



# EDUSEARCH

(Bi-annual & Bi-lingual)

**PEER GROUP REVIEWED**

**JOURNAL OF EDUCATIONAL RESEARCH**

VOLUME - 6

NUMBER - 2

OCTOBER - 2015



**THEME : EDUCATION FOR LIFE SKILLS**

**RESEARCHERS ORGANIZATION BILASPUR CHHATTISGARH**

(Regd.No. 13554/11)

website : [www.researchorgbsp.org](http://www.researchorgbsp.org)

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## **EDUSEARCH**

**Volume - 6**

**Number - 2**

**October 2015**

### **From Editor's Desk**

**Dear Friend,**

Globalization and liberalization have created a diverse and complex world, where as the information technology made it a global village.

Our educational approaches are still giving importance to develop skills like reading, writing and arithmetic. The subject matter or themes of such traditional educational system help to develop language and arithmetic skills whereas today's fast growing society demands more contextual approach in education to meet actual use in real life situations.

The dramatic changes and challenges facing today by the society is leading to growing unemployment, poverty, inequality, violence and environmental destruction which in reality demands more skills, abilities and creative problem solving potential among people.

To give job to 10 million youth coming out of colleges is an unachievable task for our government. The education system should ignite the minds of the students with creative ideas, so that the students can sooner or later start their own enterprises.

Life skills are a category of soft skills that are needed to successfully navigate the challenges of daily life, both personal and professional. They include the ability to set and achieve goals, make decisions, solve problems, and effectively manage one's time. These are those soft skills that largely rest in the individual. Once mastered, they help a person in every aspect of his life. For example, a person who is assertive will be a better and effective communicator and enjoy better inter-personal relationships in his workplace, his family, and with his friends.



To function effectively in this world, youth need to master the changing technologies and understand large amount of available information.

Globalization is creating a new form of interdependence and actions which are subject to influence economic competition and environmental pollution that stretch well beyond an individual's local or national community. In adapting these technological challenges it is crucial for the youth to develop effective use of life skills to respond flexibly to complex problems, to access, synthesize, to use technology effectively and use information dynamically and to produce new knowledge continuously while demonstrating responsibility to the community and environment.

Life skills are must to ensure success and achievements both in professional and private life. Inculcating values and providing life skills among the school students should become a priority for all those involved in the mission of education.

**B. V. Ramana Rao**

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**About**  
**RESEARCHERS ORGANIZATION, BILASPUR (C.G.)**  
**(Regd. 13554/11)**

*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.)**

**THEME****Life Skills in terms of Swami Vivekananda****Rima Dutta \*****Key Words : Mental Skills, Perfection, Concept of Universal Self****Abstract**

*The educational philosophy of Swami Vivekananda is the philosophy of man-making and character building. In his own words, education is the manifestation of perfection already in man. In the process of achieving this perfection man has to use many skills to develop his innate powers.*

*These skills are the tools by which a person can develop 'the self'. It is a journey within. The life skills dealt in this paper are some basic skills which an individual need to lead his life successfully. This paper tries to probe into the educational thoughts of Swami to discover that before hundreds of years how his teachings are relevant and are able to guide us for achieving perfection. The teachings of Swami are a true embodiment life skills and much more than that.*

**Introduction**

According to Swami Vivekananda, education does not mean the mass of information which is inserted by force into the mind of a child. In his own words, education is the manifestation of perfection already reached man. Indian nationalism and spiritualism were the basic foundations for his philosophy of education and the philosophy of Vedant and Upanishads. He was against the system of contemporary educational system; it turned men into slaves, capable of slavery and nothing else. He emphasized that the aim of education to be life-building, man-making and character-making and also he said that knowledge without culture was only skin-deep. The mind is crammed with facts before it knows how to think. Self-development, fulfillment of *Swadharma*, freedom of growth and character formation are the aims of education according to him. For him education means the process by which character is formed, strength of mind is increased and intellect is sharpened, as a result of which



one can stand on one's own feet. Real education is that which prepares a man for struggle of existence. It prepares man for social service and develops his character.

He has emphasized that an education which develops character, mental powers, and intelligence gives self-confidence and self-reliance among the individuals. Swami Vivekananda stressed education for democracy and national development. Education was a powerful instrument to achieve these developmental qualities in the people. He wants to make the individual by giving recognising of his cultural heritage and to struggle throughout his life, so that he emphasised education is the right choice to upcoming of human beings.

The philosophy of *Swamiji* is relevant in all ages. The concept of life skills are presented in his teachings hundred years ago. Let's try to find out the elements of life skills in his teaching.

According to WHO Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills are abilities that facilitate the physical, mental and emotional well being of an individual. The following are some life skills:

- **Self Awareness:**

Self awareness includes recognition of 'self'. Our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations as well as for developing empathy with others.

**Mental Skills :-**

- **Critical Thinking:**

Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to

recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure and the media.

- **Problem Solving:**

Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

- **Creative Thinking:**

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience and even if no problem is defined or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

- **Decision Making:**

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and what effects these different decisions are likely to have.

**Handling Emotions :-**

- **Empathy:**

Empathy is the ability to understand what life is like for another person even in a situation that we may not be familiar with. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance or tolerance as is the case with AIDS sufferers or people with mental disorders who may be stigmatized and ostracized by the very people they depend upon for support.

- **Coping with stress:**

Coping with stress means recognizing the sources of stress in our lives recognizing how this affects us and acting in ways that help us control our levels of stress by changing our environment or lifestyle and learning how to relax.

- **Coping with emotions:**

Coping with emotions means involving recognizing emotions within us and others being aware of how emotions influence being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

**Intrapersonal & Interpersonal Skills :-**

- **Planning and goal setting skills:**

These skills require visioning and assessment of own resources and opportunities for achieving goals.

- **Interpersonal Relationship:**

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members which are an important source of social support. It may also mean being able to end relationships constructively.

- **Co-operation and team work:**

Co-operation and team work include expressing respect for other's contribution and different styles assessing one's own abilities and contributing to the group.

- **Effective Communication:**

Effective communication means that we are able to express ourselves both verbally and non-verbally in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

- **Refusal Skills:**

Refusal skills include saying 'no' to family and peer pressure based on rational thinking and effective communication.

- **Advocacy:**

Advocacy skills include influencing skills, persuasion and networking.

These skills work in combination and help us to handle the various situations of our life.

**Swamiji's education and life skills :**

**(a) Self Awareness :- Knowing The Self**

The real education according to *Swami Vivekananda* is that which prepares the individual for struggle for existence. Education prepares a man for social service, to develop his character and finally imbues him with the spirit and courage of a lion. For getting degree is not an education, the proper education must be viewed on the basis of character, mental powers, intelligence and inculcates. Self-confidence and self-reliance in the individuals.

*Swamiji* has emphasized that all the knowledge which we get from worldly or spiritual lies embedded in the human mind. It was covered with a veil of darkness and ignorance. Education is a tool to open from the darkness and ignorance, after getting of education, the knowledge will shine out dazzlingly.

The teaching and learning are the one way of process. The teacher only guides, suggests, points out and helps the student. Self learning and self getting knowledge is the real education. The teacher only motivates and encourages the students to find out the hidden treasure of knowledge that lies dormant within him. He condemned and refused the bookish learning and rote memory education. Condemning the theoretical and academic education, he spoke emphatically for practical and experimental education. He warned his countrymen saying "you will have to be practical in all spheres of work. The whole

country has been ruined by mass theories.”

**(b) Mental Skills :-** (*Critical Thinking, Problem Solving, Creative Thinking, Decision Making*), *Developing scientific attitude & problem solving:-*

Swamiji said “We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet. What we need is to study, independent of foreign control, different branches of the knowledge that is our own and with it the English language and Western science; we need technical education and all else that will develop industries. The end of all education, all training, should be man-making. The end and aim of all training is to make the man grow. The training, by which the current and expression of will are brought under control and become fruitful, is called education. What our country now wants are muscles of iron and a nerve of steel, gigantic wills which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashion, even if it means going down to the bottom of the ocean, meeting death face to face. It is a man-making religion that we want. It is man-making theories that we want. It is man-making education all round that we want.”

**(i) Unfolding the Power Within:-**

According to Vivekananda, education is a process in which the young minds, will receive strength, energy and vigorous character. By the way of getting this process, the individual will mould themselves of their life. “All knowledge and all powers are within. What we call power; secrets of nature and force are all within. All knowledge comes from the human soul. Man manifests knowledge, discovers it with himself, which is pre-existing through eternity.” Education is a man-making and nation-making process. It is the process which awakens

the sleeping soul to self-conscious activity. It will become a powerful instrument to achieve the developmental qualities among the people. The prime aim of education is to achieve the full perfection already present in a child.

**(ii) Offering Opportunities for Mental Developmet**

The ideal of all education or training is to make the mind grow. Knowledge exists in the mind, like fire in a piece of flint. Friction brings it out. *Swami Vivekananda* believed that “Education is the manifestation of the perfection already in man”, therefore, a teacher’s job is only to remove obstruction from the pupil’s path. What we call learning is actually ‘unfolding’ or ‘unveiling’. Each of us is naturally growing and developing according to our own nature. The children teach themselves. They grow by themselves like plants from with. Our duty is to offer them opportunity and remove obstacles; that is, if we provide conducive environment the rest will happen by itself.

**(iii) Controlling Mental Powers for Achieving Success**

According to *Swamiji*, the mind of the students has to be controlled and trained through meditation, concentration and practice of ethical purity. All success in any line of work, he emphasizes, is the result of the power of concentration. Concentration, which necessarily implies detachment from other things, constitutes a part of *Brahmacharya*, which is one of the guiding mottos of his scheme of education. *Brahmacharya*, in a nutshell, stands for the practice of self-control for securing harmony of the impulses. By his philosophy of education, *Swamiji* thus brings it home that education is not a mere accumulation of information but a comprehensive training for life.

**(iv) Concentration:- The tool to develop mental powers**

Concentration, according to ancient Indian thought, is the key to true

knowledge. Therefore, Vivekananda has placed much emphasis upon focusing of attention. The educands should be distinguished according to their abilities; every one of them has to develop concentration. Hence the education must organize his teaching in such a way that it must be helpful to each educand separately. He should attend to every ones difficulties and try to solve them as much as possible. Thus, Vivekananda supported the ancient Indian means of achieving concentration.

**(c) Handling Emotions :-** (*Empathy, Coping with stress, Coping with emotions*) *Developing universal brotherhood & Empathy*

Swamiji always tried to promote universal brotherhood. He believed that an ideal system of education is one which imparts universal brotherhood. Students should inculcate a spirit of self surrender, sacrifice and renunciation of material pleasures for the good of others. Swamiji believes that without shraddha, spirit of renunciation and faith in God, an individual can not proceed further. So the aim of education must be develop shraddha and spirit of renunciation among the students.

**(i) Serving mankind**

Another important aim of education is serving the God in man. It is the God in the sick, the poor, the miserable, the ignorant and the down trodden, what we should worship.

*Means of education:- Love-* The best means of education, according to Vivekananda is love. Education should be based upon love. Love is best inspiration in character building. The child should be thought through love. The only motive in importing education should be love for educand, for the man in him. That is why Vivekananda's philosophy of education is known as education for man making. The teacher's aim should be neither money making nor attainment of fame but only bestowing human love. Love is this which

makes the educator to take the educand from untruth to truth, darkness to light, and death to immortality.

**(ii) Strengthening Character to Withstand all Situations**

Love and character building are the best means for education. Love is the best inspiration in character building. Love in the minds of the educator is the real source of his influence upon the educated. The true education, gives the growth and expansion of personality. He wanted that the education for total human development was the main vision. "Character, efficiency and humanism should be the aim of all education. Vivekananda strongly pleaded that development of character through the service of his fellowmen, the utilization of his talents for ensuring the happiness and welfare of the millions of his less fortunate fellow-citizens should be the aim of the education". The child should be taught through by love, it makes fellow feelings and love for human beings. Education must help the individual to recognise his cultural heritage and to use it in his struggle of life. Education is a life-long process towards the fullest development of human personality, self-discovery, self-perfection, self-awareness and self-manifestation.

**(iii) Upliftment of Common People**

To Swami, education has no meaning if it did not uplift the common mans of people. "So long as the millions, live in hunger & ignorance I hold every man a trailer who, having been educated at the expenses. Ray not the leant head to them. I consider that the great national sin in the neglect of the masses & that is me the courses of our downfall.

**(d) Intrapersonal & Interpersonal Skills :-** (*Planning and goal setting skills, Interpersonal Relationship, Co-operation and team work, Effective Communication, Refusal Skills, Advocacy*)

**(i) Be Practical & Self Dependent**

Education is a tool to open from the

darkness and ignorance, after getting of education, the knowledge will shines out dazzlingly. The teaching and learning are the one way of process. The teacher only guides, suggests, points out and helps the student. Self learning and self getting knowledge is the real education. The teacher only motivates and encourages the students to find out the hidden treasure of knowledge that lies dormant within him. He condemned and refused the bookish learning and rote memory education. Condemning the theoretical and academic education, he spoke emphatically for practical and experimental education. He warned his countrymen saying "you will have to be practical in all spheres of work. The whole country has been ruined by mass theories."

#### **(ii)Perfection:- The Goal of Life**

*Swamiji* attempts to establish, through his words and deeds, that the end of all education is man making. He prepares the scheme of this man-making education in the light of his over-all philosophy of Vedanta. According to Vedanta, the essence of man lies in his soul, which he possesses in addition to his body and mind. In true with this philosophy, *Swamiji* defines education as 'the manifestation of the perfection already in man.' The aim of education is to manifest in our lives the perfection, which is the very nature of our inner self. This perfection is the realization of the infinite power which resides in everything and every-where-existence, consciousness and bliss (*satchidananda*). After understanding the essential nature of this perfection, we should identify it with our inner self. For achieving this, one will have to eliminate one's ego, ignorance and all other false identification, which stand in the way. Meditation, fortified by moral purity and passion for truth, helps man to leave behind the body, the senses, the ego and all other non-self elements, which are

perishable. He thus realizes his immortal divine self, which is of the nature of infinite existence, infinite knowledge and infinite bliss.

#### **(e)Identifying Self with the Universal Self**

When man becomes aware of his self as identical with all other selves of the universe, he discovered that different selves are manifestations of the same self. Hence education, in *Vivekananda's* sense, enables one to comprehend one's self within as the self everywhere. The essential unity of the entire universe is realized through education. Accordingly, man making for *Swamiji* stands for rousing mans to the awareness of his true self. However, education thus signified does not point towards the development of the soul in isolation from body and mind. We have to remember that basis of *Swamiji's* philosophy is Advaita which preaches unity in diversity. Therefor, man making for him means a harmonious development of the body, mind and soul.

#### **(f) Affect of environment**

*Swamiji* lays a lot of emphasis on the environment at home and school for the proper growth of the child. The parents as well as the teachers should inspire the child by the way they live their lives. *Swamiji* recommends the old institution of *gurukula* (living with the preceptor) and similar systems for the purpose. In such systems, the students can have the ideal character of the teacher constantly before them, which serves as the role model to follow. "*Swami* showed how important was it to select the right type of environment for the child. 'If good impression prevail the character becomes good, if bad, it becomes bad, If a man continuously hears bad words, thinks bad, thoughts, does not actions, his mind will be full of bad impressions, & then will influence his thought & work without his being conscious of the fact. He becomes helpless like an impoverished that lay

him & good him to bad actions. But when a man is under the instant influence of good work & good thoughts, there goes in him an irresistible tendency to be good, 'in spite of himself.'

**Practicing theory:- The most important thing**

'Do not teach too many subjects & what you teach, teach thoroughly'. It was almost similar to what swami said, "If you have assimilated five ideas & make them your life & character, you have more education than anyone who has not got by heart library.'

**Conclusion**

*Swamiji's* education is a true embodiment of all the life skills we want to inculcate in our students. Each and every human being is getting inspired by the blazing thoughts of the Swami. His highly positive thoughts will always guide us through the darkest alleys of our lives. He paid equal importance to physical and mental health. He believed that for the development of 'the self' all round development is required. Perfection can only be achieved by unfolding the powers within.

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Article Received on	09.10.2015	Reviewed on	10.10.2015
Observations reflected on	11.10.2015	Modified on	13.10.2015

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EDUSEARCH  
ISSN: 0976-1160  
Vol. 6, No.2, Oct. 2015

## THEME

# Leading a Competent Life through Life Skills

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**Key Words :** *Life Skills Development, Psychosocial Development, WHO*

### Abstract

*A major force behind United Nations agencies' support for the advancement of Life Skills education in schools is the United Nations Convention on the Rights of the Child, which makes clear statements under Article 19, 28, 29, 33; about the role of education systems in support of the healthy psychosocial development of children (WHO, Geneva, 1999).*

*The present article discusses the various Life Skills, its need and importance at various walks of life, its implementation in healthy psychosocial development, and strategies for teaching Life Skills through effective curricular and co-curricular activities.*

### Introduction

National Curriculum Framework 2000 emphasized education for Life Skills. It is to strengthen the knowledge and core Life Skills of the young adolescents to effectively cope with risky situations they encounter in daily life. World Health Organisation (Geneva, 1997) defines Life Skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". "Adaptive" means that a person is flexible in approach and is able to adjust in different circumstances. "Positive behaviour" implies that a person is forward looking and even in difficult situation, can find a ray of hope and opportunities to find solutions (CBSE).

Life Skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the

protection of human rights (WHO, Geneva, 1999).

### **Need of Life Skills**

According to WHO (Geneva, 1999), Life Skills are very essential today due to the change in the fabric of 21st century lifestyle resulting into demands of modern life; poor parenting, changing family structure; dysfunctional relationships; new understanding of young people's needs; decline of religion; rapid sociocultural change; technological boom; wide generation gap.

Life Skills development is the development of psychosocial competencies. Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. Psychosocial competence has an important role to play in the promotion of health in its broadest sense, in terms of physical, mental and social wellbeing. In particular, where health problems are related to behaviour, and where behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution. The most direct intervention for the promotion of psychosocial competence are those which enhance the persons coping resources, and personal and social competencies (WHO, Geneva, 1997).

We all use Life Skills in different situations such as, to negotiate effectively at home, school, work place. We need to have thinking skills as well as social skills. When faced with difficult situations, we need to think critically, to analyse all the pros and cons of the situation, to think out of the box to find a solution to seemingly difficult problems (CBSE).

Life Skills education contributes to basic education; gender equality; democracy; good citizenship; child care and protection; quality and efficiency of the education system; the promotion of life long learning; quality of life;

promotion of peace. It is also considered essential in preventing adolescent pregnancy; HIV/AIDS; violence; child abuse; suicide; problems related to the use of alcohol, tobacco and other psychoactive substances; injuries; accidents; racism; conflict; environmental issues (WHO, Geneva, 1999).

### **Life Skills**

The Ten Core Life Skills as laid down by World Health Organisation can be paired to reveal 5 main Life Skills 'areas' for providing psychosocial competence are-

1. Self-awareness and Empathy-
2. Critical Thinking and Creative Thinking
3. Decision Making and Problem Solving
4. Effective Communication and Interpersonal Relations
5. Coping with Stress and Coping with Emotions

According to *Mohan Aruna. G.* (2013), each Life Skill has been separately dealt in detail below-

1. *Self-awareness*- Self-awareness is evidently the first step on the path to growth and development or to be successful in life. It is the ability to perceive one's own thoughts, feelings and behaviours, being aware of our authentic self. It is the key life skill. Its components are identifying strengths and weaknesses without bias in different contexts of life, objectivity, openness, accepting self as it is, reflectivity and introspection.

2. *Empathy*- It is the ability to perceive the internal frame of reference of another with accuracy and feeling one with the other. Sensitivity, objectivity, social inclination, social responsibility and social obligation are its components.

3. *Critical Thinking*- It is the ability and tendency to gather, evaluate and use information effectively- *Bayer* (1985).

Analytic and synthetic abilities, objectivity, anticipation of consequences and logical thinking are its components.

4. *Creative Thinking*- Ability to explore alternative uses, solutions to our

problems as well as consequences of our actions. Its components are divergent thinking ability, novelty, fluency, flexibility, originality, elaboration, unconventionality and independence.

5. *Decision Making*- Decisions are responses to problems and issues, it should be considered as means rather than an end in itself. Ability to choose the best, on identifying as many alternatives as possible, that fits the lifestyle, learners' goals, values and desires (Harris, R). Emotional stability, objectivity, self-knowledge, knowledge of the situation, analytic and synthetic abilities, divergent thinking ability, anticipation of consequences, rationality, logical thinking are some of its components.

6. *Problem-solving*- The skills to understand and deal effectively with problems in day-to-day living. Its components are self- knowledge, positive attitude, divergent thinking, objectivity, rationality, logical thinking, analytic-synthetic abilities and anticipation of consequences.

7. *Effective Communication*- It is an act of conveying ones ideas to others, modifying the messages depending on the feedback and responding appropriately to the messages sent by others. Its components are analytical and systematic abilities, expressive skill, non-verbal skills like postures, gestures, presentation, objectivity, sensitivity, patient listening, creativity, imagination and reacting on the spur of the moment.

8. *Interpersonal Relations*- These are set of skills which are essential for establishing and maintaining healthy interpersonal relationships. The major components are empathy, sympathy, sensitivity, tolerance, positive attitude, reciprocity, healthy distance, accepting others as they are, lack of prejudices and stereotypes and effective communication.

9. *Coping with Stress*- Stress is a negative mental state of extreme difficulty, pressure or strain. But stress cannot

always be slammed as negative. It has some positive functions as well for progress and growth of an individual. Its coping components are ability to recognize, planning ability, objectivity, empathy, resilience, reality orientation, self-awareness, ability to entertain, ability to relax and stability.

10. *Coping with Emotions*- Emotions energize people to a high degree in order to meet the emergency situations. Hence skills are required to regulate and modulate emotions. Components of coping with emotions are recognizing the emotion, empathy, sympathy, objectivity, emotional intelligence, self-awareness, analytic and synthetic ability, sense of proportion of emotional reaction, emotional shock absorption, and resilience or coming back quickly to mental cheerfulness.

Life Skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self-confidence and self-esteem (CBSE).

Life Skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills. The terms "Livelihood Skills or Occupational/Vocational Skills" refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus Life Skills are distinct from Livelihood Skills (CBSE).

Life Skills education involves a dynamic teaching process. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn

**Fig 1:**  
**Model showing various Life Skills Erikson's (1959) Theory of Psychosocial Development**



**Table 1:**  
**Erikson's Psychological Developmental Stages**

Sr.	Developmental Stage	Psychological Crisis	Basic Virtue
1	Infancy (Birth to 2yrs)	Trust v/s Mistrust	Hope
2	Pre Childhood (3-6 yrs)	Autonomy v/s Shame	Will
3	Early Childhood (6-9 yrs)	Initiative v/s Guilt	Purpose
4	Late Childhood (10-12 yrs)	Industry v/s Inferiority	Competency
5	Adolescence (13-19 yrs)	Ego Identity v/s Role Confusion	Fidelity
6	Early Adulthood (20-25 yrs)	Intimacy v/s Isolation	Love
7	Adulthood (26-64 yrs)	Generativity v/s Stagnation	Care
8	Old Age (65 yrs to Death)	Ego Integrity v/s Despair	Wisdom

**Table 2:**  
**Life Skills under different levels of Life Situations according to Age**

<b>LIFE SKILLS</b>	<b>LEVEL 1 Birth to 9 yrs</b>	<b>LEVEL 2 10 to 19 yrs</b>	<b>LEVEL 3 20 to 64 yrs</b>	<b>LEVEL 4 65 yrs to Death</b>
<i>Self - awareness</i>	Learning about "me as a special person"	Self - control	My rights and responsibilities	My rights and responsibilities as a citizen
<i>Empathy</i>	Understanding how people are alike and how we differ, and learning to appreciate the differences between people.	Avoiding prejudice and discrimination of people who differ	Caring of family members, caring of people in social network, caring of people with AIDS	Caring for family members, new generation, caring for peer age group members
<i>Interpersonal Relations</i>	Learning to value relationships with friends and family	Forming new relationships and surviving loss of friendships	Seeking support and advice from others in a time of need	Valuing relations in the peer group and social links
<i>Effective Communication</i>	Learning basic verbal and non-verbal communication skills	Assertive communication in the face of peer pressure	Using assertiveness to resist pressure to do potentially health damaging activities (e.g. unprotected sex, drug abuse)	Community service and handling diverse roles
<i>Critical Thinking</i>	Learning the basic processes in critical thinking	Making objective judgments about choices and risks	Resisting media influence on attitudes towards smoking and alcohol	Conscious procrastination, time management, discussions for the best outcome
<i>Creative Thinking</i>	Developing capacities to think in creative ways	Generating new ideas about things that are taken for granted	Adapting to changing social circumstances	Adapting to changing socio-economic circumstances
<i>Decision Making</i>	Learning basic steps for decision making	Making difficult decisions	Decision making about important life plans	Decision making about safer life choices
<i>Problem Solving</i>	Learning basic steps for problem solving	Generating solutions to difficult problems or dilemmas	Conflict resolution	Solving issues, problems on a daily basis, managing conflicts through wisdom
<i>Coping with Stress</i>	Identifying sources of stress	Methods for coping in stressful situations	Coping in situations of adversity	Coping with health issues, avoiding stress, living in harmony
<i>Coping with Emotions</i>	Recognition of the expression of different emotions	Understanding how emotions affect the way we behave	Coping with emotional distress	Coping with emotional distress and loss

**Table 3:**  
**Curricular and Co-curricular School Activities involved in Inculcating**  
**Life Skills**

<b>S.NO</b>	<b>LIFE SKILLS</b>	<b>SCHOOL ACTIVITIES</b>
01	<i>Self- awareness</i>	Knowing Physical Features, Characteristic Traits, Likes-Dislikes, Beliefs, Strengths-Weaknesses, Desires, Dreams, Ambitions, Introspection, Fears, Social Status, Knowing Factual or General Details, Views and Opinions, Values, Emotions and Feelings. Self-control, Self-confidence, Self-esteem.
02	<i>Empathy</i>	Being Caring and Empathetic for Others, Building Trust, Community Service, Environmental Activities, Story Telling, Role plays, Dramatization, Sensitivity and Compassion, Willingness to learn from others, Communication Skills, Developing Interpersonal and Interactive Skills, Maintaining harmonious relations.
03	<i>Interpersonal Relations</i>	Communication Skills, Dramatizations, Group Discussions, Debates, Small groups, Team work, Negotiation. Sympathy, Sensitivity and Caring, Compassion, Engaging in Constructive activities, Peer relationship, Building Friendship, Self-control, Self confidence, Self-esteem.
04	<i>Effective Communication</i>	Listening, Speaking, Reading, Writing, Self-concept, Group Discussions, Debates, Small groups, Speech, Conversation, Interpersonal relations, Debates, Story Telling, Audio-Visual Activities (Arts, Music, Theatre, Dance), Time Management, Logic Trees, Flowcharts.
05	<i>Critical Thinking</i>	Situation Analyses, Case Studies, Educational Games and Simulations, Brainstorming, Demonstration and Guided Practice, Class Discussions, Problem Solving, Goal Setting, Rational thinking.
06	<i>Creative Thinking</i>	Brainstorming, Class Discussions, Debates, Small groups, Competing Activities, Critical Thinking, Keen Observation, Demonstration and Guided Practice, Audio-Visual Activities (Arts, Music, Theatre, Dance), Story Telling, Drawing, Painting.
07	<i>Decision Making</i>	Situation Analyses, Negotiation, Proactive Behaviour, Critical Thinking, Creative Thinking, Problem Solving, Goal Setting, Time Management, Logical Thinking.
08	<i>Problem Solving</i>	Critical Thinking, Creative Thinking, Decision Making, Goal Setting, Time Management.
09	<i>Coping with Stress</i>	Effective Communication, Recreational Activities, Audio-Visual Activities (Arts, Music, Theatre, Dance), Yoga, Meditation, Deep Breathing, Interpersonal relations, Healthy food habits.
10	<i>Coping with Emotions</i>	Managing Emotions, Self-awareness, Self-control, Effective Communication, Interpersonal relations.



to use a particular skill effectively in diverse situation to cope with challenges of life. Many Life Skills are required to manage a particular situation effectively. In a way, various Life Skills works best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is art (CBSE).

### **Teaching Life Skills**

Skills are abilities. Hence it should be possible to practise Life Skills as abilities. Teaching Life Skills as generic skills in relation to every day life could form the foundation of Life Skills Education for the promotion of mental well-being, and healthy interaction and behaviour.

1. Knowledge, Values, Attitudes
2. Life Skills for Psychosocial Competence
3. Behaviour Reinforcement or Change
4. Positive Health Behaviour
5. Prevention of Health Problems

The Methods used in teaching of Life Skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. (WHO, Geneva, 1997).

The method used in teaching Life Skills involves the process of Participatory Learning using 4 basic components-

1. Practical Activities
2. Feedback and Reflection
3. Consolidation and Reinforcement
4. Practical Application to day to day life challenges (CBSE).

According to WHO (Geneva, 1997), the school is an appropriate place for imparting education for Life Skills effectively through various curricular and co-curricular activities, because of: the

role of schools in the socialization process; access to children and adolescents on a large scale; economic efficiencies (uses existing infrastructure); experienced teachers; high credibility with parents and community members; and possibilities for short and long term evaluation.

The teaching of Life Skills can also be according to Age specific daily life situations that would provide us to design the Life Skills activities, in order to create a Life Skills education programme.

*Level 1:* Includes the teaching of basic components of core Life Skills practised in relation to everyday common situations. Level 1 targets Infancy to Early Childhood (Birth to 9 yrs).

*Level 2:* Includes the application of Life Skills to relevant themes that are connected to various health and social problems. Level 2 targets Late Childhood to Adolescent (10 to 19 yrs).

*Level 3:* Includes the application of Life Skills in relation to specific risk situations that can give rise to health and social problems. Level 3 targets Early Adulthood to Adulthood (20 to 64 yrs).

*Level 4:* Includes the application of Life Skills in relation to specific risk situations that can give rise to health and socio-economic problems. Level 4 targets Old Age (65 yrs to Death).

Thus, many such Curricular and Co-curricular activities going on in the Schools and Out of the Schools can be of great relevance for imparting Life Skills Education.

### **Conclusion**

Life Skills are the essential requirement to lead a competent life in this 21st century era. Hence, the Teachers and the School authorities must prepare the child through proper curricular and co-curricular activities, to make the most of it during the period spent by the individual in the School and after to face multiple life situations.

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Article Received on	23.09.2015	Reviewed on	27.09.2015
Observations reflected on	02.10.2015	Modified on	03.10.2015

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**THEME**

## Study on Importance of Life Skills Education

*Divya Vijayvargiya \**

**Key Words :** *Life Skill Education*

### **Abstract**

*Life without education is a life without opportunity. We help children to attain functional levels of literacy, numeracy and essential life skills. When children read, they can better advocate for their rights and help their families and society. In order to reach these goals, we work with children, families and communities.*

*Any skill which is useful in our life can be considered a life skill. Life skills education is a structured programmed of needs and outcomes based participatory Life Skills education programmes are theory and evidenced based learner focused delivered by competent facilitators and appropriately evaluated to ensure continuous.*

### **Introduction-**

Life skill education promotes the learning of abilities which contribute to positive health behavior, positive interpersonal relationships, and mental well-being. The school is an appropriate place for the introduction of the life skills education because the role of schools in the socialization of young people, experienced teachers already in place and possibilities for short and long term evaluation. Life skills education is highly relevant to the daily needs of children.

The word "education" is derived from Latin educatio (A breeding, a bringing up, a rearing) from *educo* (*I educate, I train*) which is related to the homonym *educo* (*I lead forth, I take out, I raise up*) from (*from, out of*) and *duco* (*I lead, I conduct*).

**Definition of Education:** Education is the process of facilitating learning, knowledge, skills, values, beliefs and habits of a group of people are transferred to other people through storytelling, discussion, teaching, training." By education, I mean an all-round drawing out of the best in child and man-body, mind

and spirit. Literacy is not end of education or even the beginning.” *M.K. Gandhi*

Education certainly is a mean to all-round progress of man. In other words, the pathway to human-development goes through the lanes of education. Moreover, true education is the sole basis of achieving one’s purpose in life. It is education, which can ascertain ultimate peace for a human being.

**Meaning of Skill :** The ability to do something well.

**Definition of skill:** An ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas things and people.

**Life Skill:** The term ‘Life skills’ refers to the skills we need to make the most out of life.

Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambition and live our full potential. Any skill which is useful in our life can be considered a life skill.

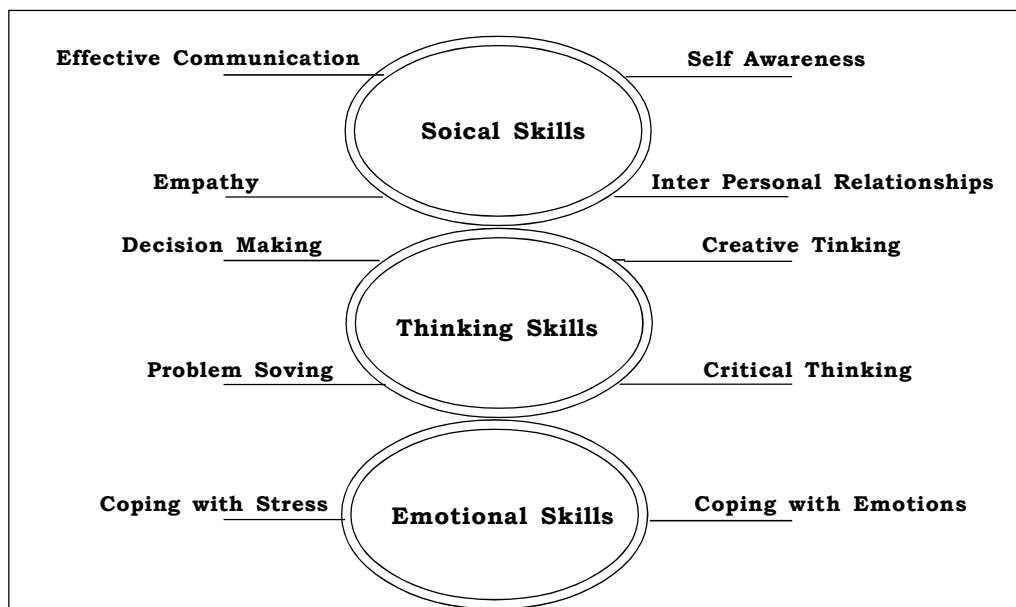
World Health Organization (WHO) 1993 defines Life Skill as “the abilities for adaptive and positive behavior that enables us to deal effectively with the demands and challenges of everyday life”. *UNICEF* defines life skills as, a behavior change or development approach designed to address a balance of three areas: knowledge, attitude, and skills.

Life skill field suggests that there is a core set of skill that are the heart of skill based initiatives for the promotion of the health and well being of children and adolescent. Life Skills are loosely grouped into three broad categories of skills:-

**1. Social skill:** Some social skills are-

**(a) Self Awareness:** It includes our recognition of ourselves, of our character, of our strengths and weakness, desires and dislikes. Developing self- awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal

**Fig. 1**  
**Life Skills defined by World Health Organization**



relations, as well as for developing empathy for others.

**(b) Effective Communication:** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears and it may mean being able to ask for advice and help in a time of need.

**(c) Empathy:** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions. Empathy can also help to encourage nurturing behavior towards people in need of care and assistance or tolerance.

**(d) Interpersonal Relationship Skills:** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**2. Thinking Skill:** Some thinking skills are-

**(e) Decision Making:** help us to deal constructively with decision about our lives. This can have consequences for health if young people actively make decisions about their actions in relations to healthy by passing the different options, and what effects different decisions may have.

**(f) Problem Solving:** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and

give rise to accompanying physical strain.

**(g) Creative Thinking:** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experiences and even if no problem is identified or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

**(h) Critical Thinking:** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factor that influences attitude and behavior, such as values, peer pressure and media.

**3. Emotional Skill:** Some emotion skills are-

**(i) Coping With Emotions:** involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sorrow can have negative effects on our health if we do not react properly.

**(j) Coping with Stress:** is about recognizing the sources of stress in our lives, recognizing how this affects us and acting in ways that help to control our lives of stress. This may mean that we take action to reduce the sources of stress.

Therefore, life skills are a large group of psychosocial and interpersonal skills, which can help people, to make informed decisions communicative effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

**Life skills education:**

Life skills education is a structured programmed of needs and outcomes based participatory learning that aims to

increase positive and adaptive behavior by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programmes are theory and evidenced based learner focused delivered by competent facilitators and appropriately evaluated to ensure continuous.

Life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people.

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the around them, from observing how others behavior and what consequence arise from behavior. This is described in the social learning theory developed by *Bandura* (1977).

In life skills education, children are actively involved in a dynamic teaching and learning process. The method used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations-actual practice of skills is a vital component of skills education. Finally, the teacher will assign homework to encourage the children to

further discuss and practice the skills with their families and friends.

#### **Life skills-based education:**

A term which came into use to describe life skills education addressing specific content or understanding to achieve specific goals, e.g., life skills based peace education or life skills based HIV&AIDS education. The term makes it clear that a life skills approach will be used to teach the subject matter meaning that participatory teaching/ learning methods will be used to help learners develop not only knowledge but also the psycho-social life skills they may need to use knowledge to inform and carry out behavior. Life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 *Jomtien* Declaration on Education for All took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals.

#### **Skills-based health education:**

This term is used to describe life skills education that aims to prepare individuals to make decisions and take positive actions to change behavior and environments to promote health and safety and prevent disease.

#### **Assumption of life skills education:**

1. The learners are able to make rational decision if they are equipped with adequate information, skills and desirable attitude.
2. Life skills education is an effective intervention measure in responding to socio-cultural problems like: HIV and AIDS, drugs and substance abuse,



school unrest among others.

3. Life skills education responds to critical needs of the youth.
4. Life skills are well developed when based on the learners real life experiences.
5. Development of life skills is a lifelong process that starts in early childhood and continues throughout one's life.

**Importance of life skill education:**

Life skills education has long term benefits to the society. These include educational, social, health culture and economic benefits.

**a) Educational Benefits:**

1. Develop positive attitude towards themselves and others.
2. Develop full potential.
3. Promote the state of mental well being as this motivates them and others.
4. Develop communication skill.
5. Develop negotiation skills.
6. Improve self perception by;
  - A) Building self confidence
  - B) Building self esteem
  - C) Building self worth
  - D) Strengthens teacher pupil relationship
  - E) Leads to desirable behavior change.
  - F) Improves discipline in schools.
  - G) Reduce learner problems such as truancy, absenteeism drug and substance and teenage pregnancies.
  - H) Help learners to improve their performance and teaches anger control.
  - I) Develop social competence and problem solving skills which turn help adolescents to form their own identity.

**b) Social Benefits:**

1. It promotes positive social, norms that an impact the adolescent health services, school and family.
2. It helps to weigh pros and cons of the situation hence act as a mediator to problem behavior.
3. It helps to adolescent to transit successfully from childhood to adulthood by healthy development of

social and emotional skills.

4. It improves the socialization process among learners such as relating to others in a friendly way.
5. It helps learner to use their leisure time properly.
6. It helps assists learners to recognize and avoid risky situation it means Promote risk free behavior.
7. It enables learner to choose good and reliable friends.
8. It helps to bring about meaningful interaction among learners, teachers and the school community.
9. It helps in character building.

**c) Health Benefits:**

1. Leads to prevention and control of diseases such as STI<sub>s</sub>, HIV and AIDS.
2. Contributes to a person's general well being ( physical, mental, emotional and social)
3. It helps ado
4. Leads to strain on health facilities.
5. Helps people to be responsible for their own and others people's health.
6. It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism.
7. It delays the onset of the abuse of tobacco, alcohol etc.

**d) Cultural Benefits:**

1. Enables people to adopt and maintain meaningful cultural practices and avoid practices that may put self and other at risk.
2. Promotes harmonious interaction between people of different cultures.
3. Helps in the clarification of values in the society.

**e) Economic Benefits:**

1. It leads to high productivity due to a motivated, strong and energetic labor force.
2. Saving is increased as money used e.g. on management and control of HIV and

AIDS can be invested elsewhere. Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.

3. Rehabilitation of drug and substance abuses.
4. Repair of damage property.
5. Buy teaching and learning resources.

#### **Conclusion :-**

Life skills education is a structured programmed of needs and outcomes based participatory learning that aims to increase positive and adaptive behavior

by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education has long term benefits to the society. Life skill education is important for children because its develop communication skill, negotiation skills, Improve self perception. It helps to adolescent to transit successfully from childhood to adulthood by healthy development of social and emotional skills and promotes harmonious interaction between people of different cultures.

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<b>Article Received on</b>	<b>25.06.2015</b>	<b>Reviewed on</b>	<b>22.10.2015</b>
<b>Observations reflected on</b>	<b>23.10.2015</b>	<b>Modified on</b>	<b>24.10.2015</b>

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## THEME

# Sanskar for Healthy Life Skills

*Dr. Saroj Kumar Mishra. \**

**Key Words :** *Sanskar, Life Skills*

### Abstract

*The word Sanskar is used several times in the sutras of Jaimini. It generally means some Purification act in a sacrifice the word is applied to the actions of shaving the head, washing the teeth and paring the nails on the part of the sacrifice in Jyotistoma. Tthe word Sanskara is applied to Proksana (sprinkling with water), it is applied to the shaving of the head and face. In Jaimini the word Sanskara stands for Upanayana.*

*There is great divergence of views among the writers on Smirtis as to the number of Sanskaras.*

*The Sanskaras are compared to beautiful steps, which by purifying the psychological thoughts and attitudes, rise the human being continuously. They play a vital role in childhood.*

### Introduction-

*Sanskar* as used in Indian philosophical and religious literature variously means (i) Making perfect, refining, polishing (ii) Refinement, perfection, grammatical purity (iii) Education cultivation, training, as of the mind (iv) Embellishment, decoration, ornament (v) Impression, form, mould, operation, influence (vi) Effect of work, merit of action (vii) The faculty of recollection, impression on the memory (viii) A purifying rite, a sacred rite or ceremony (ix) Making ready, preparation (x) Cooking, dressing (xi) Consecration, sanctification, hallowing (xii) Idea, notion, conception (xiii) Any faculty or capacity (xiv) The self-reproductive quality, faculty of impression; one of the twenty-four qualities or gunas recognized by the Vaiseshikas (xv) Investiture with the sacred thread (xvi) Obsequie ceremonies.

The word *Sanskar* is used several times in the sutras of *Jaimini*. It generally means some purifying act in a sacrifice. The word is applied to the actions of shaving the head, washing the teeth and

paring the nails on the part of the sacrifice in *Jyotistoma*. The word *Sanskara* is applied to 'Proksana' (sprinkling with water). It is applied to the shaving of the head and face. In *Jaimini* the word *Sanskara* stands for *Upanayana*.

'Sabar' explains *sanskaras* as that which, being effected, makes a certain thing or person fit for a certain purpose. Tantra *vartika* says that *Sanskaras* are those actions and rites that impart fitness. 'Fitness' is of two kinds; it arises by the removal of sins or by the generation of fresh qualities. The *Viramintrodaya* (*Rudraskand* on *Khadir Grihya*) defines *Sanskara* as a peculiar excellence due to the performance of rites ordained (by the *Sastra*), which resides either in the soul or the body. It is of two kinds, one kind makes a person eligible for performing other actions, e.g., *Upanayana* renders a person eligible for Vedic study and another kind removes the evil taint that may have been generated, e.g. *Jatakarm* removes the taint due to seed and uterus.

There is great divergence of views among the writers on *Smirtis* as to the number of *Sanskaras*. *Gautam* speaks of 40 *Sanskaras* and eight virtues of the soul. *Angiras* mentions 25 *Sanskaras*. *Veda-Vyasa* enumerates sixteen *Sanskaras*. In most of the digests the principal *Sanskaras* are said to be sixteen but there is some difference of opinion even as to these. The sixteen *Sanskaras* are:

*Garbhadhana* (purificatory ceremony performed after menstruation to ensure or facilitate conception.) *Pumsavna* (ceremony performed on woman's perceiving the first signs of a living conception), *Simatonnayana* (parting of the hair), *Jatakarma* (ceremony performed after the birth of a child), *Namakarana* (naming a child after birth), *Kaaranavedha* (piercing the ears to put earrings on), *Niskramana* (taking out a child for the first time into the open air), *Annaprasana* (giving a newly born child

food to eat for the first time), *Chudakarama* (ceremony of tonsure), *Vidyarambha* (beginning of child's education from the third year), *Upanayana* (taking the child near the acharya for instruction), *Vedarambha* (starting of Vedic studies), *Keshanta* or *Godana* (cutting of the hair), *Samavartana* (pupils return to home after studies), *Vivah* (marriage), *Antyesti* (last rites, funeral of person).

Here we describe in some detail the *Sanskaras* of *Vidyarambha*, *Upanayana*, *Vedarambha*.

#### **Vidyarambha :**

The *Grihyasutras* and *Dharmasutras* are entirely silent as to what was done for the child's education between the third year when usually *Caula* was performed and the eighth year from conception when the *Upanayana* usually took place in the case of *Brahmas*. They state that rarely *Upanayana* was performed in the fifth year. Some learned persons have used *aksharswikarnam* for *Vidyarambha* ceremony. This ceremony was conducted in fifth year. It was performed for children belonging to any caste. In the *Uttararamacharita* (Act II) it is said that *Kusa* and *Lava* were taught *Vidyas* other than the *Veda* after their *Caula* and before *Upanayana*. It appears that, at least from the early centuries of the Christian era, a ceremony called *Vidyarambha* (commencement of learning the alphabet) was celebrated. *Vidyarambha* not mentioned in any *Smriti* but only in *Markandeyapurana* quoted by *Apararka*.

#### **Upanayana :**

(a) Leading to or near, (b) Presenting offering, (c) Investiture with the sacred thread, (d) Bringing near, fetching, (e) Gaining, attaining, procuring, (f) employing. This word literally means 'leading or taking near' near means 'taking near of the acharya' it may have also meant 'introducing the novice to the stage of student hood.'

The *Upanayana* ceremony of a *Brahman* is performed in the eighth year counting from the time of conception; that of a *Kshatriyas*, in the eleventh or according to the practices of the family. *Upanayana* is mentioned by all sutras and smritis. It is called *Vratadesa* in *Veda-Vyasa*. Without *Upanayana* ceremony one cannot attain *Vedic* education. Like this Muslims can attain education after 'Kalama ceremony and Christians after 'Baptism'. Buddhists performed the Pabbajja ceremony, by this ceremony the child, at the age of 8 years, used to desert his house and join the *Sangh* and the Buddhists performed *Upasampada* ceremony. The child after getting the education, introducing himself as a new disciple at the age of 22, has to leave the 'math' and thereby, he became the permanent member of Buddha's *Sangh*.

#### **Vedarambha :**

(a) *Upakarama* (starting of the session of Vedic studies), (b) Preparation,

beginning, commencement, ceremony performed before commencing to read the *Veda* after the monsoons. *Yajnavalkya Smriti, Maitrayani-Sanhita*.

#### **Conclusion:**

*Sanskaras* are acts designed for the purification the body and through it, the soul. It is the main objective of the *Sanskaras* to overall development of human being. The *Sanskaras* are compared to beautiful steps, which by purifying the psychological thoughts and attitudes, rise the human being continuously. They play a vital role in childhood. Various activities of *Sanskaras* leave a firm and healthy and effect on the immature mind of a child. The body of the human being, purified by the *Sanskaras*, enables one to achieve the highest goal of life. *Medatihi* explaining the *shlok* of *Manu* accepted that by *Sanskaras* it is not just the body but the soul also is purified. The soul resides only in a pure body, and not in an impure body.

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Article Received on	28.10.2015	Reviewed on	01.11.2015
Observations reflected on	02.11.2015	Modified on	03.11.2015

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**THEME****Life Skill Education Pertaining to  
Adolescents****Dr. Madhu Singh \* & Deep Kumar \* \*****Key Words : Life Skills, Thinking Skills, Social Skills****Abstract**

*Adolescents are considered to be the productive members of a society. But as they face many changes they face challenges too. So it is important to equip the adolescents with the necessary skills to adopt these changes and deal effectively with the demands and challenges of everyday life.*

*These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. So life skills come under the purview of the academic field.*

*In this paper an attempt is made to give an overview of the concept of life skills, core life skills and the role of educational institutions for inculcation of life skills among the adolescents.*

**Introduction**

*"We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him, we cannot answer "Tomorrow". His name is "Today".* **Gabriel Mistral, 1948**

Everywhere, education is seen as the main way of enabling individuals and nations alike to meet the over increasing economic, technological, social and personal challenges. We expect education to prepare young people for the world of work for economic independence; to enable them to live constructively in responsible communities; and to enable them to live in a tolerant, culturally diverse and rapidly changing society. Perhaps above all, we expect education to help young people to build lives that have meaning and purpose in a future we can scarcely predict. This has led to reorganizing of the education system all over the world so that they provide not

only high standards of academic qualifications including literacy and innumeracy but also inculcate skills such as creativity, communication, empathy, adaptability, and social skills, all of which are being increasingly emphasized by employers and others in the global society. More so, in this age of information explosion, education systems face the ever increasing challenge of providing skills to acquire and process information as it is neither possible to provide children with all the information available, nor is it possible to predict what knowledge would be required 20 years from now, hence the focus on skills.

### **Understanding Life Skills**

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). **‘Adaptive’** means that a person is flexible in approach and is able to adjust in different circumstances. **‘Positive behaviour’** implies that a person is forward looking and even in difficult situations can find a ray of hope and opportunities to find solutions. The terms **‘Livelihood skills’** or occupational/vocational skills, refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills. Essentially, there are two kinds of skills – those related to thinking termed as **“thinking skills”**, and skills related to dealing with other termed as **“social skills”**. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. **“Emotional”** can be

perceived as a skill not only in making rational decisions but also in being able to make others agree to one’s point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

### **Understanding Ten Core Life Skills**

**1. Self-Awareness** includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

**2. Empathy** – to have a successful relationship with our loved ones and society at large, we need to understand and care about other people’s, needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. Empathy can help us to accept others, who may be very different from ourselves.

**3. Critical Thinking** - is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and access that influence attitudes and behaviour such as values, peer pressure and the media.

**4. Creative Thinking** - is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility

(shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

**5. Decision Making** – helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions these different decisions are likely to have.

**6. Problem Solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**7. Interpersonal Relationship** skills help us to relate in positive ways with the people we interact with. This many mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**8. Effective Communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it was mean being able to ask for advice and help in a time of need.

**9. Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

**10. Coping with emotions** means involving recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

### **Need For Life Skills Education For Adolescents:**

Today, more and more societal pressures, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation put adolescents at the crossroads of their lives facing an uncertain future in facing the responsibilities of adulthood and to enter the world of work. During the 21<sup>st</sup> century, life is undergoing significant transformation and changes. Among the most affected are the adolescents. Inculcation of life skills in them will solve life's problems and to take responsibilities. The family and life skills education programmes can be a good support system for adolescents.

#### **Life Skills Education at School level**

CBSE has introduced "Continuous and Comprehensive Evaluation" (CCE) at IX and X class during 2010 with grading system. The CCE is school based evaluation of students that covers all aspects of student's development. The evaluation and assessment is based on various areas as described in CBSE Teacher's Manual in three parts (CBSE Teacher's Manual page No. 20 and 21), where part-2 consists of Co-scholastic Area in two parts such as: a) Life Skills (thinking skills, social skills and emotional skills) b) attitudes and values (towards teacher, school mates, school activities, environment and value system).

#### **Life Skills Education at Graduate and Post Graduate Level**

The Life Skills Education at degree level is of great utility and therefore Institutes having professional and non-professional courses are providing the "Life Skills (Soft Skills) Education" training in Personal Development Programme (PDP) with the objective of overall grooming of students in Social, Public sector, their own development for



functional capabilities and also their responsibility towards nation building. The Institutes are in acute demand of Life Skill / Soft Skills Trainers.

### **Life Skills Commandments To Remember:**

1. Life skills are essentially those abilities that help promote overall well being and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom which focuses on behavior change or development approach designed to address a balance of three areas-knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities, what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of "how to do abilities" as they are not the only factors that affect behavior. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
5. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
6. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
7. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.

8. We all use Life skills in different situations such as: a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills b) When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.

9. Many life skills are required to manage a particular situation effectively. In a way, various life skills work best in conjunction. In fact, the appropriate combination of life skills in a given moment is an art.

10. Children learn their life skills from parents, teachers and from others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

***I read, I forget, I discuss, I remember, I do, I inculcate.***

### **What can the Schools do?**

Schools can require an entry and exit plan for every student with learning problems wherein the life skills are completed prior to graduation. At present, too many educators continue to use the same old approaches with a nonfunctional curriculum. Educators must become advocates for each child with special needs and stress "hands-on" life skill mastery.

### **Conclusion:**

Life Skills are a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment. It has an important role to play in the promotion of physical, mental and social well-being. So life skills education is highly relevant to the daily needs of the adolescents.

The school is an appropriate place for the introduction of life skills education. Implantation of a life skill programme will require the introduction of teaching methods that may be new to teachers. The success of the programme will depend very much on the availability of the service training, as well as efforts to include training in participatory learning

methods in teacher training colleges. The teaching of life skills requires a conducive learning environment where active and experiential learning activities could be well organized.

Hence life skills should be promoted so that they can gain recognition as essential skills that should be included in the education of young people.

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<b>Article Received on</b>	<b>23.09.2015</b>	<b>Reviewed on</b>	<b>30.09.2015</b>
<b>Observations reflected on</b>	<b>01.10.2015</b>	<b>Modified on</b>	<b>13.10.2015</b>

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## THEME

EDUSEARCH  
ISSN: 0976-1160  
Vol. 6, No.2, Oct. 2015

## Life Skills Education a reckoner for Holistic Human Development: Changing Perspectives

*Bibhuti Narayan Biswal \**

**Key Words :** *Life Skill Education, Holistic Human Development*

### Abstract

*The objective of education is to bring all round development of an individual. Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.*

*It is in this paper Life skills education has been discussed in minute details. Author has urged innovative strategy to enforce life skills education in our educational institutions such as: Experiential Learning, Research for exploring new methods of transacting life skills in class, Bring awareness among teachers & teacher educators, Revitalizing Club activities, Promotion of Technological Literacy, Field trips/ Gram Seva Activities etc.*

### Introduction

Aim of education is to create men and women who are capable of doing new things, innovate new ways of dealing with life, not simply of repeating what other generations have done. It is to create people who are self thinkers, creative, inventive, and discoverers. Broadly speaking Education has to be aimed at not only imparting relevant skills, but also inculcating character and moral values i.e. one part of education to be dedicated for making livelihood where as other part of education is to make life meaningful. Ostensibly our secular education emphasizes on *living* aspect of ours there by undermining the *life* aspect which seems more vital today. *Delors Report* entitled :‘*Learning: The Treasure Within*’ talks of four core skills for every individuals i.e *Learning To Know, Learning To Be, Learning To Do, Learning To Live Together*; which sets the tone for every individual to ponder over. Therefore life skills are becoming more significant in 21st century. Because it empowers individuals to take positive actions to

protect themselves and to promote health and positive social relationships.

Utility in other areas such as :Environment Education, Consumer Education, Peace Education, Social cultural issues. Further technological advances, onset of electronic gadgets revolution, digital media, social networking groups and what's-app platforms has posed a severe strain on daily life of school goers who are at the verge of vulnerable target groups. The situation emerging very rapidly over the global level. Therefore life skills education seems to be the pivotal one at this juncture.

#### **Rationale**

National Curriculum Framework (NCF,2005) emphasizes Connecting knowledge to life outside the school, Ensuring that learning is shifted away from the rote methods, Enriching the curriculum to provide for overall development of children rather than remain textbook centric, Making examinations more flexible and integrated into classroom life and, Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

In Times of India lead story recently a 23year old engineering student *Anuj Damor* who developed breathlessness and severe pain in the arms while attending a lecture at his college. *Vishesh Shah*, 22, had chest congestion and pain a week before his exam. His family look it to be symptoms of common flu and started home treatment. When Shah fainted during his exams, he was taken doctors who found that Shah had suffered a mild heart attack. Shah is obese and has a family history of cardiovascular disease. Sedentary lifestyle and fondness for packaged readymade food are increasing the incidence of heart disease among youth. Many are constantly sleep deprived, skipping meals or eating

unhealthy food, and failing to find any time to exercise. The combination of factors causes increased incidence of hypertension, narrowing of blood vessels, weight gain, diabetes and consequent heart ailments. If all age groups are included, heart diseases account for about 19 per cent of all deaths. It is the leading cause of death among males as well as females. Four people die of heart attack every minute in India and the age group is mainly between 30 and 50. Twenty-five per cent of heart attack deaths occur in people less than 40. Nine hundred people under 30 die due to heart disease in India every day. Let us look at the most common causes being attributed to heart attack in young persons.

Recently UGC has expressed its deep concern that 85 per cent of those passing out from engineering colleges were not employable. Thus the UGC has proposed to introduce new courses for providing skill-based training to the students to make them employable. (The Hindu, 30 Oct.2014)

Many a time it has been reflected from present social context that the quality of family life, tolerance power of individual, one's sharing & caring attitude is sharply declining. If it is so the very objective of living together will be defeated and social existence will be meaning less in near future which is considered as a unprecedented threat to our society & country at large. Therefore life skills education seems inevitable for all of us.

#### **Commissions & Committees For Life Skills:**

The *Mudaliar* Commission on Secondary Education also felt that the supreme end the educative process should be training of character and personality of students in such a way that they will be able to realize their full potential and contribute to the wellbeing of the community. We need to inculcate the qualities of discipline, tolerance,

patriotism, cooperation, world citizenship and morality in our children. It must be the responsibility of each and every teacher to provide the education of character through every single aspect of school programme (Mittal, 2015).

The *Sri Prakasa* Committee on Religious and Moral Instructions also emphasized that the teaching of moral and spiritual values in educational institutions was desirable and the inculcation of good manners, social service and true patriotism should be continuously stressed at all stages. The Kothari Education Commission opined that our education system should emphasize on the development of fundamental social, moral and spiritual values.

NCFTE (2009) and NCF (2005) envisages, there is added focus on multiple intelligences & life skills. Rare attempts has been made to develop citizenship skills. Attempts have been made to enrich curriculum to provide for overall development of children through CCE. (Goyal, 2015). Hence there is strong feeling in education circles for the inculcation of life skills in learner right from school level.

#### **Status of Life Skills in School & Higher Education**

Life Skills Education first introduced in CBSE for class VI in 2003-2004. It was interdisciplinary in nature. At present it is evaluated through CCE in terms of grades. It aims primarily to promote self awareness, social commitment, eco-sensitivity and positive adaptive behavioural skills in children. It was implemented in class VII in year 2004-2005 and in class VIII in 2005-06. At present life skills are assessed in CCE as Co-Scholastic subject in 5 point grade scale in all CBSE schools and some state schools. A replica of report card used by CBSE schools in Std IX which is used for assessing Life skills is illustrated below

in fig.1. Course materials have been published by CBSE. Training Programmes are being conducted. In colleges / Universities the UGC had taken initiatives to introduce National Skill Qualification Framework (NSQF) and National Vocational Educational Qualification Framework (NVEQF) to provide upward mobility to the students in skills front.

#### **What Is Life Skill Education**

Life skills have been defined as *“the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”* (W.H.O, 1996). Therefore life skill education prepares every individuals to head on all present challenges & unforeseen challenges of life. Life-skills based education is behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude, and skills. ( UNICEF).

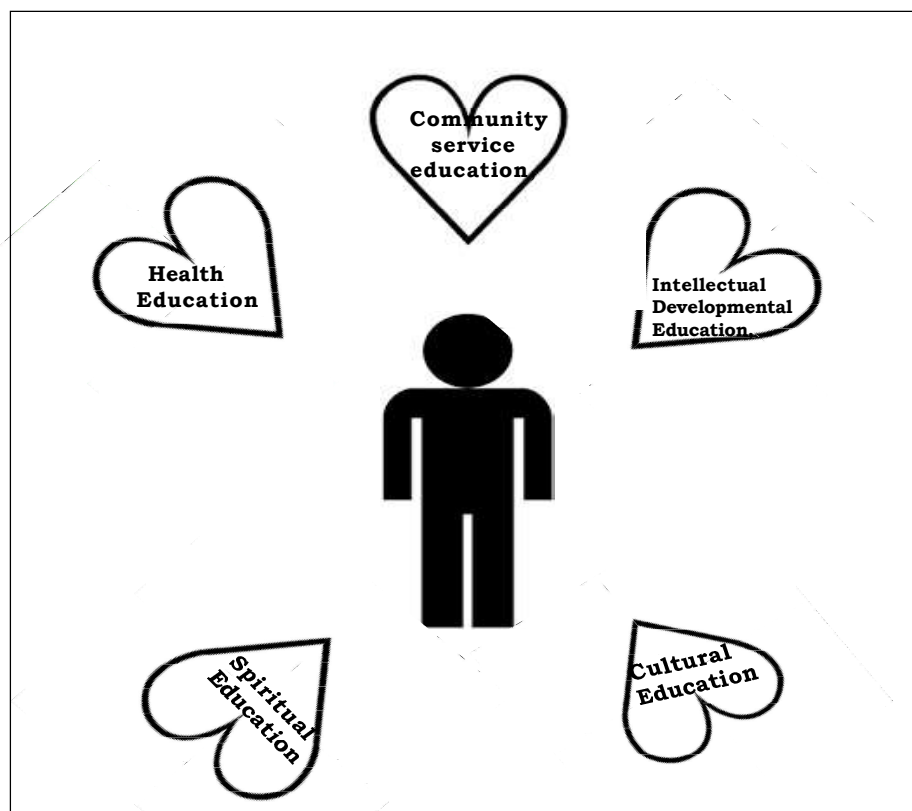
Life skills Education (LSE) is that branch of education that uses learning by experiencing/solving by applying learned concept in our mundane life situations as a pedagogy. There are ten core Life Skills identified by WHO which are as under.

*Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotion.*

In schools life skills can be broadly inculcated under five categories such as: Intellectual Developmental education, Spiritual education, Community service education, Cultural education and Health education which is depicted in fig.1.

#### **Benefits From Life Skills Education**

- ◆ Prepares individual to face the challenges effectively by personal empowerment.
- ◆ Enables everyone's to innovate for a given problem.

**Fig. 1. Life Skills in Schools**

- ♦ Equip all to explore alternatives, Weigh pros and cons,
- ♦ Make rational decisions, Communicate effectively, To say “No”, Be assertive.
- ♦ Prepare individuals to have own choices & permit to avoid interdisciplinary conflicts, orchestrated problems.
- ♦ Prevention of antisocial activities and behavior.

**Field trips/ Gram Seva Activities:**

Educational trips to be organized by school to various places throughout India regularly so as to provide the students the opportunity of learning through travel, verifying real time value practices, especially to places that they may not otherwise get to visit. Apart from this, the trips also provide relief from the drudgery that academic study sometimes becomes, an opportunity for close interaction with

peers so that students could acquire life skills. In order to give a glimpse of poverty & social needs, school must offer great opportunity of gram seva where in students go from door to door carrying food packets & gifts and message of Love, free medical check up and medicines, for the needy.

**Conclusion**

Today our vast majority of young population are standing on a bridge between the past and the future. Imparting life skill training through inculcating life skill education in our schools & colleges will help our adolescents to overcome their difficulties in life. Thus life skill education is dire need of our emerging society and our education system should impart life skill education as a part of its curriculum as it is capable of producing positive behavior,

positive interpersonal relationships and well being of individuals. It is time for all stake holders in education to give life skills education its due credit. In life at times we shall be driven to the wall not knowing where to go and what to do where life skills will come to our rescue which must be bear by all of us.

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Article Received on	24.10.2015	Reviewed on	26.10.2015
Observations reflected on	27.10.2015	Modified on	30.10.2015

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**THEME****Teacher Preparation through Life Skills  
Training: A Critical Reflection of Mentors  
on Student Teachers Behavior****Prof. T. Mrunalini \* & Prof. T. Sumalini****Key Words : Teacher preparation, Critical Reflection****Abstract**

*Life skills education contributes to: basic education, gender equality, democracy, good citizenship, child care and protection, quality and efficiency of the education system, the promotion of lifelong learning, quality of life and the promotion of peace.*

*Taking into consideration the WHO and UNESCO modules a 10 days training is planned at pre- service teacher education right from 2008-09 onwards and in the present revised curriculum based on National Curriculum Framework, it is reflected as a part of self development under enhancement of personal capacities component (EPC).*

*Observations on the 10 basic skills were collected from four mentors who guided students on life skills training. The observed behavioral dispositions on each life skill were compiled and analyzed.*

**Introduction**

*"I read, I forget, I discuss, I remember, I do, I inculcate"*

Cognitive development occurs through the child's conversations, interactions and through problem-solving experiences shared with a parent or teacher and also a sibling or peer (Vygotsky, 1978, 1987).

In the era of globalization, enormous technological advancements, unhealthy cut throat competitions, peer pressures, parental high aspirations, social *status-quo* made man's life very precarious and ending in life with full of pressures. The present life style ultimately made man to respond to tune to social demands and became a cog in the wheel with mechanical life, materialistic attitudes and unending desires. Child has no free time or freedom to play and enjoy life. No space provided for normal socialization.

Right from childhood a child is put to unwanted pressures and demands from parents and education system in corporate sectors. In some so called corporate schools a child starts preparing



for IIT, civil services, CA, etc. right from the age of 12 years i.e. class sixth onwards. Where child has no maturity to understand what is a career? No idea about goals or targets to reach. Parents never bother to check with child's interest or aptitude. How far such unnecessary pressure is healthy for child's growth and personality development? The pressure starts right at childhood and continues till youthful stage. Every day in and out we hear of suicides, exploitation, abuse by their own family members, peer group pressure, various such situations are difficult to manage for the adolescents and youth and even adults.

The whole scenario creates a space to interrogate oneself as a responsible citizen where do we go wrong? Do we fail to provide basic skills to live normal balanced peaceful social life? The only answer is yes; many agencies at national and international level, WHO, UNESCO created material and modules to conduct training programs for the teachers and children. It is made as a part of curriculum in kendriya vidyalayas under non-scholastic area, as an integral part of curriculum in the state of telangana state school curriculum. There are also post graduate course offered by Rajiv Gandhi national institute for youth development. However, not much serious thought is given by teachers in training children in life skills.

#### **What are these life skills?**

"We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer "Tomorrow". His name is "Today". (Gabriela Mistral, 1948)

Life skills education contributes to: basic education, gender equality,

democracy, good citizenship, child care and protection, quality and efficiency of the education system, the promotion of lifelong learning, quality of life and the promotion of peace. (World Health Organization Geneva 1999)

WHO Department of Mental Health identified five basic areas of life skills that are relevant across cultures: Decision-making and problem-solving, Creative thinking and critical thinking, Communication and interpersonal skills, Self-awareness and empathy, Coping with emotions and coping with stress.

UNICEF (2002) defines life skills as psychosocial and interpersonal skills that help people make informed decisions, communicate effectively, and develop the coping and self-management skills needed for a healthy and productive life. Life skills are applicable to the actions that are directed to self, others or the local environment. The objectives of life skills are to develop health and well being at all levels.

The Core Dimensions of Life Skills composed of generic life skills. Generic life skills are required for holistic development of the personality. Generic life skills include ten core skills. WHO has also classified life skills into ten core dimensions. These ten dimensions are;

1. Self Awareness:
2. Empathy:
3. Effective Communication:
4. Interpersonal Relationship:
5. Creative Thinking:
6. Critical Thinking:
7. Decision Making:
8. Problem Solving:
9. Coping with Emotions:
10. Coping with Stress:

#### **Why is there a need for Life Skills Education?**

It involved the process of Participatory learning using 4 basic components (1. Practical activities 2. Feedback and reflections 3. Consolidation and reinforcement 4. Practical application to

day to day life challenges) Promoting Skills Acquisition and Performance (Providing opportunities to observe Life skills being applied effectively , Providing opportunities for practice with coaching and feedback, Evaluating performance, Providing feedback and recommendations for corrective action.) Fostering Skill Maintenance/Generalization, Providing opportunities, fostering self – evaluation and skill adjustment.

**Review of related literature:**

*Zahra et al.*, 2013, indicated that life skill training have a significant positive effect on social development. *Khera and Khosla* (2012) revealed that there is a positive correlation between Core Affective Life Skill and self concept of adolescents which means those who possess these essential skills have better confidence in all aspects.

Learning is enhanced by the intrapersonal skills used to reflect on one's learning and adjust learning strategies accordingly – a process called “metacognition” (National Research Council, 2001; *Hoyle and Davisson*, 2011).

*Bharath Srikala and Kumar K. V. Kishore* (2010) in his study on empowering adolescents with life skills education in schools – School mental health program: Does it work? Revealed that The students in the program did not perceive better adjustment with peers than those not in the program. Though the LS Educator teachers reported better interaction with peers in students in the program. Also Perceived self-efficacy, better self-esteem and better general adjustment were important aspects which were significantly different between the two groups, indicating that the program prepares the adolescent to be a ‘competent’ and ‘empowered’ person in a changing, competitive, globalized world.

Social problem-solving training can improve social adjustment and academic performance of shy students (*Ahadi and colleagues*, 2009)

*Mansour* (2007) indicated that life skills training are effective in enhancement of students’ achievement motivation, self respect and social adjustment. The term life skills refer to a large group of mental, social and interpersonal skills, and can help people to make their decisions with awareness, communicate effectively, and develop coping skills and self-management and having healthy living and productivity (*Sepah Mansour*, 2007). He indicated that life skills training are effective in enhancement of students’ achievement motivation, self respect and social adjustment.

*Bhardwaj and Vashishtha* (2006) revealed that majority of students preferred problem solving to be the most relevant and interpersonal relationship to be the last relevant to science and technology.

*Gamble, B.* (2006) in his article on teaching life skills for Student Success had written that Chicago Public Schools (CPS) recognized that their graduates were still struggling to find employment. They also concluded that those graduates who found employment were having difficulty retaining their jobs.

*Hamidi* (2005), in his research indicates that life skills training significantly improve adolescent behavioural condition.

*M.K.C.Nair* (2005)in his article wrote that Adolescence was a period of experiencing, and expanding. Adolescence needed help and guidance in decision making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, there may be a person crying out for a professional help. Extra care was needed while offering help to adolescents problems because it was not easy for teenagers to accept the fact

that they need help. The Family Life and Life Skills Education Programmed is a good support system for adolescents at the community level.

*Tarmyan* (2003) found that life skills training program plays major role in providing psycho-social specificity of children and adolescents.

*Sharma S*, (2003) had published a paper on measuring life skills of adolescents in a secondary school. The objective of this study was to develop a scale to measure life skills and to assess the levels of life skills in adolescents of a secondary school at Kathmandu. She concluded that most of the teachers were not aware of the concept of life skills. Maternal education was significantly associated with higher life skill levels in adolescents. Connectedness and family support were other important factors influencing the level of life skills in the adolescents.

Studies have found that one third to one-half of adolescents struggle with low self-esteem, especially in early adolescence (*Harter*, 1990; *Hirsch & Dubois*, 1991). The results of low self-esteem can be temporary, but in serious cases can lead to various problems including depression, delinquency, self-inflicted injuries, suicide (*Battle*, 1990; *Bhatti*, 1992).

*Miller* (1988) demonstrated that a program to increase self-esteem significantly changed the attitudes of students regarding their alcohol and drug use. The results of these One of such study is that of *Hawkins et al* (1992), who found that LST has been found to increase academic test scores.

Empathy is a component of communication and can only be improved with appropriate training (*Winefield and ChurHansen* 2000). It allows us to understand the intentions of others, predict their behavior, and experience an emotion triggered by their emotion.

Young people are found to show increased skill in identifying and relating to another person's feelings if a real life role model demonstrates empathy for a character in a distressful situation (*Feshbach*, 1982). Guiding children to practice these empathic responses within conflict situations can build habits of thinking and caring about other people's perspectives and feelings and help them to come up with nonviolent solutions instead of resorting to aggression (*Slaby and Guerra*, 1998).

Lack of empathic concern, poor communicative responsiveness and high emotional contagion significantly contributed to reduced personal accomplishment (*Orndahl and O'Donnell* 1999).

All the reviews strongly support the influence of life skills training on the students and helping students in various aspects of dealing with life related issues.

### **Significance of the problem**

With the above insights, in this context, Osmania University teacher education department took an initiative to integrate life skills as a part of teacher training program to help at personal level and to extend the same training to children in the school to deal with their life effectively.

Taking into consideration the WHO and UNESCO modules a 10 days training is planned at pre-service teacher education right from 2008-09 onwards and in the present revised curriculum based on National curriculum framework, it is reflected as a part of self development under enhancement of personal capacities component(EPC). Keeping in view the significance an attempt is made in this paper to capture as to how far these skill brought some change in the student teachers behavioral dispositions and stated as follows. "Resourceful Teacher preparation through Life skills training: A critical reflection of mentors on student teachers behavior". In order

to study the above the following objectives are framed:

**Objectives:**

1. To understand the mentors reflections on the student teachers behavior with life skills exposure.
2. To identify which skills are more effective on student teachers
3. To find out whether any difference in the influence of life skills with respect to gender

**Research questions:**

1. Do life skills exposure can bring some change in the student behavior?
2. Do all components of life skills are equally influence student teachers behavior?

**Operational definitions:**

**Life skills:** life skills are referred to 10 components suggested by WHO taken into consideration in the study.

**Mentors:** teacher educators who guide 10-12 students allotted to them for guidance throughout the academic schedule for all activities.

**Student teachers behavior:** it is the behavior observed on certain behavioral aspects under each of the life skills by the mentors after the project. Conduct of the life skills at the department and all other affiliated colleges for 10 days. Some of the reviews related to this area are compiled to get insights into the outcomes. These reviews are presented below.

**Procedure:**

**Method:**

Survey method is adopted to conduct the study. Basically it is an observational study. The mentors train the student teachers in life skills and observe their behavior.

**Population:**

158 students of IASE, Department of education, Osmania University are considered as the total population for the study.

**Sample and sampling:**

Purposive sampling technique was used to draw a sample of 40 students for

the study. The sample includes 20 boys and 20 girls.

**Variables:**

Gender was identified as independent variable and behavior of the students on 10 dimensions is considered as the dependent variable for the study.

**Tool:**

Basically the list of WHO on life skills designed with 10 components and each skill has five behavioral dispositions and they have to be rated on five point scale after observing the students. The same was adopted for the study. Description of the tool: this tool includes 10 life skill components with five behavioral dispositions under each of them.

First skill, self awareness includes; aware of his or her physical, social and emotional self , self respect , strengths or weaknesses, Adopts optimistic approach , has the confidence to face challenges.

Second skill, problem solving includes; finds a workable solution to a problem, Handles various problems effectively, identifies and states the problem effectively, views problem as a stepping stone to success, finds ways to solve different kinds of conflicts.

Third skill decision making includes; 1.decisive and convincing, finds alternatives to solve problems, Able to analyze the alternatives critically takes decisions logically, shows readiness to face challenges.

Fourth skill, critical thinking includes; assess the statements and arguments, examines problem closely, listens carefully and gives feedback ,finds alternatives and solutions.

Fifth skill imagination skills include; finds solutions to problems and issues, independent thinking, fluency in expression, imagination and think out of box, independent judgment.

Sixth skill interpersonal relationships; interact effectively with peers, cheerful and friendly, etiquette and

social, shares feelings with others, discuss feelings with others. Responsive to others interests and concerns.

Seventh skill effective communication includes; contributes to group conversations, knows difference between assertive ,aggressive and submissive communication, use verbal and nonverbal, good listening skill, speech action and expression.

Eighth skill empathy; respect others, concern to society, extra help, tolerant, sensitive to environment.

Ninth skill managing emotions include; identify self emotions, manages emotions, shares feelings with others, expression of feeling in healthy way, remains cool in adverse conditions.

Tenth skill dealing with stress include; identify stress related situations, copes with stress effectively, optimism in handling, positive in critical situations, remains composed.

#### **Process of life skills exposed to student teachers:**

As a part of the curriculum life skills are included and rigorously exposed to all aspects in each group under the guidance of each mentor.

First day a demo cum lecture is arranged with the senior faculty or any other resource person with expertise in this area. Curriculum transaction for the life skills is through various participatory modes. Each group of 10-12 students is allotted to a mentor who will provide adequate training to practice and participate in the training with feedback. Mentors will provide a lot of clarity to the student teachers which in turn can be transferred to the children at schools. They promote and help in designing various activities related to each skill.

The transaction mode is planned through various modes like, Class discussions, Brainstorming, Demonstration and guided practice, Role plays, Audio and visual activities, e.g., arts, music, dance, group activities,

Educational games and simulations, Storytelling, Debates, etc.

All the activities are conducted before the whole group. Each and every student gets exposure to all the 12 students' activities. This leads to a lot of reinforcement and involvement in the process of understanding life skills. They also discuss in groups while planning and also during documentation. Students are asked to write the reflections at the end of the project. On the last day of the project the two member jury evaluation is carried out where a sample of activities by each member need to be demonstrated as per the jury assessment scores are finalized which are graded.

In the present paper an attempt is made to illuminate the reflections of only 4 mentors on their mentees. Mentors have recorded the behavioral dispositions of all the students allotted to them. After conducting the project for student teachers they have recorded the behavior on five point rating on different components in each of the 10 components of life skills.

Observations on the 10 basic skills were collected from four mentors who guided students on life skills training. The observed behavioral dispositions on each life skill were compiled and analyzed and the results are recorded below.

#### **Analysis and results:**

The data were analyzed and the results are presented related to each of the Life skill separately and on the whole to see the influence of the training in the behavioral dispositions of student teachers with respect to gender.

It can be observed from the results that most of the student teachers (85%) showed high level of self awareness in behavioral dispositions after the project. when compared to girls (80%) to Boys(90%) have high self awareness. It may be because of the kind of experiences and the activities provided to realize ones strengths and weaknesses and

**Table 1**  
**Self- awareness**

Life Skill	Gender	Low 0-8		Moderate 9-16		High 17-25		Total	
		No	%	No	%	No	%	No	%
Self Aware ness	Boys	0	0	2	10	18	90	20	100
	Girls	0	0	4	20	16	80	20	100
	total	0	0	6	15	34	85	40	100
Problem Solving	Boys	0	0	8	40	12	60	20	100
	Girls	0	0	10	50	10	50	20	100
	total	0	0	18	45	22	55	40	100
Decision Making	Boys	0	0	8	40	12	60	20	100
	Girls	0	0	8	40	12	60	20	100
	total	0	0	16	40	44	60	40	100
Critical Thinking	Boys	0	0	10	50	10	50	20	100
	Girls	0	0	6	30	14	70	20	100
	total	0	0	16	40	24	60	40	100
Imagination Skills	Boys	0	0	10	50	10	50	20	100
	Girls	0	0	14	70	6	30	20	100
	total	0	0	24	60	16	40	40	100
Inter prsonal Relationships	Boys	0	0	8	40	12	60	20	100
	Girls	0	0	8	40	12	60	20	100
	total	0	0	16	40	24	60	40	100
Effective Communi cation	Boys	0	0	10	50	10	50	20	100
	Girls	0	0	7	35	13	65	20	100
	total	0	0	17	43	23	57	40	100
Empathy	Boys	0	0	9	45	11	55	20	100
	Girls	0	0	10	50	10	50	20	100
	total	0	0	19	48	21	52	40	100
Managing Emotions	Boys	0	0	7	35	13	65	20	100
	Girls	0	0	8	40	12	60	20	100
	total	0	0	15	38	25	62	40	100
Dealing with Stress	Boys	0	0	7	35	13	65	20	100
	Girls	0	0	10	50	10	50	20	100
	total	0	0	17	43	23	57	40	100

misconceptions about one. It also provides clarifications when shared in a group how similar are the perceptions of others. When exercises to know about physical, social, emotional, so on likewise the self respect, optimism and so on reflected in their response and behavior. It shows a clear influence of the group and individual activities on students. Results show that

the boys seems to be more open and got more benefit.

In the second dimension it is evident from the results that more than half of the students (55%) show high problem solving ability. When compared to girls (50%) boys (60%) were better. Almost equal number of students (45%) show moderate level of problem solving ability.

May students ability in solving the problems is little difficult to develop within short duration and also to capture is not so easy in all the students. But students could relish the activities and could develop the skill to solve the problem .it is very evident that none of the students are falling in the low area.

It is evident from the results that more than half of the students (60%) show high ability to make decisions in various situations. Both boys(60%) and girls(60%) show high ability in decision making, Probably the Various contexts related to college and others were provided a chance to understand how to make decisions.

More than half of the students (60%) show high critical thinking ability. Girls (60%) better than boys (50%) in showing ability to think critically. probably it is not so easy to obtain to all the students within short duration so the remaining students have moderate level (40%). However, on the whole students could develop critical thinking ability through the exposure to life skills.

Only some of the students (40%) could show higher imagination skills whereas more than half (60%) could develop moderate ability to think with imagination (60%). Boys are better to girls in higher level of imagination.

More than half of the students could show high ability to maintain better interpersonal relationships .i.e. the experience enabled them to understand how the relationships are maintained properly with peers and teachers and others. Equal number of boys (60%) and girls(60%) showed high ability in maintaining interpersonal relationships. More than half (57.5%) of the students could develop high ability to communicate effectively. The remaining students (42.5) could communicate at moderate level. When compared to boys (50%) girls (65%) could communicate more effectively.

More than half (52.5%) of the students could exhibit empathy highly in their behavior. Almost equal number of them (47.5%) students could show empathy at a moderate level in their behavior. When compared to girls (50%) boys (55%) showed more empathy exhibited at a high level.

More than half (62.5%) of the students could manage their emotions with high ability. some of them (36.6%) could show a moderate ability to manage their emotions. Compared to girls (60%) boys (65%) could control emotions at a higher level.

More than half (57.5%) of the students could develop high ability to deal with Stress. The remaining students (42.5%) could deal at a moderate level. When compared to girls (50%) boys (65%) could cope better with stress.

On the whole it is very evident there are no students in any of the 10 skills at low level after exposed to the life skills training and they also expressed to the mentors that they are very much benefitted and were not aware of many things about life skills though they are simple and known to them but how to deal with them was made clear.

To know how far the influence of training in life skills made a difference on the whole it was analyzed on all the 10 skills and results presented below.

It is very obvious from the results that more than half of the students (57.5) could show high ability remaining (42.5) students could use life skills in the appropriate contexts and exhibited change in their behavioral dispositions in various contexts. Thus we can conclude that the training in life skills and make them to reflect in various contexts would help in bringing desirable change and also adjust to different situations and can deal better with different issues in life. It is also observed that there are no students in the low level i.e. this training led to some change in every student exposed to the training.

On the whole when compared to girls (55 %) boys (60%) could exhibit little higher level of life skills.

To see this observed difference statistically significant or not chi-square adopted and results showed below.

“There exists no difference between boys and girls in the behavioral dispositions related to life skills”

Chi –square- calculated value-11.5  
df- 1 table value-at 0.05=3.84 and at 0.01 = 6.64

From the results it can be observed that the calculated value is higher than the table value at 0.05 and 0.01 level therefore null hypothesis is rejected i.e. there a difference in the acquisition of life skills between boys and girls.

#### **Findings:**

1. Most of the student teachers (85%) showed high level of self awareness after the project.

When compared to girls (85%) boys (90%) could show higher level of self awareness.

2. More than half of the students (55%) show high problem solving ability, the remaining students (45%) showed moderate level of problem solving ability.

Boys (60%) exhibited better than girls (50%) problem solving ability.

3. More than half of the students (60%) show high ability to make decisions in various situations.

Both boys (60%) and girls (60%) are able to develop decision making ability equally

4. More than half of the students (60%) show high critical thinking ability. Girls (60%) ability to think is better when compared to boys (50%).

5. Less than half of the students (40%) could show high imagination skills whereas more than half (60%) could develop moderate ability to think critically. Boys (50%) could show better imaginative skills compared to girls ((30%).

6. More than half of the students (60%) could show high ability to maintain better interpersonal relationship with others. Both boys and girls could exhibited their ability equally in maintaining interpersonal relationships (60%)

7. More than half (57.7%) of the students could develop high ability to communicate effectively. The remaining students could communicate at moderate level. Girls(65%) are better in communication skills when compared to boys(50%).

8. Little more than half (52.5%) of the students could highly exhibit empathy in their behavior. Almost equal number of students could show empathy moderately in their behavior. Compared to girls (55%) boys (65%) could show more empathy.

9. More than half (62.5%) of the students could highly manage their emotions. Whereas some of them (36.6%) could show a moderate level to manage with their emotions.

Compared to girls (60%) boys (65%) could show better skills of empathy.

10. More than half (57.5%) of the students could develop high ability to deal with Stress. The remaining students (42.5%) could deal at a moderate level.

Compared girls (50%) boys (65%) are better in dealing with stress.

On the whole components put together the analysis reveal the results:

11. More than half of the students (57.5%) could show high ability in dealing with life with the required skills to the context remaining (42.5) students could use life skills in the appropriate contexts and exhibited change in their behavioral dispositions in various contexts. Compared to girls (50%) boys (65%) ability on the whole found to be better .

On the whole girls are better in, critical thinking, effective communication and managing with emotions where as boys



are better in self awareness, problem solving, imagination skills, empathy and dealing with stress Both boys and girls have equal level of abilities decision making and in interpersonal skills.

#### **Discussion:**

The results from the study clearly indicate provided an opportunity to understand the need and importance of the life skills through real life situations and reflect on their life and subject them to their day today life students can assimilate the skills and gradually it is reflected in their behavior.

#### **Suggestions:**

Based on the findings the following suggestions are given:

1. Teacher educators and students should be provided with training in life skills to make adjustments and adopt to the life .They should not take any extreme decisions and should think about oneself ability and real strengths and face the challenges in life and deal effectively with all the situations appropriately.
2. It should become a part of the curriculum to all teacher education institutions to develop life skills in their personal life and in turn to develop them in their students when they become teachers and also can help to the people around them in their life.
3. Teachers should adopt discussion as a tool of teaching and develop such other

tools through life skills training in order to transfer such skills to extend to all their day to day life situations and to solve various challenges they encounter.

4. Teacher should create a friendly environment to the students to share their problems with the teacher and the peer group and to solve their problems. Life skills training would help in providing such experiences and exposure to students.
5. All educational institutions should make it mandate this training to avoid any kind of deviation from the normal life, exploitation, abuse, addictions, etc..
6. Teachers should make the children to understand the importance of life skills in everybody's life to avoid any kind of problems and difficulties and help them to lead a normal life.
7. Teachers should make the students to critically reflect on various issues related to day to day life in order to make them to understand the importance of life skills in everyday life. Teachers should deal with life skills with seriousness and accountability to create a better living.
8. Teachers should also educate the children how life skills can help in the academic performance in managing with stress and cope with the varied situations.

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Article Received on	26.09.2015	Reviewed on	01.10.2015
Observations reflected on	05.10.2015	Modified on	13.10.2015

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**EDUSEARCH**  
**ISSN: 0976-1160**  
**Vol. 6, No.2, Oct. 2015**

## THEME

# Accelerating Value Oriented Education for Life Skills

**Dr. Satish P. Pathak \***

**Key Words :** *Value Education, Life Skills*

### Abstract

*Imparting value oriented education in higher education is the utmost need of the hour as the youth require direction and counseling at this stage. What methodology we should take for effective imparting value oriented education. It is relevant to focus on 'Life Skills' which are the building blocks of the values. Hence, the present paper highlights on an innovation for imparting value oriented education through Life Skills Education (LSE) approach.*

*As every teacher, who serves a model for every student, he/she can easily transmit life skills among the students. Looking to these postulates, the author had implemented the above stated approach with a view to sensitize the B.Ed. trainees towards achieving life skills. This would enable them to develop life skills in the students.*

### Introduction

Right from the *Vedic* and *Upnishadic* education, our great thinkers have laid emphasis for the cultivation of human, social and moral values. Various commissions and committees have also stressed on the inculcation of 'Value education' through various methods, approaches and strategies. It is, however, sometimes argued that there is a valid distinction between knowledge and values and that while knowledge can be taught values cannot be taught.

But when we examine this view critically, we find that the methods which are valid and appropriate for acquisition of knowledge are not applicable to the value education. It means when we come to the realm of values, we must recognize the necessity of a doubt in prescribing the methods which can be considered to be distinctively appropriate to the value education.

It is true that the main purpose of any education will go with value orientation. More concentration on value education has been given at the level of school

education than in higher education in India. Values could be effectively imparted to the young minds rather than to the matured ones. It may be the reason for this prime importance given at the school level. But imparting value oriented education in higher education is the utmost need of the hour as the youth require direction and counseling at this stage. They have been exposed to various challenges as well as character building at this juncture. On the whole they evolve their own philosophy of life. Hence, value education becomes inevitable to the students in higher education.

The problem mainly begins with the definition of value, as the term is loaded with varieties of meaning. Each meaning reflects its own philosophical position. At higher education level, the system finds it very difficult to analyze the theoretical problems relating to the identification of values to be included in the curriculum at the one side and the problem of effective designing of the curriculum on the other side. Besides these, another important question would be raised on the methodology of effectively imparting value education.

These multidimensional hazards in the path of value oriented education necessitate the pedagogy for value orientation and innovations in higher education. The present paper highlights on an innovation for imparting value oriented education through Life Skills Education (LSE) approach.

Values are the foundation of a person. However, history reveals that values can change and vary according to time, culture and period. Hence, *it is more relevant to focus on 'Life Skills' which are the building blocks of the values.*

*'Life skills' are 'Living Skills' or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life* (WHO, 1997). Bharath (2002) has well tried

to point out the difference between value education and LSE, as mentioned below:

Value Education	Life Skills Education(LSE)
➤ Changes with time, period and culture	➤ Suits any time period, culture
➤ Prescriptive	➤ Participative
➤ Result (Value) oriented	➤ Process oriented (Values are the outcome of the process)

It reveals that, the process oriented approach of LSE also results in the value inculcation in an individual, as one of its outcomes.

The above conceptual matter helps us to realize the need and importance of LSE as an approach for value oriented education in the present era of modernization.

#### **Life Skills Education (LSE)**

Life Skills Education is a unified and developmental approach or a comprehensive behaviour change approach to help individuals learn how to deal with difficulties of daily life, of growing up and risk situations, by inculcating life skills.

Keeping in view the above conceptual framework, the author felt LSE as one of the best and suitable approaches for value oriented education. With this postulate, the author has carried out a study entitled : *" Preparation and Try-out of a Life Skills Education programme for B.Ed. trainees"* during the period January to March, 2010. The present paper focuses on the strategy adopted and the major outcomes along with the educational implications of the stated study.

#### **Rationale of the Study**

It's a realized fact that promotion of life skills among the learners by various means, will lay foundation for a better education system and a healthy society of tomorrow. For this, there is a scope of adding one more component like integration of Life Skills or Life Skills Education (LSE) at school level mainly to

enable the students to deal effectively with the demands and challenges of everyday life.

Life Skills Education, as an approach is comprehensive and pragmatic since it envisages teachers to disseminate these skills to the coming generations. But, unfortunately LSE has not been practiced by the teachers due to lack of knowledge about identification of life skills from the curriculum and their integration in teaching-learning process. This further demands the need of teachers' empowerment with the necessary skills to ensure the effective transaction of LSE.

Looking to the considerable implications of LSE for the student-teachers, 'Learning to be' (1972, UNESCO) has said, 'Pedagogical training must be geared to knowing and respecting the multiple aspects of human personality'. All these indicate the need of wholistic teacher education system aims at an integrated approach of Pre-service Education, In-service Education and Life long Education.

It is a fact, that every individual has his/her own conception about life. But everybody does not succeed in facing the problems and challenges of life. This may be because, one is not much conscious about thinking on the following questions:

- *What is life?*
- *How to live better life?*
- *How and why to live for self?*
- *How and why to live for others?*
- *How to live together?*
- *How to face the challenges in life?*
- *How to solve the problems of life?*

Reflective thinking on the above questions provides better conceptions of life which ultimately sensitizes one towards achieving life skills. 'Sensitivity' is the prerequisite for the development of any virtue/skill. It enables one developing moral, ethical, professional and acceptable personality.

As every teacher, who serves a model for every student, he/she can easily transmit these skills among the students. Looking to these postulates, the investigator selected this study with a view to sensitize the B.Ed. trainees towards achieving life skills. This in turn, would enable them to develop life skills in their students.

Apart from all above, there are some questions to be answered through research based practice for enriching the notion of LSE as an approach, which are as follows;

- *What could be the basis for realizing the need of LSE?*
- *Which would be the most desirable target group for imparting LSE mainly for its wider dissemination in the society?*
- *How one can select the most effective ways for integration of LSE?*
- *How one can improve his/her own practices for effective LSE at various levels?*
- *Which different methods/techniques/ approaches/media can be used to sensitize the learners towards achieving the life skills?*

### **Objectives of the Study**

The study has been carried out with the following objectives:

- i. To prepare a Life Skills Education (LSE) Programme for the B.Ed. trainees.
- ii. To implement the LSE Programme on B.Ed. trainees with a view to sensitize them towards achieving life skills.
- iii. To study the effectiveness of the implemented LSE Programme in terms of trainees' reactions.

### **Design of the study**

Experimental method was considered appropriate, using "After - Only" Design for the study. Experimental and Analysis methods have been employed to carry out the study.

### **Sample**

The sampling method used under the study was 'purposive'. The sample was

drawn from the population group of B.Ed. trainees, who were studying in the Secondary Teachers' Training Colleges of Gujarat during the academic year 2009-10. The phase-wise detail of the sample is given in the Table no.1

### Tools and Techniques

The following tools were used under the study:

(i) *Life Skills Education Programme*: The LSE programme, developed by the investigator was a comprehensive behaviour change approach that concentrated on sensitizing the B.Ed. trainees towards achieving the life skills. The LSE Programme was in the form of a harmonizing threads of different activities based on the major basis viz. *Concepts of life, Self concept, Social relationship, Personality traits, Role of Art – literature and media*. During the implementation of this programme the following sub-tools were used to facilitate the procedure.

(a) *An open ended questionnaire based on 'Concepts of Life'*: This was mainly used to provoke trainees for reflective thinking about the concepts of life.

(b) *Self concept test*: This was in the form of a poem entitled as "I am", and was used mainly to provoke thinking about the self (*i.e. recognition of characteristics, strength and weaknesses, desires, likes and dislikes etc.*).

(c) *A video film on "Concepts of Life"- Part-I*: It was based on 'concepts of life'

emerged through Hindi film songs, which was considered - a base for LSE. It was a melodious harmony of script, songs and poetries, slogans and quotations, visual images, video clippings, sound and music. It was developed on the basic principle of '*LSE through Edutainment*'.

(d) *A Video CD on "LSE through Films"- Part-II*: This was consisting of six interesting Film tracks compiled from some well-known Hindi films. Each film track was selected in such a way that it could reflect some life skills. Each film track was followed by some questions for group discussion.

(ii) *A Reaction Scale*: A Reaction Scale, in the form of a five point rating scale was constructed mainly to study the reactions of B.Ed. trainees with a view to judge the effectiveness of implemented LSE Programme.

### Procedure

The study was carried out under the following three phases:

#### ■Phase-I- Initial try-out of the LSE Programme

Under this phase, the LSE Programme was initially tried out on a group of B.Ed trainees.

#### ■Phase-II - Final implementation of the LSE Programme

Under this phase, the Final form of the LSE Programme was implemented on the selected sample for twelve days (total 36 hours), as per the programme schedule mentioned in the Table no. 2

Table no. 1  
Phase- wise detail of the sample

Phase	Purpose	Sample selected from	Sample size (No. of Trainees)
Phase – I (Initial try-out of the LSE Prog.)	To judge the validity of the LSE Prog.	Faculty of Education and Psychology, The M.S. University of Baroda.	15
Phase – II (Final try- out of LSE Prog.)	For studying the effectiveness of the LSE Prog.	Shri R. N. Pittie B.Ed. College for Women, Karelibaug, Vadodara. (Gujarati Medium)	40

▪ **Phase – III Data collection**

To study the effectiveness of the implemented LSE Programme, the data in terms of trainees' reactions had been collected with the help of a reaction scale, under this phase. The data were also composed of classroom observations and transcripts, a collection of the trainees' work and discussion with them during the programme implementation.

**Data analysis and Interpretation**

The collected data were analyzed with the help of chi square test. The null hypothesis, *"There is no significant difference between the favorable and unfavorable reactions of the trainees with respect to the given statement."* was tested for each statement by calculating  $\chi^2$  - value. Thus, trainees' favourable or unfavourable attitude towards each statement was interpreted at both 0.05 and 0.01 level of significance.

**Major findings of the study**

On the basis of the analyzed and interpreted data, the following major findings are arrived at;

1. The trainees were sensitized towards achieving life skills. This was mainly in terms of their manifested attitude towards conceptions of life, skills required for better living, importance of life skills, knowledge about self, conceptual understanding of Life Skills Education and different methods of LSE.
2. The main effect of the LSE Programme was found significant with respect to the major basis of the programme. It means that the stated basis as well as the selected activities under the programme had supported the procedure adopted under the study.

**Discussion and Implications**

The first finding shows that the trainees were sensitized towards achieving life skills. It would be rather exaggerative to say that the trainees were sensitized towards achieving life skills due to the given treatment. But, as it was observed that the employed innovations supplemented with non-testing techniques (Observation, Personal records, Questionnaire,

**Table no. 2**

**Programme schedule for the final implementation**

Session/Date	Day	Time duration	Activities based on
1. 22-02-2010	Monday	12.30 to 3.30 p.m.	▪ Orientation to Ten Core Life Skills
2. 23-02-2010	Tuesday	12.30 to 3.30 p.m.	▪ Importance of Life Skills Education
3. 02-03-2010	Tuesday	12.30 to 3.30 p.m.	▪ Administering a questionnaire based on 'Concepts of Life' and discussion on it
4. 03-03-2010	Wednesday	12.30 to 3.30 p.m.	▪ Administering a self concept test and discussion on 'Knowledge about self'
5. 04-03-2010	Thursday	12.30 to 3.30 p.m.	▪ LSE through language activities (Gujarati)
6. 05-03-2010	Friday	12.30 to 3.30 p.m.	▪ LSE through poetries (in Gujarati)
7. 06-03-2010	Saturday	12.30 to 3.30 p.m.	▪ LSE through poetries (in Hindi)
8. 08-03-2010	Monday	12.30 to 3.30 p.m.	▪ LSE through poetries (in English)
9. 09-03-2010	Tuesday	12.30 to 3.30 p.m.	▪ LSE through events / life like situations
10. 10-03-2010	Wednesday	12.30 to 3.30 p.m.	▪ Life skills education through short stories
11. 11-03-2010	Thursday	12.30 to 3.30 p.m.	▪ LSE through games / activities
12. 12-03-2010	Friday	12.30 to 3.30 p.m.	▪ Concepts of life emerged through Film songs
			▪ LSE through films



Projective technique, Brain storming and Group discussion) and continuous evaluation made all the difference. It proves the need of integrating different methods, media, approaches, techniques etc. for effective life skills education. This sensitization would definitely be facilitating towards value education.

During the entire course of the study, it has been realized that the LSE is an experiential learning. The trainees were provided opportunities for discussion, analysis, critical thinking, reflective thinking, creative thinking, emotional understanding and establishing relationship between life skills and the

real life. In general, the efforts have been made to fulfill the concept of 'four pillars of education', given in the report of UNESCO (1996): 'Learning: The Treasure within'. Thus proves that, the LSE would be the vehicle for achieving the core of the above concepts i.e. learning to know, learning to do, learning to live together and learning to be.

The author further recommends that a suitable study of this core programme should form an important part of in-service as well as pre-service teachers' training programmes in the country to achieve the correct spirit of democracy.

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Article Received on	03.10.2015	Reviewed on	04.10.2015
Observations reflected on	04.10.2015	Modified on	06.10.2015

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**THEME****Life Skills of Secondary School Students in relation to their Self-Regulation Behaviour****Bindu M. P. \*****Key Words : Life Skills, Self Regulation Behaviour****Abstract**

*The study investigated the relationship between self regulation behaviour and life skills selected randomly 300 adolescents studying in secondary schools of Kerala.*

*The Major findings of the study that there is a positive co-relation between Life Skill and Self Regulation of adolescents which means those who possess these essential life skills are better in their self regulated behaviour. Students from joint family exhibit high life skills and self regulation behaviour than those from nuclear family. Students from rural family exhibit high life skills and self regulation behaviour than from urban family. The study reveals that gender has no influence in life skills and self regulation behaviour of secondary school students.*

**Introduction**

Education plays an important role towards the overall development of human beings. School education helps in the formation of a sound personality in the child. Rapidly changing social, moral, ethical and religious values have ushered in certain 'life styles' in the present society especially among the youth.

Certain inbuilt buffers of the society (both as support and control) are no longer available to the adolescents of today (for instance: extended family system, the smaller community that is personal and closed uniform culture - in the smaller circle of living, traditional ways of thinking. The stress faced by the students in such a current situation is enormous.

This is reflected by raising suicide rates and growing crime among young persons. There is an urgent need to provide today's youth with a new set of ways and systems to deal with the demands of life. Since the 'individual' rather than the 'system' is recognized as the basic unit of the society, it is essential that the students be helped to develop

skills inherently to handle a wide variety of choices, changes and stressors. Life skills play an essential part of students which are the future of our country.

Adolescent stage which is an exciting transitory phase in the human life cycle but is perhaps the most challenging stage as well. During adolescence they develop skills that will help them to grow into caring and responsible adults.

#### **Life Skills:**

Life skills are ability for adaptive and positive behaviour that individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able adjust in different circumstance. Positive behaviour implies that a parsing is forward looking and even in difficult situating can find a ray of hope and opportunities to find solution.

World Health Organization (W.H.O) has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". UNICEF 2(005) defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: Knowledge, attitude and skills". Thus, life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life.

Life skills are Personal and social skills required for young people to function confidently and competently with themselves, with other people and with the wider community. Life skills are abilities that facilitate the physical, mental and emotional well-being of an individual and competence in young people as they face the realities of life.

#### **Self-Regulation**

Self regulation is the capacity to regulate their emotions and behaviour represents a shift from vulnerability to competence. Students with self

regulation helps to actively control emotions and behaviour begins in early childhood. For example, children in the early grades learn to wait quietly or raise their hand before speaking. As children grow older, the process of self-regulation continues as they become more able to think about what they are doing and react accordingly, such as controlling their anger or resisting the urge to cry.

Increasingly, research is finding associations between young people's success in controlling their behaviour and emotions, and their social competence, school success, and healthy eating habits (*Shonkoff, J. P., & Phillips, D. A, 2000*). In contrast, research finds that children and adolescents who exhibit poor self-regulation skills are at greater risk for peer rejection, social problems, delinquency, and obesity. For these reasons, it is important to build and improve the self-regulation capacity of children and youth.

Self-regulation refers to both unconscious and conscious processes that affect the ability to control responses. It is a skill that has overarching effects on an individual's ability to tolerate unmet wants or needs, handle disappointments and failures, and work towards success. The ability to self-regulate is the foundation for compliance with accepted standards of conduct at home, school, and later, in the workplace. Self-regulation is often thought of as a dual process — cognitive and social-emotional. (*Kalavana, T. V. Maes, S., & Gucht, V. D, 2010*).

#### **Cognitive Self-Regulation:**

It is the degree to which children can be self-reflective, and can plan and think ahead. Children with these strengths are in control of their thoughts. They monitor their behaviour, evaluate their abilities, and are able to adjust their behaviour, if necessary. For example, if a self-regulated child knows there is an upcoming test, he or she chooses to study to be ready for the test, instead of hanging out with friends.

**Social-Emotional Self-Regulation:**

It is the ability to inhibit negative responses and delay gratification. An individual with this ability is able to control his or her emotional reactions to positive and negative situations, as in the case of a child who can resist his immediate inclination to erupt into anger when a peer skips in front of him in the lunch line. The ability to self-regulate increases dramatically as children grows older. Whereas self-regulation depends largely on developmental capabilities, as children mature, goal-setting and self-monitoring become critical (Kopp, C,1989). In general, children and adolescents are more likely to carry out self-regulatory behaviours if they set manageable goals for which they have direct control and continuously evaluate their behaviours and responses.

**Why is Self-Regulation Important ?**

Young children need to develop self-regulation skills because of the strong influence these skills have on school readiness and building relationships with peers. Self-regulation remains perhaps even more important in the teen years, which are often marked by an increased vulnerability to risks such as truancy, peer victimization, and substance use. Adolescents who do not regulate their emotions and behaviour are more likely to engage in risk-taking and unhealthy behaviours. Some of these positive outcomes include:

**Higher academic achievement:** Children who are self-regulated are more likely to perform well in school.

**School Engagement:** Adolescents who delay gratification and adjust their behaviour are more likely to be engaged in school. Moreover, such students tend to work harder than do their peers who lack self-regulatory abilities.

**Peer social acceptance:** Self-regulation is also linked with favourable perceptions by others.<sup>19</sup> Children and adolescents who are able to control impulses and

reflect on their actions are more likely to have friends and to get along with others.

**Avoidance of negative behaviours:** Self-regulated adolescents are less likely to engage in substance abuse, truancy, and violence.

**Healthy eating patterns:** Adolescents who are able to regulate their behaviour are more likely to have healthy eating habits. Life skills as the positive behaviour and adaptive behaviour for facing the challenges of daily life and self regulation as ability to control emotion and behaviour in a positive ways, the investigator decide to study whether any relationship exists between life skills and self regulation among secondary school students.

**Objectives of the study**

- To study the relationship between Life skills and Self regulation of secondary school students.
- To study the relationship between Life skills and Self regulation of secondary schools students with respect to gender and type of family and type of schools.

**Hypothesis of the study**

- There is no significant relationship between Life skills and Self regulation of secondary school students.
- There is no significant relationship between Life skills and Self regulation of secondary school students with respect to gender and type of family and type of school.

**Sample**

The sample was randomly selected secondary school students of three districts of Kerala namely Kannur, Kasargod, Kozhikod. Total sample of 300 students were taken four from each from a district total 12 schools.

**Tool Used**

Life skills assessment scale developed by the investigator was used. Decision making, Self awareness, critical thinking, Copingwithstress, Empathy, Interpersonal relationship and Coping

with emotions, Effective communication, Creative thinking and Problem solving are ten Life skills taken as component selected for preparing questions.

Each component gives equal waitage and there are 50 questions, five questions for each components. Reliability of the questions was established using test-retest methods. Self regulation assessment test developed by the investigator was the second tool used to collect data.

It is a 20 item questionnaire and components taken are standard, motivation, monitoring and will power (Fenton-O'Creevy, M., Nicholson, N. and Soane, E., Willman, P.2003). Respondents rate how true each item is for them, ranging from Strongly Agree to Strongly Disagree and each item score five to one.

#### **Methodology adopted**

Survey method was adopted to study about the relationship between Life skills and Self regulation among secondary school students of Kerala. Sample consists of 300 secondary school students.

#### **Analysis and Interpretation**

The mean score of the variables Life skills and self regulated behaviour are compared for the relevant subsample based on Gender, type family and type of schools were done. 't' test and correlation coefficient are calculated. The test of significance in the Life skills between mean scores revealed the following results:

**Table 1**  
**Significance of difference in Mean Scores of Life skills of subsample**

Sample	N	M	S.D.	df.	CR
Boys	150	31.7	9.9	298	.67
Girls	150	32.4	9.5		
Nuclear	185	27.9	7.5	298	9.5
Joint	115	37.5	9.7		
Govt	185	32.9	7.8	298	2.6
Aided	115	31.2	9.5		

The mean Life scores of male and female students are 31.7 and 32.4 respectively with standard deviation of 9.9 and 9.5. The calculated critical ratio obtained for the difference of mean life scores of male and female students .67, which is lower than the table value (1.96) for significance at 0.05 levels. Hence the difference between the mean life skill scores of male and female students is statistically not significant at 0.05 level.

Mean Life skill scores of Nuclear and Joint family are 27.9 and 37.4 with standard deviation 7.5 and 9.7 respectively. The calculated critical ratio obtained for the difference of mean scores on life skill of students from Nuclear and Joint family is 9.5 which is higher than the table value (1.96) for significance at 0.01 level. Hence the difference between the mean scores of students from Nuclear and Joint family is statistically significant at 0.01 level.

The mean Life skill scores of government and aided school students are 32.9 and 31.2 respectively with standard deviation of 7.8 and 9.5. The calculated critical ratio obtained for the difference of mean scores of Government and Aided school Students is 2.6, which is higher than the table value (1.96) for significance at 0.01 level. Hence the difference between the mean Life skill scores of Government and Aided school Students is statistically significant at 0.01 level.

**Table 2**  
**Significance of difference in Mean Scores of Self Regulation Behaviour**

Sample	N	M	S.D.	df.	CR
Boys	150	32.9	9.2	298	.94
Girls	150	28.5	9.4		
Nuclear	185	32.8	9.6	298	3.6
Joint	115	32.3	7.6		
Govt	185	28.5	7.9	298	6.8
Aided	115	33.3	9.6		

The mean self regulation behaviour score of male and female students are 32.9 and 28.5 respectively with standard deviation of 9.2 and 9.4. The calculated critical ratio obtained for the difference of mean self regulation behaviour score of male and female students is .94, which is lower than the table value (1.96) for significance at 0.05 level. Hence the difference between the mean self regulation behaviour scores of male and female students is statistically not significant.

Mean self regulation scores of Nuclear and Joint family are 32.8 and 32.3 with standard deviation 9.6 and 7.6 respectively. The calculated critical ratio obtained for the difference of mean scores on Self regulation behaviour scores of students from Nuclear and Joint family is 3.6 which is higher than the table value (1.96) for significance at 0.01 level. Hence the difference between the mean scores of students from Nuclear and Joint family is statistically significant at 0.01 level.

The mean self regulation behaviour scores of government and aided school students are 28.5 and 33.3 respectively with standard deviation of 7.9 and 9.6. The calculated critical ratio obtained for the difference of mean scores of Government and Aided school Students is 6.8, which is higher than the table value (1.96) for

significance at 0.01 level. Hence the difference between the mean self regulation behaviour scores of Government and Aided school Students is statistically significant at 0.01 level.

Table 3 indicates that the Correlation Coefficient for total sample is 0.847. This means there exist high positive correlation between Life skills and Self regulation behaviour. The correlation obtained is significant at 0.01 level. The percentage of overlap is found to be 81.54. The population value falls between 0.864 and 0.965 at 0.01 level of probability.

There exists a positive relation between Life skills and self regulation behaviour in the case of boys and girls. The correlations obtained are marked and significant. The percentage of overlap found to vary from 30.12 and 29.17 percentage. Population value falls between .516 and .587 for boys and girls respectively at 0.01 level of probability.

There exists a positive relation between Life skills and Self regulation behaviour in the case of Joint family and the relation between life skills and Self regulated behaviour of nuclear family is substantially positive. The correlations obtained are marked and significant. The percentage of overlap found to vary from 28.45 and 31.52 percentage. Population value falls between 0.462 and 0.652 for

**Table: 3**  
**Data and Result of the relationship between Life skills and Self regulation among secondary school students**

Sample	N	r	Confidential Interval		Shared Variance %	Signi
			Lower limit	Upper limit		
Total	300	0.847	0.864	0.965	81.54	0.01
Boys	150	0.864	0.516	0.632	30.12	
Girls	150	0.745	0.453	0.587	29.17	
Nuclear	185	0.573	0.462	0.538	28.45	
Joint	115	0.821	0.412	0.652	31.52	
Govt	160	0.862	0.412	0.473	28.68	
Aided	140	0.841	0.523	0.601	26.39	

nuclear and joint family respectively at 0.01 level of probability.

There exists a positive relation between Life skills and Self regulation behaviour in the case of government and aided school students. The correlations obtained are marked and significant. The percentage of overlap found to vary from 28.68 and 26.39 percentage for aided and government school students. Population value falls between 0.412 and 0.601 for government and aided school students at 0.01 level of probability.

#### **Findings of the study**

Students from joint family exhibit high life skills and self regulation behaviour than those from nuclear family. Students from rural family exhibit high life skills and self regulation behaviour then from urban family. But the study reveals that gender has no influence in life skills and self regulation behaviour of secondary school students.

#### **Conclusion**

The present study revealed that boys and girls are equal in life skills and self regulation behaviour. Government students have more Life skills and self regulation behaviour. The study reveals that students from joint family exhibit more life skills and self regulation behaviour than those from nuclear family. Study also reveals that life skills and self regulation behaviour are positively related. It is clear from study that those who have life skills more show self regulation behaviour.

Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being

contributes to our motivation to look after ourselves and others, the prevention of mental disorders, and the prevention of health and behaviour problems. Adolescents are considered to be the productive members of a society due to their physical and intellectual capacity. But unfortunately most of the adolescents are unable to utilize their potential to maximum due to inappropriate environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education.

As part of life, children are exposed to new events and experiences such as their first day at childcare, moving house or the birth of a sibling. Emotional and behavioural self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings and behaviour that eventually allows a child to become more skilled in their relationships with children and adults. Self-regulation skills are linked to how well children manage many other tasks during early childhood. With these skills, children are more able to manage difficult and stressful times that occur as part of life, such as loss of a pet, death of a family member or family separation. This helps to decrease the ongoing impact of stress that can contribute to mental health difficulties. Hence it is important to inculcate life skills from the beginning stage and enhance self regulation behaviour of children. It is the duty of the schools and teachers to take responsibility to enhance life skills through various curricular and co curricular activities. Another important finding is students from nuclear family are far behind in life skills and self regulation behaviour.

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Article Received on	02.08.2015	Reviewed on	20.09.2015
Observations reflected on	22.09.2015	Modified on	03.10.2015

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## THEME

# Study on Social Dimensions of Life Skills among Students at Secondary Level

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**Key Words :** *Life Skills, Secondary School Students*

### Abstract

*Life Skills are abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life - (WHO).*

*The present study is an attempt to investigate life skills in social dimension and the relation between them in Higher Secondary School level. Survey method was adopted for the collection of data. The sample for the present study comprises of 60 students selected by purposive sampling technique from the selected two cooperating schools.*

*The findings of the present study reveal that there is a positive correlation between Social Life Skills namely Interpersonal skills, effective communication, empathy, managing emotions and dealing with stress.*

### Introduction

Life skills are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills. Life skills however are not a panacea of "how to do abilities" as they are not the only factors that affect behavior. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.

Schools are not only are the institutions that impart certain knowledge and skills to students, but also as environments that socialize them. Socializing students to achieve just what "aims" is the subject of current debate among educators, politicians, and other stake holders. This can be understood as a debate among three points of view:

1. Education helps to prepare students for employment opportunities;
2. Schools functioning is limited to providing basic academic skills and knowledge; and

3. Education is a democratizing force that helps to prepare students to participate actively in all aspects of democratic life.

Definition of Life Skills by UNICEF is based on research evidence that indicates if the knowledge, attitude and skill is not considered on the empowerment of the population, the expected result, reducing risky behavior, will not be achieved (*Sahrayian et al.*, 2012).

Life skills are classified into three levels based on the classification of the World Health Organization (WHO) and there is a consensus among experts on it. The three levels are:

**i. First level:** basic fundamental psychological and social skills, which are heavily influenced by the culture and social values, such as self-Consciousness and empathy.

**ii. Second level:** Skills that are used only in special circumstances, such as negotiation, act with courage and conflict resolution.

**iii. Third level:** functional skills, such as refusing to drug abuse (*Salighedar*, 2009).

*Gage* defined teaching as a “form of interpersonal influence aimed at changing the behavior potential of another person”. The main objective of teaching is that it helps the students to understand the realities and adjust in a better way, enable them to analyze the truth and take decisions, make the students a best worker and best thinker in short a better human being.

Life skills assist the students to face the challenges of everyday life. Life skill enhances the capabilities of the students so as to become healthy, responsible and productive citizens. Young people are considered the major agents in their own development, which means that they have the ability to create the supportive relationships and communities they need to grow and thrive (*Larson*, 2006)

The school culture area looks into issues pertaining to internal governance, leadership, and student voice. In the schools that have been using place-based curriculum strategies, strong leadership that places value on being inclusive and constructing a common vision and mission for the school are evident. Relevant questions include: Who have been the leading in promoting skill based education within the school? How have new pedagogies emerged? Why have traditional methods failed in skill enhancement? What do school personnel believe to be the purpose of curriculum as skill based? What do they perceive as the aims of such an education? What have been some of the barriers teachers face in adapting to changes? What have they done to overcome these barriers? What are the challenges faced by schools, other organizations and individuals? What roles have students taken in skill acquisition process? How have traditional teacher/student/administrator roles changed over time?

School life skills programmes are taught in secondary schools, which is part of non scholastic curriculum as intended by the NCF 2005. The importance of rapidly moving to a continuous life skills-based education approach starting in primary school in all schools has taken an important inclusion in the state and was also highlighted in the assessment. Teachers are given many inservice training programmes by the state at regional level and developed modules for public schooling system to promote skill based approach.

Research says that Core life skills play an essential part of adolescents which are the future of our country.

Studies reveal that study that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who posses these essential skills are better

confidence in all aspects. The introduction of Life skills education at both basic and tertiary education was meant among other things to improve all aspects of the quality education, ensuring equitable access to appropriate learning and facilitating Education for All (EFA) and Millennium Development Goals (MDG) initiatives.

*M.K.C.Nair* (2005) in his article wrote that Adolescence was a period of experiencing, and expanding. Adolescence needed help and guidance in decision making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. Life Skills Education Programmed is a good support system for adolescents at the community level.

UNESCO with the Ministry of Human Resource and Development organized a workshop on life skills education in (December 1998). The basic purpose of the workshop was to look for a life skills Approach that can be integrated with the Non Formal Education curriculum so that the out of school children can manage the day to day situations in their lives.

A review of intervention programs indicates that programs successful with adolescents at risk for substance abuse, unintended pregnancy, delinquency, and school dropout have in common, among other features, a social skills training component and engagement of peers in the interventions. (*Dyrfoos*, 1990).

### **Significance of the Study**

Life Skills refers to the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Dewey's assumption is that the aims of education should be oriented towards preparing young people to be full and active participants in all aspects of democratic life. The skills and dispositions needed to actively participate

in all aspects of democratic life include: the ability to think critically, a sense of efficacy, a commitment to compassionate action, and a desire to actively participate in political life by engaging in local decision-making processes, lobbying, voting, etc., as well as the basic need to be able to read, write and do arithmetic. Life skills-based education can be understood as either a part of a general process which develops complete individuals through schooling.

For the present study focused on social skills i.e namely

- ◆ Inter personal skills
- ◆ Effective communication
- ◆ Empathy
- ◆ Managing emotions

Dealing with stress/Interpersonal/ Communication skills- include verbal and non-verbal communication, active listening, and the ability to express feelings and give feed back. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect ones' ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour. Coping and self-management skills refers to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma. Stress and time management

are key, as are positive thinking and relaxation techniques.

The present study is intended to understand the status of life skills education with reference to social skills in the cooperating schools.

### **Objectives of the Study**

- 1.To study the life skills among secondary school students
- 2.To know the relationship between the social dimensions of life skills.

### **Hypotheses**

After reviewing the related literature the following hypotheses were framed for the study

H<sub>1</sub> : There is positive relationship between Interpersonal skills and Effective communication.

H<sub>2</sub> : There is positive relationship between Interpersonal skills and Empathy.

H<sub>3</sub> : There is positive relationship between managing emotions and dealing with stress.

H<sub>4</sub> : There is positive relationship between Interpersonal skills and dealing with stress.

### **Methodology**

Normative Survey method was used for the study.

### **Sample**

Sample for the present study was collected from the cooperating schools of IASE,Osmania university. Students of class 9 were considered for the study. Purposive sampling technique was used for the selection of the sample.The sample for the present study comprises of 60 students, selecting 30 students from each cooperating school .

### **Tool used**

The Life skills education tool was adapted from the book "Curriculum development – Perspectives, principles and issues" was used in the study.

The tool consisted of various sub components of inter personal skills, Effective communication, Empathy, managing emotions and Dealing with

stress. The tool consists of 25 statements in 5 groups. Each statement was rated on 5 point rating i.e. maximum score being 5 and minimum 1. The total score ranged from 5-25.

### **Data Collection**

Data is collected from the school teachers about the students life skills acquisition from cooperating schools.

### **Analysis of Data**

The data collected were codified and tabulated appropriately and mean, standard deviation and correlation were used for analysis.

**Table 1**  
**Life skills among 9<sup>th</sup> class students**

<b>Sr.</b>	<b>Life Skills</b>	<b>Mean</b>	<b>%</b>
1.	Inter Personal Skill	19.9	79.6
2.	Effective Communication	19.4	77.6
3.	Empathy	19.5	78.0
4.	Managing Emotions	19.4	77.5
5.	Dealing with Stress	18.6	74.4

The mean score for the Inter personal skills of Life Skills of students at Higher Secondary level is 19.9 i.e 79.6%. The means of Effective communication, empathy and Managing emotions are 19.4, 19.5 and 19.3 i.e around 78 % in each skill respectively, where as Dealing with stress has the mean score of 18.61 that is the children got 74% . So it can be further stated that in all five dimensions of social skills the children scored more than 70%.

The data clearly indicates that the percentage of scores in all the social skills of core life skills are above 75%.It shows that Students have better life skills acquisition in the school.

The correlation among the two variables was aimed at exacting the degree of association between Interpersonal skills and Effective communication. The coefficient of correlation was found to be 0.85, which indicates that the variables have high

**Table 2**  
**Correlation between Interpersonal skills and Effective communication**

Life Skill	Mean	Sd.	r
Inter Personal Skill	19.9	3.7	.85 p<.01
Effective Communication	19.4	4.2	
Inter Personal Skill	19.9	3.7	.84 p<.01
Empathy	19.5	3.9	
Managing Emotions	19.4	4.3	.76 p<.01
Dealing with Stress	18.6	4.8	
Inter Personal Skill	19.9	3.7	.85 p<.01
Dealing with Stress	18.6	4.8	

positive correlation with each other. This can be further interpreted that the students with good interpersonal skills are also equipped with effective communication skills. Hence hypothesis 1 is accepted.

The correlation among the two variables was aimed at finding the degree of association between Interpersonal skills and empathy. The coefficient of correlation was found to be 0.84, which indicates that the variables have high positive correlation with each other. This can be further interpreted that the students with good interpersonal skills are having empathetic behaviour. Hence hypothesis 2 is accepted.

The correlation among the two variables was aimed at exacting the degree of association between Managing emotions and Dealing with stress. The coefficient of correlation was found to be 0.91, which indicates that the variables have high positive correlation with each other. Further it can be substantiated

that emotionally stable students also deal the stress in a better manner. Hence hypothesis 3 is accepted.

The correlation among the two variables was aimed at exacting the degree of association between Interpersonal skills and Dealing with stress. The coefficient of correlation was found to be 0.76, which indicates that the variables have high positive correlation. This can further interpreted that better interpersonal communication will help the students to deal with stress in an effective manner. Hence hypothesis 4 is accepted

### **Findings**

1. Majority of the students have above 75 % in all social skills. This indicates a positive effect of life skills programme of the school.
2. Majority showed better performance in inter personal skills i.e 79%, while Dealing with stress has 74%.
3. The analysis of the correlation indicates that all the observed relationships were very strong. The strongest relationship was between Managing emotions and Dealing with stress ( $r = .0.91$ ) which indicates that if a student who can manage his or her emotions in a better manner was more likely to have ability to deal with stress too. positive correlation means that as X increases, so does Y: thus, students who had emotional stability should also have less stress.
4. In Comparison to other social skills the correlation coefficient between Interpersonal skills and Dealing with stress is found to be less i.e 0.76. It is significantly associated with thus the student with good interpersonal skills also will have less stress by dealing it effectively.
5. Correlation between Interpersonal skills, Effective communication and Interpersonal skills , empathy showed  $r=0.85$  and  $r=0.84$  respectively. Thus it can be noted that having good

interpersonal skills will help in effective communication and also being empathetic to others.

### **Implications**

Schools are the main public institutions for social development. They are raising standards for educational outcomes to prepare future citizens to participate in a multi national, multi cultural and multi lingual spaces bound together by communication and social relations.

Learning is a social process, and it is important for schools to attend to social and emotional factors, which play a critical role in education. Curricular inputs specifically in non scholastic areas will bring enormous change in the process of learning and make it joyful process. Theatre, drama and art activities will make the student learn from a stress free and enliven environment.

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Article Received on	06.09.2015	Reviewed on	02.10.2015
Observations reflected on	05.10.2015	Modified on	06.10.2015

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## THEME

# Teachers' Attitude towards Continuous and Comprehensive Evaluation in relation with Skill of Emotional Intelligence

*Reena Bagaria \**

**Key Words :** *Continuous and Comprehensive Evaluation, Emotional Intelligence*

### Abstract

*The present study deals with relationship between skill of emotional intelligence and teachers' attitude towards continuous and comprehensive evaluation. Teachers are categorized on the basis of their gender. Standardized tests of Teacher's Attitude Scale towards Continuous and Comprehensive Evaluation by Vishal Sood and Arati Anand and Mangal Emotional Intelligence Inventory by Dr. S.K.Mangal and Mrs. Subhra Mangal are administered. Statistical tool used to analyze the data is correlation. The number of subjects in the study is 100. The findings show that there is a strong positive correlation between emotional Intelligence and male and female teachers' attitude towards continuous and comprehensive evaluation.*

### Introduction

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Life skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO).

The Ten core Life Skills as laid down by WHO are: 1. Self-awareness 2. Empathy 3. Critical thinking 4. Creative thinking 5. Decision making 6. Problem Solving 7. Effective communication 8. Interpersonal relationship 9. Coping with stress 10. Coping with emotion.

The present study deals with only one aspect of life skills i.e. Emotional intelligence or we can say Coping with emotion. Emotional Intelligence may be defined as the capacity to reason with

emotion in four areas; to perceive emotions, to integrate it in thought, to understand it and to manage it. Emotional Intelligence, like general Intelligence is the product of one's heredity and its interaction with his environmental forces. Until recently we have been led to believe that a person's general Intelligence measured as I.Q. or Intelligent Quotient is greater predictor of success in any walks of life- academic, social, vocational, or professional, but a person's Emotional Intelligence measured through his Emotional Quotient may be a greater predictor of success than his or her I.Q. Emotional Intelligence is as powerful, and at times more powerful than Intelligent Quotient. While I.Q. contributes only about 20 percent of success in life, the other forces contribute the rest.

Continuous and Comprehensive Evaluation is a new and innovative evaluation system which refers to a school based assessment that covers all the aspects of student's development. An important aspect that is associated with Continuous and comprehensive Evaluation is the attitude of the teachers towards CCE since the attitude of the teachers affects the fulfillment of the scheme. Attitude of a person towards anything is largely dependent on his/her emotional intelligence as a person with higher emotional intelligence is better at understanding his/her own psychological state, which can include managing stress effectively and thus helps in building a good and positive attitude.

In the present scenario a great deal of variation is seen in the behavior and emotional intelligence. But why this is taking place? What is the relationship between emotional intelligence and attitude of a person? Does Emotional Intelligence have a long lasting effect on their attitude? All these questions need urgent answer to achieve desired results from students.

### **Review of Related Literature**

*Mackland D.C.* (1994)- "A study of impact of Emotional Intelligence on the career of graduates of Howard University". The students of law, medicine, education and in the field of business were studied and it was found that there is negative or zero correlation between Emotional Intelligence and its contribution in the success of their career.

*Marc A. Brackett, John D. Mayer, Rebecca M. Warner* (2003)- "Emotional intelligence and its relation to everyday behavior". The sample consisted of 241 females and 89 males. This study shows that EI was significantly associated with maladjustment and negative behaviours for college-aged males, but not for females.

*Sharma Renuka* (2004)- "Emotional Intelligence and Creativity of school students" The sample consisting of 300 girls (100 each from three types of schools – Public, Govt. and Gurukuls) participated in the present study. This study shows that Public school students scored significantly high on three of five measures of Emotional Intelligence.

*P Rao Manjula & Rao T Purushothama* (2001)- "Effectiveness of Continuous and Comprehensive Evaluation over the Evaluation Practices of Teachers". The sample is 15 panchayat primary schools. The findings show that Continuous assessment was not followed systematically.

*Singhal Pooja* (2012) - "Continuous and Comprehensive Evaluation- A Study of Teachers' Perception". The sample consisted of 100 government school teachers from Delhi region. The result of the study revealed that currently the perception of government school teachers is average.

### **Objectives of the Study**

1. To determine the relationship between emotional intelligence and male teachers' attitude towards continuous and comprehensive evaluation.



2. To determine the relationship between emotional intelligence and female teachers' attitude towards continuous and comprehensive evaluation.

### Hypotheses of the Study

1. There is no significant relationship between emotional intelligence and male teachers' attitude towards continuous and comprehensive evaluation.
2. There is no significant relationship between emotional intelligence and female teachers' attitude towards continuous and comprehensive evaluation.

### Methodology

Survey Method is used in the study in order to assess the relationship between emotional intelligence and teachers' attitude towards continuous and comprehensive evaluation. The teachers are categorized on the basis of their gender in Jaipur region.

### Sample

The present study is limited to Jaipur City only. Also, the study is limited to the sample of 100 teachers. Teachers are categorized on the basis of their gender. The present study deals with only one aspect of life skills i.e. emotional intelligence.

### Tools Used

The tools are standardized test named Teacher's Attitude Scale towards Continuous and Comprehensive Evaluation by Vishal Sood and Arati Anand and Mangal Emotional Intelligence Inventory by Dr. S.K.Mangal and Mrs. Subhra Mangal.

### Analysis of Data

Analysis and interpretation is a very important part of the research work. It analysis the collected data as per research design and provides the results. Hypothesis 1:

There is no significant relationship between emotional Intelligence and male teachers' attitude towards continuous and comprehensive evaluation.

**Table No. 1**

Relationship between emotional Intelligence and male teachers' attitude towards continuous and comprehensive evaluation.

Variables	No	r	df	Signi.
Emotional Intelligence	50	.89	48	p<.01
Attitude towards CCE	50			

According to the table the correlation coefficient between emotional intelligence and male teachers' attitude towards continuous and comprehensive evaluation is 0.8931. The strong positive correlation means that with the increase in emotional Intelligence the male teachers' attitude towards continuous and comprehensive evaluation also increases. Thus, the null hypothesis is rejected and hence, it is concluded that there is a significant relationship between emotional intelligence and male teachers' attitude towards continuous and comprehensive evaluation.

Hypothesis 2:

There is no significant relationship between emotional intelligence and female teachers' attitude towards continuous and comprehensive evaluation.

**Table No. 2**

Relationship between emotional Intelligence and female teachers' attitude towards continuous and comprehensive evaluation.

Variables	No	r	df	Signi.
Emotional Intelligence	50	.94	48	p<.01
Attitude towards CCE	50			

According to the table the correlation coefficient between emotional intelligence and female teachers' attitude towards continuous and comprehensive evaluation is 0.9436.

Thus, the null hypothesis is rejected and hence, it is concluded that there is a significant relationship between emotional intelligence and female teachers' attitude towards continuous and comprehensive evaluation.

#### **Findings**

The results of the study show that there is a strong positive correlation between emotional Intelligence and male as well as female teachers' attitude towards continuous and comprehensive evaluation.

#### **Discussion**

The reason that emotional Intelligence and male as well as female teachers' attitude towards continuous and comprehensive evaluation are strongly positively related could be due to the fact that the attitude of a person towards a thing largely depend on his emotional intelligence because a person with higher emotional intelligence can understanding his own psychological state in a better way which can help in building a good and positive attitude.

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Article Received on	06.09.2015	Reviewed on	22.09.2015
Observations reflected on	23.09.2015	Modified on	30.09.2015

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## **Techno-Pedagogical Awareness of Teacher Educators of Kannur District**

*Sharefa Noufina K.P. \**

**Key Words :** *Techno-Pedagogical Awareness, Teacher Educators*

### **Abstract**

*Present study was conducted on 50 Teacher Educators in Kannur District to find out their Techno Pedagogic Awareness in class room teaching. Questionnaire was used to collect data from Teacher Educators about their familiarity in using technological devices and other e - facilities. Check list was used to collect data about the ICT facilities available in each institution. Percentage analysis was done. Also, critical ratio was calculated. The result indicated that all the teacher educators agree that ICT can improve the quality of teaching.*

*So the authorities should take appropriate steps for equipping the teacher educators with adequate techno pedagogical competency.*

### **Introduction-**

The recent developments in technology have changed the world outside the classroom. Technological developments have brought developments in two ways: First by enhancing human capabilities by helping people to participate actively in Social, economic and political life in a society at large. Second, by giving advantage to technological innovation as a means for human development due to economic progress and increased productivity. As ICT is becoming an integral element for educational reforms and innovations at secondary schools, it is the need of an hour to find out the techno-pedagogical awareness of teacher educators.

Knowledge about ICT, prepare pupils to use such technologies in their everyday lives. ICT tools enable pupils to access, share, analyze and present information gained from a variety of sources and in many different ways. The use of ICT provides opportunities for pupils to work both collaboratively and independently. Here, teacher plays a

pivotal role. In the constructivist classroom, teacher acts as a facilitator and a guide. So teacher should be well equipped with all kinds of technological know- how. Hence techno – pedagogical awareness and know/how and knowledge of ICT has gained enormous importance for today's teachers, especially for teacher educators since they are the moulders of future teachers.

Teacher educators should definitely demonstrate their ability for integrating technology into their teaching. Teacher educators are expected to know to successfully integrate ICT into his/her subject areas to make learning more meaningful. This knowledge development during teacher training period has gained much importance with the notion that exposure to ICT during this time is helpful in increasing students teacher's willingness to integrate technology with classroom teaching. This paper focuses on the techno-pedagogical competency of teacher educators working in various B.Ed colleges.

#### **Scope of the study**

One of the most commonly cited reasons for using ICT in education has been to prepare the present generation of students for a workplace where ICT, particularly computers, the internet and related technologies, are becoming more and more ubiquitous.

Technological literacy, or the ability to use ICT effectively, is thus seen as representing a competitive edge in an increasingly globalizing job market. The potential of ICT to promote the acquisition of these skills is tied to its use as a tool for raising educational quality, including promoting the shift to a learner centred environment.

ICT is an essential tool in the modern classroom; it can engage pupils on a number of levels and make the job of the teacher considerably easier. Proper use of ICT enhance the quality of education

in several ways by increasing learner motivation, by facilitating the acquisition of basic skills and by enhancing teacher training.

ICT such as videos, TV and multimedia computer software that combine text, sound and colourful moving images can be used to provide challenging and authentic content that will engage the student in the learning process. The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICT through drill and practice. ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge society. So the present study is to find out to what extent the faculty members in BEd colleges will have to be updated regarding the improvements and use of technology in the classroom.

#### **Objectives of the study**

1. To study the techno-pedagogical awareness of teacher educators.
2. To study the effect of sex on the techno-pedagogical awareness of teacher educators.

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

1. There is no significance difference between male and female teacher educators with regard to techno-pedagogical awareness.

#### **Methodology**

For collecting the data, the investigator adopted normative method, in which survey is the technique used. Considering the nature of the study, random sampling technique was used. 50 teacher educators working in various B.Ed. colleges in Kannur district were taken as samples. Equal representation was given to male and female teachers. Due weightage was given to government, aided and unaided colleges. Questionnaire on the techno-pedagogical awareness of teacher educators was

prepared by the investigator herself. It consists of 15 statements. The respondents were requested to write down their response, which is found to be the most appropriate to him/her. The data on the availability of technological and internet facilities in each institution was collected by administering a checklist.

For the purpose of analyzing the data, relevant statistical techniques such as Arithmetic mean, Standard Deviation, Critical Ratio, percentages etc: were used.

### **Analysis and Interpretation of Data**

#### **1. Techno-Pedagogical Awareness of Teacher educators**

Majority of teacher educators didn't give any effort for preparing e-learning material for students. 65% reported that they are regularly using computer facilities in teaching-learning process. Majority of teacher educators use computer for power point presentation only. 40% teacher educators use e-resources for teaching. 80% teachers have the opinion that, government and other voluntary agencies did not cater any consideration for providing any training course for teachers for acquiring competency in using technological devices. A meagre number of teachers are familiar with white board and its use in modern classroom.

Most of the female teachers expressed their uneasiness in using technology while teaching. 90% of teacher educators reported that they didn't provide adequate training for teacher trainee about the use of ICT in teaching learning process. Majority of teachers in the self- finance colleges opined about the inavailability of modern technological devices in their colleges. Male teachers are comparatively superior to female teachers about the ICT knowledge and its use. 100% male teachers are familiar with the use of ICT in teaching, while only 40% female teachers integrate ICT in teaching. A

very few female teachers showed their expertises in using modern technological devices. Majority of teacher educators are unaware about the websites commonly used for getting information for teaching. All of them agree that ICT can improve the quality of teaching.

**Table 1**

#### **Technological Devices available in the various institutions**

Sr.	Items	Quantity in %	
		Aided/Gov.	Unaided
1	White Board	100%	5%
2	Personal Computer	80%	30%
3	Internet	100%	70%
4	Video conferencing	Nil	Nil
5	System	100%	40%
6	Digital Camera	100%	40%
7	LCD	100%	Nil
8	DVD Player	100%	60%
9	OHP, Slide-projector	100%	40%
10	Generator	100%	Nil

#### **2. Provision of ICT facilities in the institution**

Both the Government and aided colleges are self-sufficient with regard to technological devices. Both of them have enough number of white boards, computers, internet facilities, Digital camera, LCD, DVD Player and other projected systems. It is a fact that most of the self-finance colleges didn't have any facilities with regard to technological devices. They didn't maintain at least a full-fledged computer lab.

None of the colleges have any facility for video conferencing. All the B.Ed. colleges still maintained OHP and slide projector. Most of the colleges didn't have any alternative for power failure. Aided

colleges are self sufficient with regard to the provision of own generator.

**Comparison of Male and Female teachers with regard to their Techno-pedagogical Awareness.**

Data analysis and the result of significant difference in mean scores of the techno pedagogical awareness of male and female teachers for the total sample was done by t-test. The result is summarized below.

**Table 2**  
**Comparison of the mean scores of techno pedagogical awareness of male and female teachers.**

Group	N	Mean	Sd.	df	t value
Male	25	52.7	15.7	48	0.764
Female	25	56.0	15.8		NS

Table shows that the value of critical ratio 0.764, which is not significant. Hence it can be inferred that there is no significant difference in the male and female teacher educator's techno-pedagogical awareness.

**Findings**

1. Government and aided colleges are self-sufficient with regard to technological devices like white boards, computers, internet facilities, Digital camera, LCD, DVD Player and other projected systems and teacher educators use them in their teaching which are lacking in the self-finance colleges.
2. Sex wise there is no significant difference in the techno- pedagogical awareness of the teacher educators.

**Conclusion**

The progress of any country depends upon the quality of education offered and its practice. Education in India has undergone various phases and stages of developments starting in the Vedic Age to the post- independent period. At all stages of development, there was a concern for bringing in quality education reflecting on the practical aspects in education.

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Article Received on	31.10.2015	Reviewed on	01.11.2015
Observations reflected on	02.11.2015	Modified on	03.11.2015

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## **Development & Effectiveness of Computer Based Self Learning Material for Science Teaching at Upper Primary Level**

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**Key Words :** *Computer Based Self Learning Material, Science Teaching*

### **Abstract**

*The Computer based learning material enhances the level of learning among the individuals. It improves the capacity, scientific thinking, reasoning etc.*

*In the present study the researcher took a group of 30 students of class VIII randomly from a CBSE affiliated School Pre test was administrated on group of students. They were taught some chapters in science by computer based self learning materials.*

*It is found that computer based self learning materials enhance the learning level of students, so in other subjects Self-learning material also applicable for improving the quality of teaching-learning process.*

### **Introduction**

Education influences the structural elements of the society and the living mode of an individual. The main function of education in the modern times is the well balanced, all-round personality development of an individual. Our society has provided educational institutions like schools to impart desired service to all the individuals and significantly improve their developmental patterns from the very childhood. Student learns and benefits from school which is indicated by his/her achievement and performance in academic and co-curricular activities.

In India our school education system is divided into three stages: Elementary, Secondary and Higher Secondary Education. Primary education system is also divided into two levels: Primary and Upper Primary level. At Upper Primary level many subjects are taught as compulsory subjects such as: Language, Mathematics, Social science, General science and Computer etc. The National Policy on Education (1986) has stressed

the use of media in education in the following terms. *“Modern Technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.”* In the school curriculum, each subject plays an important role. Science is a subject which broadens the horizon of an individual and develops various skills and provides opportunity for the professional growth of an individual. To develop science as a core subject mainly in school education, the government of India after independence appointed a number of commissions to work out the syllabus, infrastructure, evaluation procedure, teaching aids, study material, qualified staff and other allied problems and recommend suggestions. University Education Commission (1948-49) recommended the inclusion of General Science and Mathematics as a core subject at the middle as well as at the secondary level. National Policy on Education (1986) recommended that science and mathematics should remain as compulsory subjects in the first ten years of school education. It must be strengthened because all the areas of development are based on science and technology.

The objectives of science teaching can only be achieved if the teaching is effective and is based on the principles of teaching. It will depend on the method the teacher adopts. There are two major approaches of teaching and learning of science, based on the role and position of teacher and students in teaching-learning process.

The teaching learning process is based on some psychological principles. The teacher and student together participate in this process. The teacher is a facilitator of learning and creates conditions to suit the need and

requirements of learners. In the present study focus is on upper primary level students because they are deprived of doing activities or get first-hand observations, hence the concepts may not become clear. They may memorise and recall without understanding. One of the newest teaching aids and devices currently being developed and used in innovative programmes is the self-instructional, student paced, Computer based Self Learning Material. Packaged instruction is based upon the premise that the learner is an individual with unique needs, desires and experiences.

### **Need and Importance of the Study**

The use of Computers has dominated human activities especially in the last two decades. The adoption of the Computer in the Education has often been premised on the potential of this new technological tool which revolutionized an outmoded educational system. In modern class rooms Computers related educational tools are available for enhancing the level of learning. The Computer based learning material enhances the level of learning according to individual. Computer based Self Learning Material improves the capacity, Scientific thinking, Reasoning, Knowledge of operating computer based educational tools and Self regulation learning strategies. Some studies have been carried out in this area which is given below.

Gupta, Madhu and Nagpal, Chirag (2010) studied on “Developing and Implementing the Programme Instruction Material of Physics for Senior Secondary School Students”. The researchers found that the experimental group achievement score was higher than the control group and the retention test achievement score was higher in favour of experimental group.

Angadi.G.R. (2011) studied the Development and Validation of



Multimedia Package in Biology. The researcher found that students taught by multimedia package method scored more than traditional method of teaching.

*Sumi, Tharwin and Benjamin, A. Edward William* (2011) studied on Effectiveness of Multimedia in Teaching of Physics for 11th Standard School in Puducherry region. The researcher found that there was significant difference between the achievement from taught by multimedia approach and group taught by traditional method.

*Ancy, A.S.* (2012) studied the Effectiveness of Computer Assisted Instruction in Teaching and Learning of Mathematics. The researcher found that comparison of pre test and post test achievement scores of treatments groups revealed that there was significant difference between the computers assisted instructional group and conventional method group with regard to post test achievement scores.

*George, Rechel, M.* (2012) studied the Effectiveness of Self Learning Package in Developing Awareness about Communicable Disease among Future Secondary School Teachers. The researcher found that prepared learning package was more effective than the conventional lecture method.

*Tamil Selven, R. M.* (2013) studied the Effectiveness of 3R Techniques in Learning of Definitions in Educational Psychology. The researcher found that there was no significant difference between the post test score of the control group and the experimental group.

*Jayshree, T.K.* (2013) studied the Effectiveness of an Instructional Module based on select Modules of Teaching for Enhancing Mathematical Abilities among Senior Secondary School Student. The researcher found that the instructional module was more effective than the existing practices of activity method for enhancing mathematical abilities.

On the basis of above studies researcher found and formulated the research problem.

### **Objective of the study**

Present study has following objective.

1. To study the effectiveness of Computer based Self Learning Materials in the academic achievement of students.

### **Research Questions**

1. Whether the Computer based Self Learning Materials are effective in the improvement of academic achievement of students in science subjects ?

### **Research method:**

In order to achieve the objectives of the study, the researcher used single group pre test-post test design. This type of design is considered in experimental research.

### **Sources of data:-**

In the present study the students of VIII class of CBSE affiliated school was selected as source of data.

### **Sample:-**

Thirty students of VIII class were selected randomly as a sample.

### **Nature of data:-**

Nature of data is quantitative.

### **Procedure of the study**

On the basis of the above in this study first text book of General Science prescribed by National Council of Educational Research and Training for 8<sup>th</sup> class was selected purposively. Secondly identified concepts were selected randomly. Then computer based self learning material was developed in form of ppts and video clips. A group of 30 students was selected randomly. Pre test was administrated on group of students. After pre test the treatment was given in the form of computer based self learning material. After provided treatment the post test was administrated.

### **Tools for the study**

Self made Achievement Test:- In the present study the researcher was made

two parallel achievement tests, in which one of them was used as a pre test and other one was used as post test.

### Analysis & interpretation

**Table 1**

t-test for the effectiveness of computer based self learning materials

Concept - Photosynthesis					
Test	N	M	sd.	df	t-value
Pre	30	12.5	5.8	58	2.45
Post	30	15.4	2.9		p<.05
Concept - Materials					
Test	N	M	sd.	df	t-value
Pre	30	10.4	6.4	58	2.61
Post	30	13.8	3.2		p<.05

This table reveals that mean achievement scores of the students taught through self learning materials on pre test and post test is 12.5 and 15.4 respectively. The obtained 't' value (2.45) is significant at 0.05 level. It concludes that computer based self learning material helped the students to understand the concept 'photosynthesis'. Scores related to concept 'materials'

The table also reveals that mean achievement scores of the students

taught through self learning materials on pre test and post test is 10.4 and 13.8 respectively. The obtained 't' value (2.61) is significant at 0.05 level. It concludes that computer based self learning material helped the students to understand the concept 'materials'.

### Findings

1. It concludes that computer based self learning material helped the students to understand the concept 'photosynthesis'.
2. It concludes that computer based self learning material helped the students to understand the concept 'materials'.

There are positive results of study. Researcher concludes that Self-learning material effective for Teaching-learning process.

### Educational implications of the study

Computer based self learning material may be used as self learning material which motives the students for self study according to their speed. The students can learn more joyfully and remember it for a longer time. Computer based self learning materials enhance the learning level of students. Classrooms must be equipped with multimedia technology.

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Article Received on	06.08.2015	Reviewed on	22.09.2015
Observations reflected on	20.10.2015	Modified on	23.10.2015

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## **Comparative Study of Students Reading Comprehension in Traditional and Smart Classrooms**

**Sangeeta Bagaria \***

**Key Words : Reading Comprehension, Traditional and Smart Classrooms**

### **Abstract**

*Reading comprehension is a highly interactive process that takes place between a reader and a text. The objective of this research is to study and compare between students reading comprehension in traditional and in smart classroom of standard VIII.*

*This is a descriptive survey research in which the sample comprised of 100 students selected from two English Medium Schools of Jaipur city randomly. The data was collected through Reading Comprehension Test by Dr. Pramila Ahuja & Dr. G.C. Ahuja. The data was analysed by using 't' test between students learning in traditional and smart classroom.*

### **Introduction**

Many people think of reading as a skill that is taught once and for all in the few years of school. In this view of reading the credit (or blame) for students' reading ability goes to primary grade teachers, and upper elementary and secondary school teachers at each grade level, need teach only new vocabulary and concepts relevant to new content. Seen this way, reading is a simple process: readers decode each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language. This is not our understanding of reading. Reading is a complex process.

This consists of elements such as the child's home culture, their previous experiences of reading and being read to, their expectations that reading should carry meaning, their motivation, their view of themselves as a reader, the purpose for reading the text, the cultural value placed on reading and the reading environments the reader experiences. While the purpose of this research is to

concentrate on looking closely at the development of comprehension skills, this broader context and its influences should be borne in mind.

Reading a lot serves to develop vocabulary, background knowledge, familiarity with complex syntactic structures, and word recognition. Vocabulary growth is heavily influenced by the amount and variety of material children read.

From an educational viewpoint this means that practitioners and teachers must encourage the development of oral language skills in order to safeguard children's reading comprehension. They also need to encourage the development of specific strategies for reading comprehension and, importantly, they need to encourage children to practise their developing reading skills. Children need frequent opportunities to read during shared, guided and independent reading sessions. Reading comprehension is a highly interactive process; it draws on general knowledge of vocabulary as well as on our experience of the world. This in turn enables us to increase our knowledge in these areas. Reading is considered one of the most important skills which language learners should obtain, particularly as it helps to build vocabulary and leads to lifelong learning and improvement in first and second language skills. "The ability to read is acknowledged to be the most stable and durable of the second language modalities." *Carrell* states (1989)

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

*Shermila A. Joycilin* (1999) A Study of Skills of Reading Comprehension in English Developed by Students of Standard IX in The Schools in Tuticorin District - the findings warrants a probe into the skills of Reading comprehension developed by pupils at the secondary level in relation to certain psychological factors such as Reading readiness, Reading

attitude and Cognitive style. *Senechal Monique and LeFevre Jo-Anne* (2002) Parental Involvement in the Development of Children's Reading Skill: A Five-Year Longitudinal Study - the findings showed that children's exposure to books was related to the development of vocabulary and listening comprehension skills, and that these language skills were directly related to children's reading in grade 3.

In contrast, parent involvement in teaching children about reading and writing words was related to the development of early literacy skills.

*Ali S* (2005) ESL College Students' Beliefs and Attitude about Reading to Write in an Introductory Composition Course: A Qualitative Study - the findings of this study indicate that the students engaged in reading-writing activities for the first time. The findings also show that the students have positive attitudes toward reading-to write. The findings also reveal that explicit instruction of rhetorical structures has helped them improve their writing competence.

*Prapinwong Malinee* (2008) Constructivist Language Learning Through Web Quests In The EFL Context: An Exploratory Study - the results of the learning outcomes showed that the learners made a statistically significant gain in the vocabulary tests in both units and that the type of tasks influenced different learning outcomes. The teacher expressed the positive aspects and challenges concerning the use of Web Quests regarding the underlying principles and methods embedded in the tool as well as the constraints of the curriculum and assessment.

*Roundy R. Angela & Roundy T. Philip* (2009) The Effect of Repeated Reading on Student Fluency: Does Practice Always Make Perfect? - the findings show that, on average, the use of repeated reading strategies increased students' fluency, words per minute (wpm) reading score,

reading-oriented self-esteem, and confidence.

### Significance of the Study

Out of four fundamental skills of English Language namely – Reading, Writing, Speaking, Listening, reading is considered most important skill in understanding the language. Usually it is thought that reading skill does not need anything and the learner has to learn it on his own. Rather the reality is reading is the base of other skills and it need proper guidance. Although a lot of importance is given to reading skill now a days and teacher emphasize a lot on it. Reading skill should be guided by the teacher, parents at home so that it helps in better development of the skill among learners. Today some schools are using only teacher as a tool to aid students in acquisition of reading skill whereas some schools are using smart boards where the learner has direct experience with day today life and then aid the learner to develop this skill. Therefore the purpose of the study is to find out does there is a difference between students acquisition of reading skill through smart boards in comparison to the schools which are still following the method of learning with the guidance of teacher. The purpose is to see whether the teacher is more effective and is important in the acquisition of reading skill or does only technology is sufficient and the teacher can remain passive.

### Objectives of the Study

- To study and compare between students reading comprehension in traditional classroom and smart classrooms.

### Hypotheses of the Study

- There does not exist any difference between reading comprehension of boys of traditional classroom and boys of smart classroom.
- There does not exist any difference between reading comprehension of girls

of traditional classroom and girls of smart classroom.

### Delimitation of the Study

The study is limited to two private schools in Jaipur. It is confined to VIII class only. The research is limited to a sample of 100 students.

### Research Methodology

The descriptive survey method is used in the present research. The data is collected through Reading Comprehension Test by *Dr. Pramila Ahuja & Dr. G.C. Ahuja*.

### Sample of the Study

An estimated sample of 100 was taken. The sample is taken from class VIII. Random sampling is used to collect data for the present research.

### Tool Used

Reading Comprehension Test by *Dr. Pramila Ahuja & Dr. G.C. Ahuja*.

**Table 1**

**Means and S.D. of the scores of boys learning through traditional classroom and through smart classroom**

Boys Learning	N	Mean	SD	df	t
Traditional Classrooms	25	27.96	11.6	48	0.96
Smart Classrooms	25	28.12	11.3		

From the table 1 it can be noticed that calculated 't' value is less than the tabulated value thus 't' is not significant at 0.05 level. Hence the null hypothesis is accepted and it can be stated that there does not exist any difference between reading comprehension of boys of traditional classroom and boys of smart classroom.

From the table 2 it can be noticed that calculated 't' value is less than the tabulated value thus 't' is not significant at 0.05 level. Hence the null hypothesis is accepted and it can be stated that there does not exist any difference between reading comprehension of girls of

traditional classroom and boys of smart classroom.

**Table 2**  
**Means and S.D. of the scores of girls learning through traditional classroom and through smart classroom**

Girls Learning	N	Mean	SD	df	t
Traditional Classrooms	25	23.8	9.8	48	1.58 NS
Smart Classrooms	25	28.5	11.0		

### Findings and Discussion

The findings show that there is no difference in acquisition of reading comprehension among girls and boys

learning through traditional environment and through Smart classroom. This may be due to the fact that teacher play a vital role in learners acquisition of reading comprehension. Other factors such as home environment also affect this aspect. If the teacher is doing his/ her work properly then it will automatically lead to good understanding of the skill. On the other hand if the teacher is not doing his/ her job of a facilitator properly then even with learning through any other mean will not bring fruitful results. Therefore though smart classroom helps in better understanding of the concept, it needs the teacher to be active with it so that it brings best results in learning.

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Article Received on 06.09.2015  
Observations reflected on 05.10.2015

Reviewed on 03.10.2015  
Modified on 07.10.2015

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## **Textbooks and the Gender Question : An Analysis of Some Textbooks of Chhattisgarh State**

**Prof. Gouri Srivastava\***

**Key Words : Textual Materials, Gender, Gender Bias, Stereotypes**

### **Abstract**

*School textbooks are an important reservoir of implicit and explicit knowledge. This resource is accessed by teachers and students across our country and are reflection of the social milieu in which they are composed and developed. Therefore they need to reflect social realities, issues and concerns related to gender, caste, class, region and faith. In the present paper an attempt has been made to analyse some textbooks of Chhattisgarh at the primary stage.*

*The findings of the analysis has broadly reflected that while gender concerns have been addressed there is a need to effectively translate the policy of positive discrimination in practice by giving a focused attention to new and emerging roles taken up by women and greater emphasis on women role models of different fields in this state.*

### **Introduction**

The present century is marked by phenomenal expansion in information and communication technologies. This has impacted the dissemination of knowledge in all fields and has influenced children and adults of all age groups. While, the sources of knowledge and information have now been diversified in all contexts, textbooks and teachers continue to play a crucial role. Stakeholders including children perceive textual materials as important repository of knowledge and teachers as an important transmitter, especially in India and in the Asian context. Textual materials developed in all content areas encompass the contours of all disciplines and its boundaries are negotiated as per the age, ability, understanding and comprehension level of children. Transmission of the content embedded in textual materials is dependent on teacher's knowledge and the pedagogical methods adopted in classroom and outside classroom transactions. Since textual materials are developed for all children



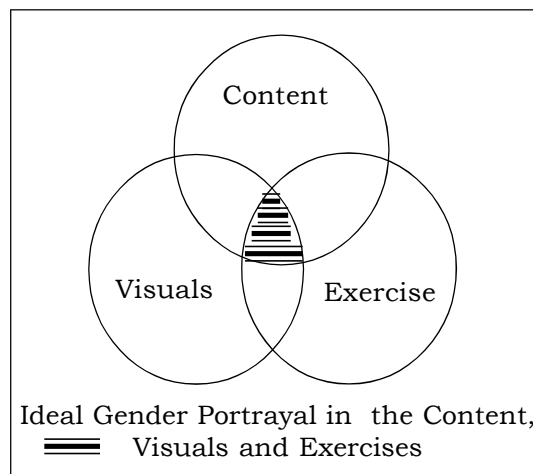
it is important that they are free from gender bias and stereotypes. Further, they need to mirror social realities influencing the life and conditions of boys and girls, men and women belonging to rural and urban areas and engage children in dialoguing with their lived realities. Both textual materials and its transaction should enable children to connect knowledge with understanding, its application in real life situations and develop in them skills in facing different challenges of life.

Textual materials world over has been examined from different perspectives including gender. A gender audit of textbooks would help in unraveling questions pertaining to:

- Whether textual materials pertaining to all disciplines address contributions and achievements of men and women in adequate manner
- Whether textbooks reflect heterogeneous identities of all groups in an inclusive manner
- Whether textbooks bridge all segments of society related to gender, caste, class, religion and location
- Whether they assist in initiating transformatory attitudinal changes among the learner
- Whether they help in addressing different forms of conflicts
- Whether they sensitize the beneficiaries and the transmitter in promoting critical thinking among children for questioning stereotypes, myths, misconception and customary practices derogatory to the status of girls and women.

In India gender concerns in education acquired centre stage with the publication of the Report "Towards Equality" in the 70's. The report highlighted that welfare policies of the government in post-independent India did not help in improving the overall status of girls and women in the society. The

**Fig. 1**  
**Textbook Windows of the Knowledge Construction**



subsequent deliberations culminated in shifting the focus of emphasis from viewing women as a passive welfare category to critical actors of development in all sectors of the economy. These sectors are agriculture, industries and myriad of other service sectors. In the academia, the concern for reflecting Women's contributions in all disciplines and making the curriculum gender inclusive gained momentum in the late 70s and, since then it has continued.

In 1980, for developing sensitivity towards women's contributions, the UN acknowledged the fact that-"Women constitute half the world's population, perform nearly two third of its work hours, receive one tenth of its income and own less than one hundredth of the world's property" (Learning Station: Social Science Grade 8 Learner's Book, Cape Town). Later UNESCO made a beginning in 1982 by organizing a meeting of experts on women's studies to gauge the degree of emphasis on women's perspectives visible in different disciplines. The experts also studied the manner in which knowledge was constructed in different disciplines. The

findings of the workshop highlighted that women's perspective was missing in the domain of Social Sciences and Education. A pioneering initiative was taken by NCERT's Department of Women's Studies; by organizing a seminar in 1975 to identify values which commensurate with the status of women in India.

The proceedings of the seminar culminated in the publication of various handbooks to guide textbook writers, teacher educators and teachers to make disciplines like Languages, Social Science, Sciences and Mathematics, Gender inclusive. Publications that followed from the seminar were - Status of Women through Curriculum: Elementary Teachers Handbook, (1982), Status of Women through Curriculum: Secondary and Senior Secondary Stages, (1984) and Status of Women through Teaching of Mathematics: A Teachers Handbook, (1984).

The initiative, of integrating Gender concerns in curriculum which had begun in the 80's, continued even in the 90s. Teachers Handbooks were revisited to make teaching learning processes gender inclusive by suggesting activities that would make classroom transactions of all the disciplines at the elementary stage, an empowering experience for all children. Two publications that reflected this philosophy were - Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Primary Stage (1996) and Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Upper Primary Stage (1997). In addition, several biographies highlighting the past and present contributions and achievement of women in different fields were published during this period for sensitizing textbook authors, teacher educators and teachers. In the 20s, a publication on 'Training Material for Teacher Educators on Gender Equality

and Empowerment' was printed in three volumes on 'Perspectives on Gender and Society, Gender and Schooling Processes, Gender and Women's Empowerment' to promote gender inclusive schooling ethos and undo biases and stereotypes in a proactive manner.

In the domain of policy, a landmark commitment of the Government was taken up in 1986 with the enactment of the National Policy on Education (NPE) 1986, and Programme of Action (POA) 1992. NPE emphasized on the removal of all types of disparities and discrimination. Further, it focused on attending to the specific needs of those who had been denied equality. The NPE states that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favor of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers, administrators and the active involvement of educational institutions" (excerpts from National Policy on Education -1986, p.g.6).

The Programme of Action (POA) 1992, outlined action which needed to be taken to promote education for women's equality and empowerment. It specifically stated that the Department of Women's Studies, NCERT would intensify activities already initiated in the area of developing Gender sensitive curriculum, removing sex bias from textbooks and training of trainers/teachers of SCERT, concerned State Level Boards and institutions to undertake similar work.

The National Policy for the Empowerment of Women, 2001, stated the importance of making the textbook gender sensitive and free of biases and

stereotypes The policy mentioned that gender sensitive curricula would address one of the causes of gender discrimination i.e., Sex stereotypes.

Justice Verma committee recommendations also mentions that gender equality needs to be integrated in the curriculum at all levels of school education and gender modules need to be developed for percolating issues of equity and equality in a sustained manner.

Despite the stated commitments to Gender equality and the Constitutional goal to achieve Universalization of Elementary Education (UEE) the ground realities portray that gender discrimination, growing economic disparities and Gender based violence, perpetrated more towards girls and women, continues to exist in our contemporary society. Gender discrimination that begins in the family gets reinforced in the schooling ethos and percolates in the society. Researches in the context of Classroom processes and outside classroom including sports and physical education have highlighted that Gender biases and stereotypes get transmitted consciously and unconsciously by teacher educators and teachers' indelibly impacting the formative years of children. School textbooks and other related materials as well as a curriculum and the processes of its transaction, imbued with the principles of Gender harmony and Inclusiveness in all spheres are thus pertinent need.

As stated earlier, textbook writers need to consciously address Gender concerns so that the knowledge domain constructed in different disciplines reflects Gender justice, equity and equality as mentioned in the Constitution of India. The National Focus Group Paper on Gender Issues in Education (2006) mentions that although the analysis of textbooks in the past have shown gender

biases in the textual content and visuals, the initiatives undertaken by concerned individuals and organizations were marked by their limited understanding of Gender, Equity and equality. Analysis of textbooks undertaken by the Department of Women's Studies, NCERT, pertaining to different subject domains, too, had focused more on quantitative aspects rather than qualitative dimensions by looking into the frequency of representation of women in content, visuals and illustrations.

The term equality had been dealt with in a narrow sense and authors had attempted to highlight equality by merely increasing visual representation of girls and women in different disciplines, or by facilitating role reversals to depict equality among the sexes. Textbook authors have also tried to incorporate concerns for girls and women by tokenistic representation of them in biographies. Achievements made by women were trivialized and their contributions were marginalized. The manner in which women role models belonging to different periods were stated reflected the myopic vision of these authors. Trials and tribulation faced by women in their journey of achievements were hardly reflected. Sometimes, when the content focused on women achievers, their work in different areas was always reflected in a relational manner i.e. 'wife of', 'sister of', 'mother of' and 'daughter of'.

There was always an inherent comparison with the male counterpart. Women involved in combat were often treated as possessing masculine traits, for example Rani Lakshmibai and her courage in encountering British forces were valorized and she was referred in books as '*Khoob Ladi Mardani Woh To Jhansi Wali Rani Thi*' (The queen of Jhansi, Rani Lakshmibai fought like a male). Narratives also depict women's contributions as collateral in different

themes, for example, Rani Lakshmbibai's contributions and Madam Curie's work were linked with their domestic roles. Their success, according to some authors writing about them, was because they harmonized their contributions with caring and sharing roles.

Studies by *Kalia* (1978), *Kabira* and *Masinjila* (1997), *Nayar and Jaireth*, *Nayar and Srivastava*, *Nayar and Rani*, *Nayar and Devendra*, (1997-98 & 2000), *Srivastava* (2006, 2011-12, 2012, 13-14) *Bhog, Dipta et. al*, (2009) and *Mehrotra and Ramachandran* (2010), have shown that textbooks have, by and large, served to maintain the status quo in the larger socio-cultural context. To make textbooks gender inclusive there is a need to emphasize equality between sexes and bridge the gap between policy rhetoric and experiential reality. Construction of knowledge in different disciplines should reflect the contributions made by both sexes since historical times. Further, content and visuals in textual materials depicting women as having an equal opportunity to lead productive and self-fulfilling lives in their societies would help to recognize the status of women as individuals in their own right.

The language, illustrations and content of the textbooks should be able to introduce a change in existing value systems in the society, to improve the status of girls and women.

The selection of themes of the textbook should ensure the spirit of co-operation, not confrontation between sexes, promotion of self-esteem and self-confidence, learning to live together, valuing the contributions of women as equal participants in all development initiatives and not only as beneficiaries. All the narratives related to different school subjects should reflect girls and women as active contributors and not as passive recipients.

It is also important to understand the ideologies underlying the presentation of

Gender in textual materials to know how issues of inclusion and exclusion are mentioned and handled.

Textbook analysis from a Gender perspective has been undertaken by the Department of Women's Studies since its inception. In the 80s, 90s and 20s, the Department included textbook evaluation in several training programmes wherein participants of the programme analyzed state textbooks. Also, evaluation studies were taken up very recently to examine NCERT's elementary stage textbooks, Uttar Pradesh and Madhya Pradesh from the view point of gender bias and stereotypes. In 2013-14, the Department of Women's Studies undertook the analysis of NCERT, primary stage textbooks from Gender perspective. The present project is a continuing effort in this direction wherein textbooks at the elementary stage of J&K, Bihar, Haryana, Chhattisgarh, Jharkhand and Rajasthan will be examined from a gender lens.

### **Objective**

The objectives are to:

- Examine Textbooks from a Gender Perspective.
- Highlight Positives in the Textbooks.
- Suggest Ways of Making the Lessons Gender Inclusive.

### **Methodology**

- Tools for textbooks analysis was developed by the Department of Gender Studies and was utilized for the present task.
- Books were analyzed in house.
- Analysis was based on application of both qualitative as well as quantitative techniques.

### **About the Textbooks**

The textbooks of class I to V follow a bilingual and multilingual approach as far as language is concerned. Classes I and II have themes that include Hindi, English and Mathematics. Classes III to V have themes that cover Hindi, Chhattisgarhi, Sargujia, English and Sanskrit. The books familiarize children

with mathematical concepts related to addition and subtraction in classes I and II. All efforts are made to develop language skills among learners related to listening, speaking, writing and developing vocabulary among children so that they may use both languages in their day to day life in understanding social reality and in expressing themselves. The book has been published by State Council of Educational Research and Training, Chhattisgarh.

The activities are designed for all children. The theme consists of different forms of literary expositions related to poems, prose, short stories, etc. and is visually rich. It consists of note to teachers and parents for making teaching and learning creativity based, with focus on developing imagination and critical thinking among learners so that they are able to link knowledge with their lived realities. Attempt is also made to make classroom experiences joyful for all children. Human values are embedded in nearly all lessons. Contextualization is taken care of for in these textbooks by making a mention to places of historical and cultural importance, food items, fairs and festivals, name of persons etc..

The books analyzed are – (a) समेकित पाठ्यपुस्तक भारती, My English Picture Book-1, गणित, कक्षा-1, (b) समेकित पाठ्यपुस्तक भारती, My English Picture Book-II, गणित, कक्षा-2, (c) समेकित पाठ्यपुस्तक हिंदी, छत्तीसगढ़ी, अंग्रेजी एवं संस्कृत, कक्षा-3, (d) समेकित पाठ्यपुस्तक हिंदी, सरगुजिहा, अंग्रेजी एवं संस्कृत, कक्षा-4, (e) समेकित पाठ्यपुस्तक हिंदी, छत्तीसगढ़ी, अंग्रेजी एवं संस्कृत, कक्षा-5.

The findings of the analysis of the above mentioned textbooks at the primary stage from a gender lens is mentioned class wise in the paragraphs given below.

#### **Class -I - Roles and Professions depicted in visuals and content**

##### **Male/Boys**

The book highlights men and boys in different roles related to grandfather, father, uncle, brother, peers and students.

Men are shown in different and varied professions. Some of them are as musicians, soldiers, saints and seers, worker, boatman, artists, barber, carpenter, cobbler, doctor, farmer, gardner, hawker, coolie, mason, milkman, painter, postman, soldiers, sweeper, washer man and tailor.

##### **Female/Girls**

The roles highlighting women are as grandmother, mother, sister, daughter, peers and students.

The professions in which women are depicted are as teachers and nurses. All household chores depict woman in the lead.

##### **Human Values**

The book reflects human values related to caring and sharing of household chores, peer sharing and engaged in different activities inculcations of good habits etc. Patriotic feeling is depicted in the mention of national song, anthem and the flag of India.

Note to the teachers and parents are also a positive part of the textbook as they help in developing language skills and concept clarification. Inbuilt into this note is developing an inclusive schooling ethos.

##### **Contextualization**

This is taken care of by making a mention of names of persons, animals, birds, objects, eatables and places of culture and historical places. The textbooks also make a reference to local fairs and festivals.

#### **Class – II - Gender Roles and Professions depicted in Visuals and Content**

##### **Male/Boys**

The Book highlights men and boys in different roles related to grandfather, father, uncle, brother, peers and students.

The Professions that shows men in the textbook are varied. They are shown as hunters, cobblers, farmers, potters, shopkeepers, musicians, sport person, king, fishermen, vegetable seller, farmer,

joker, carpenter, barber, milkman, postman, mason and cowherd.

#### **Female/Girls**

The roles highlighting women are as grandfathers, mother, sister, daughter, peers and students. The professions that show women in the book are teaching and nursing. All household chores depict woman in the lead.

#### **Human Values**

The book reflects human values related to caring and sharing among peers, siblings and friends. Valuing the habitat, showing household chores as a joint responsibility among sexes is also reflected. Further, valuing culture habitat, leading a healthy life, respecting national symbols, sensitivity towards children with disability is highlighted. Instilling patriotic feeling among children is depicted by making a mention to national song, national anthem and the flag of India.

Note to the teachers and parents are also a positive part of the textbook as they help in developing language skills and concept clarification. Inbuilt into this note is developing an inclusive classroom and schooling ethos.

#### **Contextualization**

This is taken care of by making a mention of names of persons, animals, birds, objects, eatables and places of culture and historical places. The textbooks also make a reference to local fairs, festivals and games.

#### **Class -III- Roles and Professions depicted in Visuals and Content**

##### **Male/Boys**

The book highlights men and boys in different roles related to grandfather, father, uncle, brother, peers and as students. The profession that shows men in the textbook is varied. They are shown as teachers, freedom fighters, saints and seers, god, mahout, social reformer, sportsperson, athletes, drivers of different vehicles, shopkeepers, balloon man, vegetable seller, writers, tailor, doctor,

farmer, painter, milkman, cobbler, postman, lawyer, typist, king, robber, early humans, inventors, carpenter, driver and cook.

#### **Female/Girls**

The roles highlighting women are as grandmother, mother, sister, daughter, peers and students. The professions that show women in the book are as nurses, teachers and athletes.

#### **Human Values**

The book reflects human values related to caring and sharing among peers, siblings and friends. Valuing the habitat, respect of family relationship, showing household chores as a joint responsibility among sexes is also reflected. Further, nurturing, patriotic feeling among children is highlighted by giving examples of freedom fighters awareness and respect for national symbols, national song and national anthem. Valuing culture habitat, leading a healthy life is also woven indifferent themes.

Note to the teachers and parents are also a positive part of the textbook as they help in developing language skills and concept clarification. Inbuilt into this note is developing an inclusive classroom and schooling ethos.

#### **Contextualization**

This is taken care of by making a mention of names of persons, animals, birds, objects, eatables and places of culture and historical places. The textbooks also make a reference to local fairs, festivals and games. There is also mention of children parliament in schools.

#### **Class- IV- Gender Roles and Professions depicted in Visuals and Content**

##### **Male/Boys**

The book highlights men and boys in different roles related to grandfather, father, uncle, brother, peers and students. The professions that show men in the textbook are varied. They are shown as farmer, teachers, businessperson,

labourer, soldier, scientist, social reformer, saint, bangle seller, sufi musician, poet and scholar, ruler, woodcutter, lawyer, caliph, player, driver of bullock cart, postman, doctor, potter, ticket checker and vegetable seller etc.

#### **Female/Girls**

The roles highlighting women are as grandmother, mother, sister, daughter, peers and students. The professions that show women in the book are as dancers, engaged in gardening, teachers and computer operator.

#### **Human Values**

The book reflects human values related to caring and sharing among peers, siblings and friends. Valuing the habitat, showing household chores as a joint responsibility among sexes is reflected. Further, valuing culture and habitat, leading a healthy life, respecting national symbols, sensitivity towards children with disability is highlighted.

Instilling patriotic feeling among children is depicted by making a mention to national song, national anthem; flag of India and inspirational stories of social reformer is also reflected. Care for the old and appreciating diversity and difference is highlighted in some of the themes.

Note to the teachers are also a positive part of the textbook as they help in developing language skills and concept clarification. Inbuilt into this note is developing an inclusive classroom and schooling ethos.

#### **Contextualization**

This is taken care of by making a mention of names of persons, animals, birds, objects, eatables and places of culture and historical importance. The textbooks also make a reference to local fairs, festivals and games.

#### **Class – V- Gender Roles and Professions depicted in Visuals and Content**

##### **Male/Boys**

The book highlights men and boys in different roles related to grandfather, father, uncle, brother, peers and students.

The professions that shows men in the textbook are varied. They are shown as freedom fighter, farmer, engaged in the care of livestock, drivers of vehicles, hunters, inventors, social reformer, teacher, ruler, boatman, army person, minister, musician, construction maker, inspector, balloon man, vendor, potter, doctor, goldsmith, trader and writer etc.

#### **Female/Girls**

The roles highlighting women are as Grandmother, mother, sister, daughter, peers and students.

The professions that show women in the book are dancers, agriculture worker and as freedom fighter.

#### **Human Values**

The book reflects human values related to caring and sharing among peers, siblings and friends. Valuing the habitat, showing household chores as a joint responsibility among sexes is also reflected. Further, valuing culture habitat, leading a healthy life, respecting national symbols, sensitivity towards children with disability is highlighted. Instilling patriotic feeling among children is depicted by making a mention to national song, national anthem; flag of India and inspirational stories of freedom fighters is also reflected.

Note to the teachers and parents are also a positive part of the textbook as they help in developing language skills and concept clarification. Inbuilt into this note is developing an inclusive classroom and schooling ethos.

#### **Contextualization**

This is taken care of by making a mention of names of persons, animals, birds, objects, eatables and places of culture and historical places. The textbooks also make a reference to local fairs, festivals and games.

#### **Suggestions for translating the policy of positive discrimination in practice**

- The book could reflect women in new and emerging professions both in the content and visuals.

- Biographies of women achievers in different fields from the state of Chattisgarh could be included.
- Sensitivity towards children with disability could be given.
- Mention of scheme of programmes for promoting gender sensitivity can also find appropriate reference in the textbooks

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Article Received on	30.07.2015	Reviewed on	29.09.2015
Observations reflected on	01.10.2015	Modified on	13.10.2015

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## **Study on Effectiveness of Homework on the Achievement of Students at Upper Primary Level**

***Dr. Manju Parashar \****

**Key Words :** *Home Work, Achievement*

### **Abstract**

*Homework important part of instruction homework provides students the opportunity to practices or extend the material learned in the classroom. Homework can have a positive impact on student learning it also be a source of frustration for bath parents and children.*

*The basic objective of assigning homework to students is the same as schooling in general. It is to increase the knowledge and improve the abilities and skills of the students.*

*Homework may be deigned to reinforce with students have already learned, prepare them for upcoming lessons, extend what they know by having them apply it to new situations or it integrate their abilities by applying many skills to a single task.*

### **Introduction:**

In the current scenario of increased urbanization and rampant globalization, the children hitherto are a confused lot. There is a lot of stress on achievement and performance from the teachers and parents. Children are pushed to do much more than customary to get the desired acceptance and acknowledgment from the family and society circle.

Homework is an important part of instruction. It provides students the opportunity to practices or extend the material learned in the classroom. Homework can have a positive impact on student learning it also be a source of frustration for bath parents and children. The basic objective of assigning homework to students is the same as schooling in general. It is to increase the knowledge and improve the abilities and skills of the students.

Homework may be deigned to reinforce with students have already learned, prepare them for upcoming lessons, extend what they know by having them apply it to new situations or it

integrate their abilities by applying many skills to a single task.

### Objectives of study

1. To study the effect of Home-work of on the achievement of students at upper primary level.

### Hypothesis of the study

1. There will be no significant difference between girls and boys achievement at upper primary level with respect to their homework in government and private schools.

### Sample

The total sample used for the study is 80 out of which 40 from government and and 40 from privately managed schools, with equal representation of boys and girls by using purposive sampling method.

### Method

In present study survey method was employed

### Tool used

Self made Questionnaire based on the achievement is used.

### Statistical Techniques Used

Mean, S.D., t-test

### Data Analysis & Funding

Sex wise there will be no significant difference between girls and boys achievement at upper primary level with respect to their homework in government and private schools.

On looking at table no. 1 regarding the scores of achievement with respect to homework between girls and boys of studying at upper primary level in government schools, the mean related to girls and boy are 30.1 and 27.9 respectively and S.D. are 4.9 and 4.6 respectively. From this data "t" value 1.4 is obtained. This calculated value is less than table at 0.05 level. So null hypothesis is accepted.

There is no significant difference between girls and boys achievement upper primary level with respect to their homework in government schools.

**Table 1**  
**Means, Sd. & t-test of the**  
**achievement scores of students with**  
**respect to sex and management of the**  
**schools.**

Management	Sex	N	M	sd.	df	t
Private	Girls	20	30.1	4.9	38	1.4
	Boys	20	27.9	4.6		NS
Government	Girls	20	30.1	3.7	38	1.1
	Boys	20	28.4	5.1		NS

From table no. 1 we can have that scores of achievement with respect to homework between girls and boys of studying at upper primary level in private schools, the mean related to girls and boy are 30.1 and 28.4 respectively and S.D. are 3.7 and 5.1 respectively. From this data "t" value 1.1 is obtained. This calculated value is less than table at 0.05 level. So null hypothesis is accepted.

There is no significant difference between girls and boys achievement upper primary level with respect to their homework in private schools.

### Findings

There is no significant difference between girls and boys achievement upper primary level with respect to their homework in government and private schools.

### Educational Implications

The homework tips presented are targeted at the three key people who are most directly involved, the teacher, the kids and the parents who must deal with them at home. As teachers, we all know that homework is good for kids for a variety of reasons that don't need to be enumerated here.

Although parents recognize the long-term benefits of homework, they aren't any happier about the daily struggle to get it done. In the homework wars ("Sit down and do your homework now!" "Stop nagging me!"), parents often times must

shoulder the responsibility of making sure that it get done regularly and on time.

And the kids? We All know how they feel about homework. They hate it. We all know that. But we all know that it's essential to their academic success.

So, here are some tips for teachers, parents and students

*1. Homework Tips for Teachers:*

a.) Give the right amount of homework.

- Don't overload kids with homework
- Keep parents informed.
- Vary the kinds of homework
- Be careful about parent involvement.

• Never give homework as punishment.

*b.) Homework Tips for Parents:*

- Be a stage manager.
- Be a motivator.
- Be a role model.
- Be a monitor.
- Be a mentor.

*c.) Homework Tips for Students:*

- Pick a good time to do homework.
- Find a place that makes studying easy.
- Spend more time on hard homework than easy homework. If homework gets too hard, ask for help. Remember to make time for long-term projects.

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Article Received on	06.08.2015	Reviewed on	22.09.2015
Observations reflected on	20.10.2015	Modified on	23.10.2015

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## Educational Status of Primitive Tribe Groups of Karnataka

*Dr. Nanjunda \**

**Key Words :** *Primitive Tribe Groups, Educational Status*

### **Abstract**

*Tribal development has been given one of the major concerns the Government in India through five year plans. A lot of provisions have been brought in to the constitution to safeguard their basic interests.*

*A study team remarked that tribal welfare should aim at the prospective within reasonable time. Advancement of the social and economic life of the tribes with a view to their gradual integration with the rest of country on a footing of equality. All ST groups are entitled to have many benefits directly from the Government, with reservations for them in many sectors of the development.*

*The objective of this paper is to prepare a background for discussion for necessary action to be taken to improve the literacy rate of Jenu Kuraba and Koraga primitive tribes.*

### **Introduction**

Native/Tribal development has been given one of the major special handling by all the Governments in India during all five year plans on explanation of the socio-economic backwardness of the tribes. Tribes are at the bottom of social educational and political stepladder in India. Articulation of development processes will not only lead to appropriate solutions but it also helps in sensitizing field workers who in the past often held a negative stereotype about tribal's.

From the standpoint of policy, it is essential to comprehend that tribal communities are defenseless not only for the reason that they are poor, asset less and illiterate compared to the wide-ranging population; often their diverse defenselessness arises from their inability to negotiate and cope with the consequences of their forced amalgamation with the conventional economy, society, cultural and political system, from which they were historically secluded as the result of their relative isolation.

Scheduled Tribes in India are more like the “indigenous” or “native people” in other parts of the world. The population of Scheduled Tribes in India according to 2001 census is 8.43 crore. Education of Scheduled Tribe children is considered important, not only because of the constitutional obligation, but also a crucial input for total development of tribal communities. The literacy levels of the Scheduled Tribes according to the 2001 census is 47.10% as compared to overall literacy rate of the total population i.e., 65.38%, which shows a dismal picture of Scheduled Tribes education. So long as there is a gap between the literacy levels, the position of Scheduled Tribes will remain backward. Lack of education may lead to child exploitation, child labor, population explosion, etc., so the need of the hour is to bring quality education through 100% school enrolment and retention with more emphasis on the girl child education.

India is one of the major countries having larger concentration of tribal groups in the world. Among the tribal's, primitive tribal groups are highly vulnerable. These groups are still isolated from the main stream of civilized society. They are small in number and still having pre-agricultural technology. The rate of literacy among them is extremely low. Different people are exploiting these primitive tribal groups in different ways. Both Govt. and NGOs have implemented several policies and programmes for the upliftment of these tribal's. It was thoughtful of the Govt. of India to have constituted evil committees to suggest measures for the welfare and development of the Tribes implemented during different plan periods. But the result is not very significant and encouraging because of rigid traditional aspects of these tribal's. Some time their dwelling places would be beyond reachable. Further the implementation

machinery was faulty and development programmes could not be implemented properly.

Tribal development has been given one of the major attentions by all the Governments in India during all five years plans on account of the socioeconomic backwardness of the tribals. Also a lot of provisions have been brought into the Constitution to safeguard their basic interests. Planning Commission (1991) has remarked that ‘tribal welfare should aim at the prospective within reasonable time and an advancement of the social and economic life of the tribes with a view to their gradual integration with the rest of country should be on a footing of equality’. It is noted that the total number of Scheduled Tribe (ST) population of India constitutes about 10.08 per cent of the total population as per the 2001 census. All Scheduled Tribe groups are entitled to have many benefits directly from the Government, with reservations for them in many sectors of development. Moreover the Constitution enshrine a number of important provisions for the safeguard and promoting the interests of Scheduled Tribes in the country. Who are the Primitive Tribal Groups (PTG)?

The first attempt was made in 1931 to identify the PTG in the country. The group of tribals who have the following characteristic features have been classified into primitive tribal groups 1) still practicing pre-agricultural level of technology 2) extremely low level of literacy 3) near stagnant or diminishing populations. Till today 75 groups have been identified in 16 states and Union Territories. The problems of Indian tribals can be classified into two types. 1 problems of major tribes and 2 problems of primitive tribes. But in India both of them are mixed up together and that's why no significant achievement could be made in solving the problems of primitive tribes. In recent

years they are facing some serious problems like lack of basic facilities including; poverty, illiteracy, lack of medical facilities, unreachable to NGOs, lack of essential agricultural technology etc. In the recent past Planning Commission had issued some guide lines to the States that tribal development plan should emphasize on the following aspects 1 elimination of exploitation of all form 2 rapid social and economic development 3 improving their organizational capabilities and narrowing down the gap between the levels of development of the tribals and others through by providing proper education. Also the Commission suggested that the Integrated Area Development Plan focusing on the specific problems of the tribal people must be implemented vigorously emphasizing on the cultural fabrics of the respective tribes.

In this paper an attempt has been made to explore the present educational status and understand the vital for low rate of literacy in two identified primitive tribal groups of Karnataka State i.e *Jenu Kuruba* and *Koraga*.

#### **Profiles of Primitive Tribals of Karnataka**

*Jenu kuruba* and *Koraga* tribals have been identified as PTGs in the Karnataka State. *Jenu kuruba* tribe is concentrated around Mysore, Chamarajanagar and Kodagu districts of the state. Total population of this tribe is around 24654(2001Census). Literacy rate is extremely low. Usually they are living in hamlets made out of bamboo and huts with their own judicial system. They

believe in magic, sorcery and witchcraft. Neither polygamy nor polyandry is practiced. Besides working with raton and bamboo, collection of minor forest products like herb, honey, roots and fruits are their major occupations. Poverty exists more in this group.

*Koraga* is a very primitive tribal group in the Karnataka State. They are concentrated in Dakshina Kannada and some parts of the Udupi district of the state. They also live in some patches of Kerala and Karnataka border. The *Koraga* live mostly in rural areas. Sussman (2001) has rightly said 'they were compelled to lead a segregated life from the immediate multi-ethnic, multi-religious neighborhood till few decades back owing to the severe untouchability prevailed in the 'region' (To the great extent they very much believe in magic and witchcraft and local medicine men. Their total population is around 19784 (2001Census). Neither polygamy nor polyandry is observed. The *Koragas* remain extremely backward socially, economically and educationally. They have their own rich culture and traditional heritage. Their traditional occupation is basket making. Few percentage of the population lives in semi urban areas.

Opening of the tribal areas in the wake of modern developmental process have brought in juxtaposition two distinct value systems – one based on inherent tradition and ignores and the other on technology and innovations. Harmonious synchronization of the two systems is highly essential for the rapid development

**Table-1 Literacy Status of PTGs of Karnataka**

PTG	Total Population	Total Literate	Male	Female	Total Lit. %
<b>Jenu Kuruba</b>	47,527	7010	5107	1903	14.09
<b>Koraga</b>	23,850	4510	3490	1020	18.9

Source : Census 2011

**Table-2**  
**Enrolment of P T G students by sex in**  
**Primary Stage in Karnataka**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>
2000-01	1876	1098
2001-02	1798	1003
2002-03	1894	987
2003-04	2006	998
2004-05	1983	1009
2005-06	1872	991
2006-07	1459	789
2007-08	1502	543
2008-09	1180	712
2009-10	1328	610
2010-11	1140	780
2011-12	1250	1012
2012-13	1380	901

Sources: DPEP, Karnataka

of tribals (Jha, 1995). In this crucial moment education plays a vital role. Education is a backbone of every society. It is a tool for social change. To spread the education among marginalised sections of society has been a formidable task in India. However, with the advent of modernization, the education of tribal's has undergone a different phase. Under the influence of globalization, the tribal education and culture has been tremendously influenced.

The uniuquence, of the tribal culture which enriches the country's culture mosaic, is fast disappearing and even getting distorted under powerful influences of the dominant urban culture. While dealing with the poor educational attainment of tribal children to formal schooling, researchers tend to emphasis the economic marginalization of these comminutes, their illiterate home environments, and inadequate

facilities for education and culturally the alien nature of the school system. Lack of education is largely responsible for the exploitation and pitiable plight of the tribals.

Due to this, the tribals have not been able to take advantage of new development. According to the 2001 Census the average literacy rate of two PTGs is 28.6 per cent. It is very painful and to note that the literacy among these two tribals increased to only 7.45 per cent during the period 2001-2011. More unfortunate is that during the same period female literacy grew by less than three per cent. As per the table Jenu kuruba tribe has very low literacy rate when compare to the Koraga. Even though Jenu kuruba tribe is in a more advantage situation, its literacy rate is comparatively low than Koragas. In both the cases female literacy rate little bit higher than males.

### **Conclusion**

There should be lot of scope for prioritizing their educational needs, solving their own problems and raising their own resources to meet their urgent needs in all schemes. On the basis of allocation of funds, area specific and people specific tribal plan should be formulated. The so-called primitive tribes, particularly those, who depend on forest resources for their livelihood, have often had their way of life disrupted by a drastic change in the ecology. Formulation of welfare plans stressing educational facilities with a view to accommodating tribal needs with regional and national interest is most important. Thus integration not assimilation should be the leading principal behind and tribal educational policy. Finally, it is difficult to conceive of a trained mind, other than an Anthropologist, who can effectively tackle this problem with greater insight.



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Article Received on	06.08.2015	Reviewed on	22.09.2015
Observations reflected on	20.10.2015	Modified on	23.10.2015

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## **Environmental Awareness among Students at Secondary Level**

**Dr. Vikas Modi \***

**Key Words :** *Environmental Awareness, Students at Secondary Level*

### **Abstract**

*Environmental awareness among the students is the need of the hour. The present investigation is aimed at measuring the awareness among the students at secondary level of Jodhpur district.*

*A sample of 100 students was taken for the study. The data was collected by using an awareness scaled developed by the researcher to measure level among the students towards environment. Normative survey method is used in this study.*

*It has been observed that boys and girls have no significant difference in their environmental awareness.*

### **Introduction-**

Environmental awareness is the main need of today's society. Now a days man started handling the environmental issues which are causing damage to the environment and conditions are varying rapidly. When it exceeds the critical limit, environmental pollution starts. We can enumerate various sources that make environment highly polluted. But the question is whether we are aware of environmental education? Can we eradicate the problem of environmental pollution? Environmental education can change the concept of environmental pollution.

Significance of the study-

We cause environmental pollution due mad race of industrial development. Forests are diminishing at an alarming rate. Awareness among students is very essential for the survival of the next generation and to solve this problem.

Environmental education is a comprehensive and lifelong education, which can prepare the individuals and communities for safe life.

### Objectives of the study-

Following are the objectives of this study;

1. To study environmental awareness among the students at secondary level.
2. To study locality wise environmental awareness among the male students at secondary level.
3. To study locality wise environmental awareness among the female students at secondary level.

### Hypothesis-

The following hypotheses were formulated for the present study;

1. There is no significant difference between the environmental awareness of rural and urban boys.
2. There is no significant difference between the environmental awareness of rural and urban girls.
3. There is no significant difference between the environmental awareness of rural and urban students.

### Sample-

The total sample of 100 students of secondary classes were selected from Jodhpur district by random sampling method.

### Design of the study-

The present study is based on survey method.

### Tools used –

For the collection of data the investigator used self made questionnaire consisting of 20 items concerned with various factors causing environmental pollution.

### Methodology-

The data was collected by normative survey method.

Table 1 shows that mean score of rural boys and urban boys on environmental awareness is 22.5 and 24.4 with S.D. 6.9 and 7.2 respectively. The t value testing the significance of mean difference between the two groups was calculated as 1.03, which is not significant at 0.05 level of significance. It may lead to conclusion

that rural boys and urban boys have almost equal environmental awareness.

**Table 1**

**Mean, sd. and t value of data of Environmental Awareness of Rural and Urban Boys**

Group	N	M	sd	df	t
Rural Boys	25	22.5	6.9	48	1.03
Urban Boys	25	24.4	7.2		NS

Thus the hypothesis that there will be no significant difference between the environmental awareness of rural and urban boys stands accepted.

**Table 2**

**Mean, sd. and t value of data of Environmental Awareness of Rural and Urban Girls**

Group	N	M	sd	df	t
Rural Girls	25	21.3	7.7	48	0.48
Urban Girls	25	22.0	6.7		NS

Table 2 shows that mean score of rural girls and urban girls on environmental awareness is 21.3 and 22.0 with S.D. 7.7 and 6.7 respectively. The t value testing the significance of mean difference between the two groups was calculated as 0.48, which is not significant. It may lead to conclusion that rural girls and urban girls have almost equal environmental awareness.

Thus the hypothesis that there will be no significant difference between the environmental awareness of rural and urban girls stands accepted.

Table 3 shows that mean score of rural students and urban students on environmental awareness is 21.90 and 23.20 with S.D. 7.25 and 6.99 respectively. The t value testing the significance of mean difference between the two groups was calculated as 1.11, which is not significant. It may lead to conclusion that rural students and urban students have almost equal environmental awareness.

**Table 3**  
**Mean, sd. and t value of data of**  
**Environmental Awareness of Rural**  
**and Urban Girls**

Students	N	M	sd	df	t
Rural	50	21.9	7.3	98	1.11
Urban	50	23.2	6.9		NS

Thus the hypothesis that there will be no significant difference between the environmental awareness of rural and urban students stands accepted.

### Findings

Findings of the study are ;

1. There is no significant difference between the the Environmental Awareness of Rural and Urban Boys.
2. There is no significant difference between the the Environmental Awareness of Rural and Urban Girls.
3. There is no significant difference between the the Environmental Awareness of Rural and Urban Students.

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Article Received on	26.6.2015	Reviewed on	22.10.2015
Observations reflected on	23.10.2015	Modified on	24.10.2015

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## Study on Commitment of Secondary School Teachers

*Dr. N. Anuradha \**

**Key Words :** *Commitment, Secondary School Teachers*

### **Abstract**

*"No system of Education can rise higher than its teacher".*

*"The way to child – centered education can only be through teacher centered school".*

*The teacher stands at the most important point in the educational process. He still occupies a fairly important place in spite of the fact that the education has been pushed to the front in the progressive thought in education.*

*It is a universal fact that commitment on the part of the individual is most important ingredient in manifesting the innate capacities as performance commitment is the process variables to produce performance.*

### **Introduction**

Commitment means the readiness to give a lot of consideration, time work and energy to something. When we strive to achieve the highest academic standard or excellence, we need to have a real spirit or generous mentality. Commitment involves a sacrificial tendency. Commitment calls for running an extra mile. Excellence and success will not come to our door steps voluntarily. We have to invite them through our hard work.

### **Commitment - Definition**

Commitment is one of the most common words used in everyday life. Commitment may be viewed as an idea, plan or insertion if and only it exhibited in the behavior. Commitment is definitely goal directed behavior.

Achievement is dependent on commitment. Commitment is the gate way or others hold of motivated behavior to yield achievement. "The entity that brings to procure achievement from the motivated state or behavior of an organism is commitment".

“Any behavior that is observable any stands in between the motivated state of the organism and this achievement can be defined as commitment”.

Achievement signifies accomplishment (or) gain (or) a performance carried out successfully by an individual (or) group. Thus achievement means all those behavioural changes which take place in the individual as a result of learning experience of various kinds. Achievement the name signifies are employed for measuring the amount of success or achievement of an individual in a specific field (or) area of accomplishment. All the achievement are measured in the school situations. Achievement test is used as a tool for measuring the nature and extent of students learning in a particular subject (or) a group of subjects.

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

*Dr.G.Viswanathan* (2004) investigated the influence of the two important non-cognitive factors i.e., Gender and locality on achievement in history. It is evident from the results that (1) boys and girls differ in their academic achievement, the girls perform better than the boys. (2) boys and girls studying in urban schools differ in their achievement in history, the girls perform better than the boys.

*Dr.Radha Mohan* (1997) focused on selected variables that appear to affect academic achievement of student. Medium of instruction seems to be an important variable in determining academic achievement socio economic status and type of school seems to be important predictors too.

*Cevet Celep* (2002) concluded that there was a close relationship between the variables like schools, the work group, teaching occupation and teacher's commitment.

*Rosemholtz* (1989) looked at predictors of teacher work peace commitment, and defined satisfaction with teaching in the current school and a desire to remain there and found a cluster of important

predicator variables that reflected the degree of “Professional fulfillment” that teachers experience in their every day work.

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

1. To know the effect of management on teachers commitment
2. To study the effect of locality of school on teachers commitment

#### **Hypotheses of the study**

1. There will be no significant difference between private school teachers and government school teachers in their commitment.
2. There will be no significant difference between rural school teachers and urban school teachers in their commitment.

#### **Collection of Data**

Once the tool was finalized permission from the headmasters and teachers of the 28 selected schools under the study was obtained for data collection. The teachers selected for the study were instructed in advance about the date of administration of tool. Necessary instructions were given at the time of test.

#### **Sample used**

The sample consists of 240 secondary school teachers working in different schools of Prakasam district Andhra Pradesh.

#### **Tool**

The tool used for the present study was “Secondary school teachers commitment scale” developed by Dr.R.K.Anuradha. The investigator after reviewing the literature and formal and informal discussion with experts on the field of Education, adopted the secondary school teachers commitment scale. The scale consists of 100 items and it is in English version.

#### **Statistical tests used**

The data thus collected was analysed using relevant statistical techniques like, Arithmetic mean, standard deviation, ‘t’ test. The usual levels of significance viz., 0.05 and 0.01 were

employed to test the significance of the obtained 't' values and 'F' values.

### Interpretation of Data

#### Hypothesis-1

There will be no significant difference between private school teachers and government school teachers in their commitment.

**Table – 1**

Means, SD and 't' values of commitment of teachers working under different management

Management	N	Mean	SD	df	t
Govt.	120	177.18	10.0	238	2.6
Prvt.	120	180.27	8.27		p<.01

A cursory glance of the Table-1 makes it clear that 120 teachers belong to government schools and the rest were from private managements. Further, it is evident from the ratings of the teachers that teachers from private managements had relatively more commitment followed by teachers under government management. However, the difference in commitment among teachers from different managements were found to be significant at 0.01 level as shown by the calculated 't' value.

#### Hypothesis-2

There will be no significant difference between rural school teachers and urban school teachers in their commitment.

**Table – 2**

Means, SD and 't' values of commitment of teachers in relation into their locality of school

Locality	N	Mean	SD	df	t
Rural	120	176.21	7.56	238	4.3
Urban	120	181.24	10.18		p<.01

The mean scores in the Table-2 reveals that teachers belong to urban schools were more committed in their job followed by teachers from rural schools.

To find out whether the differences in teachers commitment among teachers or rural and urban schools were statistically significant or not 't' test was employed and the calculated 't' value disclosed that those differences were significant at 0.01 level.

### Findings of the Study

Based on the statistical treatment of the data the following conclusion can be drawn;

1. There is significance difference between commitment of government and private school teachers. Among them private school teachers had more commitment than government school teachers.
2. There is significant difference between commitment of rural and urban teachers. Among these urban teachers had more commitment than rural school teachers.

### Educational Implications

The present study has the following implications in the field of education.

1. Unless the teacher is committed, there is less possibility of achieving better by the students.
2. If the teacher is not committed, whatever the investment, the administrative measures taken for qualitative development will be of a waste.
3. The national development depends on classroom performance of the teacher. This also being influenced by the role, the teacher plays in his / her profession at any level.

### Suggestions

1. Training plays a major role in increasing the knowledge, skill and capabilities of teachers working at different levels. The district administration should take as much care as possible for effectively in organizing pre-service and in-service training programmes in the best direction. Field visits to DIETs, NCERT, SCERT, etc., may be proposed, so that

- good exposure is provided for the teacher.
2. The secondary school teacher should be paid salaries and other emoluments in time. The government should also see that the teachers working in different private managements are paid their salaries at least up to a minimum standard level.
  3. Promotions play a vital role in the life of teachers and all the eligible secondary school teachers may be given promotions as junior lectures or headmasters depending on their performance and also on the vacancy positions on the basis of equality justice.
  4. The government should taken measures for proper provision of residential accommodation or providing housing loans for the teachers.

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Article Received on	30.07.2015	Reviewed on	29.09.2015
Observations reflected on	01.10.2015	Modified on	13.10.2015

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## **A Study on the influence of Home Adjustment on Academic Achievement of Students at Intermediate level**

***Dr. M. Ratna Swarupa \****

**Key Words :** *Home Adjustment, Academic Achievement*

### **Abstract**

*Students at intermediate level are in the post-adolescent stage face lot of stress in and outside the society. They are with low adjustment which deserves due attention from teachers, parents, peers and public.*

*Present study is to explore the relationship between Home adjustment and Academic achievement of Intermediate students. A sample of 400 students was selected by stratified random sampling method. The Home adjustment questionnaire was developed by the investigator. The results of this study indicate that there is significant positive correlation between Home adjustment and Academic achievement. There is significant difference in the perceptions of boys and girls.*

### **Introduction**

When we take a look at the world around, we are instantly struck by its complexity. What is significant is that this state of affairs is man's own making. Throughout history man has pitted his strength against the world in a struggle for survival. The process by which organisms attempt to meet the demands made upon them by their own nature and by their environment is called "adjustment". Shaffer opines that adjustment is the process by which living organisms maintain a balance between its needs and circumstances that influence the satisfaction of these needs. John Dewey pointed out that in growing cultures the effective people do not adjust to the environment but instead adjust the environment to suit their needs.

Adjustive behavior may be more or less successful in terms of how it meets external demands and satisfies the needs of the organism. This is a continuous process and is as basic to life as breathing is, which itself is a form of adjustive functioning. Man has not only adapted

himself to the world and its conditions as he must for survival but he has to a large extent, successfully modified the environment to suit his needs.

### **Significance of Adolescence**

Adolescence is a period of transition when the child is neither a child nor an adult. The adolescent's status in modern society is vague and confused. At one time, he is reproved and told to act his age. When he attempts to act like an adult, he is often accused to being too big for his breeches.

The term "adolescence" derived from the Latin verb "adolescere" which means "to grow" or "to grow into maturity". Thus it is "a process rather than a time period, a process of achieving the attitudes and beliefs needed for effective participation in society" (Rogers, 1981). It may be interpreted in other ways as well- as a period in physical development, as a socio-cultural phenomenon, as a chronological age span, as a transition period, or even abstractly as an attitude toward life. Among primitive people and in earlier civilizations, puberty and adolescence coincided. The child was considered as an adult when his body had completed its development and when he was capable of reproduction. As the term "Adolescence" is used today, it has a broader meaning and includes mental, emotional, and social as well as physical maturity. Adolescence is a period of preparation for adulthood, a time when childish behavior and attitude are replaced by attitudes and behavior of an adult.

### **Adolescence-A Period of Stress and Strain**

Adolescence brings in its wake tremendous and rapid physical, emotional, mental and intellectual changes. Because of the changes along with so many dimensions and at a conspicuously rapid rate, adolescence has been labelled by the older psychologists and educationists as a period of stress

and strain, a period of mystery and madness. Hall has emphasized and so have other American and European Psychologists, that adolescence is inevitably and necessarily a period of rapid and tremendous change. Circumstances in their environment, interacting with the instability of this stage of growth, often cause marked changes in their behavior, favorable or unfavorable. All these involve a great strain for adolescents to go through this stage. It is for this reason, the period of adolescence used to be given the names like rebirth or renaissance of which, stress and strain form the major components.

### **Sources of Stress in Adolescence**

The important sources of stress in this area where social support can play a useful role include:

#### *Becoming Independent from Parents:*

Emancipation from parents is cited as an important source of stress for adolescents. The emancipation everywhere is complicated by the increased need for higher education, unemployment and family breakdowns. The transition towards autonomy brings forth much conflict and arguments with parents. The family is very important in determining how successful the adolescents achieve autonomy. Adolescents whose parents accept and encourage autonomy experience less conflict.

#### *Financial Independence:*

Most adolescents are not satisfied with their financial situation and they exert much strain on the family resource. In addition to the high costs involved in education, the life style of adolescents demands much more expenditure.

#### *Employment:*

The related source of stress for adolescents is possible unemployment. Having a job represents psychologically and economically advancement towards autonomy and independence.

Unemployed youth are more depressed, have poor self-concept and feel less personal control over their lives. Moreover, long-term unemployment is found to be related to heavy smoking, drug use, inferiority feelings, low self-esteem, lack of competence, less social contacts and poor mental health.

#### *Educational and Career Decisions:*

Making choices about educational and career goals are an important event during adolescence, which has got lasting influence upon one's life. This issue is particularly vulnerable for those adolescents who lag behind in abilities, education and financial background. Those adolescents who have opportunities for higher education need financial help as well as guidance in making career decisions that take into account: their interests, abilities, financial resources and parental expectations.

#### *Identity Development:*

The development of identity as well as how a young person evaluates his identity is important in adolescence. Forming a clear identity is a baffling problem for today's adolescents because they lack good models in different spheres of life. In the search for a unique social identity for themselves, adolescents are frequently confused about what is right and what is wrong. Stanley Hall denoted this period as one of "Storm and Stress" and, according to him, conflict at this developmental stage is normal and not unusual.

#### *Self – Esteem:*

An individual's self-esteem is highly vulnerable during the adolescent phase of life. It seems that adolescent's self-esteem reflects what they believe their parents think of them. High level of pressure from parents to succeed is found to be negatively affecting adolescents' self-esteem, particularly if parents exert pressure for unrealistic goals. Also

adolescents under high pressure from their parents to achieve are found to be more likely to get involved in deviant behaviors such as alcohol abuse, drug taking and vandalism.

#### *Development of Interpersonal Skills:*

Another developmental task for adolescents is the acquisition of interpersonal skills to function as a mature adult. When parents demonstrate good coping and problem solving skills and encourage adolescents to solve their own problems, the adolescents develop better interpersonal skills are likely to cope much better, are more confident about their ability to cope and have higher self-esteem.

#### *Self-Differentiation:*

Another important milestone for adolescents is the emergence of their sexuality. Along with rapid physical growth during adolescence, many physiological changes take place that prepare the adolescents for sex and reproduction. During this time the adolescent is highly concerned about his physical appearance also. This is an anxious stage for both parents and adolescents.

#### **Family Environment as the Source of Stress**

Family is a very important aspect of the environment in which adolescents grow. Home environment and family have a substantial impact on the developing minds of teenagers, and these developments may reach a climax during adolescence. For example, abusive parents may lead a child to poke fun at other classmates when he/she is seven years old or so, but during adolescence it may become progressively worse. If the concepts and theory behind right or wrong were not established early on in a child's life, the lack of this knowledge may impair a teenager's ability to make beneficial decisions as well as allowing his/her impulses to control his/her decisions.

*Inadequate Family Relationships:*

The quality of family relationship is crucial in determining the competence and confidence with which young people face the transition from adolescence to adulthood. The quality of the relationship with parents is found related to the adolescent's involvement in health-risk behaviors, such as smoking, drinking and drug use. Adolescents who are able to talk with their parents about their issues and rely on them for emotional support are likely to rely less on the peer group for both their emotional support and guidance.

*Lack of Communication:*

Communication is crucial aspect of family life, affecting the quality of the relationship between members and the healthy functioning of both individual family members and the family as a whole. Poor communication is often the basis for conflict and detachment in families. On the other hand, supportive communication encourages better relationship and more positive identities among adolescents. It is important that family members share their thoughts, feelings and attitudes.

*Parent - Adolescent Conflicts:*

Conflicts between parents and their adolescents are also a major stress for adolescents. The majority of these conflicts seem to be about day to day living and relationship within the family - personal hygiene, disobedience, school work, social activities and friendships, dress and appearance, and conflicts with siblings.

*Parental Criticism:*

Severe parental criticism is found to be a stressful experience for adolescents. It is found that adolescents complain of being criticized for being disobedient, breaking rules, being lazy or not ambitious and being messy. When parental communication consists mainly of criticism, the adolescent develops a

negative self-image which leads to more negative behavior, more criticism and rejection from parents. When compared with adolescents living at home, adolescents who leave home perceive their parents as being more criticizing, controlling and less supportive.

*Authoritarian Parental Style:*

Authoritarian or coercive parental style will lead to much desirable behavior in the adolescents and to an underdeveloped personality. Authoritarian parenting can lead to drug abuse, rebellion, suicide and psychopathology among the adolescents; it may also lead to a complete breakdown of the parent-adolescent relationship and consequent runaway behavior.

*Decision-Making in Families:*

A related problem to stress in adolescents is decision-making. In general, adolescents want to have more control over their lives and to make most of the decisions that directly affect them at the same time. Many of their decisions can have far reaching consequences for both themselves and their families. These may include decisions regarding education, kind of career to pursue, selection of peer group, and marriage.

*Conflicts between Parents:*

The environment of a family is effected by how happy the parents are with their relationships. A satisfying or happy marital life of parents is generally reflected in a warm and supportive family climate. A number of studies have reported that fighting between their parents is clearly unpleasant for adolescents and in the long run can be serious for them resulting in behavioral problems, low self-esteem, poor academic performance and emotional problems.

*Family Disruption:*

Family disruption due to separation, divorce or death of a parent is found to be highly stressful for the adolescents. It is a common finding that adolescents from

broken homes have more identity related problems. Adjustment to parents' separation may depend upon the adolescent's personality, their coping capacities, levels of socio-emotional maturity etc. In general adolescents often report being angry, upset, ashamed and embarrassed about the disruption of their families.

#### *Loneliness:*

Loneliness appears to be an acute problem among adolescents. There is a relationship between loneliness and an individual's social competence. Lonely people avoid social situation and have difficulty in taking the initiative – conversation, making friends, introducing themselves to others and arranging social activities.

#### **The Concept of Home Adjustment**

The most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life at home. Home adjustment has been conceptualized as the quality of human interactions, from the child's point of view. It includes those aspects which foster growth and development, such as family, trust and confidence, sharing of ideas, making decisions, parental approval, parental encouragement, support, guidance, affection and approval of peer activities.

#### **The concept of Academic Achievement**

Academic achievement is defined as knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in an annual examination. Achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of achievers and also parents, teachers and all those helping to achieve it, and thus a result of directional results.

#### **Significance of the Study**

Certain degree of tension in the home life is a normal accompaniment of adolescent growth. Furthermore, such

feelings sometimes have a strong motivating effect upon youth and may stimulate him to achievement, which he otherwise might never have attained. Home tensions as such are not necessarily maladjusted, but when they reach the point where they interfere with student's goals and ambitions, they must be seriously considered. Attempts to relieve the tensions are ordinarily more effective when the initiative for help comes from the adolescent himself.

An adolescent is most anxious to attain a status with the recognition by his age mates. Feelings in adolescents are highly inflammable. The young adolescent needs emotional encouragement. The peer group gives him security, and opportunity for status and a feeling of belonging. Friendship is very important to the adolescent because it fulfils many of his needs such as security, a feeling of belonging and the need to dominate others.

The ages between 12 and 17 fall into a very dangerous period because the person in that age, has more tensions, anxieties, stress and sometimes which may lead to abnormal behaviour patterns. Their thoughts are in high range, even though they do not have the capacity to fulfil them. Sometimes they feel stressed as they have more problems regarding physical as well as mental growth. The support received by the adolescents at home is very important. The intermediate students who are in the post adolescent stage face lot of stress in and outside the society, especially with their peer group, teachers and media. Their ambitions, though defined are being put to test in the shape of their expected performances. The educational scene for Intermediate students are so complicated that right from the issue of medium of learning, subject, group in which he is studying, being a boy or a girl, siblings, religious beliefs, social status

and even parental occupation and education may disturb his Home adjustment.

The adolescents studying in intermediate colleges are with low adjustment which deserves due attention from teachers, parents, peers and public. The adjustment of adolescents can be enhanced by proper guidance and counseling, by making them participate in academic and personal programs, by allowing them to think and act independently as per their interests and abilities and by using direct and indirect methods. The purpose of the present study is to explore the relationship between Academic achievement and Home adjustment of Intermediate students. The effects of physical home background including socio-economic status and size of the family on academic achievement have been extensively investigated in the past. However, research conducted so far did not deal directly with the effects of parental mutual relations and of sibling relations on the child's academic performance. Previous researches also indicate that there is still the need to explore the effects of communication within the family, relations of the student with other members in the family, and parent-child interaction.

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

*Arzang Ardavan and Mahmoudi Armin.* (2010) made an attempt to assess the influence of gender on levels of adjustment and academic achievement among adolescents studying in class 9 in Mysore city. Results indicated that boys and girls had similar levels of adjustment. However, girls scored significantly higher than boys in academic achievement. *Kingsley Nyarko.* (2010) conducted a study to examine the relationship between parental home involvement and the academic achievement of adolescent students. The results indicated a positive

and significant correlation between mothers and fathers home involvement and the academic achievement of the students. *Neelakshi Lavakare.* (2009) tried to bring out the factors that influence adjustment in adolescents. It examined personal and social adjustment with reference to age, gender and class. The results revealed that the personal adjustment status was a good indicator of physical ailments and behaviour problems. Adolescents of non-working mothers had significantly better social adjustment than those of working mothers. *Daulta* (2008) studied the impact of home environment on the scholastic achievement of children. Results showed that good quality of home environment had significant positive correlation with high level of scholastic achievement. This finding demonstrates that home adjustment affects scholastic achievement significantly. *Rani Mohanraj and Latha* (2005) investigated the relationship between family environment, the home adjustment and academic achievement in adolescents. Family environment appeared to influence home adjustment as well as academic performance. Boys and girls differed in their perceptions regarding home environment. *De and Singh* (1970) examined the role of home adjustment as a determinant of academic motivation. The results showed that students with high academic motivation had better adjustment. *Gupta* (1970) compared high and low scholastic achievers on measures of adjustment and found that satisfactory adjustment boosted up scholastic achievement while anxiety and depression had negative effect on scholastic achievement. *Sinha* (1966) found that high achievers tended to be more adjusted in the area of home, health and society. The low achievers were poorer with regard to intelligence and were more anxious and inferior in

general adjustment. George I.E (1966) carried out a comparative study of the adjustment and achievement of 10 years and 11 years schooling in Kerala state. The main findings of the study were, the pupils with high intelligence were identified as better adjusted and high achievers in all the groups studied.

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

1. To study the Home adjustment as a contributing factor to the Academic achievement of students at intermediate level.
2. To find out the differential effect of the independent variables (Gender, Location, and Type of management) on Home adjustment.

#### **Hypotheses Formulated for the Study**

1. Boys and Girls differ in their perceptions with regard to Home adjustment.
2. There is significant difference between Urban and Rural students in their perceptions with regard to Home adjustment.
3. There is significant difference between Private unaided and Government college students in their perceptions with regard to Home adjustment.
4. There is significant positive correlation between Home adjustment and Academic achievement of Intermediate students.

#### **Methodology**

##### **Research Design**

The investigator has chosen the descriptive survey design for collecting the data. Quantitative methods were used to carry out the research work and to arrive at conclusions. The study aimed to know the influence of Home adjustment on the academic achievement of intermediate students through correlation design. Further, differential design was used to compare the Home adjustment of: boys and girls, urban and rural students, and private unaided college students and government college students.

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

A sample of 400 (200 boys and 200 girls) students were selected by stratified random sampling method. The basis for stratification was the Location of the Institution, Type of Management, and Gender for the present study. Two types of colleges i.e., Private-unaided colleges and the Government colleges were selected under different types of Management. One government and one private unaided college from each of urban and rural areas were selected randomly. From each college 50 boys and 50 girls were selected covering all the groups.

#### **Tools Used for the Data Collection**

##### *1. Home Adjustment Questionnaire :*

Home adjustment questionnaire was developed by the investigator to know the Home adjustment of intermediate students. The questionnaire was developed with 53 items in the form of statements. The items were categorized into five dimensions viz., home atmosphere, marital attitudes of parents, family finance, sibling relationship and parents attitude towards adolescent's social life. Each statement needs a response on five point Likert scale of strongly agree, agree, undecided, disagree and strongly disagree. The maximum obtainable score on the scale is 265 with minimum of 53. Higher the score better the Home adjustment.

##### *2. Academic Achievement:*

By the term "Academic achievement" the investigator means the marks scored by the intermediate students in their first year annual examinations.

#### **Statistical Techniques Used**

The data was collected and analysed by calculating Mean, Standard deviation, t-test and Karl-Pearson product moment Correlations. For analysing the data the SPSS package 16<sup>th</sup> version has been used.

#### **Data Analysis**

**Table .1****Difference in the Perceptions of Boys and Girls with Regard to Home Adjustment**

<b>Dimensions</b>	<b>Boys</b>			<b>Girls</b>			<b>t value</b>	<b>Sig.</b>
	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>		
Home Atmosphere	200	86.09	9.94	200	91.12	11.11	4.78	0.000
Marital Attitudes of parents	200	23.27	4.25	200	23.88	3.89	1.50	0.135
Family finance	200	13.79	3.29	200	14.47	3.53	1.99	0.047
Sibling relationship	200	41.16	7.47	200	43.36	6.86	3.07	0.002
Adolescents social life	200	27.21	5.67	200	30.11	5.17	5.36	0.000
Home adjustment	200	191.50	22.84	200	202.93	22.95	4.99	0.000
Over all Scores								

(At 5% level of significance, 't' value is 1.97)

**Table.2****Difference in the Perceptions of Urban and Rural Students with Regard to Home Adjustment**

<b>Dimensions</b>	<b>Urban</b>			<b>Rural</b>			<b>t value</b>	<b>Sig.</b>
	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>		
Home Atmosphere	200	90.14	11.01	200	87.07	10.44	2.86	0.005
Marital Attitudes of parents	200	23.20	3.94	200	23.94	4.19	1.82	0.070
Family finance	200	14.73	3.48	200	13.53	3.28	3.55	0.000
Sibling relationship	200	41.18	7.34	200	43.33	7.02	2.99	0.003
Adolescents social life	200	28.55	6.10	200	28.77	5.08	0.39	0.702
Home adjustment overall score	200	197.79	24.80	200	196.63	22.32	0.49	0.623

(At 5% level of significance, 't' value is 1.97)

The above table 1 shows that the calculated values of 't' are greater than the table value, the formulated hypothesis is accepted indicating that there is significant difference in the perceptions of boys and girls regarding the dimensions viz. Home atmosphere, Family finance, Sibling relationship, Adolescent's social life and Home adjustment in total. Comparing the mean scores, girls have better Home atmosphere, Family finance, Sibling

relationship, Adolescent's social life and Home adjustment in total than boys.

The above table 2 shows that the calculated values of 't' are greater than the table value. Hence, there is significant difference between urban and rural students in their perceptions with respect to the dimensions viz. Home atmosphere, Family finance, and Sibling relationship. Comparing the mean scores, the students from urban areas have better Home atmosphere and Family



**Table .3**  
**Difference in the Perceptions of Private-Unaided and Government College**  
**Students with Regard to Home Adjustment**

Dimensions	Private/Un-aided			Government			t value	Sig.
	N	Mean	S.D	N	Mean	S.D		
Home Atmosphere	200	88.44	11.47	200	88.77	10.16	0.32	0.757
Marital Attitudes of parents	200	24.31	3.76	200	22.83	4.26	3.68	0.000
Family finance	200	15.46	3.34	200	12.8	2.97	8.41	0.000
Sibling relationship	200	41.71	7.06	200	42.81	7.41	1.52	0.129
Adolescents social life	200	29.52	5.94	200	27.8	5.13	3.11	0.002
Home adjustment overall score	200	199.43	24.65	200	195.0	22.28	1.89	0.060

(At 5% level of significance, 't' value is 1.97)

finance than students from rural areas. In case of Sibling relationship students from rural areas have better scores than students from urban areas. It is also inferred from the above table that, there is no significant difference in the perceptions of urban and rural students regarding the dimensions- Marital attitudes of parents, Adolescent's social life and Home adjustment in total.

The above table 3 shows that there is significant difference between private-unaided and government college students in their perceptions with regard to the dimensions-Marital attitudes of parents, Family finance, and Adolescents social life.

Comparing the mean scores, the students from private unaided colleges have better Marital attitudes of parents, Family finance, and Adolescents social life than students from government colleges. It is also inferred from the above table that, there is no significant difference in the perceptions of private-unaided and government college students regarding the dimensions - Home atmosphere, Sibling relationship and Home adjustment in total.

**Table . 4**  
**Correlation between HomeAdjustment**  
**and Academic Achievement of**  
**Intermediate Students**

Dimensions	N	'r'	Sign
1 Home atmosphere	400	0.150	S
2 Marital attitudes of parents	400	0.076	NS
3 Family finance	400	0.300	S
4 Sibling relationship	400	0.004	NS
5 Adolescents social Life	400	0.171	S
Home adjustment overall score	400	0.165	S

S- Correlation is significant at 0.01 level (2-tailed). NS - Not Significant

It is inferred from the above table 4 that, the dimensions, viz. Home atmosphere, Family finance, and Adolescents social life have significant positive relationship with the Academic achievement. But the dimensions - Marital attitudes of parents and Sibling relationship have no significant correlations with Academic achievement. It can be observed from the

above table that, there is significant positive correlation between Home adjustment and Academic achievement.

#### *Educational Implications*

The findings of the present research have a strong bearing on the Learning process and Academic achievement of the adolescents and will help the educational authorities and teachers in solving the problems confronted by the adolescent children. There is an urgent need to control stress and conflict causing frustrations among the present generation of adolescents regarding their Aspirations and Academic performance.

- One of the findings of the present study reveal that significant positive relationship is found between Home adjustment and Academic achievement of intermediate students. Parents need to be aware of the importance of the role played by them in their children's academic achievement so that, they can provide the necessary facilities at home. Government should take initiative to establish 'parent centre' in every college to orient the parents on their role in their children's development.
- Parents need to be aware of the importance of their role in their children's academic achievement so that they can provide the necessary facilities at home.
- The role played by parental expectations is also of vital importance. The parents should realize that too great expectations which are not in proportion with the child's potentialities frustrate the child.
- The most common attitude of parents is to force the child to study at particular hours .If the child is forced to study he

develops a dislike for it. The child underachieves as an unconscious rebellion against parents' ambitions. Therefore the child needs to attain a sense of separateness from parents, and a sense of individuality. Freedom in studying, though not much studied, is theoretically accepted as having influence on academic achievement.

- Parents need to realize that every child is born with a different temperament. At times you need to let your kid be the way he/she is and not pressurize the child to change. Too much pressure on a child, particularly if he or she has just entered the teens will not only kill the talent but also shows signals of stress and anxiety, deviation from normal behavioural habits, diet disorders, sleep disorders etc. Such small things are enough to hint at a disturbed mental condition. If parents and schools can catch these signals and understand what their children are going through, then the kids will never reach this stage. Prompt counselling, awareness about seeking professional help when depressed and providing emotional support can be of great help.

#### **Conclusion**

Better home environment is that where parents provide more opportunity to understand things and situations and act according to their desires. Children receive maximum support and encouragement from parents; children rarely receive punishment and have less restriction. This kind of environment helps the students for better performance on various tasks. Rich environment and stimulation in the family are essential for each child for optimist, especially in the areas of social and cognitive development.

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Article Received on	02.11.2015	Reviewed on	03.11.2015
Observations reflected on	04.11.2015	Modified on	07.11.2015

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## THEME

# माध्यमिक विद्यालयी विद्यार्थियों के जीवन कौशलों का अध्ययन

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**Key Words :** माध्यमिक स्तर के विद्यार्थी, जीवन कौशल

### सारांश

प्रस्तुत शोध आलेख माध्यमिक विद्यालयी विद्यार्थियों के जीवन कौशल का अध्ययन विषय से सम्बन्धित है। आज के परिप्रेक्ष्य में देखें तो हम पाते हैं कि समाज चारों तरफ से तनाव, थकान, काम, दबाव आदि से घिरा हुआ है। इसी तथ्य को दृष्टिपथ पर रखते हुए भावी पीढ़ी में जीवन सम्बन्धी कुशलताओं का अध्ययन करने का मानस बनाया। इस हेतु प्रदत्त संग्रहण की प्रचलित सर्वेक्षण विधि का उपयोग करते हुए न्यादर्श 100 पर स्वनिर्मित उपकरण 'जीवन कौशल अध्ययन प्रमापनी' का प्रशासन कर दत्तों का संग्रहण किया। प्रदत्तों को सुव्यवस्थित कर विश्लेषणात्मक दृष्टिकोण से पाया कि छात्र आत्मप्रबन्धन को छोड़ जीवन कौशल से सम्बन्धित सभी क्षेत्रों में कुशलताएँ उच्च रखते हैं। जबकि माध्यमिक विद्यालयी छात्राएँ भी जीवन कौशल सभी क्षेत्रों में उच्च रखती हैं। छात्र एवं छात्राओं के जीवन कौशल सम्बन्धी दत्तों के मध्य सार्थक अन्तर नहीं पाया जाता। तथापि छात्रों की अपेक्षा छात्राएँ जीवन कौशल के सम्बंध में अधिक दक्ष पाई गई।

### प्रस्तावना-

शिक्षा से अभिप्राय है सीखना और ज्ञान प्राप्त करना। इससे बालक की अंतर्निहित शक्तियों का सर्वांगीण विकास होता है। अतः स्पष्ट होता है कि व्यक्ति की अन्तर्निहित शक्तियों का प्रकाश में लाने, उनको विकसित करना और उन्हें समुचित दिशा में निर्देशित करना ही शिक्षा है। मानव जीवन में मूल्यों का महत्वपूर्ण स्थान है। मूल्य आधारित जीवन ही मानव जीवन की सफलता और सार्थकता को सिद्ध करती है। इसमें शिक्षा एक ऐसी प्रक्रिया है जो बालक के जीवन में मूल्यों का सृजन करती है एवं जीवन को मूल्यवान बनाती है। संपूर्ण शैक्षिक प्रक्रिया में मूल्यों को सर्वोच्च स्थान पर रखा जाना चाहिए। इनके विकास में परिवार, समाज तथा विद्यालय, पाठ्यक्रम एवं अध्यापक के योगदान को सदैव देखा जाता है।

आज के परिप्रेक्ष्य में देखें तो हम पाते हैं कि समाज चारों तरफ से तनाव, थकान, काम, दबाव आदि से घिरा हुआ है। समाज की इस स्थिति से स्पष्ट है कि राज्य, राष्ट्र व विश्वसमुदाय इन स्थितियों से परे नहीं हैं। उक्त स्थितियों का जीवन व चर्या पर हावी होने का अर्थ है कहीं न कहीं जीवन जीने सम्बन्धी तत्वों का दैनिक दिनचर्या में हास होना है। जीवन को संतुलित करने वाले कारकों पर यदि आम आदमी का नियंत्रण हो अथवा उन कारकों को अपनी जीवन शैली, दिनचर्या अथवा व्यवहार का अभिन्न अंग बना ले तो निश्चित ही जीवन

सार्थक, सफल व सहयोगी हो सकेगा। इसी तथ्य को दृष्टिपथ पर रखते हुए भावी पीढ़ी में जीवन सम्बन्धी कुशलताओं का अध्ययन करने का मानस बनाया। हो सकता है इस अध्ययन के माध्यम से आने वाले कल में कुछ विशिष्टताएँ लाने की दृष्टि विकसित हों। इस शोध के माध्यम से माध्यमिक विद्यालयों के विद्यार्थियों के जीवन कौशल का अध्ययन करने का प्रयास किया गया। अध्ययन से प्राप्त विश्लेषणात्मक निष्कर्षों से विद्यार्थियों में पाए जाने वाले जीवन कौशल से सम्बन्धित तथ्यों की प्राप्ति होगी, जिससे आगामी पीढ़ी का जीवन सम्बन्धी कुछ विशिष्ट तथ्यों के प्रति ध्यानाकर्षण हो सकेगा।

### शोध उद्देश्य

प्रस्तुत शोधकार्य हेतु निम्नलिखित उद्देश्यों का निर्धारण किया गया -

1. माध्यमिक विद्यालयों के विद्यार्थियों के जीवन कौशल का अध्ययन करना।
2. माध्यमिक विद्यालयी छात्रों एवं छात्राओं के जीवन कौशल का तुलनात्मक अध्ययन करना।

### शोध परिकल्पना

प्रस्तुत शोध कार्य हेतु निम्न परिकल्पना का निर्माण किया गया-

1. माध्यमिक विद्यालयी छात्रों एवं छात्राओं के जीवन कौशल में सार्थक अन्तर नहीं पाया जाता है।

### शोध विधि

प्रस्तुत शोध कार्य के विषय व उसकी प्रकृति को ध्यान में रखते हुए बहुप्रचलित सर्वेक्षण विधि का उपयोग किया गया। इस विधि द्वारा विषय से सम्बन्धित तथ्यों की प्राप्ति सहज हो सकती है। साथ ही यह विधि विषय से सम्बन्धित निष्कर्षों की प्राप्ति में सहायक होती है।

### शोध उपकरण

प्रस्तुत शोधकार्य अपने आप में विशिष्ट है। इस सम्बंध में हुए कार्यों का अभाव ही पाया गया। अतः इस कार्य के सफल सम्पदान हेतु 'जीवन कौशल अध्ययन प्रमापनी' नामक

स्वनिर्मित उपकरण का उपयोग किया गया। यह उपकरण नियमितता, सीखने की प्रवृत्ति, सम्प्रेषण कौशल, मानसिक संतुलन, सामूहिक कार्य, आत्मप्रबन्ध, सृजनात्मकता विवेक, सामाजिक जीवन, अन्तर्वैयक्तिक व्यवहार आदि क्षेत्रों का समावेश करते हुए निर्मित किया गया।

### न्यादर्श

प्रस्तुत शोध कार्य हेतु उदयपुर संभाग के चार उच्च माध्यमिक विद्यालयों का चयन किया गया। प्रत्येक विद्यालय से 25-25 विद्यार्थियों का चयन किया गया। शोध हेतु समग्र न्यादर्श 100 का चयन यादृच्छिक न्यादर्श चयन विधि द्वारा किया गया जिनमें 50 छात्र एवं 50 छात्राएँ थीं।

### 1. माध्यमिक विद्यालयी विद्यार्थियों तथा छात्र-छात्राओं के जीवन कौशल का अध्ययन करना

माध्यमिक विद्यालयों के विद्यार्थियों के जीवन कौशल का अध्ययन करने हेतु न्यादर्श (100) पर उपकरण का प्रशासन कर प्रदत्तों का संग्रहण किया गया। प्रदत्तों के संग्रहण व व्यवस्थितिकरणोपरान्त उद्देश्यानुसार जो विश्लेषण किया गया, जो कि अधोक्त है -

सारणी एवं आरेख संख्या 1 के आधार पर ज्ञात होता है कि माध्यमिक विद्यालयों के विद्यार्थियों (100) के जीवन कौशल से सम्बन्धित दत्तों का मध्यमान 70.85 प्राप्त हुआ। यह मध्यमान मध्य बिन्दु 60 से अधिक है। अतः कहा जा सकता है कि माध्यमिक विद्यालयों के विद्यार्थियों में जीवन सम्बन्धी कुशलताएँ सभी क्षेत्रों में जैसे नियमितता, सीखने की प्रवृत्ति, सम्प्रेषण कौशल, सामूहिक कार्य, मानसिक संतुलन, आत्मप्रबंधन, सृजनात्मकता, विवेक, सामाजिक जीवन, अन्तर्वैयक्तिक व्यवहार आदि मध्यमान मध्य बिन्दु 6 से अधिक है।

सारणी के आधार पर ज्ञात होता है कि माध्यमिक विद्यालय छात्रों (50) के जीवन कौशल से सम्बन्धित समग्र क्षेत्रों का मध्यमान 69.9 प्राप्त हुआ है एवं क्षेत्रवार मध्यमान क्रमशः 7.5, 7.0, 7.8, 8.0, 6.4, 5.0, 7.2, 6.5, 7.0, 7.5 प्राप्त हुए हैं।

### सारणी संख्या 1

माध्यमिक विद्यालयों के विद्यार्थियों के जीवन कौशल से सम्बन्धित प्रदत्तों के मध्यमान

समूह	नियमितता(1)	सीखनेकी प्रवृत्ति(2)	संप्रेषण कौशल(3)	सामूहिक कार्य(4)	मानसिक संतुलन(5)	आत्म प्रबंधन(6)	सृजनात्मकता(7)	विवेक (8)	सामाजिक जीवन(9)	अन्तर्वैयक्तिक(10)	कुल
विद्यार्थी	8.0	7.25	7.05	7.5	7.0	5.9	7.25	6.65	7.25	7.0	70.85
छात्र	7.5	7.0	7.8	8.0	6.4	5.0	7.2	6.5	7.0	7.5	69.9
छात्रा	8.5	7.5	6.3	7.0	7.6	6.8	7.3	6.8	7.5	6.5	71.8

उक्त मध्यमानों में से आत्म प्रबंधन को छोड़कर शेष सभी क्षेत्रों के मध्यमान मध्य बिन्दु 6 से अधिक पाए गए हैं। साथ ही समग्र मध्यमान मध्यबिन्दु '60' से अधिक पाया गया है। अतः कहा जा सकता है कि माध्यमिक विद्यालयी छात्रों में जीवन शैली से सम्बन्धित समग्र क्षेत्रों में कुशलताएँ उच्च पाई जाती हैं। आत्म प्रबंधन को छोड़कर शेष नौ क्षेत्रों में यथा नियमितता, सीखने की प्रवृत्ति, संप्रेषण, सामूहिक कार्य, मानसिक संतुलन, सृजनात्मकता, विवेक, सामाजिक जीवन, अन्तर्वैयक्तिक सम्बन्ध आदि में जीवन सम्बन्धी कुशलताएँ उच्च पाई गयी।

सारणी के आधार पर ज्ञात होता है कि माध्यमिक विद्यालयी छात्राओं (50) के जीवन कौशल से सम्बन्धित समग्र क्षेत्रों का कुल मध्यमान 71.8 प्राप्त हुआ है एवं क्षेत्रवार मध्यमान क्रमशः 8.5, 7.5, 6.3, 7.0, 7.60, 6.8, 7.3, 6.8, 7.5, 6.5 प्राप्त हुए हैं। उक्त मध्यमानों के मध्य बिन्दु '6' से अधिक हैं। साथ ही समग्र क्षेत्रों का कुल मध्यमान भी मध्य बिन्दु '60' से अधिक पाया गया। अतः कहा जा सकता है कि माध्यमिक विद्यालयी छात्राओं में जीवन कौशल से सम्बन्धित समग्र क्षेत्रों एवं पृथक-पृथक क्षेत्रों में कुशलताएँ उच्च पाई गयी।

## 2. माध्यमिक विद्यालयी छात्रों एवं छात्राओं के जीवन कौशल का तुलनात्मक अध्ययन।

माध्यमिक विद्यालयी छात्रों (50) एवं माध्यमिक विद्यालयी छात्राओं (50) के जीवन कौशल का तुलनात्मक अध्ययन करने हेतु उपकरण 'जीवन कौशल अध्ययन प्रमापनी' के प्रशासन के पश्चात् प्रदत्तों का संकलन किया गया। उन्हें व्यवस्थित कर मध्यमान, मानक विचलन एवं 'टी' मूल्य ज्ञात किया गया। जिसका उल्लेख निम्न सारणी में दिया गया है -

### सारणी संख्या - 2

छात्रों एवं छात्राओं के जीवन कौशल से सम्बन्धित प्रदत्तों के मध्यमान, मानक विचलन एवं टी

विद्यार्थी	संख्या	मध्यमान	मानक विच.	स्व. स्तर	टी-मूल्य
छात्र	50	69.9	10.22	98	2.164
छात्रा	50	71.8	9.12		p<.05

### तुलनात्मक विश्लेषण

सारणी 2 के आधार पर ज्ञात होता है कि माध्यमिक विद्यालयी छात्रों एवं छात्राओं के जीवन कौशल से सम्बन्धित प्रदत्तों के मध्यमान क्रमशः 69.9 एवं 71.8 प्राप्त हुए हैं। साथ ही मानक विचलन क्रमशः 10.22 एवं 9.12 प्राप्त हुए हैं। मध्यमानों के मध्य 'टी' मूल्य 2.164 प्राप्त हुआ है। जो कि स्वतंत्रता स्तर 98 पर .05 स्तर पर सार्थक है। अतः कहा जा सकता है कि माध्यमिक विद्यालयी छात्रों एवं माध्यमिक विद्यालयी छात्राओं के जीवन कौशल में सार्थक पाया जाता है। छात्रों की अपेक्षा छात्राओं में जीवन कौशल सम्बन्धी पारंगतताएँ अधिक पाई जाती हैं।

### निष्कर्ष

प्रस्तुत शोध अध्ययन के निष्कर्ष निम्नलिखित हैं -

1. माध्यमिक विद्यालयों के विद्यार्थियों में जीवन कौशल सम्बन्धी कुशलताएँ उच्च पाई जाती हैं। छात्रों में जीवन कौशल के क्षेत्र आत्म प्रबंधन को छोड़कर सभी क्षेत्रों में कुशलताएँ उच्च पाई जाती हैं। माध्यमिक विद्यालयी छात्राएँ जीवन कौशल से सम्बन्धित समस्त क्षेत्रों में उच्च कुशलताएँ रखती हैं।
2. माध्यमिक विद्यालयी छात्राएँ, छात्रों की अपेक्षा जीवन कौशल के सम्बंध में अधिक निपुण पाई गई।

## संदर्भ ग्रंथ सूची

अमित कुमार दवे, प्रधानाध्यापकों की निर्णय क्षमता, विवेक एवं ज्ञान, राजलक्ष्मी पब्लिकेशन्स हाऊस, नई दिल्ली  
आशो, शिक्षा में क्रांति, ओशो मिडिया इन्टरनेशनल, पूणे, 2010  
सिगमंड फ्रायड, फ्रायड का मनोविश्लेषण, राजपाल एण्ड सन्स, दिल्ली, 2004

Article Received on	25.10.2015	Reviewed on	28.10.2015
Observations reflected on	30.10.2015	Modified on	31.10.2015

\* डॉ. अमित कुमार दवे: सहा. प्राध्यापक, शिक्षा संकाय, जनार्दनराय नगर, राजस्थान विद्यापीठ  
विश्वविद्यालय, डबोक, उदयपुर, राजस्थान।  
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## प्राथमिक स्तर के विद्यार्थियों के मूल्यों पर कहानियों के प्रभाव का अध्ययन

डॉ. राखी शर्मा \* डॉ. सोनाली पंडित \*\*

**Key Words :** प्राथमिक स्तर के विद्यार्थी, मूल्य पर कहानियों के प्रभाव

### सारांश

मानव, समाज का एक सकारात्मक निधि तथा अमूल्य राष्ट्रीय स्रोत है, जिसको पोषित एवं विकसित किया जाने की आवश्यकता है। शैक्षिक प्रक्रिया में मूल्यों को सर्वोच्च स्थान पर रखा जाना चाहिए। इनके विकास में परिवार, समाज तथा विद्यालय, पाठ्यक्रम एवं अध्यापक के योगदान को सदैव देखा जाता है।

प्रस्तुत शोध अध्ययन में प्राथमिक स्तर के विद्यार्थियों के मूल्यों पर कहानियों के प्रभाव का अध्ययन किया गया। इस अध्ययन में प्रयोगात्मक विधि का प्रयोग किया गया। न्यादर्श हेतु देवास शहर के कक्षा 5वीं में अध्ययनरत विद्यार्थियों का सम्मिलित किया गया। प्रदत्त संकलन प्रक्रिया में प्राथमिक स्तर के विद्यार्थियों के मूल्य मापन हेतु स्वनिर्मित मूल्य मापनी का प्रयोग किया गया तथा विद्यार्थियों के मूल्य विकास हेतु मूल्य आधारित कहानियों का प्रयोग किया गया। अध्ययन के निष्कर्ष में पाया कि प्राथमिक स्तर के विद्यार्थियों के मूल्य पर कहानियों का सार्थक प्रभाव पाया गया।

### प्रस्तावना-

A human being is positive asset and precious national resource which needs to be cherished and developed. - **National Policy on Education 1986**

मानव, समाज का एक सकारात्मक निधि तथा अमूल्य राष्ट्रीय स्रोत है, जिसको पोषित एवं विकसित किया जाने की आवश्यकता है। मानव को पोषित एवं विकसित करने का सबसे प्रभावशाली माध्यम है शिक्षा।

शिक्षा से अभिप्राय है सीखना और ज्ञान प्राप्त करना। इससे बालक की अंतर्निहित शक्तियों का सर्वांगीण विकास होता है। पेस्टालीजी के अनुसार, "शिक्षा मानव की जन्मजात शक्तियों का स्वभाविक सांमंजस्यपूर्ण और प्रगतिशील विकास है। अतः स्पष्ट होता है कि व्यक्ति की अन्तर्निहित शक्तियों का प्रकाश में लाने, उनको विकसित करना और उन्हें समुचित दिशा में निर्देशित करना ही शिक्षा है। शिक्षा का महत्वपूर्ण उद्देश्य चरित्र निर्माण कर बालकों के मूल्यों को विकसित करना है। विद्यालयों में एवं महाविद्यालयों में शिक्षित युवक ही राष्ट्र में उच्च मूल्यों की स्थापना करते हैं। मानव जीवन में मूल्यों का महत्वपूर्ण स्थान है। मूल्य आधारित जीवन ही मानव जीवन की सफलता और सार्थकता को सिद्ध करती है। इसमें शिक्षा एक ऐसी प्रक्रिया है जो बालक के जीवन में मूल्यों का

सृजन करती है एवं जीवन को मूल्यवान बनाती है। संपूर्ण शैक्षिक प्रक्रिया में मूल्यों को सर्वोच्च स्थान पर रखा जाना चाहिए। इनके विकास में परिवार, समाज तथा विद्यालय, पाठ्यक्रम एवं अध्यापक के योगदान को सदैव देखा जाता है। विद्यालय बालक के व्यवहार में वांछित परिवर्तन लाने के लिए कार्य करता है। उसकी (विद्यालय की) प्रातः कालीन सभा, पाठ्यक्रम, पाठ्य सहभागी क्रियाएँ, शिक्षण विधियाँ तथा खेलकूद आदि समस्त गतिविधियाँ बालक के मूल्यों का विकास करने में महत्वपूर्ण भूमिका अदा करती हैं। विद्यालय के प्रत्येक स्तर प्राथमिक, माध्यमिक, उच्चतर माध्यमिक स्तर पर मूल्यों की शिक्षा प्रदान की जाती है। इनमें हिन्दी गद्य साहित्य का सबसे अधिक मनोरंजन और रुचिकर भाग कहानी है। कहानी के पात्र, कहानी को प्रभावी बनाते हैं। कहानियों का सबसे बड़ा गुण जिज्ञासा और कौतूहल को जागृत करना है। जिसमें बालक के चित्त और उसकी चेतना सबसे अधिक प्रभावित होती है। प्राथमिक स्तर पर बालक में संगीत, चित्रकला, भाषा आदि में रुचि रहती है। इसी तथ्य को ध्यान में रखकर प्रस्तुत अध्ययन में प्राथमिक स्तर के विद्यार्थियों के मूल्यों पर कहानियों के प्रभाव को देखा गया है।

#### उद्देश्य:

प्राथमिक स्तर के विद्यार्थियों के मूल्यों पर कहानियों के प्रभाव का अध्ययन करना।

#### परिकल्पना:

प्राथमिक स्तर के विद्यार्थियों के मूल्यों पर कहानियों का सार्थक प्रभाव नहीं पाया जाएगा।

#### प्रविधि:

यह अध्ययन प्रयोगात्मक विधि पर आधारित है। प्रस्तुत शोध के लिए कक्षा 5वीं में अध्ययनरत विद्यार्थियों को सम्मिलित किया गया। प्राथमिक स्तर के छात्रों के मूल्य मापन हेतु स्वनिर्मित मूल्य मापनी का प्रयोग किया गया तथा विद्यार्थियों के मूल्य विकास हेतु मूल्य आधारित कहानियों का प्रयोग किया गया।

#### उपकरण:

प्रस्तुत अध्ययन में प्राथमिक स्तर के छात्रों के मूल्य मापन हेतु स्वनिर्मित मूल्य मापनी का प्रयोग किया गया। मूल्य मापनी के अंतर्गत शोधकर्ता द्वारा नैतिक मूल्यों पर आधारित 11 प्रश्नों को लिया गया। मूल्यों पर आधारित प्रश्नों को वस्तुनिष्ठ रूप में लिया गया। प्रश्न मूल्यों पर आधारित कहानियों के आधार पर बनाए गए। मूल्य मापनी के अनुसार जाँच की गई। सही अंक हेतु 01 अंक प्रदान किया गया तथा गलत उत्तर के लिए 0 अंक प्रदान किए गए।

#### कहानियाँ:

छात्रों में मूल्य विकास हेतु मूल्य आधारित कहानियों का प्रयोग किया गया जो इस प्रकार है -

माधव की शरारतें, मीठी बोली, निम्मी, सबसे चमकीला कौन, जंगल का जन्म, मैना ने कहा, कौन जीता रेस, हार-जीत, चींटी का डर, अच्छे पड़ोसी। उपर्युक्त कहानियों को सुनाकर शोधकर्ता द्वारा प्रश्न किए गए एवं छात्रों द्वारा उत्तर दिए गए।

#### प्रदत्त संकलन:

प्रस्तुत शोध के शोधकार्य में प्रदत्तों का संकलन निम्न पदों में पूर्ण किया गया।

1. सर्वप्रथम संपूर्ण कक्षा पर मूल्य मापनी प्रशासित की गई।
2. तत्पश्चात संपूर्ण कक्षा को 10 दिन तक मूल्य आधारित कहानियाँ सुनाई गई।
3. पुनः मूल्य मापनी प्राथमिक स्तर के कक्षा 5 के छात्रों पर प्रशासित की गई।
4. पूर्व एवं पश्च मूल्य परीक्षण के प्राप्तांक का फलांकन करने के पश्चात प्रदत्तों को एकत्रित किया गया।

#### प्रदत्त विश्लेषण

प्रस्तुत शोधकार्य में प्राप्त प्रदत्तों का विश्लेषण टी- परीक्षण द्वारा किया गया।

#### तालिका क्रमांक 1

विद्यार्थियों के मूल्य पर कहानियों के प्रभाव के अध्ययन सम्बंधी प्रदत्तों का मध्यमान, प्रामाणिक विचलन तथा टी-परीक्षण

परीक्षण	संख्या	मध्यमान	प्रा. वि.	स्व. अंश	टी-मूल्य
पूर्व परी.	13	7.61	1.2	24	33.20
पश्च	13	10.30	0.72		p<.01

तालिका क्रमांक 1 के अनुसार 'टी' का मान 33.20 पाया गया जो कि 24 स्वतंत्रता अंश पर 0.01 स्तर पर सार्थक पाया गया अर्थात् प्राथमिक स्तर के विद्यार्थियों के मूल्य परीक्षण के पूर्व एवं पश्च परीक्षण के प्राप्तांक में सार्थक अंतर पाया गया। जो यह प्रदर्शित करता है कि कहानियों का प्राथमिक स्तर के विद्यार्थियों के मूल्य पर सार्थक प्रभाव पाया गया।

अतः अध्ययन के शून्य परिकल्पना "प्राथमिक स्तर के विद्यार्थियों के मूल्यों पर कहानियों का सार्थक प्रभाव नहीं पाया जाएगा।" अस्वीकृत की जाती है। इस संदर्भ में प्राथमिक स्तर के विद्यार्थियों के मूल्य के पश्च परीक्षण के मध्यमान (m) - 10.3, मूल्य के पूर्व परीक्षण के माध्यमान (m) 7.61, से सार्थक रूप से उच्च स्तरीय पाया गया।



**निष्कर्ष**

अध्ययन के निष्कर्ष में पाया गया कि प्राथमिक स्तर के विद्यार्थियों के मूल्य पर कहानियों का सार्थक प्रभाव पाया जाता है।

**शैक्षिक उपयोगिता**

इस तरह के परिणाम यह प्रदर्शित करते हैं कि बालकों की मानसिक योग्यता और उनके भावात्मक पक्ष पर बल दिया

जा सकेगा। कहानियों में प्राप्त मूल्य शिक्षा को वे अपनाएंगे।

इससे बालकों की विषय-वस्तु के प्रति रूचि उत्पन्न हो सकेगी।

1. कहानी में निहित मूल्यों की पहचान कर सकेंगे।
2. बालकों को सृजन करने की प्रेरणा दी जा सकेगी।
3. कहानी के माध्यम से शिक्षक छात्रों में विषय वस्तु के प्रति रूचि उत्पन्न कर सकेंगे।
4. बालकों की मानसिक योग्यता और उनके भावनात्मक पक्ष पर बल दिया जा सकेगा।

**संदर्भ ग्रंथ सूची**

दुबे श्रीकृष्ण (2007) मूल्यों का शिक्षण राधा प्रकाशन मंदिर आगरा।

गिजु भाई (2002) प्राथमिक शाला में शिक्षा पद्धतियाँ मॉन्टेसरी बाल शिक्षण समिति।

कुमार प्रवेश (2011) बाल भारती अलीपुर दिल्ली।

पाण्डेय डॉ. रामशकल (2007) मूल्य शिक्षण विनोद पुस्तक मंदिर आगरा।

Article Received on	08.09.2015	Reviewed on	20.10.2015
Observations reflected on	24.10.2015	Modified on	27.10.2015

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## माध्यमिक विद्यालयों के शिक्षकों में मूल्यों का लिंगभेद के आधार पर अध्ययन

डॉ. नवप्रभाकर गोस्वामी \* योगेश कुमार शर्मा \*\*

**Key Words :** माध्यमिक विद्यालय के शिक्षक, मूल्य, लिंग भेद

### सारांश

मूल्य मनुष्य के अंतरंग में जागृत हुई वह शक्ति है जो उसे विशिष्ट कर्म करने के लिए प्रेरित करती है और उसके आचरण को शासित करती है। भारतीय समाज में गुरु का सर्वोच्च स्थान है क्योंकि वह शिक्षा के माध्यम से समाज को विकासोन्मुखी बनाता है।

प्रस्तुत शोध माध्यमिक विद्यालयों के 50 पुरुष एवं 50 महिला शिक्षकों पर अध्ययन है। जिसका उद्देश्य शिक्षकों में लिंगभेद के आधार पर मूल्यों का अध्ययन करना है। शोध में तथ्यों का संग्रहण करने के लिए 25 पदों की अनुसूची डॉ0 एस0पी0 आहलूवालिया द्वारा निर्मित प्रयोग में लाई गई है। जिसमें सैद्धान्तिक, आर्थिक, सौन्दर्यात्मक, सामाजिक, राजनैतिक और धार्मिक मूल्य विकल्प हैं। शोध के निष्कर्ष में पुरुष एवं महिला शिक्षकों के सैद्धान्तिक, आर्थिक, सामाजिक एवं राजनैतिक मूल्यों में समानता पाई गई है। दूसरी ओर महिला शिक्षकों में पुरुष शिक्षकों की तुलना में सौन्दर्यात्मक एवं धार्मिक मूल्य अधिक पाये गए हैं।

### प्रस्तावना-

शिक्षा मानवीय शक्ति का सामाजिक व सांस्कृतिक सन्दर्भ में विकास करती है। समस्त मानवीय क्षमताओं को दिशा व दशा प्रदान करती है। शिक्षा ही एक ऐसा दीपक है जो व्यक्ति को प्रत्येक पग पर प्रकाश दिखाते हुए आगे बढ़ने की प्रेरणा देती है।

शिक्षा प्रकाश का ऐसा जीवन स्रोत है जो व्यक्ति को सुखमय जीवन प्रदान करने की निमित्त सच्चा मार्ग प्रदान करती है। उसमें मनुष्यता के भाव जागृत कर, उसके जीवन को दिव्य बनाता है। शिक्षा के माध्यम से ही व्यक्ति पशुवत प्रवृत्ति से ऊपर उठकर मानव बनता है। सभ्यता के प्रारम्भ में व्यक्ति का जीवन कठिनाइयों से भरा था। व्यक्ति ने अनेक विषम परिस्थितियों का सामना किया, प्राकृतिक आपदाओं से संघर्ष किया, वन्य जीवों से किसी तरह अपनी रक्षा की उसने धीरे-धीरे पशुवत प्रवृत्तियों का त्याग किया तथा बुद्धि और विवेक का प्रयोग करते हुए अपने प्रयत्न से सामाजिक एवं सांस्कृतिक वातावरण का सृजन किया। समय के साथ मनुष्य को तत्व ज्ञान हुआ तथा उसने सत्यम् शिवम् सुन्दरम् जैसे शाश्वत मूल्यों की खोज की इसी प्रसंग में कहा गया कि "इन्द्रियाणां प्रथमं शास्त्रम्"। इस प्रकार स्पष्ट है कि शिक्षा व्यक्ति में इन्द्रियों का नियन्त्रण कर आचरण को शुद्ध और पवित्र करती है। शिक्षा की प्रकृति सरल और सहज व्यापक बहुअर्थी है। यह आजीवन

चलने वाली प्रक्रिया है जो विद्यालयों और पुस्तकों तक सीमित नहीं रहती।

अस्तु ने "स्वस्थ शरीर में स्वस्थ मस्तिष्क के विकास को शिक्षा माना है।" श्री रविन्द्रनाथ टैगोर के विचारों में सर्वोच्च शिक्षा वह है जो हमें केवल सूचनाएँ ही नहीं देती वरन् हमारे जीवन और सृष्टि के बीच समन्वय स्थापित करती है। महर्षि याज्ञवल्क्य के विचार से शिक्षा मनुष्य को चरित्रवान तथा संसार के लिए उपयोगी बनाती है। चरित्रवान होने के लिए व्यक्ति को समाज के श्रेष्ठजनों के आचरणों का अनुसरण करना चाहिए। श्री मदभागवत् गीता में ऐसा कहा गया है "यद्यदाचरित श्रेष्ठ स्तत्र देवतरोजनयः स यत्प्रमाणं कुरुते लोकस्तदनुवर्तते"। शिक्षा के लिए ज्ञान और विद्या शब्द भी प्रयुक्त हुआ है। श्रीकृष्ण ने कहा ज्ञान के समान पवित्र करने वाला अन्य कुछ भी नहीं है। वस्तुतः शिक्षा एक व्यापक बहुअर्थी बहुप्रयुक्त शब्द है जो जीवन के प्रत्येक क्षेत्र को प्रभावित करता है। शायद इसलिए जॉन लॉक कहते हैं 'शिक्षा ही जीवन है और जीवन ही शिक्षा है।'

शिक्षा का अर्थ है आन्तरिक शक्तियों का, गुणों का चतुर्दिक विकास करना। प्लेटो ने कहा है शिक्षा व्यक्ति के शरीर और आत्मा को जागृत कर पूर्णतः की ओर ले जाने का नाम है। इसी प्रकार महात्मा गाँधी ने भी कहा है कि "शिक्षा से मेरा तात्पर्य उस प्रक्रिया से है जो बालक और मनुष्य के शरीर मन और आत्मा के रूपों का उत्कृष्ट एवं सर्वांगीण विकास करे।" शिक्षा के लिए विद्या एवं ज्ञान शब्द प्रयुक्त होते रहे हैं। विद्या के विषय में एक सुन्दर श्लोक है -

**विद्या नाम नरस्य रूपमधिकं प्रच्छन्न गुप्त धनम्।  
विद्या भोगकरी यशः सुखकारी विद्या गुरुणां गुरुः॥**

विद्या मनुष्य का सुन्दर रूप है विद्या अत्यन्त गुप्त धन है। विद्या सुखोपभोग और यशदायक है। विद्या गुरुओं की गुरु है। श्रीकृष्ण ने गीता में कहा है कि -

**नहि ज्ञानेन सदृशं पवित्रमिहविद्यत**

अर्थात् ज्ञान के समान पवित्र करने वाला अन्य कुछ भी नहीं है। इस पवित्र ज्ञान की गंगा बहाने वाला शिक्षक ही है, जो शिक्षा रूपी प्रकाश पुंज को बिखेरता है और अपनी ज्ञान की किरण को सर्वत्र फैलाता है।

शिक्षक भविष्य निर्माता है। जीवन के किसी भी क्षेत्र में चाहे तकनीकी हो या विज्ञान कला हो या संस्कृति कला हो प्रत्येक क्षेत्र में शिक्षक ही नींव बनाता है। उनके बिना हम किसी भी क्षेत्र में तरक्की नहीं कर सकते। शिक्षक ज्ञान के प्रकाश को हर दिशा में फैलाता है, जो आदर्श बनकर हमारे जीवन में दिव्य प्रकाश बनाकर फैलाता है और हमारे पथ को

आलोकित करता है। ऋषियों, मुनियों और कवियों सभी ने शिक्षक की महत्ता को माना है। शिक्षक की महत्ता का वर्णन नहीं किया जा सकता। कबीरदास जी ने कहा है,  
**सब धरती कागज करूं लेखनि सब बनराय।  
सात समुद्र की मसि करूं गुरु गुन लिखा ना जाय॥**  
**मूल्य का अर्थ**

मूल्य का अंग्रेजी अर्थ Value है। Value शब्द की उत्पत्ति लेटिन भाषा के Vallere शब्द से मानी जाती है जो किसी वस्तु की कीमत, विशेषता, गुण या उपयोगिता को व्यक्त करता है। मूल्य एक ऐसी आचार संहिता या सदगुणों का समावेश है इसे अपनाकर व्यक्ति अपने व्यक्तित्व का विकास कर समाज में प्रभावशाली तथा विश्वसनीय बनकर उभरता है। इस मूल्य में मानव की धारणाएं विचार विश्वास मनोवृत्ति एवं आस्था आदि अन्तः निहित होते हैं।

भारतीय धर्म ग्रंथों में मूल्यों के लिए "शील" शब्द अनेक स्थानों पर प्रयुक्त किया है। यह शब्द मूल्य का पर्याय नहीं वरन् 'समीचीन' शब्द है। 'शील' सर्वत्र भूषण का कार्य करता है। कहीं-कहीं 'शील' शब्द चरित्र के लिए प्रयुक्त हुआ है। वस्तुतः 'मूल्य' एक प्रकार की मानव की अन्तः नियन्त्रित व्यवस्थित ऊर्जा है। मनुष्य किसी वस्तु, क्रिया विचार को अपनाने के पूर्व यह निर्णय करता है कि वह उसे अपनाये या त्याग दे। जब ऐसा विचार व्यक्ति के मन में निर्णायक ढंग से आता है तो वह उसका मूल्य कहलाता है।

वस्तुतः मूल्य वे मानक या नैतिक व्यवहार की आचार संहिता है जो संस्कृति से निकली परम्पराओं द्वारा पोषित तथा आत्मचेतना अथवा अन्तःकरण द्वारा संरक्षित होते हैं। मानव इनको आधार बनाकर अपनी जीवन शैली का निर्माण करता है और जीवन के आदर्शों को प्राप्त करने का प्रयास करता है।

मानव मूल्य एक ऐसी आचरण संहिता या सदगुण समूह है, जिसे अपने आचरण, संस्कारों एवं पर्यावरण के माध्यम से अपनाकर मनुष्य अपने लक्ष्यों की प्राप्ति के लिए अपनी जीवन पद्धति का निर्माण करता है और अपने व्यक्तित्व का विकास करता है।

प्रारम्भिक वर्षों में भारतीय चिन्तन को गाँधी के विचारों एवं व्यवहार ने सबसे अधिक प्रभावित किया है। अपनी शिक्षा व्यवस्था के संबंध में 1937 में वर्धा परिषद में बोलते हुए गाँधीजी ने कहा था कि "अगर हम कौमी और अन्तर्राष्ट्रीय संघर्ष को बन्द करना चाहते हैं तो हमारे लिए जरूरी है कि जिस शिक्षा की मैंने हिमायत की है उससे अपने बालकों को शिक्षित करके शुद्ध और सुदृढ़ आधार पर इसकी शुरुआत करें।"

हमारी विविध सामाजिक एवं आध्यात्मिक मूल्यों की प्रमुख स्रोत हमारी सामाजिक संस्कृति रही है। संस्कृति हमारे प्राचीन मूल्यों का सम्प्रेषण तथा नियन्त्रण करती आई है। भारतीय संस्कृति प्रारम्भ से ही एक आध्यात्मिक एवं अन्तर्मुख धार्मिक दार्शनिक संस्कृति रही है और बराबर ऐसी ही चली आई है।

मूल्यों के विकास में घर, विद्यालय, समाज, राज्य तथा जनसंचार रूपी मार्ग या माध्यम प्रभावशाली कार्य करते हैं। इनके द्वारा बालक का मूल्य विकास अवश्य किसी न किसी प्रकार से प्रभावित होता है। व्यक्ति तथा इन अभिकरणों में जब तालमेल विषयों द्वारा मूल्य का विकास होता है। इतिहास, नागरिक शास्त्र, अर्थशास्त्र द्वारा राष्ट्रीयता, सामाजिकता, नागरिकता तथा राजनैतिक गुणों का विकास होता है।

### शोध की आवश्यकता

प्राथमिक एवं माध्यमिक शिक्षा में सुधार के लिए विभिन्न योजनायें बनाई गई हैं एवं उनका क्रियान्वयन किया गया है। इनके साथ शिक्षा का प्रसार होता गया। आज नैतिक, सामाजिक और राष्ट्रीय सांस्कृतिक आध्यात्मिक कौटुम्बिक मूल्यों में कमी देखने और लगातार गिरावट होते नजर आती है। यह गिरावट शिक्षा के क्षेत्र में देखने को मिल रही है। शिक्षा में गुणात्मक सुधार की आवश्यकता है। शिक्षक समाज और राष्ट्र के कर्णधार है। शिक्षक के सकारात्मक दृष्टिकोण के माध्यम से ही छात्रों में बौद्धिक एवं तार्किक शक्ति का विकास होता है एवं इतनी बौद्धिक और शारीरिक क्षमता एवं समझ उत्पन्न होती है कि वे भविष्य में देश की नींव के मजबूत पत्थर साबित होते हैं। शिक्षक में पुस्तकीय ज्ञान देने के अतिरिक्त अपने जीवन को व्यवहार में इस तरह ढाले जिससे छात्र उनका अनुरण कर सकें और उनके भी अनुशासन, देश प्रेम कर्तव्यपरायणता जैसे मानवीय मूल्यों का विकास संभव हो सके।

वर्तमान में माध्यमिक विद्यालयों के शिक्षकों में मूल्यों के प्रति दृष्टिकोण कहाँ तक सकारात्मक है तथा कहाँ तक नकारात्मक है। इस समस्या के प्रति शोधकर्ता ने अपना शोध कार्य चुना है जो वर्तमान परिप्रेक्ष्य में बहुत महत्व रखता है।

### शोध के उद्देश्य

1. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर सैद्धान्तिक मूल्यों का अध्ययन।
2. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर आर्थिक मूल्यों का अध्ययन।
3. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर सौन्दर्यात्मक मूल्यों का अध्ययन।
4. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर सामाजिक मूल्यों का अध्ययन।

5. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर राजनैतिक मूल्यों का अध्ययन।

6. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर धार्मिक मूल्यों का अध्ययन।

### शोध की परिकल्पनाएँ

1. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर सैद्धान्तिक मूल्यों में कोई सार्थक अन्तर नहीं है।
2. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर आर्थिक मूल्यों में कोई सार्थक अन्तर नहीं है।
3. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर सौन्दर्यात्मक मूल्यों में कोई सार्थक अन्तर नहीं है।
4. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर सामाजिक मूल्यों में कोई सार्थक अन्तर नहीं है।
5. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर राजनैतिक मूल्यों में कोई सार्थक अन्तर नहीं है।
6. माध्यमिक विद्यालयों के शिक्षकों में लिंग के आधार पर धार्मिक मूल्यों में कोई सार्थक अन्तर नहीं है।

### शोध में प्रयुक्त न्यादर्श

शोध कार्य हेतु राजस्थान राज्य के जयपुर जिले में माध्यमिक स्तर के विद्यालयों में कार्यरत 50 पुरुष और 50 महिला शिक्षकों को न्यादर्श के रूप में लिया गया है। न्यादर्श चयन हेतु यादृच्छिक न्यादर्श विधि का प्रयोग किया गया है।

### शोध में प्रयुक्त चर

प्रस्तुत शोध में आश्रित चर के रूप में सैद्धान्तिक मूल्य, सामाजिक मूल्य, आर्थिक मूल्य, सौन्दर्यात्मक मूल्य, राजनैतिक मूल्य तथा धार्मिक मूल्यों को लिया गया है। स्वतन्त्र चर के रूप में लिंग भेद को सम्मिलित किया गया है।

### शोध की विधि

शोध हेतु सर्वेक्षण विधि का प्रयोग किया गया है। जिसमें वैज्ञानिक तरीके से तथ्यों का एकत्रीकरण उद्देश्यों की प्राप्ति के लिये किया जाता है।

### शोध में प्रयुक्त उपकरण

तथ्यों का संकलन करने के लिए डॉ. एस.पी. आहलूवालिया द्वारा निर्मित शिक्षक मूल्य अनुसूची को प्रयुक्त किया गया है। इस अनुसूची में कुल 25 पद हैं। प्रत्येक पद के छः विकल्प हैं। प्रत्येक विकल्प सैद्धान्तिक, आर्थिक, सौन्दर्यात्मक, सामाजिक, राजनैतिक और धार्मिक मूल्य से सम्बन्धित हैं। प्रत्येक पद के लिए विकल्पों को प्राथमिकता के अनुसार क्रमबद्ध करना होता है।

### शोध में प्रयुक्त सांख्यिकी विधि

तथ्यों के विश्लेषण हेतु मध्यमान, मानक विचलन और

आलोचनात्मक मूल्य का प्रयोग किया गया है।

#### प्रदत्त विश्लेषण

सारणी संख्या-1 से ज्ञात होता है कि माध्यमिक विद्यालयों के पुरुष शिक्षकों के सैद्धांतिक मूल्यों का मध्यमान 94.74 है जबकि महिला शिक्षकों के सैद्धांतिक मूल्यों का मध्यमान 93.30 है। दोनों मध्यमानों के मध्य अन्तर की सार्थकता को ज्ञात करने के लिए टी-परीक्षण किया गया है जिसका मूल्य 1.03 प्राप्त हुआ है यह मूल्य 0.05 विश्वास स्तर पर सार्थक नहीं है।

माध्यमिक विद्यालयों के पुरुष शिक्षकों के आर्थिक मूल्यों का मध्यमान 86.60 है जबकि महिला शिक्षकों के आर्थिक मूल्यों का मध्यमान 85.30 है। दोनों मध्यमानों के मध्य अन्तर की सार्थकता को ज्ञात करने के लिए टी-परीक्षण किया गया है जिसका मूल्य 0.524 प्राप्त हुआ है यह मूल्य 0.05 विश्वास स्तर पर सार्थक नहीं है।

माध्यमिक विद्यालयों के पुरुष शिक्षकों के सौन्दर्यात्मक मूल्यों का मध्यमान 85.88 है जबकि महिला शिक्षकों के सौन्दर्यात्मक मूल्यों का मध्यमान 88.44 है। दोनों मध्यमानों के मध्य अन्तर की सार्थकता को ज्ञात करने के लिए टी-परीक्षण किया गया है जिसका मूल्य 2.374 प्राप्त हुआ है यह मूल्य 0.05 विश्वास स्तर पर सार्थक है।

माध्यमिक विद्यालयों के पुरुष शिक्षकों के सामाजिक-

#### सारणी संख्या-1

माध्यमिक विद्यालयों के शिक्षकों के लिंगभेद के आधार पर विभिन्न मूल्यों के प्रदत्तों के मध्यमान, प्रामाणिक विचलन एवं टी-परीक्षण

स.क्र.	मूल्य घटक	शिक्षक	संख्या	मध्यमान	प्रा. वि.	स्व. अंश	टी-मूल्य
1.	सैद्धांतिक मूल्य	पुरुष	50	94.74	6.69	98	1.03
		महिला	50	93.30	7.26		NS
2.	आर्थिक मूल्य	पुरुष	50	86.60	12.29	98	0.52
		महिला	50	85.30	12.48		NS
3.	सौंदर्यात्मक मूल्य	पुरुष	50	85.88	5.81	98	2.23
		महिला	50	88.44	4.90		p<.05
4.	सामाजिक मूल्य	पुरुष	50	86.90	7.12	98	0.068
		महिला	50	86.80	7.48		NS
5.	राजनैतिक मूल्य	पुरुष	50	82.52	8.36	98	1.79
		महिला	50	79.52	8.38		NS
6.	धार्मिक मूल्य	पुरुष	50	88.46	7.72	98	2.01
		महिला	50	91.40	6.88		p<.05

मूल्यों का मध्यमान 86.90 है जबकि महिला शिक्षकों के सामाजिक मूल्यों का मध्यमान 86.80 है। दोनों मध्यमानों के मध्य अन्तर की सार्थकता को ज्ञात करने के लिए टी-परीक्षण किया गया है जिसका मूल्य 0.068 प्राप्त हुआ है यह मूल्य 0.05 विश्वास स्तर पर सार्थक नहीं है।

माध्यमिक विद्यालयों के पुरुष शिक्षकों के राजनैतिक मूल्यों का मध्यमान 82.52 है जबकि महिला शिक्षकों के राजनैतिक मूल्यों का मध्यमान 79.52 है। दोनों मध्यमानों के मध्य अन्तर की सार्थकता को ज्ञात करने के लिए टी-परीक्षण किया गया है जिसका मूल्य 1.792 प्राप्त हुआ है यह मूल्य 0.05 विश्वास स्तर पर सार्थक नहीं है।

माध्यमिक विद्यालयों के पुरुष शिक्षकों के धार्मिक मूल्यों का मध्यमान 88.46 है जबकि महिला शिक्षकों के धार्मिक मूल्यों का मध्यमान 91.40 है। दोनों मध्यमानों के मध्य अन्तर की सार्थकता को ज्ञात करने के लिए टी-परीक्षण किया गया है जिसका मूल्य 2.01 प्राप्त हुआ है यह मूल्य 0.05 विश्वास स्तर पर सार्थक है।

#### शोध निष्कर्ष

1. माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों के सैद्धांतिक मूल्यों में सार्थक अन्तर नहीं है।
2. माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों के सैद्धांतिक मूल्यों में सार्थक अन्तर नहीं है।

3. माध्यमिक स्तर के महिला शिक्षकों के सौन्दर्यात्मक मूल्य पुरुष शिक्षकों की तुलना में सार्थक रूप से अधिक है।
4. माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों के सामाजिक मूल्यों में सार्थक अन्तर नहीं है।
5. माध्यमिक स्तर के पुरुष एवं महिला शिक्षकों के राजनैतिक मूल्यों में सार्थक अन्तर नहीं है।
6. माध्यमिक स्तर के महिला शिक्षकों में धार्मिक मूल्य पुरुष शिक्षकों की तुलना में सार्थक रूप से अधिक है।

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Article Received on	29.10.2015	Reviewed on	30.10.2015
Observations reflected on	30.10.2015	Modified on	31.10.2015

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## कक्षा 9 के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर मूल्य विश्लेषण प्रतिमान के प्रभाव का अध्ययन

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**Key Words :** मूल्य विश्लेषण प्रतिमान, सामाजिक अध्ययन उपलब्धि

### सारांश

मूल्य वह चारित्रिक विशेषता है, जो मनोवैज्ञानिक, सामाजिक और सौन्दर्य-बोध की दृष्टि से महत्वपूर्ण मानी जाती है। मूल्य का विकास अर्जित प्रक्रिया है, जिसके लिए मूल्य शिक्षा की आवश्यकता है। मूल्य शिक्षा के विकास में मूल्य शिक्षण प्रतिमान प्रभावी माध्यम है।

प्रस्तुत शोध में कक्षा 9 के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर मूल्य विश्लेषण प्रतिमान के प्रभाव का अध्ययन किया गया है। इस अध्ययन में कक्षा 9 में अध्ययनरत 60 विद्यार्थियों को न्यादर्श के रूप में लिया गया तथा उन पर सात सोपानों में सामाजिक अध्ययन अध्यापन विभिन्न प्रतिमानों के आधार पर किया गया। उन पर स्वनिर्मित मापनी अध्ययन में पूर्व परीक्षण-पश्च परीक्षण नियंत्रित समूह अभिकल्प के माध्यम से प्राप्त प्रदत्तों को 2 x 2 कारकीय अभिकल्प प्रसारण का विश्लेषण के माध्यम से किया गया। मूल्य विश्लेषण प्रतिमान पैकेज का प्रयोगात्मक समूह के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर सार्थक प्रभाव पाया गया।

### प्रस्तावना-

मनुष्य एक सामाजिक प्राणी है, उसे समय-समय पर सामाजिक समस्याओं और सामाजिक सम्बन्धों के विषय में चिन्तन का करना होता है। यह चिन्तन ही मनुष्य के लिए आदर्श, उद्देश्य, लक्ष्य गन्तव्य, मनोरथ एवं साध्य बनाते हैं और वह जीवन को इनकी प्राप्ति के लिए लगा देता है। मूल्य ही जीवन को सार्थक बनाते हैं। मूल्य ही मनुष्य के मन में विश्वास, श्रद्धा, प्रेरणा, वफादारी, जिम्मेदारी, कर्तव्य भावना आदि उत्पन्न करते हैं। मनुष्य के जीवन के प्रति दृष्टिकोण का आधार मूल्य होता है।

मूल्य के अंग्रेजी पर्याय 'वैल्यू' शब्द की उत्पत्ति लैटिन भाषा के 'valere' शब्द से मानी जाती है, जो किसी वस्तु की कीमत या उपयोगिता को व्यक्त करता है। भारतीय धर्मग्रन्थों में भी मूल्यों के 'शील' शब्द अनेक स्थानों पर प्रयुक्त होता है। 'Dictionary of Education' में सी.वी. गुड (1959) ने मूल्य को परिभाषित करते हुए कहा है कि, "मूल्य वह चारित्रिक विशेषता है, जो मनोवैज्ञानिक, सामाजिक और सौन्दर्य-बोध की दृष्टि से महत्वपूर्ण मानी जाती है। लगभग सभी विचार मूल्यों के अभीष्ट चरित्र को स्वीकार करते हैं।"

ऑक्सफोर्ड अंग्रेजी शब्दकोश में मूल्य को महत्ता, उपयोगिता, वांछनीयता तथा उन गुणों के रूप में परिभाषित किया गया है, जिन पर ये निर्भर हैं।

उपरोक्त परिभाषाओं के आधार पर कहा जा सकता है कि मूल्य वह चारित्रिक विशेषता या गुण है, जो मनोवैज्ञानिक सामाजिक और सौन्दर्य बोध की दृष्टि से महत्वपूर्ण मानी जाती है, इनमें उपयोगिता, वांछनीयता शामिल हैं। मूल्य का विकास अर्जित प्रक्रिया है, जिसके लिए मूल्य शिक्षा की आवश्यकता है। मूल्य शिक्षा के विकास में मूल्य शिक्षण प्रतिमान प्रभावी माध्यम है जो शिक्षण प्रतिमान का एक प्रकार है।

शिक्षण प्रतिमान एक शिक्षण योजना है अथवा एक ऐसा स्वरूप है जो पाठ्यक्रम का स्वरूप निश्चित करता है। शिक्षण प्रक्रिया में, विद्यार्थियों में अलग-अलग कौशलों का विकास करने के लिए अलग-अलग प्रतिमानों का प्रयोग किया जाता है। प्रत्येक शिक्षण प्रतिमान का अपना तर्काधार, सैद्धांतिक पक्ष व प्रयोगवादी साक्ष्य होता है। मूल्य विश्लेषण प्रतिमान द्वारा छात्र को विभिन्न परिस्थितियों का ज्ञान, मूल्य व नैतिक विकास का ज्ञान कराया जाता है।

#### मूल्य विश्लेषण प्रतिमान की कल्पनाएँ :-

1. यदि व्यक्तियों को मूल्यों के सम्बन्ध में अभिज्ञान एवं चिन्तन करने का अवसर दिया जाये तो उन्हें इस बात का अनुभव होगा कि, मूल्यों के बीच कभी-कभी द्वन्द्व की स्थिति उत्पन्न होती है, दूसरे शब्दों में दो या अधिक मूल्य टकराते हैं।
2. मूल्य द्वन्द्व मानव जीवन के अभिन्न अंग हैं। मूल्य द्वन्द्व की स्थिति में व्यक्ति की समक्ष एवं व्यवहार अस्थिर हो जाता है।
3. अस्थिरता हटाने के लिए व्यक्ति को एक उचित एवं वांछनीय निष्कर्ष पर पहुंचना होता है।
4. यदि व्यक्तियों को मूल्य द्वन्द्व से उत्पन्न स्थिति में मूल्यों की पहचान करने, उनके विकल्पों एवं परिणामों के सम्बन्ध में विश्लेषण एवं विवेचना करने का अवसर दिया जाये तो उनमें मूल्य द्वन्द्व की स्थिति में उचित निर्णय लेने की क्षमता का विकास हो सकता है।

#### मूल्य विश्लेषण प्रतिमान की संकल्पनाएँ :-

मूल्य विश्लेषण प्रतिमान के सैद्धांतिक एवं व्यावहारिक पक्ष को अच्छी तरह समझने के लिए यह आवश्यक है कि, इस प्रतिमान में प्रयुक्त संकल्पनाओं को स्पष्ट रूप से समझा जाय।

इस प्रतिमान में निम्नलिखित पाँच संकल्पनाओं का प्रयोग मुख्य रूप से किया गया है-

1. मूल्य दुविधा, 2. मूल्य द्वन्द्व, 3. मूल्य मानदण्ड
4. अनुशीलन प्रश्न, 5. मूल्य विश्लेषण

#### मूल्य विश्लेषण प्रतिमान के प्रभाव :-

मूल्य विश्लेषण प्रतिमान के द्वारा छात्रों में तार्किक शक्ति, मूल्य द्वन्द्व, मूल्य निर्णय तथा मूल्य स्पष्टीकरण का विकास

किया जा सकता है। इस प्रतिमान में विद्यालयों को समूह के रूप में कार्य करना होता है, जिसके दौरान उन्हें अपने सम्प्रेषण कौशल, शास्त्रार्थ कौशल तथा अपसारी चिन्तन को प्रदर्शित करने का अवसर प्राप्त होता है। अतः मूल्य विश्लेषण प्रतिमान के माध्यम से विद्यार्थियों में विभिन्न मूल्यों का विकास किया जा सकता है।

आधुनिक समय में जटिलतायें अत्यधिक बढ़ रही हैं। व्यक्ति को जीवन में प्रत्येक क्षण द्वन्द्वात्मक परिस्थितियों का सामना करना पड़ रहा है। ऐसी स्थिति में उसे कोई एक मूल्य का चयन करना पड़ता है या कोई एक निर्णय लेना होता है। किन्तु कई बार व्यक्ति में उचित निर्णय लेने की क्षमता न होने के कारण वह द्वन्द्व में उलझ जाता है। अतः व्यक्तियों में परिस्थितियों अनुसार उचित निर्णय लेने के गुणों का विकास करना अत्यन्त आवश्यक है।

इसके अतिरिक्त वर्तमान समय में समाज के मूल्यों का हास हो रहा है। अतः नई पीढ़ी को मूल्यों के महत्व से अवगत कराना अत्यन्त आवश्यक है तथा उचित मूल्य निर्णय के लिए मूल्य स्पष्टीकरण की योग्यता का विकास करने की आवश्यकता है। मूल्य स्पष्टीकरण हेतु मूल्य विश्लेषण प्रतिमान सहायक है, इस प्रतिमान के माध्यम से द्वन्द्वात्मक स्थिति में वैज्ञानिक दृष्टिकोण एवं तर्कशक्ति का उपयोग कर उचित मूल्य निर्णय लिए जाते हैं।

इन्हीं बिन्दुओं को ध्यान में रखते हुए प्रस्तुत अध्ययन की योजना बनायी एवं समस्या कथन इस प्रकार है-

कक्षा 9 के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर मूल्य विश्लेषण प्रतिमान के प्रभाव का अध्ययन।

#### उद्देश्य :-

1. कक्षा 9 के विद्यार्थियों की उपलब्धि पर मूल्य विश्लेषण प्रतिमान की प्रभावित का अध्ययन करना।
2. कक्षा 9 के विद्यार्थियों के सामाजिक अध्ययन की उपलब्धि पर मूल्य विश्लेषण प्रतिमान की प्रभावित का अध्ययन करना।
3. कक्षा 9 के विद्यार्थियों के मूल्यों पर मूल्य विश्लेषण प्रतिमान पैकेज, लिंग एवं इनकी अन्तर्क्रिया के प्रभाव का अध्ययन करना।
4. कक्षा 9 के विद्यार्थियों के सामाजिक अध्ययन की उपलब्धि पर मूल्य विश्लेषण प्रतिमान पैकेज लिंग एवं इनकी अन्तर्क्रिया के प्रभाव का अध्ययन करना।

#### परिकल्पना :-

1. कक्षा 9 के विद्यार्थियों के मूल्यों पर मूल्य विश्लेषण प्रतिमान का सार्थक प्रभाव नहीं देखा जाएगा।



2. कक्षा 9 के विद्यार्थियों के सामाजिक अध्ययन की उपलब्धि पर मूल्य विश्लेषण प्रतिमान का सार्थक प्रभाव नहीं देखा जायेगा।
3. कक्षा 9 के विद्यार्थियों के मूल्यों पर मूल्य विश्लेषण प्रतिमान लिंग एवं इनकी अन्तर्क्रिया का सार्थक प्रभाव नहीं देखा जाएगा।
4. कक्षा 9 के विद्यार्थियों के सामाजिक अध्ययन की उपलब्धि पर मूल्य विश्लेषण प्रतिमान, पैकेज, लिंग एवं इनकी अन्तर्क्रिया का सार्थक प्रभाव नहीं देखा जाएगा।

#### न्यादर्श :-

राय एकेडमी उच्चतर माध्यमिक विद्यालय के कक्षा 9 के 60 विद्यार्थियों को न्यादर्श के रूप में लिया गया, जिसमें बालक एवं बालिकाएँ सम्मिलित हैं। इन 60 विद्यार्थियों को यादृच्छिक रूप से प्रायोगिक एवं नियंत्रित समूहों में वर्गीकृत किया गया। प्रत्येक समूह में 30-30 विद्यार्थी लिए गए।

#### उपकरण :-

अध्ययन हेतु निम्नांकित उपकरणों का प्रयोग किया गया।

1. स्व-निर्मित मूल्य अध्ययन परीक्षण।
2. स्व-निर्मित सामाजिक अध्ययन उपलब्धि परीक्षण।
3. मूल्य विश्लेषण प्रतिमान पर आधारित पाठयोजना का पैकेज। विद्यार्थियों को निम्नांकित सोपानों के अनुसार पाठयोजना प्रस्तुत की गई-

**प्रथम सोपान :-** मूल्य दुविधा का विवरण

- (क) मूल्य दुविधा का विवरण
- (ख) मूल्य दुविधा प्रस्तुत करने के माध्यम
- (ग) कठिन शब्दों एवं अन्य प्रश्नों का विवरण

**द्वितीय सोपान :-** मूल्य दुविधा का विवरण

**तृतीय सोपान :-** विचारणीय विकल्प

**चतुर्थ सोपान :-** प्रत्येक विकल्प के संभावित परिणाम (मूल्य सूचना तालिका)

**पंचम सोपान :-** परिणामों की संभवता के समर्थन में साक्ष्यों का प्रस्तुतीकरण।

**षष्ठम सोपान :-** संभावित परिणामों की वांछनीयता का मूल्यांकन।

**सप्तम सोपान :-** सर्वोत्तम विकल्प का निर्धारण एवं सम्बन्धित कारणों का प्रस्तुतीकरण।

(क) सर्वोत्तम विकल्प

(ख) सर्वोत्तम विकल्प के चयन के कारण

प्रस्तुत अध्ययन प्रयोगात्मक विधि पर आधारित है। अध्ययन में पूर्व परीक्षण-पश्च परीक्षण नियंत्रित समूह अभिकल्प

(pre test- post test control group design) का उपयोग किया गया है।

प्राप्त प्रदत्तों का विश्लेषण मध्यमान, प्रमाणिक विचलन सहसम्बन्ध आश्रित टी- परीक्षण (co-related 't' test), एवं 2x2 कारकीय अभिकल्प प्रसरण का विश्लेषण (2 x 2 factorial design analysis of variance) से किया गया।

#### परिणाम एवं विश्लेषण :-

##### तालिका क्रमांक 1

कक्षा 9 के विद्यार्थियों के मूल्यों पर मूल्य विश्लेषण प्रतिमान के प्रभाव के अध्ययन के लिए प्रयोगात्मक समूह के पूर्व एवं

पश्च परीक्षण के M, sd., r, t के मान का विवरण

समूह	N	M	sd	r	df	t मूल्य
पूर्व परीक्षण	30	7.6	1.1	.60	58	26.24
पश्च परीक्षण	30	12.6	.98			p<.01

##### तालिका क्रमांक 2

कक्षा 9 के विद्यार्थियों के सामाजिक अध्ययन उपलब्धि पर मूल्य विश्लेषण प्रतिमान के प्रभाव के अध्ययन के लिए प्रयोगात्मक समूह के पूर्व एवं पश्च परीक्षण के M, sd., r, t के मान का विवरण

समूह	N	M	sd	r	df	t मूल्य
पूर्व परीक्षण	30	18.46	3.32	.85	58	38.3
पश्च परीक्षण	30	23.06	2.88			p<.01

##### तालिका क्रमांक 3

विद्यार्थियों के मूल्य पर मूल्य विश्लेषण प्रतिमान पैकेज लिंग एवं इनकी अन्तर्क्रिया के प्रभाव के अध्ययन के लिए 2 x 2 कारकीय अभिकल्प प्रसारण का विश्लेषण का सारांश।

Source of variance	df	SS	MSS	F value
Group	1	236	236	149.37*
Sex	1	0.16	0.16	0.10
Group X sex	1	0	0	0
Error	56	88.31	1.58	
Total	59			

\* p < .01

**तालिका क्रमांक 4**

विद्यार्थियों के सामाजिक अध्ययन उपलब्धि पर मूल्य विश्लेषण प्रतिमान पैकेज लिंग एवं इनकी अन्तर्क्रिया के प्रभाव के अध्ययन के लिए 2 x 2 कारकीय अभिकल्प प्रसारण का विश्लेषण का सारांश।

Source of variance	df	SS	MSS	F value
Group	1	556.9	556.9	28.02**
Sex	1	125.4	125.4	6.31*
Group X sex	1	4.48	4.48	0.23
Error	56	1113.5	19.98	
Total	59			

\*\*  $p < .01$  , \*  $p < .05$

तालिका क्रमांक 1 एवं 2 में मूल्य विश्लेषण प्रतिमान का प्रयोगात्मक समूह के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि के प्रभाव का प्रदर्शित किया गया। मूल्य विश्लेषण प्रतिमान का मूल्य पर प्रभाव के लिए टी का मान 26.24 तथा सामाजिक अध्ययन उपलब्धि के लिए टी का मान 38.33 पाया गया, जो कि 0.01 स्तर पर सार्थक है। अतः इन परिणामों के आधार पर यह कहा जा सकता है कि, मूल्य विश्लेषण प्रतिमान का कक्षा 9 के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर सार्थक प्रभाव पाया गया।

इसी प्रकार तालिका क्रमांक 3 एवं 4 में मूल्य विश्लेषण प्रतिमान पैकेज लिंग एवं इनकी अन्तर्क्रिया के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर प्रभाव के लिए 'F' का मान प्रदर्शित किया गया है। मूल्य विश्लेषण प्रतिमान पैकेज का मूल्य एवं सामाजिक अध्ययन उपलब्धि पर सार्थक प्रभाव पाया गया। प्रयोगात्मक समूह एवं नियंत्रित समूह की तुलना के लिए 'F' का मान मूल्य के लिए 149.37 तथा सामाजिक अध्ययन की उपलब्धि के लिए 28.02 पाया गया जो कि 0.01 स्तर पर सार्थक पाया गया। यह मान प्रदर्शित करते हैं कि, प्रयोगात्मक समूह एवं नियंत्रित समूह के मध्यमानों में सार्थक अन्तर पाया गया। लिंग के संदर्भ में सामाजिक अध्ययन की उपलब्धि के

'F' का मान 6.31 पाया गया जो कि 0.05 स्तर पर सार्थक है। सामाजिक अध्ययन उपलब्धि के संदर्भ में बालक-बालिकाओं के मध्यमानों में सार्थक अन्तर पाया गया, किन्तु मूल्य के संदर्भ में बालक-बालिकाओं का 'F' का मान सार्थक नहीं पाया गया। इसी प्रकार समूह एवं लिंग की अन्तर्क्रिया के लिए मूल्य एवं सामाजिक अध्ययन उपलब्धि पर सार्थक प्रभाव नहीं पाया गया।

**निष्कर्ष :-**

1. मूल्य विश्लेषण प्रतिमान पैकेज का प्रयोगात्मक समूह के विद्यार्थियों के मूल्य एवं सामाजिक अध्ययन उपलब्धि पर सार्थक प्रभाव पाया गया।
2. प्रयोगात्मक समूह के विद्यार्थियों की नियंत्रित समूह के विद्यार्थियों से तुलना करने पर मूल्य एवं सामाजिक अध्ययन उपलब्धि में सार्थक अन्तर देखा गया।
3. बालिकाओं की सामाजिक अध्ययन की उपलब्धि बालकों की तुलना में सार्थक उच्चस्तरीय पायी गई, वहीं मूल्य के संदर्भ में बालक-बालिकाओं में सार्थक अन्तर नहीं पाया गया।
4. समूह एवं लिंग की अन्तर्क्रिया का मूल्य एवं सामाजिक अध्ययन उपलब्धि पर सार्थक प्रभाव नहीं पाया गया।

**शैक्षिक निहितार्थ :-**

1. वर्तमान समय में मूल्यों का हास मुख्य समस्या है ऐसी स्थिति में आवश्यक है कि, विद्यार्थियों को मूल्य का प्रशिक्षण दिया जाये, जिसके लिए मूल्य विश्लेषण प्रतिमान उपयुक्त माध्यम है।
2. वर्तमान शिक्षण पद्धतियों विद्यार्थियों के ज्ञानात्मक पक्ष का ही प्रशिक्षण दे पाती है जबकि विद्यार्थियों के सर्वांगीण विकास के अंतर्गत भावात्मक एवं क्रियात्मक पक्ष अछूते रहते हैं, विद्यार्थियों के भावात्मक पक्ष के प्रशिक्षण के लिए उपयुक्त शिक्षण विधि का चुनाव आवश्यक है। मूल्य विश्लेषण प्रतिमान इस दिशा में सार्थक प्रयास है।
3. मूल्य विश्लेषण प्रतिमान का प्रयोग विद्यार्थियों में मूल्य निर्णय पर प्रभाव रहता है। इससे बालकों में मूल्य निर्णय क्षमता का विकास किया जा सकता है जो विद्यार्थियों को भावी जीवन के लिए तैयार करता है।

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Article Received on	31.08.2015	Reviewed on	20.10.2015
Observations reflected on	23.10.2015	Modified on	28.10.2015

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## उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष पर एक अध्ययन

*लखन बोहने \**

**Key Words :** उच्चतर माध्यमिक विद्यालय के शिक्षक, भूमिका संघर्ष

### सारांश

प्रस्तुत शोधपत्र में शिक्षकों की भूमिका संघर्ष पर क्षेत्र एवं संकाय के प्रभाव का तुलनात्मक अध्ययन किया गया है। इसके लिए न्यादर्श के रूप में कला एवं विज्ञान संकाय के 120 शिक्षकों का चयन उद्देश्यानुसार प्रतिचयन विधि द्वारा किया गया है। इसमें शहरी एवं ग्रामीण क्षेत्र के 60-60 शिक्षकों का जिसमें कला एवं विज्ञान संकाय के शिक्षकों का बराबर संख्या में चयन किया गया है।

अध्ययन संबंधी डॉ. प्रमिला प्रसाद एवं डॉ. एल.आई. भूषण द्वारा निर्मित भूमिका संघर्ष मापनी का प्रयोग किया गया है। सांख्यिकीय मानों जिसमें मध्यमान, मानक विचलन एवं टी मूल्य की गणना की गई है। अध्ययन से प्राप्त परिणाम से स्पष्ट होता है कि ग्रामीण क्षेत्रों की अपेक्षा शहरी क्षेत्रों के शिक्षकों में भूमिका संघर्ष ज्यादा पाया गया। उसी प्रकार कला संकाय के शिक्षकों की अपेक्षा विज्ञान संकाय के शिक्षकों में भूमिका संघर्ष में सार्थक अंतर पाया गया।

### प्रस्तावना-

शिक्षक, शिक्षा का सबसे महत्वपूर्ण अंग होता है। शिक्षा के अंतर्गत पाठ्यक्रम, संगठन, बालक, विद्यालय आदि अंग आते हैं। लेकिन ये सभी तब तक निष्प्राण रहते हैं, जब तक कि अध्यापक अपने सजीव व्यक्तित्व के द्वारा उसके प्राण-प्रतिष्ठा नहीं कर दी जाती।

समाज की उन्नति अध्यापकों की योग्यता पर ही निर्भर करती है। अध्यापकों के कंधे पर ही प्रत्येक राष्ट्र की उन्नति, अवनति का बोझ लदा होता है। जिस प्रकार एक मजदूर को पग-पग पर सावधान होकर चलना पड़ता है अन्यथा उसके सिर का बोझ एक ठोकर लगने से भूमि पर गिरकर नष्ट हो सकता है। उसी प्रकार राष्ट्र के निर्माण की बागडोर संभालते हुए शिक्षकों को सावधानीपूर्वक कदम बढ़ाना होता है।

"शिक्षक राष्ट्र की ऐसी ज्योतिर्मय मशाल है, जो अंधकार में भटकने वालों का पथ-प्रदर्शन करती है तथा समाज के उत्थान व पतन के लिए उत्तरदायी है।"

भारतीय समाज में गुरु को भगवान से भी ऊँचा पद प्राप्त है। संत कबीर ने भी गुरु की महिमा को श्रेष्ठ माना है। संस्कृत में गुरु का अर्थ है, जो अज्ञानता को दूर करके धर्म का उपदेश देता है, वही गुरु कहलाता है। यद्यपि मानव जीवन में स्वाध्याय की प्रधानता होते हुए भी उसे आत्मा साक्षात्मक ज्ञान तथा अपनी जिज्ञासा को शांत करने के लिए गुरु की आवश्यकता होती है।

### भूमिका संघर्ष का अर्थ -

किसी भी भूमिका से संबंधित प्रत्याशाओं के अनुपालन संबंधी कठिनाइयों को भूमिका संघर्ष कहते हैं। "भूमिका संघर्ष उन परिस्थितियों में होता है जहाँ भूमिकाकर्ता को संघर्षात्मक या प्रतिद्वन्दात्मक प्रत्याशाओं का सामना करना पड़ता है।" "भूमिका संघर्ष दो या दो से अधिक भूमिकाओं के मध्य संघर्ष की स्थिति है।"

### अंतः भूमिका संघर्ष :-

जब एक ही भूमिका के अंतर्गत विभिन्न वाद के प्रतिद्वन्दात्मक प्रत्याशाओं का सामना करना पड़ता है तो इस प्रकार के संघर्ष को अंतः भूमिका संघर्ष कहते हैं।

### अंतर्भूमिका संघर्ष :-

जब किसी व्यक्ति को एक से अधिक भूमिका करने में प्रतिद्वन्दात्मक हो तो इससे उत्पन्न होने वाला भूमिका संघर्ष अंतर्भूमिका संघर्ष कहलाती है।

### अध्ययन के उद्देश्य :-

1. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के शिक्षकों के भूमिका संघर्ष के अंतर का अध्ययन करना।
2. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला संकाय के शिक्षकों की भूमिका संघर्ष का तुलनात्मक अध्ययन करना।
3. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष का तुलनात्मक अध्ययन करना।
4. शहरी क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष का तुलनात्मक अध्ययन करना।
5. ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष का तुलनात्मक अध्ययन करना।

### परिकल्पनाएँ :-

1. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया जाएगा।
2. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया जाएगा।
3. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया जाएगा।
4. शहरी क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला और

विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया जाएगा।

5. ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया जाएगा।

### विधि :-

शोध समस्या की प्रकृति को देखते हुये शोधकर्ता द्वारा उद्देश्यपूर्ण विधि प्रतिचयन का उपयोग किया गया है।

### न्यादर्श :-

अध्ययन हेतु दुर्ग जिला के भिलाई नगर से शहरी एवं ग्रामीण क्षेत्रों के कला एवं विज्ञान संकाय के शासकीय उच्चतर माध्यमिक विद्यालय के शिक्षकों का चयन किया गया है। न्यादर्श हेतु कला एवं विज्ञान संकाय के 120 शिक्षकों का चयन उद्देश्यानुसार प्रतिचयन विधि द्वारा किया गया है। इसमें शहरी क्षेत्र के 60 एवं ग्रामीण क्षेत्र के 60 शिक्षकों का बराबर संख्या में कला एवं विज्ञान संकाय के शिक्षकों का चयन किया गया है।

### शोध उपकरण :-

प्रस्तुत शोध अध्ययन में डॉ. प्रमिला प्रसाद एवं डॉ. एल. आई. भूषण द्वारा निर्मित भूमिका संघर्ष मापनी का प्रयोग किया गया है।

### सांख्यिकीय अभिप्रयोग :-

प्राप्त प्रदत्तों का मध्यमान, प्रमाणिक विचलन ज्ञात कर दो समूहों के मध्य प्राप्त होने वाले अंतर का आंकलन 'टी' मूल्य के रूप में किया गया।

### प्रदत्तों का विश्लेषण एवं निष्कर्ष :-

प्रस्तुत लघुशोध की समस्या शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष का तुलनात्मक अध्ययन किया गया। इस अध्ययन में शहरी व ग्रामीण क्षेत्रों के शिक्षकों की भूमिका संघर्ष संबंधी प्राप्त आकड़ों की व्याख्या, विश्लेषण एवं निष्कर्ष हेतु परिकल्पनाओं का सत्यापन किया गया।

1. शहरी व ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया जाएगा।

उपर्युक्त परिकल्पना की पुष्टि के लिए शहरी व ग्रामीण क्षेत्रों के शासकीय उच्चतर माध्यमिक विद्यालयों में कार्यरत शिक्षकों की भूमिका संघर्ष का मापन किया गया। प्राप्त आकड़ों द्वारा मध्यमान, प्रमाणिक विचलन ज्ञात कर दोनों चरों के मध्य "टी" मान द्वारा सार्थकता अंतर ज्ञात किया गया जिसका विवरण अग्रलेखित तालिका में प्रदर्शित है।



## तालिका क्रमांक - 5

ग्रामीण क्षेत्रों के कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में अंतर की साधकता

संकाय	संख्या	मध्यमान	प्रा. वि.	स्व. अंश	टी मूल्य
कला संकाय	30	19.5	8.87	58	1.05
विज्ञान संकाय	30	21.9	8.80		NS

उपर्युक्त तालिका से यह स्पष्ट है कि ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के कला संकाय के शिक्षकों की भूमिका संघर्ष का मध्यमान 19.5 एवं प्रमाणिक विचलन 8.87 प्राप्त हुआ। इसी प्रकार ग्रामीण क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के विज्ञान संकाय के शिक्षकों का मध्यमान 21.9 एवं प्रमाणिक विचलन 8.80 प्राप्त हुआ। दोनों समूह के मध्य टी का मान 1.05 प्राप्त हुआ जो 0.05 स्तर पर सारणी मूल्य से कम है। अतः यह परिणाम इस बात की पुष्टि करता है कि ग्रामीण क्षेत्रों के शासकीय उच्चतर माध्यमिक विद्यालयों के कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया गया।

## निष्कर्ष :-

प्रस्तुत शोध अध्ययन के निम्नलिखित निष्कर्ष प्राप्त हुए-

1. शहरी क्षेत्रों के उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष स्तर ग्रामीण क्षेत्रों के शिक्षकों से सार्थक सार्थक रूप से अधिक पाया गया।
2. शहरी क्षेत्रों के विज्ञान संकाय के उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष स्तर ग्रामीण क्षेत्रों के शिक्षकों से सार्थक सार्थक रूप से अधिक पाया गया।
3. शहरी क्षेत्रों के कला संकाय के उच्चतर माध्यमिक विद्यालयों के शिक्षकों की भूमिका संघर्ष स्तर ग्रामीण क्षेत्रों के शिक्षकों से सार्थक सार्थक रूप से अधिक पाया गया।
4. शहरी क्षेत्रों के उच्चतर माध्यमिक विद्यालयों में कार्यरत कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर पाया गया।
5. ग्रामीण क्षेत्रों के शासकीय उच्चतर माध्यमिक विद्यालयों के कला और विज्ञान संकाय के शिक्षकों की भूमिका संघर्ष में सार्थक अंतर नहीं पाया गया।

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Article Received on	08.09.2015	Reviewed on	20.10.2015
Observations reflected on	24.10.2015	Modified on	27.10.2015

\* **लखन बोहने:** सहा. प्राध्यापक, भिलाई मैत्री कॉलेज, रिसाली, भिलाई, जिला दुर्ग छत्तीसगढ़  
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## शहरी एवं ग्रामीण विद्यार्थियों के सामाजिक अवबोध का तुलनात्मक अध्ययन

सरोज सिंह हॉड़ा \* रीतु नदेरिया \*\*

**Key Words :** सामाजिक अवबोध

### सारांश

मानव एक सामाजिक प्राणी है, वह समाज में रहता है। उसको अपना व्यवहार सामाजिक पर्यावरण एवं सामाजिक अपेक्षाओं के अनुकूल बनना पड़ता है। मानव इतिहास के आदिकाल से शिक्षा का अनेक तरह से विकास और प्रसार होता रहा है। प्रत्येक देश अपनी सामाजिक-सांस्कृतिक पहचान को अभिव्यक्ति देने और विकसित करने के लिए और साथ ही समय की चुनौतियों का सामना करने के लिए अपनी विशिष्ट शिक्षा प्रणाली विकसित करता है।

प्रस्तुत शोध अध्ययन में माध्यमिक स्तर के विद्यार्थियों के सामाजिक अवबोध का क्षेत्र एवं लिंग वार अध्ययन किया गया। शोध हेतु स्वनिर्मित प्रश्नावली का प्रयोग किया गया। शोध निष्कर्ष में, शहरी बालिकाओं की अपेक्षा ग्रामीण बालिकाओं में सामाजिक अवबोध सार्थक रूप से उच्च पाया गया। इसी प्रकार ग्रामीण बालकों की अपेक्षा शहरी बालकों में सामाजिक अवबोध सार्थक रूप से उच्च पाया गया।

### प्रस्तावना-

शिक्षा एक ऐसी प्रक्रिया है जिसके द्वारा व्यक्ति में परिवर्तन की कौशिल्य की जाती है और व्यक्ति फिर समाज में परिवर्तन करता है, इस प्रकार यह एक नियंत्रित प्रक्रिया है। -ब्राउन

मानव एक सामाजिक प्राणी है, वह समाज में रहता है। उसको अपना व्यवहार सामाजिक पर्यावरण एवं सामाजिक अपेक्षाओं के अनुकूल बनना पड़ता है। सम्भवतः विश्व में मानव ही एक ऐसा प्राणी है जो अपने अनुभव से अर्जित ज्ञान को पीढ़ी दर पीढ़ी स्थानान्तरित करने में सक्षम है। मानव अपने वैयक्तिक अनुभवों से ही नहीं सीखता, वह समाज के सभी मानवों के सामूहिक अनुभवों से बहुत कुछ सीखता है। कोई भी व्यक्ति समाज से दूर रहकर अपना जीवन नहीं व्यतीत कर सकता। मानव को समाज में रहने के लिए अपने में कई व्यवहारगत परिवर्तन लाने पड़ते हैं, वास्तव में शिक्षा एक ऐसी प्रक्रिया है, जिसके माध्यम से मानव समाज के साथ व्यवस्थापन की क्रिया करना सीखता है।

मानव इतिहास के आदिकाल से शिक्षा का अनेक तरह से विकास और प्रसार होता रहा है। प्रत्येक देश अपनी सामाजिक - सांस्कृतिक पहचान को अभिव्यक्ति देने और विकसित करने के लिए और साथ ही समय की चुनौतियों का सामना करने के लिए अपनी विशिष्ट शिक्षा प्रणाली विकसित करता है। लेकिन देश के इतिहास में कभी-कभी ऐसा समय आता है जब मुद्दों



से चले आ रहे उन सिलसिलों को एक नई दिशा देना जरूरी हो जाता है आज वही समय है।

देश आर्थिक और तकनीकी लिहाज से उस मुकाम तक पहुँच गया है, जहाँ से मनुष्य अब तक के संचित साधनों का इस्तेमाल करते हुए समाज के हर वर्ग को फायदा पहुँचाने का प्रयास करे। शिक्षा उस लक्ष्य तक पहुँचने का प्रमुख साधन है। शिक्षा समितियों के गठन के विचार का समर्थन करते हैं ताकि वे अपने कार्य क्षेत्र में स्कूलों के नियोजन तथा निरीक्षण का कार्य कर सकें।

मनुष्य एक तैयार भवन है और विचार इस भवन के खण्ड हैं। सकारात्मक सोच, समाज में हमारे नैतिक स्तर को ऊपर उठा देती है। दैनिक परेशानियों की विकटता आदि अज्ञान की दीवारें हैं, जिन्हें तोड़ना आवश्यक है। बालक में सकारात्मक विचार, विश्वास पूर्ण दृष्टिकोण, ईश्वर में आस्था आदि विकसित करने की आवश्यकता है। जिससे बालक के मन को स्थिर, कुशल व प्रभाव पूर्ण बनाने हेतु सहयोग प्राप्त होगा। इसके लिए उसके मानसिक गुणों के विकास आवश्यक है। इससे बालक में सामाजिक - अवबोध का विकसित होता है।

बालक एक घटक के समान नहीं जिसे भरा जा सके, बल्कि वह एक चिंगारी के सामान है। बालक का पालन-पोषण, प्यार व स्नेह के साथ होना चाहिए। बालक चेतन व अवचेतन मन से समाज से शिक्षा लेता है जो उसमें सामाजिक-अवबोध का प्रस्फुटन करती है। सामाजिक-अवबोध, बालक के व्यक्तित्व को संतुलित करके सुन्दर व सुनियोजित करता है।

विद्यार्थियों के सामाजिक अवबोध का अध्ययन के माध्यम से उनके जीवन को बेहतर बनाया जा सकता है।

#### उद्देश्य -

अध्ययन के उद्देश्य इस प्रकार हैं -

1. शहरी एवं ग्रामीण बालिकाओं के सामाजिक अवबोध का तुलनात्मक अध्ययन।
2. शहरी एवं ग्रामीण बालकों के सामाजिक अवबोध का तुलनात्मक अध्ययन करना।
3. शहरी विद्यार्थी एवं ग्रामीण विद्यार्थियों के सामाजिक अवबोध का तुलनात्मक अध्ययन करना।

#### परिकल्पनाएँ -

1. शहरी एवं ग्रामीण बालिकाओं के सामाजिक अवबोध में सार्थक अन्तर नहीं पाया जाएगा।
2. शहरी एवं ग्रामीण बालकों के सामाजिक अवबोध में सार्थक अन्तर नहीं पाया जाएगा।

3. शहरी एवं ग्रामीण विद्यार्थियों के सामाजिक अवबोध में सार्थक अन्तर नहीं पाया जाएगा।

#### शोध विधि -

प्रस्तुत शोध अध्ययन में शोध कार्य हेतु सर्वेक्षण विधि प्रयुक्त कि गई है, प्रस्तुत शोध कार्य हेतु कक्षा 9वीं के शहरी एवं ग्रामीण स्तर के 26-26 विद्यार्थियों को सम्मिलित किया गया। प्रस्तुत अध्ययन में शोधार्थी द्वारा स्व-निर्मित प्रश्नावली का प्रयोग किया है। प्रदत्तों का विश्लेषण मध्यमान प्रमाणिक विचलन एवं t परीक्षण के द्वारा किया गया है।

#### तालिका क्र. 1

विद्यार्थियों के क्षेत्र एवं लिंग वार सामाजिक अवबोध की तुलना के लिए M, Sd. एवं t के मानों का विवरण

समूह	N	M	Sd	df	t-मूल्य
ग्रामीण बालिका	13	25.15	1.01	24	4.40
शहरी बालिका	13	22.61	1.81		p<.01
ग्रामीण बालक	13	23.46	1.97	24	2.18
शहरी बालक	13	25.69	2.06		p<.05
ग्रामीण विद्यार्थी	26	24.30	1.63	50	0.29
शहरी विद्यार्थी	26	24.15	2.08		NS

#### निष्कर्ष -

1. शहरी बालिकाओं की अपेक्षा ग्रामीण बालिकाओं में सामाजिक अवबोध सार्थक रूप से उच्च पाया गया।
2. ग्रामीण बालकों की अपेक्षा शहरी बालकों में सामाजिक अवबोध सार्थक रूप से उच्च पाया गया।
3. शहरी एवं ग्रामीण विद्यार्थियों के सामाजिक अवबोध सार्थक अंतर नहीं पाया गया।

#### शैक्षिक उपादेयता

विद्यार्थियों के सामाजिक-अवबोध को जानने के लिये जो किया गया। इसके माध्यम से विद्यार्थियों के मानसिक योग्यता व भावनात्मक पक्ष पर बल दिया जा सकता है। सामाजिक पारिवारिक व विद्यालयीन ज्ञान से विद्यार्थियों के जीवन में निहित मूल्यों से अवगत कराया जा सकता है। सामाजिक अवबोध को जागृत कर शिक्षक द्वारा विद्यार्थियों में संस्कृति, संस्कार व व्यवहारिक ज्ञान के प्रति रुचि उत्पन्न की जा सकती है। छात्र, समाज व विद्यालय से प्राप्त ज्ञान का जीवन में निर्वहन कर एक अच्छे नागरिक बन सकते हैं।

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Article Received on	29.09.2015	Reviewed on	20.10.2015
Observations reflected on	25.10.2015	Modified on	30.10.2015

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## भावी शिक्षकों के नियंत्रण का केन्द्र एवं शैक्षिक उपलब्धि : एक अध्ययन

कामना अग्रवाल \* एवं डॉ. अशोक कुमार सिडाना \*\*

**Key Words :** नियंत्रण का केन्द्र, शैक्षिक उपलब्धि

### सारांश

'नियंत्रण का केन्द्र' व्यक्तित्व के सामाजिक अधिगम सिद्धान्त पर आधारित अभिकल्प है। यह व्यक्ति के जीवन में होने वाली घटनाओं के कारणों के प्रति उनका व्यक्तिगत प्रत्यक्षण है। वर्तमान अध्ययन में भावी शिक्षकों की शैक्षिक उपलब्धि पर 'नियंत्रण का केन्द्र' का प्रभाव ज्ञात करने का प्रयास किया गया। जयपुर शहर के शिक्षक प्रशिक्षण महाविद्यालयों में अध्ययनरत 121 भावी शिक्षकों का चयन यादृच्छिक विधि के द्वारा किया गया। 'नियंत्रण का केन्द्र' चर के मापन हेतु डॉ. एन. हसनेन एवं डॉ. डी.डी. जोशी द्वारा निर्मित 'लोकस ऑफ कंट्रोल स्केल' का उपयोग किया गया तथा शैक्षिक उपलब्धि के रूप में प्रयोज्यों के स्नातक स्तर के प्राप्तांकों को सम्मिलित किया गया। निष्कर्ष प्राप्त हुआ कि भावी शिक्षकों की लैंगिक भिन्नता का उनके 'नियंत्रण का केन्द्र' पर सार्थक प्रभाव पड़ता है तथा पुरुष महिला शिक्षकों की तुलना में अधिक आन्तरिक नियंत्रित पाये गए। इसके साथ ही 'नियंत्रण का केन्द्र' का शैक्षिक उपलब्धि पर सार्थक प्रभाव पाया गया।

### प्रस्तावना-

शिक्षा मानव जीवन के विकास का साधन है। शिक्षा स्वयं प्रकाश है जो मनुष्य को प्रकाशित एवं आलोकित करती है। शिक्षा के द्वारा ही मनुष्य की जन्मजात शक्तियों का विकास होता है, उसके ज्ञान एवं कला कौशल में वृद्धि होती है तथा व्यवहार में परिवर्तन होता है। शिक्षा का जितना सम्बन्ध व्यक्ति विशेष से होता है, उससे भी अधिक समाज से होता है। शिक्षा ही समाज में परिवर्तन लाती है तथा समाज के आर्थिक एवं सांस्कृतिक विकास की वाहक बनती है, जिसके परिणामस्वरूप, एक समर्थ एवं सबल समाज का निर्माण होता है। जैसे-जैसे समाज की आवश्यकताओं एवं स्वरूप में परिवर्तन होता है वैसे-वैसे शिक्षा व्यवस्था में भी परिवर्तन आवश्यक हो जाता है। शिक्षा-व्यवस्था के दो प्रमुख अवयवों, शिक्षक एवं विद्यार्थी की भूमिका में भी समयक्रम के अनुसार परिवर्तन होते रहते हैं।

वर्तमान शिक्षा व्यवस्था में शिक्षक की अधिनायकवादी भूमिका पर प्रश्न चिन्ह लगाते हुए अधिगम की 'ज्ञानसंरचनावादी' अवधारणा पर बल दिया जा रहा है। इस अवधारणा के अनुसार 'ज्ञान' को वस्तुनिष्ठ न मानकर संदर्भित एवं विषयपरक माना गया है। इस उपागम में शिक्षक को बालकों के अनुभवों को कक्षा कक्ष तक लाकर ऐसे सामाजिक वातावरण का सृजन करना है, जिसमें बालक सक्रिय रहे, कक्षा समूह के साथ अन्तः क्रिया करें, उन्हें सोचने के पर्याप्त अवसर प्राप्त हो तथा वह

अधिकाधिक अनुभव प्राप्त कर पूर्व अर्जित अवधारणात्मक योजनाओं का पुनर्संगठन कर सके। विद्यालय में प्राप्त यही अनुभव जो कि बालक के व्यवहार परिवर्तन करते हैं, 'शैक्षिक उपलब्धि' के रूप में परिभाषित किए जा सकते हैं। बालक की शैक्षिक उपलब्धि का प्रत्यक्ष सम्बन्ध उसके संज्ञानात्मक, संवेगात्मक, सामाजिक तथा शारीरिक विकास से होता है तथा यह गहनता एवं जटिलता के साथ बालक की वृद्धि और उसके व्यवहार के तीनों पक्षों-संज्ञानात्मक, भावात्मक एवं क्रियात्मक पक्ष से सम्बन्धित होती है।

बालक के सीखने की मनोवैज्ञानिक प्रक्रिया में शिक्षक द्वारा कक्षा-कक्ष शिक्षण के दौरान प्रयुक्त किए गए विभिन्न उपगमों एवं कौशलों जैसे- शिक्षण विधियाँ, शिक्षण सहायक सामग्री, सम्प्रेषण कौशल एवं विद्यार्थियों को प्रोत्साहित और सक्रिय रहने हेतु प्रयोग में लिए गये 'पुनर्बलन' का भी प्रत्यक्ष प्रभाव दृष्टिगत होता है। 'नियंत्रण का केन्द्र' ('लोकस ऑफ कंट्रोल') अभिकल्प भी इसी 'पुनर्बलन' (पुरस्कार एवं दण्ड) पर आधारित सम्प्रत्यय है, जो कि व्यक्तित्व के निर्धारण का महत्वपूर्ण आयाम है। इस सम्प्रत्यय का विकास जूलियन बी. रोटर (1954) ने किया था, जिसका पूरा नाम 'पुनर्बलन के नियंत्रण का केन्द्र' (locus of control of Reinforcement) है। रोटर ने व्यवहारात्मक एवं संज्ञानात्मक मनोविज्ञान को जोड़ते हुए 'नियंत्रण का केन्द्र' का अभिकल्प दिया। रोटर के अनुसार, कोई घटना जो विशिष्ट व्यवहार के घटित होने की संभाव्यता को बदल सकती है, 'पुनर्बलन' कहलाता है और हमारा व्यवहार अधिकांश रूप से इसी 'पुनर्बलन' से निर्देशित होता है। इसी पुरस्कार एवं दण्ड की संभावित घटना के कारण व्यक्ति अपने द्वारा की जानी वाली क्रियाओं के कारणों के प्रति विश्वास बनाता है। बाद में यही 'विश्वास' व्यक्तियों के व्यवहार को निर्देशित करते हैं कि वे कैसी अभिवृत्ति तथा व्यवहार अपनाते हैं।

'नियंत्रण का केन्द्र' ('लोकस ऑफ कंट्रोल'), सामाजिक अधिगम सिद्धान्त पर आधारित है। यह सिद्धान्त 'पुनर्बलन' की अवधारणा एवं इसके व्यवहार पर पड़ने वाले प्रभाव हेतु सामान्य सैद्धान्तिक पृष्ठभूमि प्रदान करता है। जे.बी. रोटर के सामाजिक अधिगम सिद्धान्त के अनुसार, 'पुनर्बलन' के प्रत्यक्षण में व्यक्तिगत विभिन्नता पायी जाती है। व्यक्तिगत प्रत्यक्षण में विविधता के कारण, उनके द्वारा किसी घटना के प्रति विविध प्रतिक्रियाएँ होना आवश्यक है। सामाजिक अधिगम सिद्धान्त का मुख्य विचार यह था कि व्यक्तित्व, उस व्यक्ति विशेष के बाह्य वातावरण के साथ अन्तःक्रिया को प्रदर्शित करता है। व्यक्ति

के बाह्य वातावरण के प्रति अनुक्रिया करने में परिवर्तन के साथ व्यवहार भी परिवर्तित होता है। जीवन के अनुभवों के साथ-साथ व्यक्ति के स्वयं के विश्वास भी निर्मित होते चले जाते हैं।

उपर्युक्त विवेचना से स्पष्ट होता है कि 'नियंत्रण का केन्द्र' ('लोकस ऑफ कंट्रोल') एक संकल्पना है, जो व्यक्तियों के नियंत्रण की धारणा का परीक्षण करती है, कि किस सीमा तक लोग यह सोचते हैं कि जो कुछ उनके साथ घटित होता है, वह उनके नियंत्रण में है अथवा नहीं। 'पुनर्बलन' किस प्रकार व्यवहार को प्रभावित करता है, का अध्ययन करते समय रोटर ने यह स्थापित किया कि किसी घटना के उपरान्त 'पुनर्बलन' को लोग भाग्य, दैवयोग, अथवा नियति से उत्पन्न बाह्य 'नियंत्रण का केन्द्र' (External Locus of Control) के रूप में लेते हैं। 'नियंत्रण के आन्तरिक केन्द्र' (Internal locus of Control) वाले व्यक्ति इसी पुनर्बलीकरण को अपनी योग्यता, प्रयास अथवा व्यवहार के रूप में देखते हैं।

डेविड ए. गरशॉ (1984) ने 'नियंत्रण के केन्द्र' को परिभाषित करते हुए कहा है कि "नियंत्रण का केन्द्र" एक सामान्य वक्तव्य एवं समसामयिक अभिकल्प है तथा हमारे व्यवहार पर नियंत्रण का प्रत्यक्ष स्रोत है। यह एक व्यक्तिगत विश्वास प्रणाली है, जो कि व्यक्ति के स्वयं के अनुभवों के कारणों तथा सफलता अथवा विफलता के कारणों से सम्बन्धित है। आन्तरिक नियंत्रण का केन्द्र वाले व्यक्ति (Internals) यह मानते हैं, कि वे स्वयं अपने भाग्य पर नियंत्रण कर सकते हैं। ये, यह भी विश्वास रखते हैं कि उनके अनुभव, उनकी कुशलताओं, योग्यताओं एवं प्रयासों से नियंत्रित होते हैं, जबकि 'बाह्यनियंत्रण का केन्द्र' वाले व्यक्ति (External) अपने अनुभवों को भाग्य, नियति अथवा आकस्मिकता का परिणाम मानते हैं।"

'नियंत्रण का केन्द्र' से सम्बन्धित कई अनुसंधान कार्य भारत एवं विदेशों में हुए हैं। पाण्डे, ए.पी. (1993) ने अपने अध्ययन में पाया कि महाविद्यालयी विद्यार्थियों का आत्मसम्मान उनके 'नियंत्रण का केन्द्र' से प्रभावित होता है। आन्तरिक नियंत्रण के केन्द्र वाले विद्यार्थियों में आत्म-सम्मान का स्तर, बाह्य 'नियंत्रण के केन्द्र' वाले समूह की तुलना में उच्च प्राप्त हुआ। खय्या, मोहम्मद (1994) ने शैक्षिक उपलब्धि एवं नियंत्रण के केन्द्र के मध्य सम्बन्ध का भौगोलिक एवं पारिवारिक कारकों के सन्दर्भ में अध्ययन किया। प्राथमिक कक्षा के विद्यार्थियों पर किए गए अध्ययन के परिणामतः यह पाया गया कि 'नियंत्रण का केन्द्र', विद्यार्थियों के सामाजिक-आर्थिक

स्तर, लिंग एवं शैक्षिक उपलब्धि को प्रत्यक्ष रूप से प्रभावित करता है। स्केटी, एडम्स (2001) ने यह पाया कि धर्मान्धता, प्रत्यक्ष रूप से व्यक्ति के 'नियंत्रण का केन्द्र' से सम्बन्धित नहीं होती परन्तु उच्च शैक्षिक उपलब्धि वाले विद्यार्थी, बाह्य नियंत्रित पाये गए। ओझा, शैलेन्द्र कुमार (2007) के अध्ययन में जन्म क्रम एवं परिवार के आकार का किशोर विद्यार्थियों के 'नियंत्रण का केन्द्र' पर सार्थक प्रभाव देखा गया। लोहान, ऊषा (2010) ने योग करने वाली तथा योग नहीं करने वाली महिलाओं के 'नियंत्रण का केन्द्र' का अध्ययन किया और निष्कर्ष के रूप में पाया गया कि योग, महिलाओं के 'नियंत्रण का केन्द्र' को सार्थक रूप से प्रभावित करता है। बासक, रितुपर्णा एवं घोष, अंजलि (2011), के द्वारा किए गए अध्ययन में विद्यालयी वातावरण एवं 'नियंत्रण का केन्द्र' का शिक्षकों की कार्य-संतुष्टि पर प्रभाव पाया गया। दास, प्रांग्या परमिता एवं पटनायक, पुष्पिता (2013), ने पाया कि 'नियंत्रण का केन्द्र' एवं आत्म-सम्मान, दोनों ही चर विद्यार्थियों की शैक्षिक उपलब्धि में महत्वपूर्ण भूमिका निभाते हैं। उमा, के.एवं मनीकन्दन, के. (2013) ने अपने अध्ययन में शैक्षिक तनाव पर उनके 'नियंत्रण का केन्द्र', आत्म-सम्मान एवं लिंग का सार्थक प्रभाव देखा। इबेगब्यूनम, जे.ओ. (2014), द्वारा किए गये अध्ययन में यह पाया गया कि महाविद्यालयी विद्यार्थियों की शैक्षिक उपलब्धि एवं आन्तरिक 'नियंत्रण का केन्द्र' के मध्य धनात्मक सार्थक सहसम्बन्ध होता है।

उपरोक्त अध्ययनों से स्पष्ट होता है कि 'नियंत्रण का केन्द्र' का मूल्यांकन, विद्यार्थियों की विशेषताओं का आधार है क्योंकि यह हमारे दूसरों के साथ सम्बन्धों एवं वातावरण में हाने वाली घटनाओं को प्रभावित करता है। भावी शिक्षक ही समाज एवं राष्ट्र के भविष्य के निर्माणकर्ता हैं। अतः यह जानना आवश्यक है कि शिक्षक प्रशिक्षणार्थी (भावी शिक्षक) अपने जीवन से सम्बन्धित घटनाओं का कारण किसे मानते हैं? अर्थात् उनके 'नियंत्रण का केन्द्र' कहाँ अधिस्थानित है? तथा यह किस प्रकार उनकी शैक्षिक उपलब्धि को प्रभावित करता है? यह अध्ययन इसलिए भी आवश्यक है कि भावी शिक्षक, यदि आन्तरिक नियंत्रित होंगे अर्थात् नियति या संयोग में विश्वास न कर, जीवन से सम्बन्धित घटनाओं को उनके प्रयासों एवं योग्यताओं का परिणाम मानेंगे तो, वे भविष्य में अपने विद्यार्थियों को भी स्वयं में विश्वास उत्पन्न कर आत्मविश्वास के साथ, अपनी योग्यता के आधार पर कार्य करने एवं उपलब्धि प्राप्त करने में विश्वास करना सिखा सकेंगे। अतः प्रस्तुत अध्ययन में भावी शिक्षकों के 'नियंत्रण का केन्द्र'

का उनकी शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव को ज्ञात करने का प्रयास किया है।

#### अध्ययन के उद्देश्य-

- 1 भावी शिक्षकों के 'नियंत्रण का केन्द्र' का अध्ययन करना।
- 2 भावी शिक्षकों की लैंगिक भिन्नता (पुरुष एवं महिला) के संदर्भ में 'नियंत्रण का केन्द्र' का अध्ययन करना।
- 3 भावी शिक्षकों की शैक्षिक उपलब्धि पर 'नियंत्रण का केन्द्र' के प्रभाव का अध्ययन करना।

#### अध्ययन की परिकल्पनाएं-

- 1 भावी पुरुष शिक्षकों एवं भावी महिला शिक्षकों के 'नियंत्रण का केन्द्र' पर प्राप्त अंकों के मध्यमानों में सार्थक अंतर नहीं है।
- 2 आन्तरिक एवं बाह्य नियंत्रित भावी शिक्षकों की शैक्षिक उपलब्धि के माध्य प्राप्तांकों में सार्थक अंतर नहीं है।
- 3 आन्तरिक एवं बाह्य नियंत्रित भावी महिला शिक्षकों के शैक्षिक उपलब्धि के माध्य प्राप्तांकों में सार्थक अंतर नहीं है।
- 4 आन्तरिक एवं बाह्य नियंत्रित भावी पुरुष शिक्षकों के शैक्षिक उपलब्धि के माध्य प्राप्तांकों में सार्थक अंतर नहीं है।

#### अध्ययन की प्रक्रिया -

#### अध्ययन की विधि -

प्रस्तुत अध्ययन में विवरणात्मक सर्वेक्षण विधि का प्रयोग किया गया।

#### प्रतिदर्श -

अध्ययन के लिए जयपुर शहर के शिक्षक प्रशिक्षण महाविद्यालयों में अध्ययनरत भावी शिक्षकों का चयन यादृच्छिक प्रतिदर्शन विधि से किया गया। प्रारंभिक रूप में 146 प्रयोज्यों (72 पुरुष एवं 74 महिलाएँ) का चयन अध्ययन हेतु किया गया। प्रत्येक प्रयोज्य के 'लोकस ऑफ कंट्रोल स्केल' के प्राप्तांकों की गणना की गई। अन्त में 121 भावी शिक्षकों (61 पुरुषों एवं 60 महिलाओं) को अध्ययन हेतु प्रतिदर्श के रूप में सम्मिलित किया गया।

#### प्रदत्त संकलन हेतु प्रयुक्त उपकरण -

अध्ययन में 'नियंत्रण का केन्द्र' चर के मापन हेतु डॉ. एन. हसनन एवं डॉ. डी.डी. जोशी द्वारा निर्मित 'लोकस ऑफ कंट्रोल स्केल' प्रमापीकृत उपकरण का प्रयोग किया गया। इस मापनी में कुल 36 कथन सम्मिलित हैं, जिसमें 16 सकारात्मक एवं 20 नकारात्मक कथन हैं। इस मापनी में तीन बिन्दु निहित हैं तथा प्रयोज्य को इन तीन बिन्दुओं - 'सदैव', 'कभी-कभी' एवं 'कभी नहीं' के आधार पर उत्तर देना

होता है। अनुकूल अथवा सकारात्मक कथनों में 'सदैव' प्रत्युत्तर को 2 अंक, 'कभी-कभी', प्रत्युत्तर को 1 अंक, एवं 'कभी नहीं' प्रत्युत्तर को 0 अंक प्रदान किया गया, किन्तु प्रतिकूल कथनों में अंकन विधि विपरीत की गई। शैक्षिक उपलब्धि के रूप में भावी शिक्षकों के स्नातक स्तर के प्राप्तांकों को लिया गया।

#### अध्ययन में प्रयुक्त सांख्यिकी -

अध्ययन में प्रदत्तों का विश्लेषण करने हेतु निम्नलिखित सांख्यिकी प्रविधियों का उपयोग किया गया-

- माध्य
- मानक विचलन
- टी-परीक्षण

121 भावी शिक्षकों को उनके 'लोकस ऑफ कन्ट्रोल स्केल' के प्राप्तांकों के आधार पर दो समूहों (आन्तरिक नियंत्रित एवं बाह्य नियंत्रित) में विभाजित किया गया।

#### 5. प्रदत्तों का विश्लेषण एवं परिणाम -

प्रस्तुत अध्ययन का उद्देश्य भावी शिक्षकों की शैक्षिक उपलब्धि पर नियंत्रण के केन्द्र ('लोकस ऑफ कन्ट्रोल') के प्रभाव को ज्ञात करना था। साथ ही लैंगिक भिन्नता के सन्दर्भ में भी 'नियंत्रण का केन्द्र' का अध्ययन किया गया। इस सन्दर्भ में तालिका संख्या-1 से प्रदर्शित होता है कि आन्तरिक नियंत्रित भावी महिला शिक्षकों की संख्या (21), पुरुष शिक्षकों (37) की तुलना में कम पाई गई, जब कि इससे विपरीत बाह्य नियंत्रित पुरुषों (24) की तुलना में भावी महिला शिक्षकों की संख्या (39) अधिक प्राप्त हुई। इससे यह निष्कर्ष निकला कि बाह्य नियंत्रण की स्थिति में महिलाओं का प्रतिशत, पुरुषों के प्रतिशत से अधिक है, जब कि आन्तरिक नियंत्रण की स्थिति में पुरुषों का प्रतिशत, महिलाओं की अपेक्षा अधिक है।

तालिका क्र. 1

लैंगिक भिन्नता के संदर्भ में नियंत्रण का केन्द्र

नियंत्रण का केन्द्र	महिला	पुरुष	योग
बाह्य नियंत्रित	39	24	63
आन्तरिक नियंत्रित	21	37	58
योग	60	61	121

तालिका क्र -2

लिंग के आधार पर 'नियंत्रण के केन्द्र' प्राप्तांकों की तुलना

लिंग	संख्या	माध्यमान	प्रा. वि.	स्व. कोटि	टी मूल्य
महिला	60	48.38	7.47	119	3.07
पुरुष	61	52.64	7.81		p<.01

उपरोक्त तालिका-2 का अवलोकन करने से ज्ञात होता है कि भावी महिला शिक्षकों के 'नियंत्रण का केन्द्र' चर के माध्य प्राप्तांक (48.38), भावी पुरुष शिक्षकों के माध्य प्राप्तांकों (52.64) की तुलना में कम है। त्रुटि के 0.05 स्तर तथा स्वातन्त्र्य कोटि (df) 119 के लिये उपरोक्त माध्य प्राप्तांकों में अन्तर सार्थकता की जाँच हेतु टी-परीक्षण का प्रयोग किया गया। इसके परिणामस्वरूप 't' का मूल्य 3.070 प्राप्त हुआ, जो कि टी के अपेक्षित मूल्य (1.96) से अधिक है। अतः परिकल्पना 1 अस्वीकृत हुई। इससे यह परिणाम निकला कि भावी महिला शिक्षकों एवं भावी पुरुष शिक्षकों के 'नियंत्रण के केन्द्र' के माध्य प्राप्तांकों में सार्थक अंतर है अर्थात् लिंग के अन्तर का प्रभाव 'नियंत्रण के केन्द्र' पर दृष्टिगत हुआ तथा भावी पुरुष शिक्षक अधिक आन्तरिक नियंत्रित पाये गए।

तालिका क्र -3

'नियंत्रण के केन्द्र' के समूहों में शैक्षिक उपलब्धि के प्राप्तांकों की तुलना

नियंत्रण का केन्द्र	संख्या	माध्यमान	प्रा. वि.	स्व. कोटि	टीमूल्य
बाह्य नियंत्रण	63	56.04	7.16	119	5.68
आन्तरिक नियंत्रण	58	63.47	7.21		p<.01

उपरोक्त तालिका-3 से स्पष्ट है कि, बाह्य नियंत्रित भावी शिक्षकों की शैक्षिक उपलब्धि के माध्य प्राप्तांक (56.04), आन्तरिक नियंत्रित भावी शिक्षकों की शैक्षिक उपलब्धि के माध्य प्राप्तांकों (63.47) की तुलना में कम है। स्वातन्त्र्य कोटि 119 एवं त्रुटि के 0.05 स्तर पर दोनों माध्यों के अन्तर की सार्थकता की जाँच टी-परीक्षण से करने पर टी का मूल्य 5.682 प्राप्त हुआ, जो कि टी के अपेक्षित मूल्य 1.96 से अधिक है। अतः परिकल्पना 3 अस्वीकृत होती है। अतः परिणामस्वरूप यह कहा जा सकता है कि आन्तरिक नियंत्रित एवं बाह्य नियंत्रित भावी शिक्षकों की शैक्षिक उपलब्धि के माध्य प्राप्तांकों में अन्तर सार्थक है और आन्तरिक नियंत्रित भावी शिक्षक, बाह्य नियंत्रित भावी शिक्षकों की तुलना में उच्च शैक्षिक उपलब्धि रखते हैं।

तालिका क्र -4

शैक्षिक उपलब्धि का तुलनात्मक अध्ययन

शैक्षिक उपलब्धि	भावी महिला शिक्षक		भावीपुरुष शिक्षक	
	माध्य	मा.विचलन	माध्य	मा.विचलन
बाह्य नियंत्रित	53.84	6.86	59.62	7.63
आन्तरिक नियंत्रित	60.68	7.08	65.06	7.27
स्वतंत्रता कोटि	58		59	
टी-मूल्य	3.641		2.814	

उपरोक्त तालिका संख्या-4 के अवलोकन से स्पष्ट होता है कि आन्तरिक एवं बाह्य नियंत्रित महिला भावी शिक्षकों के शैक्षिक उपलब्धि के माध्य प्राप्तों क्रमशः 60.68 एवं 53.84 है। त्रुटि के 0.05 स्तर एवं स्वातन्त्र्य कोटि 58 पर दोनों समूहों के माध्य प्राप्तों के अन्तर सार्थकता की जाँच टी परीक्षण से करने पर टी का मूल्य 3.641 प्राप्त हुआ, जो कि टी के अपेक्षित मूल्य 1.96 से अधिक है। अतः परिकल्पना 4 अस्वीकृत हुई। परिणामस्वरूप यह कहा जा सकता है कि आन्तरिक एवं बाह्य नियंत्रित भावी महिला शिक्षकों के शैक्षिक उपलब्धि के माध्य प्राप्तों में सार्थक अंतर है और आन्तरिक रूप से नियंत्रित महिलाओं की शैक्षिक उपलब्धि, बाह्य नियंत्रित महिलाओं की तुलना में उच्च होती है।

इसी प्रकार आन्तरिक एवं बाह्य नियंत्रित पुरुष भावी शिक्षकों के शैक्षिक उपलब्धि के माध्य प्राप्तों क्रमशः 65.06 एवं 59.62 प्राप्त हुए। त्रुटि के 0.05 स्तर एवं स्वातन्त्र्य कोटि 59 पर दोनों माध्य प्राप्तों के अन्तर की सार्थकता की जाँच टी-परीक्षण से करने पर टी मूल्य 2.814 प्राप्त हुआ, जो कि टी के अपेक्षित मूल्य 1.96 से अधिक है। अतः परिकल्पना 4 अस्वीकृत होती है। परिणामस्वरूप यह कहा जा सकता है कि आन्तरिक एवं बाह्य नियंत्रित भावी पुरुष शिक्षकों की शैक्षिक उपलब्धि के माध्य प्राप्तों में अन्तर सार्थक है तथा आन्तरिक नियंत्रित पुरुष शिक्षक, बाह्य नियंत्रित शिक्षकों की तुलना में उच्च शैक्षिक उपलब्धि रखते हैं।

#### निष्कर्ष एवं सुझाव -

अध्ययन के परिणामों के आधार पर कहा जा सकता है कि भावी शिक्षकों की लैंगिक भिन्नता का उनके 'नियंत्रण का केन्द्र' ('लोकस ऑफ कंट्रोल') पर सार्थक प्रभाव पड़ता है

तथा पुरुष, महिलाओं की तुलना में अधिक आन्तरिक नियंत्रित होते हैं। इसके साथ ही भावी शिक्षकों के नियंत्रण का केन्द्र उनकी शैक्षिक उपलब्धि को भी प्रभावित करता है और आन्तरिक 'नियंत्रण का केन्द्र' वाले भावी शिक्षक, बाह्य 'नियंत्रण का केन्द्र' वाले शिक्षकों की अपेक्षा उच्च शैक्षिक उपलब्धि प्रदर्शित करते हैं।

इसका कारण सामान्यतः यह माना जा सकता है कि भारतीय सांस्कृतिक एवं सामाजिक पृष्ठभूमि में महिलाओं को पुरुषों की तुलना में कम स्वतंत्रता एवं कम अधिकार दिए जाते हैं। प्रारंभ से ही लड़कियों को संकीर्ण मानसिकता के साथ बड़ा किया जाता है। अतः लड़कियाँ अपने जीवन से सम्बन्धित घटनाओं को स्वयं की सामर्थ्य, योग्यता एवं क्षमता का परिणाम न मानकर भाग्य एवं नियति का परिणाम मानती हैं, जब कि इसके विपरीत लड़कों को उनके जीवन से सम्बन्धित निर्णय लेने का पूर्ण अधिकार दिया जाता है, चाहे वह शिक्षा के सन्दर्भ में हो या विवाह के निर्णय लेने के सन्दर्भ में। अतः वे अपने भाग्य पर कम विश्वास करके, अपनी योग्यता को जीवन में घटित होने वाली घटनाओं का कारण मानते हैं।

प्रस्तुत अध्ययन भावी शिक्षकों के 'नियंत्रण का केन्द्र' को ज्ञात करने में सहायक होगा। साथ ही यह अध्ययन भावी शिक्षकों को उनकी स्वयं की क्षमताओं, सीमाओं एवं सफलता अथवा विफलताओं के कारणों को जानने में सहायक सिद्ध होगा। शिक्षक प्रशिक्षण महाविद्यालयों में प्रशिक्षण प्रदान करने वाले शिक्षकों के लिए भी यह अध्ययन सार्थक सिद्ध हो सकेगा क्योंकि वे भावी शिक्षकों के 'नियंत्रण का केन्द्र' का मूल्यांकन कर, उनके अधिगम की कठिनाईयों एवं क्षमता के अनुसार शिक्षण व्यूह रचनाओं का निर्माण कर सकेंगे। इसके साथ ही वे भावी अध्यापकों का स्वयं के प्रयास एवं स्वयं में विश्वास जागृत करने हेतु प्रेरित कर सकेंगे।

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Article Received on	27.08.2015	Reviewed on	10.10.2015
Observations reflected on	11.10.2015	Modified on	13.10.2015

\* कामना अग्रवाल : शोधार्थी, शिक्षा विभाग, राजस्थान विश्वविद्यालय, जयपुर राजस्थान

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**ISSN : 0976 - 1160**

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# EDUSEARCH

ISSN : 0976 - 1160

(Bi-annual &amp; Bi-lingual)

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