive education in between private and government school

### **Method:**

For the present study, Descriptive survey method was employed by the researcher.

### **Research Design:**

The figure given below is indicative of the elementary school teachers' attitude towards inclusion with respect to gender and types of school.

### **The Sample:**

The present study deals with purposive cum convenience sampling, which is an appropriate and accurate technique. The present study was based on a sample of 100 elementary school teachers selected randomly from both

Government and Private schools of Delhi, which was further subdivided into male and female aspect too.

#### Tools Used:

Keeping in mind the objectives of the study and limitation of time and resources the researcher adopted the standardized tool developed by Cochran(2000) named as the Scale of Teachers Attitudes towards Inclusive Classrooms (STATIC). The tool specified the collected scores ranges from a low of 0 to a high of 100. Higher score on the STATIC reflects attitudes that are more positive of the practice of inclusive classrooms. Subjects who scored lower on the scale, tended to hold less positive or more negative attitudes towards inclusive classrooms.

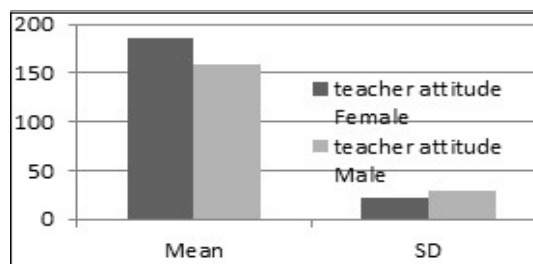
#### Data Analysis:

The main purpose of the present study was to find out the elementary school teachers' attitude towards inclusive education especially in consideration with types of school and gender. On the basis of statistical analysis, following findings can be drawn. For a clear comprehension objective wise presentation of findings has been attempted.

Table: 1 shows mean scores of overall attitude of Female and Male i.e. 185.36 and 158.52 respectively. The 't' ratio computed is 5.19, which is significant at 0.01 level. This means that Female and

**Graph 1**

Mean attitude scores of Female and Male teachers



Male are found to be differing significantly with respect to overall attitude on inclusive education. It is also observed from the table that the deviation of the scores from mean of Male is more than Female whereas the mean score is higher of Female than that of Male.

Therefore the null hypothesis no 2 that there exists no significance difference in the attitude of teachers with special reference to Female and Male towards inclusion in elementary level is rejected. It means both the groups differ in terms of overall attitude towards inclusive education.

Table-2 shows that the mean scores on types of school of Private and Govt. are 50.12 and 45.76 respectively. The 't' ratio is 4.36, which is significant at 0.01 level. This means that the Private and Govt school teachers differ significantly with each other with respect to attitude towards inclusive education. It is also

**Table-1:**

**Significance of difference between the mean attitude scores of Female and Male teachers**

Variable	Gender	N	Mean	SD	SEd	't'	Signi. Level
Overall attitude towards inclusion	Female	50	185.36	22.57	5.16	5.19	0.01
	Male	50	158.52	28.74			

**Table-2:**

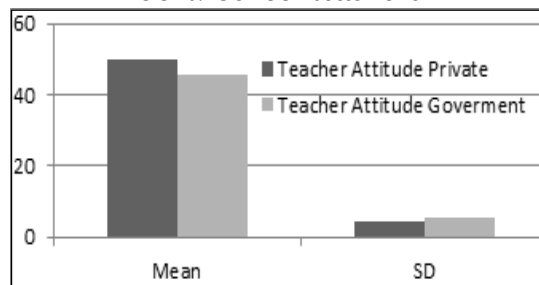
**Significance of difference between the mean attitude scores of Private and Govt. school teachers**

Variable	Settings	N	Mean	SD	SEd	't'	Signi. Level
Types of school	Private	50	50.12	4.49	0.99	4.36	0.01
	Government	50	45.76	5.44			

observed from the table that the deviation of the scores from mean in Private school is less than Govt. school whereas the mean score is higher in private school than Govt. schools.

**Graph 2**

Mean attitude scores of Private and Govt. School teachers



Therefore the null hypothesis no.3 that there exists no significance difference in teachers' attitude towards inclusive education in between private and government school is rejected. It

means both the settings differ on attitude towards inclusive education.

**Findings:**

1. The Female and Male teacher groups differ significantly in terms of overall attitude towards inclusive education.
2. Private and Govt. School teacher groups differ significantly in terms of overall attitude towards inclusive education.

**Conclusion:**

On the basis of above discussion, it can be concluded that the differential analysis between male /female and private/ Govt. are positive and significant. Further we can say that, as inclusion is a very sensitive and crucial concept introduced in schools, it should be handled in a proper and empathetic manner. So that the attitude of teachers will always be in positive and progressive manner rather than filling burdened.

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## Rural Development Programmes in India

**Dr. K. Kavitha \***

**Key Words :** Rural, Economic, Planning, Poverty, Rural Areas

### Abstract

*The main objective of rural development has been to remove poverty of the people and fill the widened gap between the rich and the poor. This has been also vocalized in the policy of the government which says: said, 'Rural poverty alleviation has been the primary concern in the economic planning and development process of the country ... rural development which encompasses the entire gamut of improvement in the overall quality of life in the rural areas can be achieved through eradication of poverty in rural areas.'*

*Keeping in view the planning policy in mind, various schemes of development, especially the development of agriculture, the main occupation of the rural people, have been introduced.*

### **Introduction**

The main objective of rural development has been to remove poverty of the people and fill the widened gap between the rich and the poor. This has been also vocalized in the policy of the government which says: said, 'Rural poverty alleviation has been the primary concern in the economic planning and development process of the country ... rural development which encompasses the entire gamut of improvement in the overall quality of life in the rural areas can be achieved through eradication of poverty in rural areas.' Keeping in view the planning policy in mind, various schemes of development, especially the development of agriculture, the main occupation of the rural people, have been introduced.

### **The major early programmes were:**

1. Intensive Agricultural Area Programme (LAAP)
2. Intensive Agricultural District Programme (IADP)
3. High Yielding Varieties Programme (HYVP)
4. Rural Industries Projects and Rural Artisans Programmes (RIP and RAP)

Besides the above programmes, several poverty alleviation programmes have also been launched by the central and state governments for the rural people. These are discussed in the following paragraphs:

### **1. 20-Point Programme:**

This has been a major programme of rural development encompassing various aspects of rural people. This programme is associated with former Prime Minister

*Indira Gandhi*, who introduced it in July 1975 for reducing poverty and economic exploitation and for the upliftment of weaker sections of society. She gave the slogan 'Garibi Hatao' during parliamentary elections.

**The important goals of this programme were:**

1. Welfare of the rural masses.
2. Increase in rural employment.
3. Minimum wages to landless labourers.
4. Uplift of the SC and ST people.
5. Growth of housing facilities.
6. New programmes of family planning.
7. Extension of primary health facilities.
8. Making primary education more effective.
9. Welfare of women and children.
10. Some other programmes—drinking water facilities, public distribution system, increasing power production, etc.

The programme was discontinued with the change in government (during Janata Party government). However, it was revised in 1982 after the coming of congress government at the centre with an emphasis on eradicating poverty and reducing income inequalities, removing social and economic disparities and improving the quality of life.

## **2. Integrated Rural Development Programme (IRDP):**

The programme was launched by the Centre in March 1976 as a major instrument of the government to alleviate poverty. Its main feature was to enable selected families to cross the poverty line in a given time-frame by taking up self-employment in various activities like agriculture, horticulture, animal husbandry, weaving and handicrafts and services and business activities. The target group consisted of small and marginal farmers, agricultural labourers and rural artisans having annual income below Rs 11,000 defined as poverty line in the Eighth Plan. Among the selected families, it is stipulated that at least 50 per cent of assisted families should be

from SCs and STs. Furthermore, 40 per cent of the coverage should be of women beneficiaries. In spite of its many important features, the programme has also been criticized widely.

**The main criticisms against the programme are:**

1. There was much corruption, misuse and malpractice in the implementation of the programme at every level; from selection of beneficiary families to the distribution of loans. Bribing was a sine qua non for obtaining a loan.
2. The poor people were not well conversant about the programme. They took less interest in the programme because they were afraid of being cheated. Moreover, they were unable to fill up complicated forms and find the 'guarantors' for themselves.

## **3. Training Rural Youths for Self-Employment (TRYSEM):**

This scheme was launched in 1979 to provide technical skills (training) to rural youths (between 18-35 years) living below the poverty line, to enable them to seek employment in fields of agriculture, industry, services and business activities. As in other schemes of poverty alleviation, in this scheme also, youths belonging to SCs and STs and ex-servicemen, who had passed ninth class, were given priority. One-third seats were reserved for women. The beneficiaries of this scheme after completion of training were absorbed in the IRDP scheme.

According to an estimate, up to 1995-96, about two lakh youths were being trained every year, of whom about 45 per cent became self-employed and 30 per cent got regular employment.

In spite of being a good scheme, it has many shortcomings. For example,

1. Its coverage is very small in relation to need;
2. The amount of stipend given to the trainees (about Rs 75 to 200 per month) to motivate the youth is very meagre to join training programme; and

3. Skills imparted in the training are of very low level and not linked with rural industrialization process.

#### **4. Food for Work Programme (FWP):**

This programme was introduced in 1977 by the then Janata government with the objective to provide employment to the unemployed/underemployed village persons during the slack season. The wages paid to the workers were in kind, i.e., food grains. The works undertaken were flood protection, maintenance of existing roads, construction of new link roads, improvement of irrigation facilities, construction of school buildings, medical and health centres and Panchayat Ghars (community halls) etc.

#### **5. National Rural Employment Programme (NREP):**

This is redesigned programme of FWP, planned for creating additional employment opportunities in the rural areas with the help of surplus food grains. It was started in 1980 as a part of the Sixth Plan (1980-85). This programme was especially for those rural people who largely depended on wage employment but had no source of income during lean agricultural period. PRIs were actively involved in this programme. Later on, this programme was merged with *Jawahar Rozgar Yojana* (JRY).

#### **6. Rural Landless Employment Guarantee Programme (RLEGP):**

Special schemes were formulated by some states such as Maharashtra and Gujarat to provide increasing employment opportunities to rural people, especially landless people. Maharashtra started the Employment Guarantee Scheme (EGS) for the unemployed in rural areas. The Gujarat government's scheme provided for unskilled jobs to the unemployed workers on different projects. This scheme was later on merged into JRY along with NREP.

#### **7. Jawahar Rozgar Yojana (JRY):**

This programme came into existence in April 1989 with the merger of the NREP

and the RLEGP. Under this scheme, it was expected to provide at least one member of each poor family (BPL family) an employment for 50 to 100 days in a year at a work near his/her residence. About 30 per cent of the jobs under this programme were reserved for women. The scheme was implemented through Village Panchayats.

#### **8. Antyodaya Yojana:**

The Hindi word '*antyodaya*' is a combination of two words—*ant* meaning end or bottom level and *udaya* meaning development. Thus, as a whole, it implies the development or welfare of a person standing at the end of the queue (lowest level), that is, the poorest of the poor. This programme was initiated by the Government of Rajasthan on 2nd October, 1977 for special assistance to persons living below the poverty line (BPL). It was later on picked up by the then Janata government at the centre in 1978. The idea was to select five of the poorest families from each village every year and help them in their economic betterment.

***For the selection of beneficiary families, a few economic criteria were laid down, in order of priority:***

1. families under severe destitution without any productive assets with no member in the age group of 15-59 years capable of any economic activity;
2. families without any productive assets of land or cattle but having one or more persons capable of working and with a per capita income up to Rs 20 per month;
3. families having some productive assets with per capita income upto Rs 30 per month.

#### **9. Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS):**

After independence, for the development of rural society, particularly to develop the socio-economic life of the rural poor, many schemes and programmes were launched from time to time but unfortunately the fruits of these

programmes reached to a very low proportion of these people. It was estimated about 70 per cent of rural population was still deprived of the basic necessities of life. For the purpose of extending the benefits to rural people, a new scheme was launched and legislation was enacted under the name 'National Rural Employment Guarantee Act' (NREGA). This scheme was initially started in 200 districts of the country from February 2006 and from April 2008, it has been extended to cover all the districts of the country. The main objective of the scheme is to provide 100 days employment to rural unemployed people. In this scheme, employment to women is also provided. Like other rural development schemes, this scheme is also plagued with many problems—workers' identification and registration, muster rolls, works attendance, calculations and disbursement of wages and overall transparency. In recent months, people from all circles have also voiced great concern about the rampant corruption in this scheme.

#### **Some Other Development Schemes:**

##### **1. Pradhan Mantri Adarsh Gram Sadak Yojana (PMAGSY):**

It focuses on integrated development of 100 villages with a 50 per cent population of SCs.

##### **2. Bharat Nirman Yojana:**

It was launched in 2005 for building infra-structure and basic amenities in rural areas. It comprises of six components—rural housing, irrigation, drinking water, rural roads, electrification and rural telephony.

##### **3. Indira Awas Yojana:**

It is one of the six components of Bharat Nirman Yojana. It was introduced in 1985-86. It aims to help built or upgrade the households of people living under BPL.

##### **4. Jawaharlal Nehru National Urban Renewal Mission (JNNURM):**

It was launched on 3rd December, 2005. The main objective of this scheme was fast

track development of cities across the country. It was focused especially on developing efficient urban infrastructure service delivery mechanism, community participation and accountability of urban local bodies and other agencies towards citizen.

##### **5. Rajiv Awas Yojana (RAY):**

This programme was announced in June 2009 with an objective to make the country slum-free.

##### **6. National Rural Health Mission:**

It was launched to make basic health care facilities accessible to the rural people.

##### **7. National Rural Livelihood Mission:**

It is meant to eradicate poverty by 2014-15.

##### **8. National Food Security Scheme:**

On the pattern of MNREGS, the central government is trying hard to bring a bill in the monsoon session (2013) to provide guarantee for food to the poor people, although it has already issued an ordinance in this regard.

#### **Conclusion**

This has been a major programme of rural development encompassing various aspects of rural people. This programme is associated with former Prime Minister Indira Gandhi, who introduced it in July 1975 for reducing poverty and economic exploitation and for the uplift of weaker sections of society. The poor people were not well conversant about the programme. They took less interest in the programme because they were afraid of being cheated. Moreover, they were unable to fill up complicated forms and find the 'guarantors' for themselves. assistance was given in the form of allotting land for cultivation, monthly pension (Rs 30-40 per month), bank loan for purchasing bullocks, buffaloes, cows, goats and pigs, basket making, carpentry tools, opening a tailor's shop, a tea shop, a barber's shop or a grocer's shop and manufacturing activities like niwar-making, soap-making, etc.

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## Changing Scenario of Employment Generation in Rural Areas and ICT

**Kuldeep Kaur Juneja \***

**Key Words :** *Information Society, Rural Areas, EU Policy, ICTs*

### Abstract

*This paper examines the prospects for rural areas within the information society, referring particularly to the European Union experience. The next round of agricultural growth offers a huge potential for welfare enhancement provided the policies are robust enough to bring a paradigm shift in the manner in which the expected growth in productivity is to be achieved the conventional source of productivity enhancement, especially since the green revolution, has centred input incentive practices. The challenge now is to shift towards knowledge / employment intensive systems of agricultural production. Achieving this would require a more nuanced approach, which incorporate differential agro-ecological features on the one hand and employment livelihood needs on the other. The main role of ICTs is facilitating such developments must be seen in a very broad sense, as a means of raising levels of competence and competitiveness in all branches of the local economy. Although the new technologies are no substitute for entrepreneurship, the potential they present, within a more enlightened policy environment, should not be underestimated.*

### Introduction

The recent policy discourse in India is marked by unequivocal emphasis on revival of growth in agricultural sector. This is mainly due to the significant poverty reducing impact of the sector. While a large part of the poverty reduction impact had been realized mainly in areas covered by the early phase of green revolution, a similar phenomenon has been observed during the eighties in the some of the agriculturally lagging states such as West Bengal, Madhya Pradesh, Rajasthan (Bhalla and Singh, 2000). This period starting with the early eighties, thus marked a turning point in India's

agriculture with an unprecedented growth of 3.5 percent per annum, and a relatively better regional spread. However, the growth moments could not sustain during the nineties. This, once again, has brought Indian agriculture to a cross road deciding the new path will have an overarching impact on the future of Indian economy and also of millions of Indians in the times to come. Declaration in agricultural growth during the nineties had led to two major policy implications. First, it reinstated multiple roles that the sector plays not only in terms of employment, poverty reduction, and food security for the large masses in

rural areas, but also for sustaining the higher level of overall economic growth in the country (Majumdar 2006; Radhakrishna, 2002). And second it brought concerns like environmental sustainability, gender equity and value addition of the center stage of policy formulation.

One finds a sense of urgency among policy makers for attaining the targeted rate of growth, if not for attaining other important goals, viz.; sustainability and equity. The recent revival of emphasis on agricultural growth is a matter of necessity rather than changing composition of agricultural growth, notwithstanding the need for increasing demand in the economy. This is reflected by the fact that the demand gap is to be met mainly by creating wage incomes through various employments. (*Gujarat Institute of Development Research, Ahmedabad.*)

The next round of agricultural growth offers a huge potential for welfare enhancement provided the policies are robust enough to bring in a paradigm shift in the manner in which the expected growth in productivity is to be achieved. The conventional source of productivity enhancement, especially since the green revolution, has centred input intensive practices. The challenge now is to shift towards knowledge / employment intensive systems of agricultural production. Achieving this incorporate differential agro-ecological features on the one hand and employment livelihood needs on the other.

The new mantra for economic survival is now rooted through skill inventory possessed by a Nation. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better level of skills adjust more effectively to the challenges and opportunities of world of work. When India is aiming to achieve double digit economic growth, the preparation for

sustaining overall high growth has become the core issue. Rapid globalization, changes in technology as well as work processes, market dynamics together creates a very challenging picture for coming years. Clearly witnessed from the current situation as reduction has been getting globalized and financial markets the world over are becoming integrated. Information technology has become the backbone for almost all the growth factors which is not only acting as an instrument in increasing the speed of communications but significantly has helped in taking fast and more reliable decisions reducing and reduction in costs. (IT) Information Technology is the need of the current situation to bring out a change in agriculture and rural employment. India, which is on the world map of one of the fastest growing nations, experiencing very fast technological changes, shorter product cycles and new forms of work organization which in turn alters the entire working environment. To match up with such pace, the knowledge and education of information technology becomes vital. In this paper, the importance and need of information technology is highlighted which leads to economic growth and employment expansion. In fast moving pace, the knowledge of technology enables one to meet up the current demands of the society and upto date with all the reliable information to keep oneself moving.

### **Information and Communication Technology (ICT) –**

Information Technology (IT) is the application of computers to store, study, retrieve, transmit and manipulate data or information, often in the context of a business or other enterprise. IT is considered a subset of information and communication technology (ICT). The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as

television and telephones. Several industries are associated with information technology, including computer hardware, software, electronics, semi conductors, internet, telecom equipment and e-commerce.

**The definition of IT consists of three categories -**

- Techniques for processing
- The application of statistical and mathematical methods to decision making and
- The simulation of higher order thinking through computer program.

**Various tools of ICT used in our everyday life :-**

Factors	Usage	Tools
Education	Find useful information to manage books in the library	InternetLibrary automation system
Banking	To withdraw moneyOn line banking	ATM Machineto check anytime, anywhere
Industry	Automobile manufacturing industry eg: Car, Aerospace research	Robotic and Artificial IntelligenceHigh Tech Machine – Supercomputers
Commerce	Buying and Selling form Internetfor advertising for stock market	On line payment Billboard, electronic mediaKLSE

**Usage of ICT in Everyday Life From ICT to Multimedia –**

Information and Communication Technologies consists of an ever expanding array of interrelated technologies involved in information processing and transmission. The most significant development to date has been the convergence between computer technology and telecommunications, giving rise to interconnected computer networks globally, making possible the decentralization of certain activities not requiring face to face contact. During the second half of the 1990s a new electronic

communication system was formed out of a merger of globalized, customized media and computer mediated communication. This new system is characterized by the integration of different media and by its interactive potential into the whole domain of life from home to work, from schools to hospitals, from entertainment to travel.

**Connecting Rural Areas to ICT –**

Because of the particulars problems of rural areas, the European Union (EU) to date has placed considerable emphasis on examining how ICTs might facilitate rural development strategies. The effects of distance, accessibility and remoteness have already been alluded to. Recent EU policy developments have attempted to help rural areas diversify their economy as agriculture becomes less significant in employment terms. Such diversification involves the promotion of activities, which allows the exploitation of the rural environment in ways which connect small regions with the demand of the international market place. The main role of ICTs in facilitating such developments must be seen in a very broad sense, as a means of raising levels of competence and competitiveness in all branches of the local economy. The technology should never be regarded as a substitute for a well thought out strategy for promoting enterprise. Telecommunications infrastructure is highly developed in urban areas. Integrated Services Digital Network (ISDN) is mainly limited to urban areas. This infrastructure employs digital lines and switches increasing band width and reliability and provides access to three important services; fast file transfer, video conferencing and group 4 high resolution, high speed faxes. Local call charge access to the internet is also quite limited in the rural areas being confined to the larger urban centres.

**Rural Development Strategies -**

In formulating Rural Development strategies a useful emphasis has



emerged in EU Policy statements on the role of small and medium sized enterprises (SMEs) within the indigenous sector. Small scale rural economics can be usefully conceptualized in terms of such SMEs. Enhancing the competence of such enterprises through training in management, marketing and the wide range of skills required for developing enterprises in rapidly changing and increasingly international markets, should be an essential element of rural development strategies. Increasing awareness and the provisions of training relating to exploiting the new ICTs is the necessary starting point of such technologies are to play a significant role in rural development.

Evidence from Economic Census (EC) shows that in rural Gujarat during 1998 to 2005, the unorganized non-agricultural enterprises increased in terms of numbers as well as employment there was a higher concentration of non agricultural establishment in urban areas both with regards to the number of units and workers employed, while a large share of OAEs were located in the rural areas. Unlike the 1990s, the numbers of OAEs (Own Account Enterprise) and employment was expanding in the period under consideration (1998-2005). Concentration of OAEs is also for greater in urban Gujarat than rural, though in rural areas the share of OAEs is more than the Establishments.

*While basic literacy is a must, Skills Development of the youth is important for the holistic growth of the country.*

#### **Skill Development Initiatives in M.P.–**

Keeping the current scenario in mind, the state government is under the process of launching skill development policy soon. The government has formed a subcommittee for minister and based on their recommendations which the cabinet will consider the suggestions and will announce a policy. The government has also set up an independent council to take care of the vocational training and

skill related initiatives under the Chairmanship of the Chief Minister named as Madhya Pradesh Council for vocational training (MPCVET).

#### **The organization has been established with following laid down objectives –**

- ◆ To plan and execute skill development programs to prepare youth for self employment and various jobs available in Industrial and service sectors.
- ◆ To develop competency based curricula, and to train and certify school dropouts, labour working in unorganized sector, service sector and unskilled workers engaged in various industries.
- ◆ To prepare need based training programs of different levels as per the requirement of various groups industrial sectors, which are recognition at national and international level and also to recognize such programs for further education.
- ◆ To develop a flexible delivery mechanism to impart training in part time, weekends, full time, onsite/ offsite mode.
- ◆ To plan and monitor National Skill Development Policy at state level.
- ◆ To coverage and develop available training resources in the state through public private partnership.
- ◆ To provide access to vocational education and training with inclusive growth for all the groups of the society.
- ◆ To provide training of trainers to promote innovation in training and also to render consultancy services.
- ◆ To award certificates, diplomas and other distinctions to trained manpower and set norms for quality and standards of vocational training system.
- ◆ To affiliate institutes as vocational training providers on payment of prescribed fee.
- ◆ To forecast the needs of skilled manpower to cater to the needs of various stakeholders in the state on regular basis.
- ◆ To award scholarship, prizes and medals in accordance with the rules.

- ◆ To fix and demand such fees and other charges as may be laid down under the rules of society.
- ◆ To establish maintain and manage the land, building, other infrastructure and assets of the society for institutional purpose.
- ◆ To create with the prior approval of state government administrative, technical, ministerial and other posts under the society and to make appointments.
- ◆ To interact and co-operate with any educational institute, training organization and industrial organization having objects wholly and partly similar to those of the society.
- ◆ To develop continuing education programs for the personal in the organized and unorganized sectors.
- ◆ To establish network with other similar organization for exchange of expertise, information/documents and publication.

The National Skill Development Workshop with the same initiative the Govt. of MP has organized a National Skill Workshop at Bhopal on September 1, 2010 to make ground for new policy for technical education, training and skill development in the state. Representative from various National and Local Industry Association, World Bank, National Skill Development Corporation and various experts from the field have participated in the workshop and put forth their valuable suggestions for new policy of skill development in the state.

#### **ICT in Education in India -**

There is a going awareness building among the educationist, stake holders, administrators and policy makers on the emerging role of ICT in enhancing the process and outcome of education.

1. The National Policy on education 1986, as modified in 1992 stressed on the need of educational technology to improve the quality of education.
2. The National Curriculum Framework (NCF) for School Education (2000) rightly remarked, 'the new technology has a

tremendous potential to revolutionize education and transform school dramatically. 'The NCF (2005) also highlighted the significant role of ICT in school education.

3. The 'Sarva Shiksha Abhiyan' (SSA) a mission of the Indian Govt. to achieve the UEE, also stresses the importance of ICT in educational sector.
4. The Central Advisory Board of Education (CABE) also in its report on Universal Secondary Education - 2005 featured the comprehensive use of ICT as one of the most important aspects of schooling.
5. The beaming educational programmes to satellite was first introduced in our country during the year 1975-76 through the Satellite Instructional Television Experiment (SITE). The vital aim of the INSAT is to bring the rural people into the national mainstream.
6. The Government of India launched the Computer Literacy and Studies in School. (CLASS) Project.
8. The Eleventh Five Year Plan (2007-12) has emphasized the importance of ICT in Education.

The first Inter Ministerial National Consultation on drafting the National Policy on ICT in School Education was held on the 13th Feb. 2008 under the Ministry of Human Resource Development (MHRD) and the Department of Higher Education launched in compendium of Feedback entitled 'Towards a National Policy on ICT in School Education in India.' A Multi - Stakeholder perspective in 2008. According to the revised draft on National Policy on Information Communication Technology in school (MHRD, 2011) the aims of the policy are to devise, catalyze, support and sustain ICT and ICT enabled activities and processes in order to improve access, quality and efficiency in the school system.

#### **Conclusion -**

This paper has attempted to outline the prospects for rural areas within the information society. These prospects

have been assessed in terms of diminishing the effects of distance from core markets. The prospects can also be considered in terms of the potential of rural areas exploiting the new technologies in order to enhance their learning capacity by improving their access to relevant information. A growing awareness of the need to give much more attention to the social dimension of the information society is necessary. As basic literacy is the must, Skill Development of youth is necessary for the holistic growth of the country. Revival of integrated farming system approach across different agro-ecological region thus becomes an essential pre-condition for achieving a paradigm shift in the sector. A shift such as this may help creating additional employment and at

the same time, ensure better remuneration for the workers to sustain their livelihood in the long run. The application of Information and communication technology (ICT) will enable to increase the knowledge of the youth and skill development for a better enhancement of their competence and competitiveness in all branches of local economy. ICT has tremendous potentialities to revolutionize the educational process. Its infusion in the teaching learning process can develop new skills and knowledge among the learners. The policy formulation in India has thus taken a full circle where need to strengthen synergy between agriculture growth and employment, aims at 'inclusive' growth during the 11<sup>th</sup> Five Year Plan.

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## **Human Rights Education in 21<sup>st</sup> Century: An overview**

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**Key Words : Human Rights, Values, Genocide, Peace and Security**

### **Abstract**

*Human rights education (HRE) is an emergent field of educational theory and practice gaining increased attention and significance across the globe. The international human rights movement, spurred by the efforts of nongovernmental organizations, the United Nations and other regional human rights bodies, has broadened its focus, by seeking to integrate human rights concepts, norms and values within the mainstream educational systems of world states. This effort, which has gained momentum since the early 1990s, has spawned a growing body of educational theory, practice and research that often intersects with activities in other fields of educational study, such as citizenship education, peace education, anti-racism education, genocide education, education for sustainable development and education for intercultural understanding. In addition, there are primary resources available in relation to the practice of human rights education, such as teaching resources, syllabi, curricular policies as well as secondary resources such as conference proceedings. The purpose of this article is to provide an overview of some of the research that has been carried out to date, some preliminary findings, and some promising areas for future research.*

### **Introduction**

In 21<sup>st</sup> century human rights education is an important field of educational theory and practice and gaining increased attention and significance across the world. The international human rights movement, spurred by the efforts of nongovernmental organizations, the United Nations and other regional human rights bodies, has broadened its focus since the late 1970s, by seeking to integrate human rights concepts, norms and values within the mainstream educational systems of world states. This effort, which has gained momentum since the early 1990s, has

spawned a growing body of educational theory, practice and research that often intersects with activities in other fields of educational study, such as citizenship education, peace education, anti-racism education and genocide education, education for sustainable development and education for intercultural understanding. The recognition of the importance of human rights education for the implementation and for the respect of human rights has grown in the recent years. It is expected to be reinforced even further by the United Nations Declaration on Human Rights Education and Training. As human rights education has expanded

in practice, the demand for an evidence base to show the “value added” of practice, and to guide and improve programming, is stronger than ever. Human rights abuse is sadly a reality in our society; it is not just an affront to the values of tolerance, freedom, equality and justice that underpin our society. It is also a tragic waste of human potential which is directly affects the national interest.

### **Relevance of Human Rights Education**

Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance, to live in peace and security and respect for human dignity. These objectives can be achieved only through imparting human rights education, which is an integral part of right to education. Human Rights and Duties Education helps in achieving a comprehensive growth of every society. According to the UN decade document for human rights education (1995-2004), human rights education means, “a lifelong process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.”

From the above definition, it is clear that people living in any society have to discharge their duties with utmost sincerity at all times without any deviation. Such practices will promote the freedoms of all and could transform a society to achieve its objectives. This being the concern of human rights education, impartation of it results in, to achieving the principles of democracy, rule of law, and social justice. Further, it will help to establish peace and security. It further enables us to achieve an all-round socio-economic, political, and cultural sustainability.

### **Characteristics of Human Rights Education**

➤ Experience heterogeneity as a chance

- Practicing participation and democracy
- Promoting freedom of discrimination and of racism
- Thinking globally
- Nonviolent cohabiting

Human rights education offers us the opportunity to acquire competencies, which put us into a position that allows us to respect and to campaign for the promotion of human rights in the daily life-context. Human rights education as well as the key elements for its implementation. Each strand addresses current issues and challenges faced when incorporating a culture for human rights, also illustrating the collective importance of human rights education as a fundamental base for a peaceful and just society. Under each strand, a list of examples inspired by country initiatives is proposed.

Education for the Twenty-first Century was established by UNESCO in 1993 to define the emerging orientations of education policy, setting-out four basic pillars of learning essential for the future of education: “Learning to know”; “Learning to do”; “Learning to live together”; and “Learning to be”. Of these, the third pillar is arguably the most important in terms of intercultural education and learning. By learning to live together, children “develop an understanding of other people and an appreciation of interdependence-carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace”.

### **Objectives of Human Rights Education**

Human Rights Education promotes respect for human rights of all individuals. It develops the knowledge, skills, and values of human rights. It develops the socio-psychological, human personality. It helps people and policy makers to evolve the ways and means to overcome the problems of each nation and

that of the International Community. It helps to foster understanding, tolerance, gender equality and Develops friendship among all nations and eliminates racial, ethnic, religious, and linguistic differences. A number of models are developed to impart the above values of human rights education. Among the various models, the following three considered as the vital ones, to achieve the aims and objectives of human rights.

### **Implementation of Human Rights Education**

Research category includes presentations of methodologies, curriculum, policies, training programs, as well as conditions promoting human rights education practice including curricular and policy frameworks, national human rights environments and the roles of key factors such as non-governmental organizations, educational policymakers and intergovernmental agencies. Examples of research include the practices of human rights education including curricular resources and programming of all kinds (formal, non-formal, educator preparation). It notes that the analysis of the didactic, methodological and curricular state of art of human rights education as an aspect of research on human rights education can be differentiated from the development of materials and instruments of human rights education.

### **Human Rights Education in Schools**

Policy studies exist on the UN and its leading role within human rights education, on specifically UNESCO and its role promoting human rights education in schools, the European Union and its missing common strategy for human rights education, and the Council of Europe and its programs for human rights education. One study that investigated evidence of national initiatives in human rights education in schools found that despite the fact that national legislation provides a basis for human rights

education in many countries, this legislation is not specific and there is little guidance at the formal policy level in relation to HRE and initial teacher training. Another trend documented was the active role of NGOs in the development of HRE in schools due to inadequate government financial allocation and decentralized systems of education. There is evidence that HRE is emerging in the work of non-governmental organizations working at the grassroots level as well as in national systems of education. One published study on this subject indicated that the number of organizations dedicated to human rights education quadrupled between 1980 and 1995. Several explanations have been proposed for the increased presence of human rights education in schools since the 1990s. One explanation relates to increased globalization, a term still being defined, but recognized as one emphasizing "world citizenship and the strong assumption of personal agency required for global citizenship". Moreover, authorities are increasingly calling on schools to promote respect among peoples, democratic governance and viable civil societies. The IBE and D. Suarez, F. O. Ramirez and J. W. Meyer at Stanford have carried out a series of studies on the growth of human rights education worldwide, with special attention to Latin America. Suarez has looked both at Public Awareness of Human Rights G. Sommer and J. Stellmacher conducted in 2002 and 2003 two representative studies on human rights. The worldwide implementation of human rights is seen by 76% of the participants as 'very important'. Regarding specific human rights, this number dropped significantly. From 17 selected human rights 11 were considered by 50% of the participants as 'very important', but 6 rights like right to peaceful assembly and association, right to asylum, right to freedom of religion

were considered by less than 50% 'very important'. The positive recognition of the importance of human rights in general must be combined with the results of the part of the study focusing on the knowledge about human rights. The results of this part show a very small knowledge about human rights by the participants: Only 4% were able to name the Universal Declaration of Human Rights, the UN Human Rights Conventions when they were asked to name a document which defines human rights for every human being worldwide. In the average only 3 articles of the 30 articles of the Universal Declaration of Human Rights could be listed. The latter results confirmed the results of a study carried out by *L. Mueller and B. Weyand* which showed that people with higher education could name spontaneously only between three and seven human rights.

Various studies in the U.S. and Western Europe on children's beliefs and concepts related to human rights have demonstrated support for the universality of human rights. Research carried out in the 1970s with youth from the U.S., U.K. and the Federal Republic of Germany revealed that although children could not necessarily define human rights, they had a certain philosophy of rights that reflected an acceptance of human rights by virtue of being human.

#### **The role of Teachers and Teacher Educator in Human Rights Education**

Teachers are clearly important in human rights education. Can they teach with uniform proficiency? What about teachers who are not even aware of their rights and duties in the classroom? Simply, they are to be trained in content as well as pedagogy, material preparation, and curriculum development as they have to be role models. It is the most effective way to improve the quality and effectiveness of human rights education programs. They should be provided with the knowledge, skills, and understanding

to inculcate human rights as part of their teacher education courses at both the pre- and in-service levels. Empowerment of teachers and parents is also a key issue that should be tackled and worked out at all levels of government. Education should be considered a duty not a right. Otherwise, the Declaration will become a mere subject of academic study.

#### **Impact of Human Rights Education Programming on Adults**

Their Professional Work and/or and Their Communities Some examples of impact studies related to HRE and adult training were included in a special issue of Intercultural Education devoted to HRE and transformative learning. The impacts reported by the authors were those originally targeted by the programs themselves. Outcomes for the rural women in Turkey participating in the WWHR-New Ways program showed not only significant increases in cognitive, affective and action competencies but also reported decreases in physical and emotional violence from partners, a nearly unanimous increase in self-confidence and, in many cases, decisions to return to education or to the workforce.

An independent evaluator also documented changed family relationships, including a shift in decision-making power in the family. Although only one third of the women participating in the program ended up joining a civil society group following the training, over the years a dozen independent women's grassroots initiatives were organized successfully by the trainees. In Argentina, 'personal empowerment' was documented for the 31 women who not only participated in the right to health care workshops but were willing to contribute their testimonials to the human rights report. Equally significant for the trainers were the ways in which these led directly to social action and change. At the end of this initiative, a faculty of medicine and a nursing faculty

in the province where a complaint about discrimination had taken place had agreed to add to the curriculum a course on human rights in order to sensitize novice doctors and nurses about the rights of all patients to health care and respectful treatment in medical settings. Moreover, the municipal Secretary of Health and the Ombudsperson's Office had initiated investigations into the allegations made in the human rights report. The human rights educators and workers attending the training of the Canadian Human Rights Foundation arrived already familiar with the human rights framework and dedicated to its implementation. For these trainers, the impacts were increased skills and knowledge that could be applied in their activist and training work, an enhancement of their self-perception and renewal as a human rights educator or activist. Follow up with the trainees showed that the majority had actively applied training elements to their work.

#### **Civil Society and Human Rights Education:**

The UNESCO and UNHRC's directions for implementation are quite clear about 'Who should be involved?' in the process of implementing human rights education. The main actors identified by UNESCO and UNHRC besides educational policy units, are:

- ❖ Teacher training institutions,
- ❖ National human rights institutions,
- ❖ Teachers' associations,
- ❖ Non-governmental organizations,
- ❖ Parents' and students' associations.

This legitimizes the involvement of other actors and fosters a more participatory role of the community and the broader civic society in implementing

and adopting human rights education. Whilst encouraging a bottom-up approach it also allows for other bodies to monitor the policy development initiated by ministries of education.

#### **Conclusion**

Any education to be effective needs to be contextualized too. Thus it is not enough to teach abstract principles of human rights taken from United Nations' documents or our Constitutions. Our historical contexts as nation as well as local contexts need to be reflected in human rights education. The contextualizing of human rights education is essential for nurturing of peace. Creative reflections on local situations from a human rights perspective would help the schools greatly, to become the societies' most important peace makers. Some say that we Indians should have less right than people living in Western countries. They say, the human rights concepts are Western. Only people who have all the rights could say this to people who have much less rights. We keep masses of humanity without rights and condemn the growing consciousness of rights as a Western one. This would mean that to be Indian one has to put up with one's bondage, one must remain submissive, one must eat less and work more. Is that what our women and our children need to believe? Is that what our workers and peasants need to believe while multinational companies with the help of our elite take away the fruit of their labours, and the fruit of our lands. The relativist theory, though couched in nationalist terms is not nationalist at all. It work for the benefit of big companies Western or otherwise.

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## **Parental Attitude towards Schooling and Education in Somiliguda Block**

**Dr. Ramendra Kumar Parhi \***

**Key Words : Attitude, Schooling, Education**

### **Abstract**

*Better parenting is the allocation of resources to the child's academic endeavours. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement in students' attitudes. The article meticulously discuss on parental attitude towards schooling and education of students by adopting descriptive survey method with a sample of 50 parents of those children who are going to school. The main objectives of the study were to compare the parents belonging to tribal and non-tribal communities with regard to their attitude towards children's schooling and education and to examine whether there exists a significant gender differences in attitudes of parents towards children's education. The findings of the study reveal that there was no significant difference between tribal and non tribal parents' attitude towards schooling and also the attitude of the male and female respondents regarding schooling did not differ significantly.*

### **Introduction**

Parental attitude is a measure or index of parental involvement. Parents are supposed to create a most congenial, happy, democratic, lucid and warm atmosphere ( Backer, 1964; Erickson, 1974), where a child can blossom his own hidden potentialities and may also develop social interactional skills (Bharadwaj, 1995). Parenting provides a network of physical, social and intellectual forces and factors which affect the students learning. Iverson and Walbers (1987) found that the socio psychological environment and intellectual stimulation in the home are prominent in influencing academic ability and achievement.

Grolnick and Siowiaczek (1994), define better parenting as the allocation of resources to the child's academic endeavours. Goodson and Hess (1975) visualised and assessed the role of parents as policy makers, as effective teachers and as supporting resources for the school centre. In general, productive collaboration between schools and families have been associated with higher student achievement (Keith, 1993), Lower dropout rates (National Centre for Education Statistics, 1992), a decline in behaviour problems (Comer, 1984) and academic initiative and persistence (Estrada, Arsenio, Hers and Holloway, 1987).

Previous researches have shown family involvement helps for achieving

higher attendance, better grade point averages and lower dropout rates. The attitude of the parents signifies that the supporting nature of family in children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. Parents who evidenced high levels of school contact had children who demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al, 1997).

#### **Demography of Semiliguda Block of Koraput District:**

Odisha is the eleventh most populated state in India with a population of around 41 million according to 2011 census. Out of this approximately 22% of the population is Scheduled tribes where as Scheduled castes are approximately 17% of the population. There are 62 scheduled tribes recognized in the state. These groups have limited access to basic services like education, health care and others.

As per the Census 2011 out of total population of Koraput, 16.39% people lived in urban regions while 83.61% in rural areas. Scheduled Caste (SC) constitutes 14.2% while Scheduled Tribe (ST) were 50.6% of total population in Koraput district of Odisha. Literacy rate in Semiliguda block is 38%. 30917 out of total 81314 population is educated here. Schedule Caste (SC) constitutes 13.5% while Schedule Tribe (ST) were 49.5% of total population in Semiliguda block of Koraput.

In Odisha in spite of the various constitutional safeguards and all the different senses by the state government literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may be caused by the various factors. Among these factors socio-economic status, parental attitude, their interest

to give education to their children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged children are not highly in favour of schooling and education of their children, today's scenario might have improved with widespread awareness regarding value of education. In this context it was imperative to evaluate the perceptions and attitudes of their parents.

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

1. To examine the attitudes of parents towards schooling and education of their children.
2. To compare the parents belonging to tribal and non-tribal communities with regard to their attitude towards children's schooling and education.
3. To examine whether there exists a significant gender differences in attitudes of parents towards children's education.

#### **Research Method:**

The present study was conducted through Descriptive survey method.

#### **Population:**

The population for the present study consisted of residents of Semiliguda Block of Koraput district. The data was collected from the parents of school going children.

#### **Sample:**

The sample for the study consisted of 50 parents of the residents of four villages of Semiliguda Block of Odisha. Out of the total respondents 40 were tribal and 10 were non-tribal. The total number of male respondents were 35 and that of female was 15.

#### **Tools Used:**

The data were collected through a questionnaire consisting of statements all pertaining to schooling and education of children.

#### **Statistical Techniques Used:**

In the present study statistical techniques, i.e., Mean, SD and the 't'-test were used to analyze and interpret the collected data.

**Analysis and Interpretation of Data**

After data collection, the ratings of respondents were scored keeping in mind the negative and positive statements in the questionnaire.

**Overall favorableness of parental attitude:**

Overall the attitude of the parents was found to be moderately favorable towards schooling and education of their children. The findings of moderately favorable attitude of the parents refutes the earlier findings that parental attitude and involvement is generally negative or low in minority and low economic status families.

**Comparison of tribal and non-tribal parents:**

To compare the attitude of the tribal and non-tribal parents, mean scores of these groups were found out separately. The 't' test was employed to find out where tribal parents differed significantly from non tribal in their attitude towards schooling. The result indicated that there was no significant difference between tribal and non tribal parents' attitude towards schooling.

**Table 1**  
**Mean scores of Tribal and Non Tribal Groups**

Group	N	Mean	SD	t	df	Signi.
Tribal	40	56.95	5.73	1.63	48	NS
Non-Tribal	10	60.2	4.92			

**Gender difference:**

The results showed that the mothers were in favour of schooling and education of their children as fathers did. The present study indicated that the gender difference in the attitude was not significant. Mothers were found to be at

**Table 2**  
**Mean scores of Male and Female Groups**

Group	N	Mean	SD	t	df	Signi.
Male	35	57.26	5.86	0.65	48	NS
Female	15	58.4	4.9			

par with the fathers so far as attitude towards children's education was concerned. Positive attitude was expressed for education of children even it might be a girl child.

**Planning for Higher and better education:**

It was found that no significant difference exists between tribal and non-tribal parent's attitude towards schooling and education, still the difference was remarkable in their planning with regard to providing higher education for their children. The non tribal people were more optimistic in providing their children the scope for higher education as compared to tribal people. In the present study the non tribal respondents were slightly better off than those of tribal respondents in terms of income, living conditions etc.

**Conclusion:**

The overall favorable attitude found in the study among the parents regarding their children's education is an indication of the success of the Government plans being implemented from time to time. Mass media and IT sector has helped in shaping the attitude of the people. better employment opportunities and income generation plans will certainly help in improving the financial status of the rural people and thereby enhancing the favorable attitude in planning higher studies of their children. Future studies could compare a large sample in the rural areas to elucidate more light on the issue.

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## **Relationship between Height and Weight of Young Males as per Yogic Literature**

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**Key Words :** *Yogic Literature, Height-Weight Relationship*

### **Abstract**

*The present study investigates the relationship between height and weight of young males. All measurement were taken on each of the 300 normal healthy male individuals of different age categories ranging from 16 to 21 years. The subjects were divided in to six age groups on the basis of their age i. e. 16, 17, 18, 19, 20, and 21 years each group consisted of. 50 subjects of each group. Statistical techniques such as mean SD and C. V. were used. The study revealed that there were significant relation between height and weight of young males.*

### **Introduction**

The anthropometric measurement provides some indication of physiques somatotypes and body composition are the other indicators. For a general discussion on anthropometric measurements these have been clubbed under the following five sub-heads:-

- a. Weight and height.
- b. Trunk.
- c. Extremities.
- d. Circumferences.
- e. Skin folds.

In the present study, an attempt has been made to verify some of the concepts propagated by susruta, charaks and in the yogic literature by ancient Indian rishis regarding the body measurements and fitness. The ancient literature on this aspect was carefully studied and modern scientific tools have been used to test

their validity the study also attempts to find out the age changes in physique and cardio vascular fitness of Madhya Pradesh males form 16<sup>th</sup> to 21<sup>th</sup> years of age.

Anthropometric measurement including height, weight, linear measurements, circumferences, skin folds, somatoatpe, body composition and cardiovascular fitness on a sample of three hundred males from the basis of this study. In this communication an attempt has been made to fiend out the relationship between height and weight of young males.

### **Objectives**

The main aim of the present study is to find out physique and fitness of males from 16 +to 21+ year of age with special reference to the relevant findings from yoga and Ayurveda literature.

The present communication aims and objectives are as follows:-

1. To study, if the body dimensions as envisaged by the ancient Indian rishies, correspond to the status of health fitness.
2. To study, if the dimensions as envisaged of some selected body segments are correlated with each other and with the individuals physique, body composition and fitness.
3. To study if there is any relationship between fitness and physique.

### Hypotheses

Following hypotheses were formulated for the study

1. There would be no significant relationship between height and weight of young males.
2. These would be no significant relationship between height and weight with age of young males.

### Review of related literatures

References with regard to the ideal measurement of highly well proportioned body of man and woman are found in all the three major ancient texts of *ayurveda* (S.V. 8.117, S.S., 35.4, A.S.8.30). The method adopted measuring the bodily sagas in all the three this cases in similar. There appears some similarities in the approach of ayurvedadists and *Sheldon* (1940) on the question of physique typology. There are similarities between these two approaches (*Lakshmi pati*, 1959) physique of an individual depends upon his size and shape. In the common usage, the term physique implies to the physical status of an individual. The relative of height and weight, has been (*Hirata and Kaku* 1968) most commonly used through in varied forms like

$$\frac{\text{weight} \times 100}{\text{height} - 3} \text{ , or } \frac{\text{weight} - 3 \times 100}{\text{height}}$$

In 1943 *Wetzel* constructed, a grid to evaluate the rate of physical development of children. In 1949 *Decourt Doumic* were developed a morph gram for judgments of tempo and harmony of growth in height and weight. This approach received a great impetus and is more frequently

used by the researchers in the current field of human physique (*Bitwise et al* 1966, 1978 *Sing Carter* 1968, 1975 *Heath and Carter* 1971, *Ross and Wilson*, 1973, *Parizkova and Carter* 1976, *Singh and Sidhu* 1980, *Shankar* 1981, *Kansal et. al* 1983, 1984 and *Cresses et al.* 1986; *Sudhakar et ai* 1993. The sequence of age changes in various body dimensions is quite uniform from individual to individual.

### Experimental Details

In the present study, measurements were taken on each of the 300 males. Age categories ranging from 16 to 21 years. Each group consisted of 50 subjects. The date of birth of each subject was recorded. Authentically from theism educational institutions and the age was calculated up to three decimal places with the help of table of decimal year given by *Tanner* in 1969. Age group were formed as suggested by *Sharma and Sidhu* in 1979 age group 16 include all subject ranging from 15.501 to 16.500 years, similarly age group 17 includes subjects ranging from 16.501, 17.500 year on the day of the examination and so on. Prior to the examination of the subjects necessary instruction were given to the subjects and subjects they were asked to accordingly.

### Method and materials

Normally the measurements are taken on the left hand side, however in the present study Right hand side has been chosen. Height of an individual according to Ayurveda is 96 angular (finger width) of his own hand. The body weight was recorded to the nearest of half a kilogram.

### Measurement

1. Weight - Body weight was taken with a portable (crown) Weighing machine, The reliability of machine was checked regularly by comparing with a lever balance. Using the standard technique (*Weiner and Lories* 1969).
2. Height- The stature was measured with an anthropometry rod. The subject was asked to stretch his body up words

and look forwards so that his visual axis was parallel to the horizontal plane (an approximation of the *F.H. Plane*)

### Results and discussion

The result obtained from the body measurements have been organised under the following to main headings.

- A. Age changes
- B. Ayurvedic concepts.

The weight is the largest of the composite body measurement which sums up the growth and increments of all, organs and bodily parts and provides fairly a good index of health and physical fitness. table1shows the mean of body weight at different age groups from 16 to 21. At age16 the mean weight is 47. 16 kg and it increases to 59.82 kg. at age 21 years. Thus the total gain in weight during this period amounts to 12.66 kg.

The distance curve (fig-1) depicts a gradual increase from age 16 to 21. The trend of increase, also does not stop even at the Last age group of the study.

The height of an individual is a

**Table 1 :  
mean and S.D. of variable at diffident  
age grope**

Sr	Age	Weight		Height		Sitting Height	
		M	S.D.	M	S.D.	M	S.D.
1	16	47.2	5.56	163.2	5.34	82.7	3.61
2	17	47.6	7.13	164.1	6.20	83.0	4.27
3	18	51.3	7.43	165.5	9.34	84.7	4.54
4	19	53.0	7.27	167.3	5.83	85.5	4.30
5	20	55.8	7.47	169.8	5.69	86.5	3.61
6	21	59.8	6.82	171.5	6.14	87.8	6.06

important measurement relating to health and physical fitness of an individuals. Table 2 gives the mean values of statures for various age groups. Graph 1 also shows a gradual increase in height from age 16 to 21, with a minor increase at every age.

A study of the correlation coefficient of weight with height at different age groups from 16 to 21 indicated that weight

**Table-:2  
Linear relationship between weight and height**

Sr.	Variables	Age in years					
		16	17	18	19	20	21
1	Weight- endo.	0.522	0.232*	0.319	0.012*	0.216*	0.245*
2	Weight-meso.	0.475	0.497	0.453	0.543	0.454	0.524
3	Weight-ecto.	-.669	-.734	-.951	-.695	-.560	-.442
4	Weight-%	0.353	-.111*	0.571	-.480	0.099*	0.232*
5	Weight-%F.I.	-.232	0.028	-.340	-.335	-.301	0.085

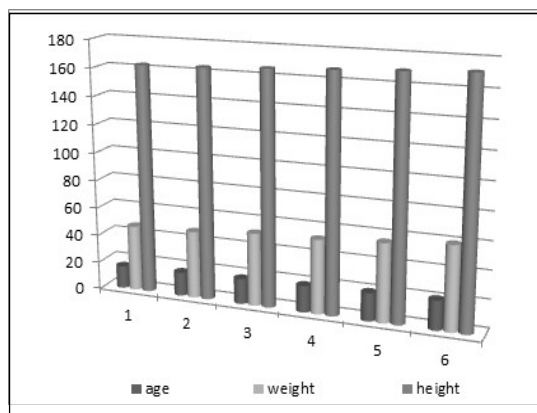
**Table-:3  
Linear relationship between weight and height.**

Sr.	Variables	Age in years					
		16	17	18	19	20	21
1	Height Endo	-.172*	-.052*	0.220*	-.370	-.066*	-.355
2	Height- meso	-.717	0.038*	-.013*	-.235*	-.473	-.592
3	Height-Ecto	0.389	-.012*	0.573	-.282*	0.147*	0.303
4	Height-% fat	0.776	-.367	-.179*	-.141*	-.896	-.235*
5	Height-F.I.	-.183*	0.045*	0.144*	0.151*	0.188*	0.193*



**Graph 1**

Age, Height, Weight relationship



is moderately correlated with height in all the age group understudy. Ayurveda was the first to have given a serious attention to the study of the human constitution and have demonstrate practical therap- eutic results based on it (Caraka 1941). According to modern thinkers, constitution may be defined as the sum total of the structural functional and psychological characters of the individuals (Ashleya 1960)

### Findings

As per results and discussion finding has concluded in this study

- 1 At Age 16 mean weight is 47.16 K.G. and it increases to 59.82 K.G. at age 21

years. Weight is gradually increased and does not stop even at the last age group. Correlation coefficient between weight and fitness index is significant but in negative.

- 2 At the age of 16 year the mean height is 163.18 c.m. and in increases to 171.53 at the age of 21 years. Height is gradually increase and after 20 years. there is a minor growth in height and optimum growth of height is attained by the age of 20 years. Correlation coefficient between height and fitness index is significant.

- 3 The fitness index scores at various age group depicts a gradual mean increase up to age 20 there after it stabilize.

- 4 The growth in various body measurement is slow after age 16 and the measurements attain their maximum value around 20 years.

### Conclusion

These findings would serve very useful purpose, because, it would be possible to obtain all the above mentioned measurements of the individual. The reconstruction of these measurements will serve use full purpose in many way in health science, sports, Ayurveda and yogic science researchers.

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## Higher Education : Issues of Equity and Quality

**Pawan Kumar \***

**Key Words :** *Higher Education, Equity, Quality*

### **Abstract**

*Indian higher education system is the third largest in the world, after China and the United States. Higher Education occupies a significant position in educational system of a nation because it is the apex of entire educational structure and influences all levels of education. Higher education also influences every national activity. Higher education in India is mixed with myriad educational issues. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, low student enrolment rate and inadequate financial support for Research. Some of the leading challenges before the higher education system are as follows: Continuous upgradation of curriculum, grooming of many private institutions, student employability, adopting emerging technology, addressing of plagiarism and quality of teaching and learning. Funding of higher education in India has been an area of great concern because the resources are limited and there is a need to balance the growing demands of higher education within the limited resources. The government of India has been actively promoting the participation of the private sector in promoting the reach of higher education.*

### **Introduction**

Higher Education occupies a significant position in educational system of a nation because it is the apex of entire educational structure and influences all levels of education. Higher education also influences every national activity. Through innovative ideas and innovations, it also influences the future of a country. It plays a crucial role in generating new knowledge and skills. Higher education is a process of empowerment and enlightenment, leading to harmonious development of the individual and sustainable development of the nation.

In fact, higher education is a weapon to enhance the quality, efficiency and productivity of manpower. It helps in reducing income inequalities and thus promotes economic development at a faster rate. It also enriches the social and cultural standards of life. Higher education must be able to respond to rising students' expectations and the demands of global competition. Now day's university has many functions to play.

### **Higher Education in India**

Higher education means different things to different people. It generally includes colleges, universities and university level institutions. The specific

features of higher education are: imparts in-depth knowledge and understanding so as to advance students to new frontiers of knowledge in different walks of life; develops students ability to question and seek truth and makes him/her competent to be a critique on contemporary issues; broadens the intellectual powers of the individual within a narrow specialization; makes the students to know more and more about less and less; and gives the students a wider perspective of the world around.

Though higher education is very old in India, modern higher education in India began with the establishment of Hindu College in Calcutta in 1817. By 1855, there were 281 High Schools and 28 colleges. To regulate them, three universities; Bombay, Calcutta and Madras were established in 1857 by the then British Indian Government. The growth continued un-impeded and by 1947, there were 19 Universities, 496 colleges with 240000 students. University education Commission, (1948-49) (popularly known as Radha Krishnan Commission) emphasized the need for setting up an apex body to coordinate the growth and development of education at the tertiary level and maintenance of standards in education. Thus, the University Grants Commission (UGC) came into existence by an Act of Parliament in 1956.

India has achieved remarkable growth in almost all areas related to development and this is also true in the case of education, particularly, higher education. The performance of the country from the point of view of educational parameters is commendable. For example, the number of universities (including central, state, private and deemed to be universities, and institutions of national importance) increased from mere 30 during 1950-51 to 702 by 2013, a mammoth increase by 20.13 times. Similarly, number of colleges

offering higher education in different disciplines registered an increase of 46.18 times (from 700 in 1950-51 to 36000 by 2013) and the number of students pursuing higher education increased 41.76 times (from 397000 in 1950-51 to 16975000 by 2010-11). Despite these achievements, our Gross Enrolment Ratio (GER) for higher education in the country is only 24.5% as against around 85% in some of the developed nations (RUSA, 2017). This means that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions. There is also a wide gender disparity; GER for males is 25.4% while that for females is only 23.5% (RUSA, 2017).

In the post-independence period, access to higher education has risen from 0.7% in 1950-51, 1.4% in 1960-61, and 8% in early 2000. The report of Intergenerational and Regional Differentials in Higher Education in India authored by development economists finds that access to education beyond higher secondary schooling is a mere 10% among the university-age population in India in 2014. The report also compares India's low 10% access to higher education with 22% enrolment in India and 28% enrolment in the US. Since the early 1990s, China's post-secondary enrolments grew from 5 million to 27 million, while India's expansion was confined from 5 million to just 13 million. This Unique steep growth in Chinese enrolment is credited to the development policy followed by the Chinese Central Government.

It is to be noted that more than 50% of India's population is under the age of 25. By 2020, India will have one of the youngest populations in the world, with an average age of 29 years. By 2020, it will have the largest growth in tertiary enrolment in the world (Oxford Economics, 2014) by then; 200 million of the world's 25-34 years old will be

university graduates of which 40% will be from India and China. It is in this context that we have to analyze the access of higher education facility for our youth

### **Quality in Higher Education**

Quality in higher education has now become the major concern of education in the 21<sup>st</sup> century, which is under active process to be actualized as knowledge society. It is a matter of great regret that although there has been an appreciable progress of higher education in India during the last five decades but quantitative expansion is yet to be accompanied by qualitative degradation. When the developed countries of the world are marching towards the achievement of "Quality Enhancement" in higher education shifting from quality assurance, we are at the stage of quality assurance in higher education. The reason is realization of quality issues in higher education sector are yet to be achieved by the people of India. Then what to say about quality enhancement? For this, let us have a look on quality issues/challenges in higher education.

- Concern For Admission
- Concern For Infrastructure
- Concern For Curriculum
- Concern For Teaching Learning Process
- Concern For Appraisal of Teachers
- Concern For Evaluation System

### **Motto of Higher Education**

The higher education is the platform where knowledge and information are disseminated to the learners for developing their functional skills and to make them efficient for their future living. The motto of higher is to promote the wellbeing of the people in a country. Education enhances the capacity of the human beings to develop their skills in various sectors like the various field of sciences, medicines, engineering, management etc. through which the skilled persons can contribute towards the positive transformation of a society. So education is closely related to human resource management and in the higher

stage, it can boost the human resources and improve socioeconomic condition particularly in the developing and under-developed countries.

### **Objectives**

Through this paper, some basic issues have to be looked into:

- How higher education is related to human capital formation and human resource development.
- The issues faced at higher stage of education.
- How quality education and functional literacy can be achieved through convenient mode of education.

### **Methodology**

The method of the paper is purely descriptive and it will be analytical in nature based on the extraction of the data from the secondary sources of information.

### **Trends and Growth in Higher Education in India**

Indian higher education system is the third largest in the world, after China and the United States. There were only 20 universities and 500 colleges with 0.1 million students at the time India attained independence. This has increased to 972 universities and university-level institutions and 37,000 colleges in 2017.

**Table 1:  
Number, Nature and Category of  
Institutions**

<b>Type of Institution</b>	<b>Date</b>	<b>No.</b>
Central Univ.	09.06.2017	47
State Univ.	06.10.2017	367
State Pvt.Univ.	06.10.2017	282
Deemed to be Univ.	06.10.2017	122
Institutes of National Importance	21.11.2017	103
Institutions established by State Legislature Acts	19.04. 2016	51
Total		972
Total Colleges		37000

The concern that merely increasing the number of higher educational institutions and their enrolment capacity will not achieve the national developmental goals without concurrent attention to quality and its access to all those who desire it, is addressed in the 12<sup>th</sup> FYP. Also special efforts need to be made to ensure fair and impartial treatment to the disadvantaged section of society in making available to them the benefits of higher education.

### **Higher Education in Government Sector**

Higher Education in India at the undergraduate level and above is controlled and monitored by the University Grants Commission. Accreditation for higher learning is overseen by 621 autonomous institutions established by the University Grants Commission 08 Sept, 2017. Since the onset of Indian independence all the governments at the centre have been focusing heavily on education. Most five year plans, more significantly the last and the current i.e. the 11th and the 12th plans have made significant contributions and provisions for improving reach and quality of education across the country.

For many years it has been researched and found that one of the key causes of fewer enrolments in higher education is a shortcoming of financial strength across under represented masses. To overcome this overwhelming challenge the government has enabled several financial schemes through easy student loans, scholarships and financial schemes. A few states have embarked on fees reimbursement schemes at certain lower income levels. Over the last decade these schemes have vastly helped in improving enrolments significantly.

Though the government has been responsible for an impressive growth in the number of institutes and enrolment, several challenges such as low and inequitable access, dearth of quality

faculty, inadequate infrastructure and low quality research, need to be addressed. Today, India's prime concern is the creation of an employable workforce to harness its demographic dividend to the maximum extent. To attain this objective the country needs an education system which can deliver quality in terms of skilled and employment ready workforce, while focusing on world-class research and innovation.

The Twelfth Five Year Plan (2012-2017) confronts the challenges facing India's higher education system and has proposed several initiatives to resolve them. These include increased funding for disadvantaged groups, imbibing cutting-edge technologies, faculty improvement programmes, improved governance and provision of incentives for advanced research. The Government has laid out plans to achieve enrollment of 35.9 million students in higher education institutions, targeting a GER of 25.2%, through these initiatives towards the end of the plan period. It also intends to improve the quality of the system significantly, while encouraging the co-existence of multifarious, research-centric, teaching and vocation-focused institutions.

### **Higher Education in Private Sector**

The government of India has been actively promoting the participation of the private sector in promoting the reach of higher education. Over last two decades, a growing Indian economy has led to spectacular demand for educated and skilled labour. To match the manpower needs of an accelerating economy, private players have sprung up unstoppably to complement government education institutions. Over the past few decades, it has actually been the private sector that has been driving capacity-creation in Indian higher education. This has leveraged tremendous growth of 14 the education sector especially within the last fifteen years and has enabled India

to become the third largest education system in the world. Today the share of the private sector in education institutions is around 64%, while enrolments are over 53% of the total education system in the country.

The private sector has tremendously eased the pressure on the government in provision of higher education. India's spending on higher education is just 0.6% of the GDP (Ernst & Young-FICCI 2009) which is significantly less than the US, the UK or China's spend on a per-student basis. In India a major part of the public expense is incurred on wages and maintenance through allocation to the UGC which is around 40%. Only meager spending is done on curriculum development, research or technology. Very few institutions such as the IITs and the IIMs stand out as portals of excellence. This weakness on the government front has created opportunity for the private sector to become a formidable force in leveraging higher education.

Observing a spurt on private participation in higher education the Indian government over the last 15 years has been lowering its expenditure on the sector obliging most universities to choose self-financing options. This unfortunately have been seen as a money spinner for most state run universities who exploit the opportunity of earning financial resources by affiliating colleges without effectively monitoring quality. This has been so rampant in South India where some universities have affiliated around 800 to 900 colleges each.

Though institutes running general courses in Arts and Sciences have been traditionally in higher numbers, the last ten to fifteen years have seen a surge in the private sector in streams such as engineering, IT and communication technology, management education and vocational training. The volume of private institutes in pharmacy and engineering is nearly around 90 per cent. These

figures demonstrate that private education is the norm rather than an exception and higher education through private players is now an irreversible trend in India.

The overwhelming participation of the private sector in higher education has given a fillip to the under-represented communities who now have better access to education. While the role of the private sector in Indian higher education is undeniable, it is also a painful trend with more and more venturing into the stream with the sole intention of profiteering by disregarding stipulative norms and severely compromising on quality on several fronts. This has adversely affected the delivery and sustenance of quality with the end result that most students are no better after their higher education than they were before. While the role of private participation in delivering higher education is quite appreciable, it behoves upon both the government and the individual players to comprehensively understand the responsibility they carry in shaping the direction of the country.

### **Challenges in Higher Education**

Over the past decade, there are a lot of changes in higher education. Its performances have been less than satisfactory in terms of access, equity and quality. Now there is a need for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21<sup>st</sup> century.

Higher education in India is mixed with myriad educational issues. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, low student enrolment rate and inadequate financial support for Research. Some of the leading challenges before the higher education system are as follows: Continuous upgradation of curriculum, grooming of many private institutions, student

employability, adopting emerging technology, addressing of plagiarism and quality of teaching and learning.

There are a number of political and socio-economic factors that affect the system of higher education in the country. In order to cope with these challenges effectively and efficiently it is essential that educational institutions are to have a realistic understanding of the emerging trends for building a better future.

### **Issues and Concerns**

Although Higher Education has expanded several times since independence, issues of access, equity, and quality still continue to be the areas of concern.

### **Equity**

On one hand GER stands low for the overall population, while on the other hand there exists large variations among the various categories of population based on gender, urban or rural habitation and rich and poor. Due to regional disparity in economic development and uneven distribution of institutions of higher education, the higher education is not equally available to the different sections of the society.

### **Low Enrolment Rates**

The Ministry of Human Resource Development (MHRD) informed that the Gross Enrolment Ratio (GER) for Higher Education in India increased to 24.5 percent during 2015-16. This is a positive step toward increasing the rate of literacy in the country. Only a decade ago, that is during the period 2004-5, the GER for higher education in India was only 10 percent. The ministry said that the quantum jump in GER over the last decade was an indication of improvement in registration of students in higher educational institutes.

The Gross Enrolment Rate (GER) in higher education at 24.5% (**25 Feb. 2017**) leaves a vast proportion of eligible population out of the system. The Indian

GER is drastically less than comparable figures in other developed and emerging nations such as USA (89), Russia (76), the United Kingdom (59), Malaysia (40) and China (24). While the central government has set a target of achieving a GER of 30% by 2020, it would require massive efforts in terms of strengthening and creating the infrastructure, human resources and other required inputs. While public expenditure on higher education has to go up, the role of private sector would also be critical to achieve the stated targets. CSR provisions introduced in the new Companies Act 2013 provide an opportunity for private sector participation, which should be suitably leveraged.

### **Caste-Based Reservation**

To overcome the deep rooted problem of social inequity, successive governments have introduced caste based reservations in higher education. At present the caste-based reservation is applicable in only government funded institutions, which includes institutions of excellence and amount to approximately 49% of the total seats. Due to the caste based reservation, better talent coming from non-reserved category is deprived of the admission in good institution, which creates social unrest and used as a tool to make vote bank by the political parties.

### **Quality**

The higher educational institutions suffer from large quality variation in so much so that a NASSCOM- Mac Kinsey Report-2005 has said that not more than 15% of graduates of general education and 25-30 percent of Technical Education are fit for employment. The various regulatory bodies regulating higher education have constituted autonomous bodies for monitoring quality standards in the institutions under their purview. For example, National Assessment and Accreditation Council (NAAC) by UGC, National Board of Accreditation (NBA) by



AICTE, Accreditation Board (AB) by ICAR. Though, there exists autonomous bodies for assessment and monitoring quality standards in the institutions of higher education they suffer from two major deficiencies. First, the quality norms of such councils are not comparable with international standards. Secondly, the enforcement process is not stringent. Further political interference and corruption dilute the role and impact of these institutions in ensuring the desired quality standards.

### **Cost of Education**

Government funding on higher education has been diminishing on a year on year basis for more than one decade. In the view of withdrawal of government support to finance higher education private institutions has been allowed to take over the responsibility of imparting education to all. Further, in government aided universities the model of self financing and self sustaining institutions has been introduced. All these developments have added to the cost of education significantly. Though, the education loan has been made easy to facilitate higher education, still the terms and conditions imposed by banks in terms of guarantee and criteria of minimum income of family restricts the talent coming from the poor families to go for higher education. Poverty is the biggest barrier to college attendance. Students from poor families of all ethnic backgrounds and those whose parents did not have a college education are even less likely than underrepresented minorities, as a whole, to enroll in college or even to complete high school.

### **Remedies**

Indeed, the cost of education has gone skyrocketing. To remedy these ills here are the suggestions:

- There has to be provision of cent percent scholarship to the OBC/SC/ST and other economically backward classes and college students by the government

so that their entire cost of education is borne by the government.

- There should be the conduction of special coaching classes for some such students who cannot afford to attend costly private coaching classes.
- The government must incentivize such students to go for higher studies with special scholarships, cash-rewards and other perks to commensurate with their performance.

### **Shortage of Teachers**

Economic growth led by industrial and service sector during the last decade has created more opportunities and faster career growth for the young talent. Further, the lucrative salaries and glamour has acted as catalyst in attracting talent to such fast growing sectors. Higher education in India which has been passing through transition on account of privatization and withdrawal of financial support from the government has been finding it difficult to attract adequate number of young talent to teaching job. It is a big challenge for higher education sector to sustain in future due to lack of availability of faculty.

### **Poor Quality of Teachers**

The greatest of all the challenges that education in India faces is that of poor quality of teachers. The poor quality is pervading all throughout right since the primary education and it has cascading effect into other layers too. A poor teacher actively damages the student's learning experience. Poor teachers are a power-base of mediocrity that is resisting changes in the teaching profession. Poor teachers fabricate excuses. They are not responsible for their outcomes. Poor teachers not only sponsor poor performances of their students but they affect leadership and the quality of teaching within their school. Poor teachers do not look for opportunities. They are safe remaining the same classroom, teaching the same subject to

the same students within the same program and from the same textbook.

The foremost challenge with reference to poor quality teaching is that of untrained half-baked teachers who pass on their ignorance to their students. Another factor that contributes to poor quality of teacher is that of poor pay wages of the teachers. In fact, this is a vicious circle where quality is thought to be improved by privatization and thus sluggishness and lethargy with which government school teachers function is thought to be remedied and the paradoxes shame such teachers who are purported to be vehicles of change for the better are exploited underpaid and maltreated.

### **Remedies**

Certain set of rules have to be enforced strictly in order to ensure optimum performance of the teachers:

- In the selection criteria only the trained teachers need to be selected.
- In service training every year has to be made obligatory for every serving teacher so as to update/ refresh his existing knowledge and skills.
- Seminars, workshops and conferences have to be organized in the relevant field of study and that should be the regular feature of on the job training regimen.
- All the serving teachers need to be made to take performance related tests regularly and their salary and perks should commensurate with the outcome of these tests.
- Students' feedback has to have some bearing on the overall evaluation of the teacher.

### **Poor Quality of Learners**

The quality of the learner is a direct fall out of the quality of teachers and when the quality of teachers is poor, it will percolate into the learning abilities of the students. Thus, we see that both are interwoven and both are well integral part of the learning process. A teacher is the most powerful influence on the

impressionable minds of the learners. And thus in a way he is a great catalyst. It goes without saying that he is a harbinger of change for better or for worse. The next influencing factor is that of familial influence which the child carries all his life. So, a healthy and positive family ambiance is a must for good quality of learners.

### **Remedies**

- There has to be a continuous evaluation of the existing body of knowledge and skills of the learner to identify the 'grey areas'.
- That done, there have to be concerted efforts to work on the grey areas by all these stake holders.
- Through the process of individual evaluation, the weak students need to be selected for remedial courses and adequate follow up on those courses also needs to be ensured.
- Appropriate bridge course need to be held for those special students who take late admission.
- There has to be a permanent counselor in each school to ease up stress level of special breed of vulnerable students.

### **Administrator's Role**

The institute's administration manages various departments, functions, faculty, and the students, who do not appreciate that they are inter-dependent. They also exercise managerial leadership through participative management in playing their roles as mentors, facilitators, innovators, etc. People working in the system cannot do better than the system allows. Problems arise when the individuals, singly as well as jointly, do not do their best.

### **Funding**

Funding of higher education in India has been an area of great concern because the resources are limited and there is a need to balance the growing demands of higher education within the limited resources. Of late, there has been as intense debate over the pattern of

funding education in general and higher education, in particular. Public expenditure on education in India has increased significantly since the inception of planning in the country.

### **Remedies**

- Government of India and the state governments need to put their acts together and allocate enough resources in their budgets and planned expenditure's heavy public and private investment in education sector is the need of the hour. There has to be the provision of setting aside at least 5% of the GDP for education.
- Private entrepreneurs need to be encouraged to invest in the rural educational sector so that there is even growth of both the urban and rural and for the purpose, necessary policy changes have to be brought about through legislation and bills.

### **Privatization of Higher Education**

The schooling system as well as the higher education system is already partially privatized. The public school charges high fees making it impossible for the poor people to send their wards in such type of schools. This dual system of school education, one for rich and another one for poor causes damage to the social fabric of the country. The universities system (State or Central Universities) to some extent has been instrumental in making up this damage by providing equal opportunities to all sections of the society. To address the demand of ever increasing population, the number of such institutes which provide equal opportunities to all is very low. But, during the past few years private players have entered into the higher education system in an attempt to

respond to the massive demand for education at post-secondary level. The department of Higher Education has permitted private education institutes to run vocational and professional courses of study that yield surplus revenue to the institutes running these courses. These include courses such as Engineering, Management, Medicine, Education, Information Technology and Physical Education.etc, which are in demand among the students. The large increase in private universities and colleges indicates that state Indian government is continuously withdrawing its hands from the investment in the higher education sector in the State (India).

### **Conclusion**

The growth in Indian higher education in recent years is remarkable in terms of numbers and diversity, but quality assurance has become a matter of serious concern. India has not been able to meaningfully meet the exploding demand for higher education without compromising on quality and equity. The high growth of private education has serious implications for economic efficiency and social equity.

In higher education was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand, private sector has been allowed to share the responsibility. Higher education institutions managed by private sector emphasize more on commercial aspect than creation of knowledge which leads to deterioration of quality of education. Higher education institutions managed by private sector emphasize more on commercial aspect than creation of knowledge which leads to deterioration of quality of education.

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## माध्यमिक स्तर पर शैक्षिक प्रशासकों की नेतृत्व शैली का तुलनात्मक अध्ययन

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**Key Words :** नेतृत्व शैली, शैक्षिक प्रशासक, अनुसूचित जाति व जनजाति

### सारांश

विश्व में मानव जाति के कल्याणार्थ अनेक व्यवस्थाएँ स्थापित हैं जिनमें शिक्षा व्यवस्था एक आधारभूत व्यवस्था के रूप में संचालित है। शिक्षा प्रदान करने की व्यवस्था के चार मूलभूत स्तम्भ हैं - शिक्षा, बालक, विद्यालय एवं शिक्षण। चूंकि यहाँ विद्यालय एक लघु प्रशासनिक संगठन की भूमिका का निर्वाह करता है जिसमें प्रमुख प्रधानाचार्य होते हैं जो कि शैक्षिक प्रशासक कहलाते हैं। किसी विद्यालय की सफलता प्रत्यक्ष या अप्रत्यक्ष रूप में विद्यालयी नेता, अर्थात् शैक्षिक नेतृत्व की प्रशासनिक शैली पर निर्भर करती है। प्रस्तुत अध्ययन में उदयपुर संभाग के माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति के महिला एवं पुरुष शैक्षिक प्रशासकों की जनतांत्रिक, अधिकारिक, अहस्तक्षेपीय एवं मिश्रित नेतृत्व शैलियों के प्रति अभिवृत्ति का अध्ययन किया गया है।

### प्रस्तावना

प्रशासन- नेतृत्व, मानवकृत सभी व्यवस्थाओं में पाये जाने वाला अनिवार्य पहलू है। अतः शैक्षिक क्षेत्र भी इससे अछूता नहीं है। प्रत्येक राष्ट्र एवं समाज द्वारा जनहित के कार्यों के सफल सम्पादन हेतु विभिन्न प्रशासनिक इकाइयों का गठन किया जाता है इनमें से प्रत्येक इकाई के लिए निर्धारित कार्यों को सम्पन्न करने के लिए एक इकाई प्रमुख तथा सहायक नियुक्त किये जाते हैं। जिन्हें सम्बन्धित इकाई के कार्य निष्पादन का भार सौंपा जाता है। इकाई प्रमुख द्वारा किये जाने वाले कार्यों में उसकी व्यक्तिगत योग्यता, निपुणता एवं कार्य के प्रति निष्ठा का विशेष महत्व होता है और ये सब उसके द्वारा प्रयोग में लाई गई नेतृत्व शैली पर निर्भर करता है।

प्रशासन एक लम्बा एवं पूर्ण शब्द है, किन्तु इसका अर्थ बहुत सरल है अर्थात् लोगों की देखभाल करना तथा पारस्परिक सम्बन्धों की व्यवस्था करना। प्रशासन वह प्रवाहमय धारा है जो देश काल के सभी सम्भव तथा असम्भव परिवर्तनों को अपने आंचल में लपेट कर प्रवाहित होती रहती है, तथा प्रशासन वह स्थूल एवं संगठित व्यवस्था है जिसे फ्रांस जैसी भयानक क्रान्ति भी नहीं हिला सकी। अर्थात् नेपालियन नहीं

रहा, परन्तु उसके प्रशासन सम्बन्धी सुधार बहुत समय तक चलते रहे। कुशल प्रशासन सरकार का वह आधार है जो राज्य को क्षत-विक्षत होने से बचाता है। कौटिल्य व मेक्यावली के अर्थशास्त्र एवं प्रिंस को आज हम प्रशासन में महत्वपूर्ण स्थान रखते हैं।

‘प्रशासन’ एक व्यापक प्रक्रिया है, जो निजी अथवा सार्वजनिक नागरिक अथवा सैनिक, छोटे या बड़े सभी सामूहिक कार्यों के बारे में सभी के सम्बन्ध में लागू होती है। प्रशासन अंग्रेजी शब्द एडमिनिस्ट्रेशन का हिन्दी रूपान्तरण है। इस शब्द की व्युत्पत्ति लेटिन भाषा के शब्द मिनिस्टर से हुई है, जिसका आशय दूसरों की सेवा में रत रहने वाला व्यक्ति से है। इस प्रकार प्रशासन का अर्थ अधीनस्थ लोगों की सेवा प्रभावशाली ढंग से करने की कला।

शिक्षा प्रशासन के प्रारम्भ की दृष्टि से अमेरिका अग्रणी स्थान रखता है। यहाँ शिक्षा प्रशासन का श्री गणेश तब हुआ जब सभी क्षेत्रों में यह अनुभव किया जाने लगा कि बिना प्रशासनिक दक्षता के अधिकाधिक उत्पादन सम्भव नहीं है। अरस्तु ने आरम्भ में मनुष्य को मशीन की भांति काम में लेकर केवल उत्पादन बढ़ाने पर जोर दिया। जिसके दुष्परिणाम कामगारों

में असन्तोष तथा उत्पादन की गुणवत्ता में गिरावट के रूप में समाने आया। *अरस्तु* ने शीघ्र ही यह स्वीकार किया कि अच्छे प्रशासन के लिए मानवीय सम्बन्ध आवश्यक है। मनुष्य, मशीन नहीं वरन् एक ऐसा प्रणी है, जिसमें संवेग, बुद्धि, सामाजिक भावना आदि हैं। प्रशासनिक विचारों के इसी क्रम में एक ओर विचार आया कि न केवल मानवीय सम्बन्ध वरन् किसी संगठन के सफल संचालन के लिए सौहार्द्रपूर्ण सामाजिक उद्देश्य-परायण पर्यावरण की भी आवश्यकता है। अतः हम उपयुक्त तीनों दृष्टिकोणों को इन्हें प्रतिपादित करने वाले निम्न तीन सम्प्रदायों को प्रशासन के क्षेत्र में देखते हैं। प्रथम (1910-35) उत्पादन कुलशता पर बल देने वाला, द्वितीय (1935-50) मानवीय सम्बन्धों पर बल देने वाला तथा तृतीय (1950-70) सामाजिक पर्यावरण पर बल देने वाला सम्प्रदाय।

वर्तमान शिक्षा प्रशासन का सम्प्रत्यय लगभग 100 वर्ष पुराना है। इसमें दो पक्षों- भौतिक संसाधनों व मानवीय संसाधनों पर विशेष बल दिया जाता है। शिक्षा जगत् में विद्यालयों के प्रशासन के लिए मानवीय संसाधनों में बालक, शिक्षक, व्यवस्थापिका, अभिभावक, लिपिक वर्ग, स्थानीय समुदाय व शिक्षा बोर्ड आदि के व्यक्ति आते हैं। जबकि भौतिक संसाधन में धन, भवन, खेल का मैदान, उपकरण तथा प्रयोगशालाएँ आती हैं। उपयुक्त संसाधनों का लक्ष्यों के अनुरूप पाठ्यक्रम, पाठन विधियों, नियम, मूल्यांकन व पर्यवेक्षण आदि के लिए नियोजित करना होता है, जिससे कि निर्धारित लक्ष्यों को प्राप्त किया जा सके।

शिक्षा प्रशासन के तत्वों को हम शैक्षिक प्रशासन की क्रियाओं के संचालन का अवलोकन करने पर जैसे योजना, निर्देशन, क्रियान्वयन, नियंत्रण एवं मूल्यांकन के रूप में देख सकते हैं।

*लूथर गुलिक* ने एक अच्छे प्रशासक बनने के लिए प्रशासन के सिद्धान्त बताये हैं जिन्हें *पोस्टडकार्ब* (POSDCORB) की संज्ञा प्रदान की गई है। P-Planning (नियोजन), O-Organization (संगठन), S-Staffing (कार्मिक व्यवस्था), D-Direction (निर्देशन), Co-ordination (समन्वय), R-Reporting (प्रतिवेदन) एवं B-Budgeting (आय-व्यय विवरण)।

*लूथर गुलिक* के अनुसार यदि इन पक्षों की जानकारी प्रशासक को या प्रबन्धक को होती है तो वह प्रशासनिक व्यवस्था को सुदृढ़ व सफल बनाने में महत्वपूर्ण सफलता प्राप्त कर सकता है। शिक्षा प्रशासन के तत्वों में महत्वपूर्ण स्थान शैक्षिक प्रशासक का होता है, और विद्यालय में शैक्षिक प्रशासक प्रधानाध्यापक/प्रधानाचार्य होते हैं।

व्यक्ति द्वारा स्थापित प्रत्येक प्रकार की व्यवस्थाओं जैसे राजनैतिक, आर्थिक, औद्योगिक, चिकित्सा, व्यापार, सेना तथा

शिक्षा आदि में नेतृत्व का महत्वपूर्ण स्थान है। चूँकि हर व्यक्ति की कार्यशैली अलग-अलग होती है। जिसके अन्तर्गत हम नेतृत्व को भी अलग-अलग क्षेत्रों में अलग-अलग प्रशासकों के साथ उसके आचरण के रूप में देखते हैं, तथा नेतृत्व के इस आचरण में व्यावहारिक दृष्टि से भिन्नता पायी जाती है, तथा नेतृत्व में इस आचरणीय परिवर्तन के आधार पर प्रशासन में इसे नेतृत्व शैलियों के रूप में देखा जाता है। प्रमुख शैलियाँ यथा आधिकारिक नेतृत्व शैली, जनतांत्रिक शैली, अहस्तक्षेप्य शैली, मिश्रित शैली हैं।

### अध्ययन की आवश्यकता

‘नेतृत्व’ एक सार्वभौमिक एवं व्यापक धारणा है। नेतृत्व का सीधा सम्बन्ध नेता से होता है और नेता उस व्यक्ति को कहा जाता है जो अपनी योग्यता, बुद्धि, प्रतिभा एवं शक्ति के आधार पर अन्य व्यक्तियों को प्रभावित तथा निर्देशित करता है तथा सामूहिक जीवन को समय विशेष पर नियोजित, नियंत्रित, संशोधित, परिवर्तित एवं पथ प्रदर्शित करता है। प्रत्येक क्षेत्र में अपना-अपना एक नेता होता है और विद्यालयी संस्थितियों में प्रधानाध्यापक/प्रधानाध्यापिका एक नेता होता है। विद्यालय की समस्त गतिविधियाँ उसी पर आधारित होती हैं। अतः यह समाज एवं राष्ट्र की महत्वपूर्ण आवश्यकता है कि विद्यालय प्रशासक सुयोग्य हो ताकि राष्ट्र के भावी नागरिकों का अपेक्षित निर्माण कुशल नेतृत्व हो। विद्यालय प्रशासक से यह अपेक्षा की जाती है कि उसे प्रशासनिक शैलियों का ज्ञान हो तथा उस प्रशासनिक शैली को अपनाए जिससे संगठन व समूह की अपेक्षाओं को पूरा किया जा सके। प्रधानाध्यापक स्वयं की भी एक ऐसी प्रशासनिक शैली विकसित कर सकता है जिस पर चलकर विद्यालय के विकास की गति को यथोचित दिशा प्रदान कर सकता है।

विद्यालय में सभी कार्यों से सम्बद्ध विभिन्न स्तरों पर चलने वाली गतिविधियों के कुशल संचालन में प्रधानाध्यापक के प्रशासनिक शैली की प्रभावकारी भूमिका होती है। उसी के कुशल निर्देशन व रूचि के फलस्वरूप विद्यालय में चलने वाली पाठ्येत्तर गतिविधियाँ भी समयबद्ध आधार पर कुशलता पूर्वक संचालित होती हैं। प्रधानाध्यापक की प्रशासनिक गुणों एवं नेतृत्व शैलियों के व्यावहारिक स्वरूप के महत्व को पहले से ही महसूस किया जाता रहा है। जैसा कि हमें भारत एवं विदेशों में हुए विभिन्न अध्ययनों से ज्ञात होता है। *चार्ल्स कर्थ* (1940), *आर.एम. स्टोगडिल* (1949), *राबिन कॉसलो* (1889), *एडवर्ड* (1992), *आरनॉल्ड पी.के.* (1995), *योगनयी योन* (2000), *डिलोन*, *रोबर्ट वायने* (2003), *गोरोजिडिल, जी और पपाइयोनाऊ ए.* (2011), *डेबोस, सी.* (2012), *हरेरा रॉबर्ट* (2012) आदि ने विदेशों में प्रधानाध्यापक के प्रशासनिक

शैलियों, गुणों एवं व्यवहार को आधार बनाकर अध्ययन किया। इसी प्रकार भारत में भी प्रधानाध्यापक के प्रशासनिक गुणों व शैलियों से सम्बन्धित अध्ययन हुए हैं। *एम.पी. कौशिक* (1979), *पी.सी. कुमार* (1980), *जी.डी. नायक* (1982), *पाण्डे सरोज* (1985), *नसरीन ए.* (1988), *रामावत रेणुका* (2010), *सलीम टी. मोहम्मद* (2011), *बसु, मदसिर जान* (2012), *मल्होत्रा, मोना* (2012), *दुबे सुशील* (2013), *शेखावत दशरथ सिंह* (2013), *पारीख विश्वलाल* (2015) आदि ने अध्ययन किया।

नेतृत्व समाज में एक महत्वपूर्ण सार्वभौमिक एवं व्यापक धारणा के साथ अवस्थित है। इसके द्वारा समाज के किसी भी क्षेत्र में परिवर्तन लाया जा सकता है। वर्तमान समय में विद्यालयों के प्रधानाध्यापकों एवं प्रधानाचार्यों पर यह गम्भीर दायित्व है कि वे अपने प्रशासनिक गुणों का भली-भाँति उपयोग करें क्योंकि प्रधानाध्यापकों व प्रधानाचार्यों के प्रशासनिक गुण व नेतृत्व शैलियों का सीधा सम्बन्ध विद्यालयों में प्रशासनिक कार्य, व्यवहार व शैक्षिक वातावरण को प्रभावित करता है।

जाति व्यवस्था भारतीय समाज की न केवल वर्तमान में बल्कि प्रारम्भ से ही मूलभूत पहचान रही है। जिसके आधार पर आज हमारे सामने जातिवाद, साम्प्रदायिकता, आरक्षण, वर्ग संघर्ष जैसी अनेक समस्याएँ समाज में व्याप्त हैं जिनके समाधान हेतु निरन्तर प्रयास किये जाते रहे हैं। इन्हीं प्रयासों के क्रम में समाज की अधिकाधिक रूप से शिक्षित करना भी शामिल है। एक सुशिक्षित व्यक्ति चाहे किसी भी क्षेत्र में कार्यरत हो वह स्वविवेकानुसार अच्छे बुरे की पहचान कर संकीर्ण विचारों से ऊपर उठकर कार्य करता है व समाज में व्याप्त बुराइयों को दूर करने में भागीदार बने रहना चाहता है। अतः आज इस संदर्भ में शोध अध्ययन की आवश्यकता है कि जिस प्रकार देश में शिक्षा का स्तर बढ़ रहा है, उसी क्रम में देश की व्यापक समस्याओं का समाधान भी हो रहा है या नहीं।

उपरोक्त तथ्यों को ध्यान में रखते हुए प्रशासनिक शैलियों एवं वर्गों को आधार मानते हुए अनुसूचित जाति एवं जनजाति के शैक्षिक प्रशासकों नेतृत्व शैली को अध्ययन का आधार बनाया है।

#### अध्ययन के उद्देश्य

1. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की जनतांत्रिक नेतृत्व शैली का तुलनात्मक अध्ययन करना।
2. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की अधिकारिक नेतृत्व शैली का तुलनात्मक अध्ययन करना।
3. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों

की अहस्तक्षेपीय नेतृत्व शैली का तुलनात्मक अध्ययन करना।

4. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की मिश्रित नेतृत्व शैली का तुलनात्मक अध्ययन करना।

#### अध्ययन की परिकल्पना

1. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की जनतांत्रिक नेतृत्व शैली में सार्थक अन्तर नहीं पाया जाता है।
2. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की अधिकारिक नेतृत्व शैली में सार्थक अन्तर नहीं पाया जाता है।
3. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की अहस्तक्षेपीय नेतृत्व शैली में सार्थक अन्तर नहीं पाया जाता है।
4. उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की मिश्रित नेतृत्व शैली में सार्थक अन्तर नहीं पाया जाता है।

#### न्यादर्श एवं जनसंख्या

शोध हेतु उदयपुर संभाग का चयन गुच्छ न्यादर्श के आधार पर किया गया है, तथा स्तरीय न्यादर्श के द्वारा विद्यालयों तथा सौद्देश्य न्यादर्श द्वारा शैक्षिक प्रशासकों का चयन किया गया।

अध्ययन के लिए उदयपुर संभाग के सरकारी व गैर-सरकारी माध्यमिक एवं उच्च माध्यमिक विद्यालयों से 250 शैक्षिक प्रशासकों को चुना गया जिसमें 125 अनुसूचित जाति एवं 125 अनुसूचित जनजाति वर्ग के हैं।

चूँकि उदयपुर संभाग में अनुसूचित जाति एवं अनुसूचित जनजाति के संस्था प्रधानों की संख्या पर्याप्त नहीं होने के कारण अध्ययन के न्यादर्श का 20 प्रतिशत भाग जयपुर जिले से लेकर शोधकार्य की सम्पूर्ति की गई है।

अर्थात् दोनों ही वर्गों के 80 प्रतिशत संस्था प्रधान उदयपुर संभाग से एवं 20 प्रतिशत संस्था प्रधान जयपुर जिले से लिये गये हैं। दोनों ही वर्गों में समानता रखते हुए 80 प्रतिशत भाग सरकारी एवं 20 प्रतिशत भाग गैर-सरकारी विद्यालयों से लिया गया है।

#### शोध विधि -

प्रस्तुत शोध में सर्वेक्षण विधि को अपनाया गया है।

#### उपकरण -

प्रस्तुत शोध में उपकरण के रूप में स्वनिर्मित अभिवृत्ति मापनी का प्रयोग किया गया है।

## सांख्यिकी -

माध्य, मानक विचलन, सह-सम्बन्ध, टी-मान एवं क्रान्तिक मान का प्रयोग किया गया है।

### प्रदत्तों का विश्लेषण

#### सारणी क्र. 1

उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के शैक्षिक प्रशासकों की विभिन्न नेतृत्व शैलियों से सम्बन्धित अभिवृत्तियों का तुलनात्मक अध्ययन

नेतृत्व शैली	हाँ	कभी-कभी	नहीं
	अ.जा अ.जजा.	अ.जा अ.जजा.	अ.जा अ.जजा.
जनतांत्रिक	93.3	90.8	05.1 07.2
अधिकारिक	71.6	67.8	16.9 17.5
अहस्तक्षेपीय	64.9	64.0	22.2 21.7
मिश्रित	82.5	80.6	10.8 12.7

सारणी के प्रथम बिन्दु में प्राप्त अभिवृत्ति के प्रतिशत को देखने पर ज्ञात होता है कि दोनों ही वर्गों के संस्था प्रधानों द्वारा हाँ विकल्प पर प्रकट क्रमशः 93.3 व 90.8 प्रतिशत अभिवृत्ति के आधार पर कहा जा सकता है कि सम्बन्धित क्षेत्र के दोनों चयनित वर्गों के लगभग 90 प्रतिशत शैक्षिक प्रशासक जनतांत्रिक नेतृत्व शैली के प्रति समान व सकारात्मक अभिवृत्ति रखते हैं।

सारणी के द्वितीय बिन्दु में दोनों ही वर्गों के संस्था प्रधानों द्वारा हाँ विकल्प पर प्रकट क्रमशः 71.6 व 67.8 प्रतिशत अभिवृत्ति के आधार पर स्पष्ट होता है कि चयनित क्षेत्र के दोनों वर्गों के लगभग 70 प्रतिशत शैक्षिक प्रशासक अधिकारिक नेतृत्व शैली के प्रति समान व सकारात्मक अभिवृत्ति रखते हैं।

सारणी के तृतीय बिन्दु में दोनों ही वर्गों के संस्था प्रधानों द्वारा हाँ विकल्प पर प्रकट क्रमशः 64.9 व 64.0 प्रतिशत अभिवृत्ति के आधार पर स्पष्ट होता है कि चयनित क्षेत्र के दोनों वर्गों के लगभग 64 प्रतिशत महिला व पुरुष शैक्षिक प्रशासक अहस्तक्षेपीय नेतृत्व शैली के प्रति समान व सकारात्मक अभिवृत्ति रखते हैं।

सारणी के तृतीय बिन्दु में दोनों ही वर्गों के संस्था प्रधानों द्वारा हाँ विकल्प पर प्रकट क्रमशः 82.5 व 80.6 प्रतिशत अभिवृत्ति के आधार पर स्पष्ट होत है कि चयनित क्षेत्र के दोनों वर्गों के लगभग 80 प्रतिशत शैक्षिक प्रशासक मिश्रित नेतृत्व शैली के प्रति समान व सकारात्मक अभिवृत्ति रखते हैं।

प्रयुक्त परिकल्पनाओं की जाँच के लिए क्रान्तिक अनुपात (C.R.) का प्रयोग किया गया है।

#### सारणी क्र. 2

उदयपुर संभाग के उच्च माध्यमिक व माध्यमिक विद्यालयों के अनुसूचित जाति एवं जनजाति वर्ग के

शैक्षिक प्रशासकों की विभिन्न नेतृत्व शैलियों से सम्बन्धित अभिवृत्तियों में अंतर की सार्थकता की जांच	नेतृत्व शैली	शैक्षिक प्रशा.	N	Mean	SD	t	Sig.
जनतांत्रिक	अनु.जाति	125	27.56	7.32	0.13	NS	
नेतृत्व शैली	अनु.जनजाति	125	27.44	7.27			
अधिकारिक	अनु.जाति	125	24.79	6.69	1.07	NS	
नेतृत्व शैली	अनु.जनजाति	125	23.90	6.54			
अहस्तक्षेपीय	अनु.जाति	125	24.40	6.52	0.74	NS	
नेतृत्व शैली	अनु.जनजाति	125	24.00	6.47			
मिश्रित	अनु.जाति	125	26.12	7.01	0.0	NS	
नेतृत्व शैली	अनु.जनजाति	125	26.12	6.97			

सारणी क्रमांक 2 से स्पष्ट होता है कि सांख्यिकीय गणना से प्राप्त (C.R.) मान 0.13 सार्थकता स्तर 0.05 पर प्राप्त मूल्य 1.96 से कम है। अतः शून्य परिकल्पना अस्वीकृत होती है। अतः यह कहा जा सकता है कि उदयपुर संभाग के अनुसूचित जाति एवं जनजाति के शैक्षिक प्रशासकों की जनतांत्रिक शैली में पर्याप्त सार्थक अन्तर नहीं पाया जाता है।

सारणी क्रमांक 2 से स्पष्ट होता है कि सांख्यिकीय गणना से प्राप्त (C.R.) मान 1.07 सार्थकता स्तर 0.05 पर प्राप्त मूल्य 1.96 से कम है। अतः शून्य परिकल्पना अस्वीकृत होती है। अतः यह कहा जा सकता है कि उदयपुर संभाग के अनुसूचित जाति एवं जनजाति के शैक्षिक प्रशासकों की अधिकारिक नेतृत्व शैली में पर्याप्त सार्थक अन्तर नहीं पाया जाता है।

सारणी क्रमांक 2 से स्पष्ट होता है कि सांख्यिकीय गणना से प्राप्त (C.R.) मान 0.74 सार्थकता स्तर 0.05 पर प्राप्त मूल्य 1.96 से कम है। अतः शून्य परिकल्पना अस्वीकृत होती है। अतः यह कहा जा सकता है कि उदयपुर संभाग के अनुसूचित जाति एवं जनजाति के शैक्षिक प्रशासकों की अहस्तक्षेपीय नेतृत्व शैली में सार्थक अन्तर नहीं पाया जाता है।

सारणी क्रमांक 2 से स्पष्ट होता है कि सांख्यिकीय गणना से प्राप्त (C.R.) मान 0.00 सार्थकता स्तर 0.05 पर प्राप्त मूल्य 1.96 से कम है। अतः शून्य परिकल्पना अस्वीकृत होती है। अतः यह कहा जा सकता है कि उदयपुर संभाग के अनुसूचित जाति एवं जनजाति के शैक्षिक प्रशासकों की मिश्रित नेतृत्व शैली में सार्थक अन्तर नहीं पाया जाता है।



**निष्कर्ष**

शोध अध्ययन से ज्ञात होता है कि अनुसूचित जाति एवं जनजाति के शैक्षिक प्रशासकों की प्रशासनिक शैलियों में

सार्थक अन्तर नहीं पाया जाता है, तथा दोनों ही वर्गों के शैक्षिक प्रशासक जनतांत्रिक नेतृत्व शैली के प्रति उच्च सकारात्मक अभिवृत्ति रखते हैं।

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## माध्यमिक स्तर पर विद्यार्थियों के समायोजन क्षमता का तुलनात्मक अध्ययन

बलवान सिंह \*

**Key Words :** संवेगात्मक, सामाजिक एवं शैक्षिक समायोजन

### सारांश

व्यक्ति के जीवन में अनेक प्रकार की अनुकूल एवं प्रतिकूल परिस्थितियाँ आती रहती हैं और वह अपने वातावरण एवं परिस्थितियों से समायोजन करने का प्रयास करता है। शिक्षा का वास्तविक उद्देश्य, व्यक्ति को इस योग्य बनाना है, जिससे वह समाज में अपने को भली-भाँति समायोजित कर सके। व्यक्ति को व्यवस्थित एवं सुखपूर्वक जीवन व्यतीत करने के लिए परिस्थितियों से समायोजन करना आवश्यक होता है। व्यक्ति में समायोजन की प्रक्रिया घर से प्रारम्भ होती है और यह जीवन पर्यन्त चलती रहती है। वह जहाँ भी जाता है अथवा रहता है उसे वातावरण एवं परिस्थितियों के अनुसार अपने को समायोजित करना पड़ता है। प्रस्तुत शोध में सरकार व गैर सरकारी शालाओं में अध्ययनरत माध्यमिक स्तर के विद्यार्थियों की समायोजन क्षमता का तुलनात्मक अध्ययन किया गया है।

### प्रस्तावना

शिक्षा द्वारा मानव को ज्ञानवान, कला-कौशल युक्त और सभ्य बनाया जाता है। यह माता के समान पालन-पोषण करती है और पिता के समान उचित मार्गदर्शन प्रदान करती है। शिक्षा के द्वारा ही हमारी कीर्ति का प्रकाश चारों ओर फैलता है। अर्थात् जिस प्रकार सूर्य का प्रकाश पाकर कमल का फूल खिल उठता है तथा सूर्य अस्त होने पर कुम्हला जाता है, ठीक उसी प्रकार शिक्षा के प्रकाश को पाकर प्रत्येक व्यक्ति, फूल की भाँति खिल उठता है तथा अशिक्षित रहने पर दरिद्रता, शोक एवं कष्ट के अन्धकार में डूबा रहता है।

मानव एक सामाजिक प्राणी है। अतः इसके जीवन में समायोजन का अत्यधिक महत्व है। व्यक्ति के जीवन में अनेक प्रकार की अनुकूल एवं प्रतिकूल परिस्थितियाँ आती रहती हैं और वह अपने वातावरण एवं परिस्थितियों से समायोजन करने का प्रयास करता है। जो व्यक्ति वातावरण एवं परिस्थितियों से अपने को समायोजित कर लेता है, वह प्रसन्न रहता है और जो समायोजन स्थापित नहीं कर पाता वह असंतोष, कुण्ठा, द्वन्द्व, एवं तनाव का शिकार हो जाता है और वह अपने लक्ष्य से

भटक जाता है, जिसका शारीरिक तथा मानसिक स्वास्थ्य पर बुरा प्रभाव पड़ता है। समाज परिवर्तनशील है और इसके कारण नित नई समस्याएँ उत्पन्न होती रहती हैं। इन समस्याओं के प्रति अपने को समायोजित करने के लिए समायोजन क्षमता का होना आवश्यक है। शिक्षा का वास्तविक उद्देश्य, व्यक्ति को इस योग्य बनाना है, जिससे वह समाज में अपने को भली-भाँति समायोजित कर सके। व्यक्ति को व्यवस्थित एवं सुखपूर्वक जीवन व्यतीत करने के लिए परिस्थितियों से समायोजन करना आवश्यक होता है। व्यक्ति में समायोजन की प्रक्रिया घर से प्रारम्भ होती है और यह जीवन पर्यन्त चलती रहती है। वह जहाँ भी जाता है अथवा रहता है उसे वातावरण एवं परिस्थितियों के अनुसार अपने को समायोजित करना पड़ता है।

व्यक्ति के व्यक्तित्व के विकास के लिए समायोजन आवश्यक है। एक सुसमायोजित व्यक्ति ही जीवन के प्रत्येक क्षेत्र में सफलता प्राप्त कर सकता है। अधिकांशतः यह देखा गया है कि जो बालक पिछड़े होते हैं, वे कुसमायोजन का शिकार होते हैं और यदि इनकी समस्याओं पर ध्यान न दिया

जाये तो यह और भी पिछड़ते जाते हैं और परिणाम स्वरूप छात्र का कक्षा में बार-बार अनुत्तीर्ण होता है तथा बीच में ही पढ़ाई छोड़ देता है। इसलिए यह आवश्यक है कि सही समय पर इन विद्यार्थियों की पहचान की जाए तथा उचित निर्देशन एवं परामर्श द्वारा इनकी समस्याओं का निराकरण किया जाये।

व्यक्ति की सफलता के लिए यह आवश्यक है कि उसका समायोजन समाज एवं वातावरण से समुचित रूप से हो। शिक्षा इस उद्देश्य को पूर्ण करने में सहायता करती है। मानव व्यवहार में परिवर्तन लाना एवं उसका शोधन करना ही शिक्षा का मुख्य उद्देश्य होता है।

#### शोध अध्ययन के उद्देश्य:

- ❖ माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के संवेगात्मक समायोजन का तुलनात्मक अध्ययन करना।
- ❖ माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के सामाजिक समायोजन का तुलनात्मक अध्ययन करना।
- ❖ माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के शैक्षिक समायोजन का तुलनात्मक अध्ययन करना।

#### शोध अध्ययन की परिकल्पना:-

- ❖ माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के संवेगात्मक समायोजन में सार्थक अन्तर नहीं होता है।
- ❖ माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के सामाजिक समायोजन में सार्थक अन्तर नहीं होता है।
- ❖ माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के शैक्षिक समायोजन में सार्थक अन्तर नहीं होता है।

#### अध्ययन विधि:-

प्रस्तुत शोध अध्ययन में सर्वेक्षण विधि का उपयोग किया गया है।

#### न्यादर्श:-

प्रस्तुत शोध अध्ययन में राजस्थान के सीकर जिले के माध्यमिक स्तर के सरकारी एवं गैर-सरकारी विद्यालय में अध्ययनरत कुल 200 विद्यार्थियों का चयन यादृच्छिक न्यादर्श तकनीक द्वारा किया गया है। इनमें 100 विद्यार्थी सरकारी विद्यालय से तथा 100 विद्यार्थी गैर-सरकारी विद्यालय से लिए गये हैं।

#### प्रयुक्त उपकरण:-

प्रस्तुत शोध अध्ययन में डॉ. ए.के.पी. सिन्हा तथा डॉ. आर.पी.सिंह द्वारा निर्मित स्कूली छात्रों के लिए समायोजन सूची को लिया गया है। इस प्रश्नावली में तीन क्षेत्रों (संवेगात्मक, सामाजिक, शैक्षिक) में विद्यार्थियों के समायोजन का मापन किया गया है।

#### सांख्यिकी विधियाँ:-

प्रस्तुत शोध अध्ययन के अन्तर्गत निर्धारित उद्देश्यों के संदर्भ में मध्यमान, मानक विचलन, क्रान्तिक मान का प्रयोग किया गया है।

#### प्रदत्तों का विश्लेषण एवं व्याख्या :-

##### तालिका - 1

विद्यार्थियों के संवेगात्मक समायोजन प्रदत्तों के मध्यमान, मानक विचलन एवं क्रान्तिक अनुपात

क्र	विद्यालय प्रकार	न्यादर्श	मध्यमान	मानक विचलन	क्रान्तिक मान	सार्थकता
1	सरकारी	100	4.99	1.46	4.32	0.05
2	गैर-सरकारी	100	6.07	2.05		स्तर

##### तालिका - 2

विद्यार्थियों के सामाजिक समायोजन प्रदत्तों के मध्यमान, मानक विचलन एवं क्रान्तिक अनुपात

क्र	विद्यालय प्रकार	न्यादर्श	मध्यमान	मानक विचलन	क्रान्तिक मान	सार्थकता
1	सरकारी	100	6.89	0.90	.65	सार्थक
2	गैर-सरकारी	100	6.77	1.06		नहीं

##### तालिका - 3

विद्यार्थियों के शैक्षिक समायोजन प्रदत्तों के मध्यमान, मानक विचलन एवं क्रान्तिक अनुपात

क्र	विद्यालय प्रकार	न्यादर्श	मध्यमान	मानक विचलन	क्रान्तिक मान	सार्थकता
1	सरकारी	100	4.27	2.27	5.65	0.01
2	गैर-सरकारी	100	5.74	1.35		स्तर

उपर्युक्त तालिका 1 में प्रदर्शित क्रान्तिक अनुपात का मान 4.32 प्राप्त हुआ है जो 0.05 सार्थकता स्तर के क्रान्तिक अनुपात के मान 198 df पर 1.97 से अधिक है अर्थात् दोनों समूह के मध्यमानों में सार्थक अन्तर है। अतः शून्य परिकल्पना अस्वीकृत होती है। इसमें स्पष्ट होता है कि गैर-सरकारी विद्यालय के विद्यार्थियों की तुलना में सरकारी विद्यालयों के विद्यार्थी उत्तम संवेगात्मक समायोजन वाले हैं।

उपर्युक्त तालिका 2 में प्रदर्शित क्रान्तिक अनुपात का मान 0.65 प्राप्त हुआ है जो 0.05 सार्थकता स्तर के क्रान्तिक

अनुपात के मान 198 df पर 1.97 से कम है अर्थात् दोनों समूह के मध्यमानों में सार्थक अन्तर नहीं है। अतः शून्य परिकल्पना स्वीकृत होती है। इससे स्पष्ट होता है कि सरकारी विद्यालय के विद्यार्थियों की तुलना में गैर-सरकारी विद्यालय के विद्यार्थी उत्तम सामाजिक समायोजन वाले हैं।

उपर्युक्त तालिका-3 में प्रदर्शित क्रान्तिक अनुपात का मान 5.65 प्राप्त हुआ है जो 0.05 सार्थकता स्तर के क्रान्तिक अनुपात के मान 198 df पर 1.97 से अधिक है अर्थात् दोनों समूह के मध्यमानों में सार्थक अन्तर है। अतः शून्य परिकल्पना अस्वीकृत होती है। अतः सरकारी तथा गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के शैक्षिक समायोजन सम्बन्धित प्राप्तांकों के मध्यमान मूल्यों के ज्ञात होता है कि गैर-सरकारी विद्यालय के विद्यार्थियों का शैक्षिक समायोजन सम्बन्धित प्राप्तांकों का

मध्यमान अधिक है। अर्थात् गैर-सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों की तुलना में सरकारी विद्यालय में अध्ययनरत विद्यार्थियों का शैक्षिक समायोजन उत्तम पाया गया।

#### निष्कर्ष:-

- माध्यमिक स्तर के गैर-सरकारी विद्यालय के विद्यार्थियों की अपेक्षा सरकारी विद्यालय के विद्यार्थी सार्थक रूप से अधिक संवेगात्मक समायोजित होते हैं।
- माध्यमिक स्तर के सरकारी तथा गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों के सामाजिक समायोजन सम्बन्धी प्राप्तांकों के मध्यमानों में सार्थक अन्तर नहीं है।
- माध्यमिक स्तर के गैर-सरकारी विद्यालय में अध्ययनरत विद्यार्थियों की शैक्षिक समायोजन, सरकारी विद्यालय में अध्ययनरत विद्यार्थियों से सार्थक रूप में अधिक है।

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## उच्च माध्यमिक स्तर की विभिन्न वर्गों की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार का अध्ययन

डॉ. गीता दहिया \*

**Key Words :** जिज्ञासा, सामाजिक व्यवहार

### सारांश

किसी भी देश की आत्मा, जिसका कोई इतिहास है, उसकी भाव, भाषा वहाँ की महिला के विकास प्रगति एवं समृद्धि में बोलती है। महिला समाज की रचनात्मक शक्ति है। उसके आगे बढ़ने से देश आगे बढ़ता है। उसके रुक जाने या धीमे हो जाने से देश थम जाता है। समाज की व्यवस्था या अव्यवस्था, नागरिक दायित्व की दृढ़ता या उपेक्षा, आत्मशक्ति की मजबूती या दुर्बलता जैसी संवेदनशील भावनाओं को वह जैसा चाहे वैसा मोड़ दे सकती है। वह अपने भीतर सारी व्यवस्थाओं को समेटे रहती है। इन सबके चलते महिला सृष्टि निर्माता की अद्वितीय कृति कहलाती है। इस कामधेनु, अन्नपूर्णा एवं रिद्धि-सिद्धी का उच्च स्वरूप उसकी शिक्षा के स्वरूप पर निर्भर करेगा। अतः एक प्रकार से बालिका शिक्षा समस्त राष्ट्र की शिक्षा रूपी गंगा का उद्गम स्थल गंगोत्री है। जातिगत भेदभाव के साथ-साथ लड़के लड़की का भेद (लिंग भेद) भारत के जनमानस में पुरजोर रूप से व्याप्त है। ग्रामीण समाज व शैक्षिक पिछड़ेपन के शिकार समाज की इस सन्दर्भ में स्थिति काफी सोचनीय है। अतः बालिका शिक्षा और उसके सन्दर्भों का अध्ययन करना राष्ट्रीय महत्व के कार्यों की प्रक्रिया है।

### प्रस्तावना:

शिक्षा किसी भी राष्ट्र की आधारशिला है, यह बालक-बालिकाओं को देश के प्रति कर्तव्य बोध कराती है। शिक्षा हमें अज्ञानता रूपी अंधकार, रूढ़ियों, अंधविश्वासों तथा मुक्ति दिलाती है और सफलता का मार्ग प्रशस्त करती है। हमारी आन्तरिक प्रवृत्तियों को जागृत करना और सशक्त बनाना ही शिक्षा का मूल उद्देश्य है। शिक्षा के द्वारा ही हम सुखी सन्तुष्ट और स्वतन्त्र रहने की कला सीख सकते हैं। इससे हमें एक आत्मावलम्बी नागरिक बनने में सहयोग प्राप्त होता है।

शिक्षा का मौलिक उद्देश्य डिग्रियाँ प्राप्त करना नहीं वरन् उसका उद्देश्य, शारीरिक, बौद्धिक, नैतिक भावनात्मक और आध्यात्मिक शक्तियों का विकास करना है, तथा एक ऐसे व्यक्तित्व का निर्माण करना, जो आत्म सम्मान से युक्त हो तथा दूसरों का सम्मान करने वाला हो।

भारत में महिला एवं बालिका शिक्षा का स्तर समकक्ष देशों की तुलना में काफी पिछड़ा हुआ है। यद्यपि हम इस दिशा में विकास की ओर अग्रसर हैं लेकिन आज भी हमारी बालिकाओं

में असमानता, लिंग भेद, दोयम दर्जे के पारिवारिक व्यवहार के कारण तथा पुरुष प्रधान समाज के कारण उनमें आत्मविश्वास की कमी, हीन भावना, पहलपन का अभाव, पराश्रित व्यवहार, काल्पनिक भय, कुण्ठा, दब्युपन जैसी अनेक मनोवैज्ञानिक समस्याएँ सामाजिक उपहार स्वरूप स्वतः विकसित हो जाती हैं।

1991 की जनगणना के अनुसार अनुसूचित जातियों की संख्या 13.8 करोड़ थी तथा अनुसूचित जनजातियों की 6.77 करोड़ थी जो देश की जनसंख्या का क्रमशः 16.48 तथा 8.08 थी। 1981 की जनगणना के अनुसार अनुसूचित जाति तथा अनुसूचित जनजाति की जनसंख्या साक्षरता दर क्रमशः 21.38 प्रतिशत तथा 16.04 प्रतिशत थी। 1991 की जनगणना के अनुसार इनकी साक्षरता दर क्रमशः 29.6 थी।

बालिकाओं की शिक्षा के चिन्तक और चिन्तनीय उपागम भारत के सन्दर्भ में अनेक हैं प्रश्न ये उठ खड़ा होता है कि बालिका शिक्षा के सन्दर्भों में जो निर्णय लिए जाते हैं उन निर्णयों में बालिकाओं की कितनी भूमिका है ? विकास की दृष्टि से बालिकाओं को शिक्षा के मार्ग पर सभी देखना चाहते

है लेकिन इस दिशा में उनकी स्वतंत्रता, निर्णय व सोच को पूर्ण सामाजिक मान्यता नहीं मिल पायी है। विभिन्न सामाजिक व्यवहारों के अवलोकन से, बालिकाओं से, आज्ञाकारिता, सीमित जिज्ञासा एवं पर निर्णयों पर आश्रित जैसा परिदृश्य दिखाई देता है। इस पृष्ठ भूमि में मेरे मानस पटल पर ये शोध प्रश्न प्रस्फुटित होते हैं कि समाज के विभिन्न वर्गों की बालिकाओं की शिक्षा में दशा क्या है ? उनके पास अपने सन्दर्भ व्यक्त करने एवं उनके सन्दर्भ में जानकारी लेने का उनकी जिज्ञासा स्तर कैसा है? उनकी जिज्ञासा में कोई अन्तर पाया जाता है। भारतीय समाज में उनके सामाजिक व्यवहार की दशा व दिशा का स्वरूप कैसा है ? क्या विभिन्न वर्ग की बालिकाओं के सामाजिक व्यवहार में कोई अन्तर है ?

### अध्ययन की आवश्यकता एवं महत्व

जिज्ञासा मानव जाति का विशिष्ट गुण है। आदि मानव से लेकर वर्तमान में सुसंस्कारित सभ्य मानव तथा तकनीकी व प्रौद्योगिकी उन्नति का मार्ग प्रशस्त करने वाली मानव मन की मूल प्रवृत्ति जिज्ञासा ही है। जिसने मनुष्य को आज अंतरिक्ष में पहुंचा दिया है। जिज्ञासा ज्ञान प्राप्त करने का विशिष्ट गुण माना गया है। गीता में भी ज्ञान का पात्र वही माना गया है जिसमें जिज्ञासा है। बालिकाओं के सामाजिक व्यवहार की जानकारी से उनकी शैक्षिक व्यवस्थाओं व आयोजनों को सम्यक दिशा दी जा सकती है। मनुष्य एक सामाजिक प्राणी है। समाज में रह कर ही वह विकास के उच्चतम स्तर को प्राप्त कर सकता है अतः शोधकर्त्री ने उक्त चरों पर शोध कार्य करने का निर्णय लिया। प्रस्तुत शोध देश की उन्नति के लिए नींव का पत्थर साबित होगा क्योंकि किसी भी देश की उन्नति का आधार देश के नागरिक होते हैं और जिस देश में महिलाएं सशक्त होंगी तो देश निश्चित ही उन्नति की राह पर चलेगा।

### अध्ययन के उद्देश्य

1. उच्च माध्यमिक स्तर की अनुसूचित जाति, जनजाति व सामान्य वर्ग की बालिकाओं की जिज्ञासा का अध्ययन करना।
2. उच्च माध्यमिक स्तर की अनुसूचित जाति, अनुसूचित जनजाति व सामान्य वर्ग की बालिकाओं के सामाजिक व्यवहार का अध्ययन करना।
3. उच्च माध्यमिक स्तर की अनुसूचित जाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य परस्पर संबंध का अध्ययन करना।
4. उच्च माध्यमिक स्तर की अनुसूचित जनजाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य परस्पर संबंध का अध्ययन करना।
5. उच्च माध्यमिक स्तर की सामान्य वर्ग की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य परस्पर संबंध का अध्ययन करना।

### शोध प्रश्न

1. क्या उच्च माध्यमिक स्तर की विभिन्न वर्गों की बालिकाओं की जिज्ञासा में अंतर होता है?
2. क्या उच्च माध्यमिक स्तर की विभिन्न वर्गों की बालिकाओं के सामाजिक व्यवहार में अंतर होता है?

### परिकल्पनाएँ

1. उच्च माध्यमिक स्तर की अनुसूचित जाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य परस्पर कोई सार्थक संबंध नहीं पाया जाता है।
2. उच्च माध्यमिक स्तर की अनुसूचित जनजाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य परस्पर कोई सार्थक संबंध नहीं पाया जाता है।
3. उच्च माध्यमिक स्तर की सामान्य वर्ग की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य परस्पर कोई सार्थक संबंध नहीं पाया जाता है।

### न्यादर्श का चयन :

प्रस्तुत शोध अध्ययन हेतु शोधार्थी ने बीकानेर एवं जयपुर संभाग की 900 बालिकाओं पर अध्ययन किया। न्यादर्श चयन हेतु स्वविवेक न्यादर्श प्रणाली में उद्देश्य पूर्ण एवं यादृच्छिक विधि का प्रयोग किया।

### शोध में प्रयुक्त उपकरण

1. बालकों की जिज्ञासा मापनी परीक्षण स्वनिर्मित
2. डा. एम. सी. जोशी व डा. जगदीश पाण्डे द्वारा विकसित सामाजिक व्यवहार मापनी परीक्षण का उपयोग किया गया।

### निर्वचन तथा कारक:-

शोधकर्त्री ने प्रस्तुत अध्याय में विभिन्न वर्गों की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार को जानने का प्रयास किया है। न्यादर्श के रूप में दो संभागों से 900 बालिकाओं को चुना है। सभी वर्गों की बालिकाओं के स्तर को जानने हेतु प्राप्तांकों का प्रतिशत एवं उसकी की सार्थकता की गणना की गई। सभी वर्गों की बालिकाओं के प्राप्तांकों का क्रान्तिक मूल्य ज्ञात कर 0.05 स्तर पर सार्थकता की जाँच की गई व विभिन्न वर्गों की बालिकाओं में दो चरों के मध्य परस्पर सम्बन्ध अध्ययन हेतु प्राप्तांकों के मध्य सहसम्बन्ध गुणांक की गणना की गई।

### प्रदत्तों का विश्लेषण:-

तालिका संख्या 1 के अनुसार उच्च माध्यमिक स्तर की अनुसूचित जाति अनुसूचित जनजाति और सामान्य वर्ग की बालिकाओं की जिज्ञासा मापनी के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना पृथक-पृथक की गई है। जिसके अनुसार सभी वर्गों की बालिकाओं की जिज्ञासा उच्च स्तर की पाई गई है।

**तालिका क्र 1**  
**विभिन्न स्तर की बालिकाओं की जिज्ञासा का स्तर**

विद्यार्थी	संख्या	प्रतिशत			प्रतिशत की सार्थकता		
		उच्च	सामान्य	निम्न	उच्च	सामान्य	निम्न
अनुसूचित जाति	300	68.66	30.30	1.00	60.63 से 76.69	22.37 से 38.26	0.72 से 2.72
अनु. जनजाति	300	76.67	23.00	0.33	69.31 से 84.03	15.68 से 30.32	0.66 से 1.32
सामान्य वर्ग	300	79.00	21.00	0.00	71.95 से 86.05	13.95 से 28.05	0.00 से 0.00

**तालिका क्र 2**  
**विभिन्न स्तर की बालिकाओं की सामाजिक व्यवहार स्तर**

विद्यार्थी	संख्या	प्रतिशत			प्रतिशत की सार्थकता		
		उच्च	सामान्य	निम्न	उच्च	सामान्य	निम्न
अनुसूचित जाति	300	55.00	34.33	10.66	46.39 से 63.61	34.33 से 42.55	5.32 से 16.00
अनु. जनजाति	300	51.66	41.00	7.33	43.01 से 60.31	32.49 से 49.51	2.82 से 11.84
सामान्य वर्ग	300	59.66	32.00	8.00	51.77 से 68.15	23.9 से 40.1	3.31 से 12.69

**तालिका संख्या -3**

**अनुसूचित जाति, जनजाति व सामान्य वर्ग की बालिकाओं की जिज्ञासा की तुलना करना**

विद्यार्थी	मध्यमान	प्रामाण्य विचलन	संख्या	क्रान्तिक अनुपात	सार्थकता स्तर
अनुसूचित जाति	87.44	13.30	300	3.21	0.01
सामान्य वर्ग	90.59	10.85	300		
अनुसूचित जाति	87.44	13.30	300	2.08	0.05
अनु. जन जाति	89.55	11.52	300		
अनु. जन जाति	89.55	11.52	300	1.14	NS
सामान्य वर्ग	90.59	10.85	300		

तालिका संख्या 2 के अनुसार उच्च माध्यमिक स्तर की अनुसूचित जाति अनुसूचित जनजाति और सामान्य वर्ग की बालिकाओं की सामाजिक व्यवहार के प्राप्तांकों का प्रतिशत एवं प्रतिशत की सार्थकता की गणना पृथक-पृथक की गई जिसके अनुसार सभी वर्गों की बालिकाओं का सामाजिक व्यवहार उच्च स्तर का पाया गया।

तालिका संख्या 3 में अनुसूचित जाति व सामान्य वर्ग की बालिकाओं की जिज्ञासा की तुलना की गई है। अनुसूचित जाति की बालिकाओं का जिज्ञासा प्रदत्तों का मध्यमान 87.44 तथा सामान्य वर्ग की बालिकाओं का मध्यमान 90.59 है। मानक विचलन की गणना करने पर अनुसूचित जाति की बालिकाओं का मानक विचलन 13.30 है तथा सामान्य वर्ग की बालिकाओं का मानक विचलन 10.85 है। दोनों समूहों की

**तालिका संख्या -4**

**अनुसूचित जाति, जनजाति व सामान्य वर्ग की बालिकाओं की सामाजिक व्यवहार की तुलना**

विद्यार्थी	मध्यमान	प्रामाण्य विचलन	संख्या	क्रान्तिक अनुपात	सार्थकता स्तर
अनुसूचित जाति	132.29	17.38	300	2.38	0.05
सामान्य वर्ग	135.41	14.75	300		
अनुसूचित जाति	132.29	17.38	300	2.87	0.01
अनु. जन जाति	128.53	14.84	300		
अनु. जन जाति	128.53	14.84	300	5.73	0.01
सामान्य वर्ग	135.41	14.75	300		

बालिकाओं का क्रान्तिक अनुपात मान 3.21 है, जो कि .01 सार्थकता स्तर पर सार्थक है। अतः यह परिकल्पना अस्वीकृत की जाती है। इस स्तर पर दोनों वर्ग की बालिकाओं की जिज्ञासा प्रवृत्ति में सार्थक अन्तर है। तालिका संख्या 3 में अनुसूचित जाति व अनुसूचित जनजाति की बालिकाओं की जिज्ञासा की तुलना की गई है। अनुसूचित जाति की बालिकाओं का जिज्ञासा प्रदत्तों का मध्यमान 87.44 तथा अनुसूचित जनजाति की बालिकाओं का मध्यमान 89.55 है। मानक विचलन की गणना करने पर अनुसूचित जाति की बालिकाओं का मानक विचलन 13.30 है तथा अनुसूचित जनजाति की बालिकाओं का मानक विचलन 11.52 है। दोनों समूहों की क्रान्तिक अनुपात मान 2.08 है, जो कि 0.05 सार्थकता स्तर पर सार्थक है। अतः यह परिकल्पना अस्वीकृत की जाती है।

इस स्तर पर दोनों वर्ग की बालिकाओं की जिज्ञासा प्रवृत्ति में अन्तर है। अर्थात् अनुसूचित जाति की बालिकाओं की तुलना में अनुसूचित जनजाति की बालिकाओं की जिज्ञासा अधिक है। तालिका संख्या 3 में अनुसूचित जाति व अनुसूचित जनजाति की बालिकाओं की जिज्ञासा की तुलना की गई है। अनुसूचित जनजाति की बालिकाओं का मध्यमान 89.55 तथा सामान्य वर्ग की बालिकाओं का मध्यमान 90.59 है। मानक विचलन की गणना करने पर अनुसूचित जनजाति की बालिकाओं का मानक विचलन 11.52 है तथा सामान्य वर्ग की बालिकाओं का मानक विचलन 10.85 है। दोनों समूहों की क्रान्तिक अनुपात मान 1.14 है, जो कि सार्थक नहीं है। अतः यह परिकल्पना स्वीकृत की जाती है।

तालिका संख्या 4 में अनुसूचित जाति व सामान्य वर्ग की बालिकाओं के सामाजिक व्यवहार की तुलना की गई है। अनुसूचित जाति की बालिकाओं के सामाजिक व्यवहार प्रदत्तों का मध्यमान 132.29 तथा सामान्य वर्ग की बालिकाओं का मध्यमान 135.41 है। मानक विचलन की गणना करने पर अनुसूचित जाति की बालिकाओं का मानक विचलन 17.38 है, तथा सामान्य वर्ग की बालिकाओं का मानक विचलन 14.75 है। दोनों समूहों की क्रान्तिक अनुपात मान 2.38 है जो कि 0.5 स्तर पर सार्थक है। अतः यह परिकल्पना अस्वीकृत की जाती है।

तालिका संख्या 4 में अनुसूचित जाति व अनुसूचित जनजाति की बालिकाओं के सामाजिक व्यवहार की तुलना की गई है। अनुसूचित जाति की बालिकाओं के सामाजिक व्यवहार के प्रदत्तों का मध्यमान 132.29 तथा अनुसूचित जनजाति की बालिकाओं का मध्यमान 128.53 है। मानक विचलन की गणना करने पर अनुसूचित जाति की बालिकाओं का मानक विचलन 17.38 है तथा अनुसूचित जनजाति की बालिकाओं का मानक विचलन 14.84 है। दोनों समूहों की क्रान्तिक अनुपात मान 2.87 है जो कि .01 स्तर पर सार्थक है। अतः यह परिकल्पना अस्वीकृत की जाती है।

तालिका संख्या 4 में अनुसूचित जाति व सामान्य वर्ग की बालिकाओं के सामाजिक व्यवहार की तुलना की गई है। अनुसूचित जाति की बालिकाओं के सामाजिक व्यवहार के प्रदत्तों का मध्यमान 128.53 तथा सामान्य वर्ग की बालिकाओं का मध्यमान 135.41 है। मानक विचलन की गणना करने पर अनुसूचित जाति की बालिकाओं का मानक विचलन 14.84 है तथा सामान्य वर्ग की बालिकाओं का मानक विचलन 14.75 है। दोनों समूहों की क्रान्तिक अनुपात मान 5.73 है जो कि .01 स्तर पर सार्थक है। अतः यह परिकल्पना अस्वीकृत की जाती है।

### तालिका संख्या - 5

#### विभिन्न वर्गों की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार के मध्य सहसम्बन्ध गुणांक

समूह	संख्या	सहसम्बन्ध गुणांक
अनुसूचित जाति	300	0.10934
अनुसूचित जनजाति	300	-0.1517
सामान्य वर्ग	300	-0.1218

तालिका संख्या 5 के अनुसार अनुसूचित जाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार मापनी के प्राप्तांकों के मध्य सह-संबंध गुणांक की गणना की गई है। जिसके अनुसार सह-सम्बन्ध मान 0.10934 जो कि निम्नगुणात्मक सह-संबंध पाया गया। जिससे सिद्ध होता है कि अनुसूचित जाति की बालिकाओं की जिज्ञासा में वृद्धि होने पर उनके सामाजिक व्यवहार में भी वृद्धि होती है।

तालिका संख्या 5 के अनुसार अनुसूचित जनजाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार मापनी के प्राप्तांकों के मध्य सह-संबंध गुणांक की गणना की गई है। जिसके अनुसार सह-सम्बन्ध मान -0.1517 जो कि निम्नगुणात्मक सह-संबंध पाया गया। जिससे सिद्ध होता है कि अनुसूचित जनजाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार में कोई संबंध नहीं पाया गया।

तालिका संख्या 5 के अनुसार सामान्य वर्ग की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार मापनी के प्राप्तांकों के मध्य सह-संबंध गुणांक की गणना की गई जिसके अनुसार सह-सम्बन्ध मान -0.1218 जो कि निम्नगुणात्मक सह-संबंध पाया गया। जिससे सिद्ध होता है कि सामान्य वर्ग की बालिकाओं की जिज्ञासा में वृद्धि होने पर उनके सामाजिक व्यवहार में कमी होती है।

#### निष्कर्ष

सामान्य वर्ग तथा अनुसूचित जनजाति की बालिकाओं की जिज्ञासा अनुसूचित जाति की बालिकाओं से अधिक पाई गयी जबकि सामान्य वर्ग व अनुसूचित जनजाति की बालिकाओं की जिज्ञासा सामान्य पाई गयी। सामान्य वर्ग एवं अनुसूचित जाति की बालिकाओं का सामाजिक व्यवहार अनुसूचित जनजाति की बालिकाओं से अधिक पाया गया जबकि सामान्य वर्ग की बालिकाओं का सामाजिक व्यवहार अनुसूचित जाति की बालिकाओं से अधिक पाया गया।

उच्च माध्यमिक स्तर की अनुसूचित जाति की बालिकाओं की जिज्ञासा में वृद्धि होने से उनके सामाजिक व्यवहार में वृद्धि होती है। लेकिन सामान्य वर्ग की बालिकाओं की जिज्ञासा में



वृद्धि होने से उनके सामाजिक व्यवहार में कमी पई गई। अनुसूचित जनजाति की बालिकाओं की जिज्ञासा एवं सामाजिक व्यवहार में कोई सम्बन्ध नहीं पाया गया।

### शोध की उपादेयता

अनुसूचित जाति अनुसूचित जनजाति की बालिकाओं के अभिभावक शिक्षा के क्षेत्र में बालिकाओं की भूमिका सुनिश्चित कर सकेंगे साथ ही राज्य एवं राष्ट्रीय स्तर पर शिक्षा के क्षेत्र में इन बालिकाओं के उत्थान हेतु अन्य कार्यक्रमों का निर्माण हो

सकेगा। सामाजिक कार्यकर्ता जन साधारण में सामाजिक चेतना का निर्माण कर शैक्षिक क्षेत्र में पिछड़ी बालिकाओं को आगे लाने में सहयोग प्रदान कर सकेंगे।

विभिन्न बालिकाओं के सामाजिक व्यवहारों का अध्ययन कर तुलनात्मक रूप से अनुसूचित जनजाति की बालिकाओं के व्यवहारों को सुधारने में अभिभावक एवं शिक्षक उन्हें नई सोच व वातावरण प्रदान कर सकेंगे। सामाजिक व्यवहार में कुशलता लाने हेतु विभिन्न उपागमों का प्रयोग कर सकेंगे।

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