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BOOK REVIEWS



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(Deemed to be University)
New Delhi, INDIA

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Reconceptualising Teacher Education from an Emancipatory Perspective

Sandeep Kumar*

Abstract

This paper offers a critical and reflective perspective on the prevailing practices in teacher education with the help of a situational analysis to make teacher education emancipatory in its nature. While contextualising teacher education in India, the paper explains and illustrates the concept and practice of value-based social education, relationality of radical tradition and moral deliberations in teacher education, and critical analysis of teacher as a political actor in education. Further while proposing an emancipatory teacher education, diverse conceptual perspectives have been used to address the required changes. The ideas of criticality and reflection have been favoured, based on value base social practices and ethical rationality which largely constitutes the idea of critical pedagogy encompassing rethinking of ideas and reconstructive actions in teacher education. The article also discusses the existing challenges in teacher education and possible reforms for building a better teacher education in the contemporary context. At the end, the paper suggests suitable strategies to make teacher education more reflective, critical and emancipatory.

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Developing techno-pedagogic competencies among pre-service teachers: A study

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Abstract: The invention of web technologies has altered the ethos of world. This technological breakthrough has altered the ways of production and dissemination of knowledge across the globe. Hence, it became imperative to empower ourselves and our fellow beings to be the productive users and creators of digital knowledge. Education system is considered as the executive of transforming the individual into the digital natives and teachers are regarded as the agents for this transformation. Therefore it is necessary to empower the teachers with digital literacy. Ever since the need arises to empower teachers with skills and competencies so that they can successfully integrate technology into their teaching process. Many apex organizations and educationist has come forward to describe what are those digital competencies and skills. But the crucial question that remained unanswered is how to impart those competencies and skills. The present study attempted to answer this question by creating and testing a learning design which is meant to inculcate knowledge as suggested by TPACK framework. The study is based on the design based research (DBR) paradigm. The design is created taking insights from many theories and framework. The design was implemented on 37 pre-service teachers enrolled in two year B.Ed programme at University of Delhi. The quantitative analysis shows significant difference in the mean of pre-test and post-test. The qualitative analysis of the content created by the students showed the advancement in the techno-pedagogic competencies.

Index Terms - Learning design, TPACK, ICT

I. INTRODUCTION

Techno positivism according to ^[1]Robertson (2003) is the new emerging ideology among the educationist. Techno positivism is a belief that teaching with technology is a good thing that has positive impact on the achievements of learners. Regarding technology as of great worth, policy makers at international and national level formulated guidelines to incorporate ICT in the teacher education programme with the objective of empowering agents of change with techno pedagogic competencies. Regardless of the policy initiatives that define the digital competencies required ICT integration there are very less researches that could actually describes how this could be done. The present study is an attempt to create a design that could provide an environment to the pre-service teachers for the building of digital competencies.

II. THEORETICAL FRAMEWORK

^[2]Koehler & Mishra's (2008) technological pedagogical and content knowledge framework (TPACK), describes the types of knowledge that a teacher requires for integrating technology to her teaching, is adopted as the theoretical frame for this study. TPACK framework constitutes seven type of knowledge, three are core knowledge domain; content (what to be taught), pedagogy (how to be taught) and technology (knowledge to use various technologies) and others emerged as the interactions of these. The interaction of these 3 knowledge give rises to another four knowledge domain pedagogical content knowledge (PCK), technological content Knowledge (TCK), technological pedagogical knowledge (TPK) and synthesis of these three knowledge domain leads to Technological pedagogical content knowledge (TPCK). ^[3]Koehler et al. (2014) describes TPCK as "how technology can be uniquely crafted to meet pedagogical needs to teach certain content in specific context".

III. RESEARCH METHODS

Development of technological and pedagogical competencies among pre-service teachers is a process that takes place in a context. Therefore to facilitate the construction of techno-pedagogic competencies, one needs to design an environment. Hence the study adopted the design based research (DBR) paradigm, founded by Brown and Collis (1992) as design experiments (as mentioned in ^[4]Design Based Collective, 2003). DBR comprises of design and research, the formative evaluation of theoretical learning principles and results of research could lead to the creation of successful learning interventions (^[5]Easterday, Lewis & Gerber 2014). The research is focused to seek an answer to what kind of learning environment is needed to empower the development of techno-pedagogic competencies among pre-service teachers. The research was conducted in two phases. First phase of the research aimed at conceptualizing a learning design that enables the development of techno-pedagogic competencies among pre-service teachers as mentioned by ^[2]Koehler & Mishra's (2008) TPACK framework. Learning design is created after an in-depth study of various instructional designs theories and technology integration frameworks. The conceptualized design is implemented in the second phase of the research and its effectiveness is measured.

3.1 Population and Sample

The population for this study is the individuals enrolled in teacher training program with Critical Understanding of ICT as one of the course component. Therefore the study was placed in the campus of Department of Education, University of Delhi. The 37 B.ED first year students who have 'Critical Understanding of ICT in Education' course as the part of their program are constituted the sample of the study. The sample was divided in two batches of 17 and 20 students.

3.2 Data and Sources of Data

The primary data is collected for the study from the participants. The data collection period is ranging from August 2017 to April 2018.

3.4 Tools and Techniques

The data is collected using following tool and technique:

3.4.1 Techno-pedagogic competency scale

A five point, rating scale is constructed based on the TPACK framework to measure the development of knowledge. The items for all seven knowledge bases of TPACK framework is created after the detailed study of various constructed and validated tools on TPACK. There are total 46 items distributed in all seven categories TK, PK, CK, PCK, TPK, TCK and TPACK that cover various aspects of teaching-learning process like designing of instructions, execution, ethics, self-learning, communication and assessment. The reliability coefficients (alpha) for all categories are 0.53, 0.62, 0.63, 0.60, 0.73, 0.63 and 0.61 respectively computed using SPSS.

3.4.2 Content Analysis

Content analysis of the digital content created by the pre-service teachers is done. The content is analyzed to trace the instances that reflect the application of seven domains of knowledge as mentioned in TPACK framework.

IV. RESULTS AND DISCUSSION

4.1 The learning design

The objective of first phase of the study is to construct a learning design. The learning design is formulated taking insights from the various contemporary theories and framework. The present discourse on teaching and learning view learner as an active being who is engaged in construction of knowledge and therefore knowledge to him/her cannot be transmitted directly rather require a meaningfully planned goal directed, problem solving activities that involve the use of their high-level cognitive skills ([6]Mania, Craft & Mor, 2015). Hence in order to facilitate the development of techno-pedagogic competencies among pre-service teachers one has to design a learning environment in such a manner that exposure to various ICTs which leads to the self-construction of techno-pedagogic competencies. Koper's (2006) defined learning designs as the description of the teaching-learning process that takes place in a unit of learning (e.g., a course, a lesson or any other designed learning event) as mentioned in [6]Mania, Craft & Mor, (2015).

[7]UNESCO (2002)'s ICT in Teacher Education Framework emphasized on introducing ICT in the context rather than imparting it as a subject because when ICT is being taught via ICT it increases the exposure to technologies, provides more opportunities for technological interactions which results in self-construction of techno-pedagogic competencies. This idea is supported by many theories like Connectivism theory ([8]Siemens, 2005) which suggests that technology creates opportunities for people to learn and share information with others and themselves. Also as per Anchored Instruction, technologies can either be a tool to aid learning by being an 'anchor' ([9]Bransford, Sherwood, Hasselbring, Kinzer, & Williams, 1990) or a medium to form communities and engage in social learning as suggested by communities of practice. E-learning theory ([10]Clark & Mayer, 2016) believes that lessons planned using electronic technologies help in reducing cognitive load and enhance learning. This postulate is supported by distributed cognition ([11]Hutchins, 1991) and activity theory ([13]Barab, et al. 2003) which mentions that the knowledge and cognition do not exist solely in one's mind rather it's distributed across objects, individuals, artifacts and tools in the environment. Experiential learning theory ([12]Kolb, 1984) suggest that the learning is process where a learner learns by transforming their experience from concrete to abstract conceptualization, since the concrete experience is socially situated and is always mediated by some tool or artifact as highlighted by activity theory ([13]Barab, et al. 2003), it wouldn't be wrong to say that both people and tool (ICTs) helps in shaping the experiences witnessed by an individual which later transformed into learning. It can be asserted that ICTs when used as a medium for instruction to teach ICT enhances cognition.

A learning environment enriched with ICT would not only provide authentic technological experiences but also provide a source for social interactions. These technologically enriched experiences would later transformed into learning or in other words techno-pedagogical competencies. Therefore the foundation on which the learning design is constructed is that both technology and human interactions are to be included in the learning environment.

In an attempt to include the technology as the medium 'blogs' are incorporated as the media for communication to support the face to face classes and 'free and open source software' (FOSS) are used as a teaching aid to facilitate the interaction with technology.

The next question that arises is how the teaching is designed that could facilitate the interaction of the pre-service teachers to the ICT supported teaching-learning environment. [14]Davies (2011) purposed a framework for understanding and assessing technology literacy, the framework described three levels of technology literacy. These three levels are represented as a continuum starting from a lower level skill to the higher level skill of technology literacy. The first level is awareness, in this level

the learners are exposed to the technology, they became aware of the educational technologies available and their basic functions and purpose. The next level is praxis level; the learners are engaged in the activities that allow them to try their hands at the technology. The next and the highest level is phrones, the learners at this level are skilled at using the technology and develop wise technology use and informed technology integration i.e. they attain practical wisdom. Another learning environment is created by ^[15]Beaudin & Hadden (2006) that aim to build the techno-pedagogic competencies among the pre-service teachers. The environment has three components. The first is meta-teaching and process oriented instruction in this the faculty will model the effective technology use to the pre-service teachers. The second is technology exposure which includes exploring integration methods, practicing technology in labs, developing technological skills and learning to gather tutorials and other useful materials. The next is critical reflection, which deals with reflecting on the utility and appropriateness of the technology learnt and ways of its integration.

^[14]Davies (2011) and ^[15]Beaudin & Hadden (2006) researches on the development of technology literacy provides an insight for designing the learning process for building techno-pedagogic competencies among pre-service teachers. The first phase of the design is to expose the pre-service teachers to the new technology. In this the pre-service teachers are introduced to the new technology (ICT) in the classroom (face to face mode), told for what purpose it is used and its functionality is modeled by the faculty. In this phase pre-service teachers are asked to think on the ways they could use this technology for teaching their subjects in future. The phase resembles the awareness phase of ^[14]Davies (2011) and meta-teaching of ^[15]Beaudin & Hadden (2006). The next phase is practice in this the pre-service teachers are assigned tasks that provides them with an opportunity to engage with the introduced technology. The tasks assigned in class are also published on blog with supporting instructions and resources. Incorporation of blogs as classroom extensions provides them with greater flexibility to learn at their own pace and space. This also enhances their practice time. Once the pre-service teachers have gained sufficient knowledge of functionalities of the technology with they are engaged, they design proceed to the next; creation. In this phase the pre-service teachers are involved in activities, in which they are required to make use of the technologies learnt for creating something; a document, a movie, a lesson plan etc. After they have created a digital content, pre-service teachers are made to reflect on the pedagogic implications of it, its utility and appropriateness in the given context. Figure 1 illustrates the pictorial representation of the design.

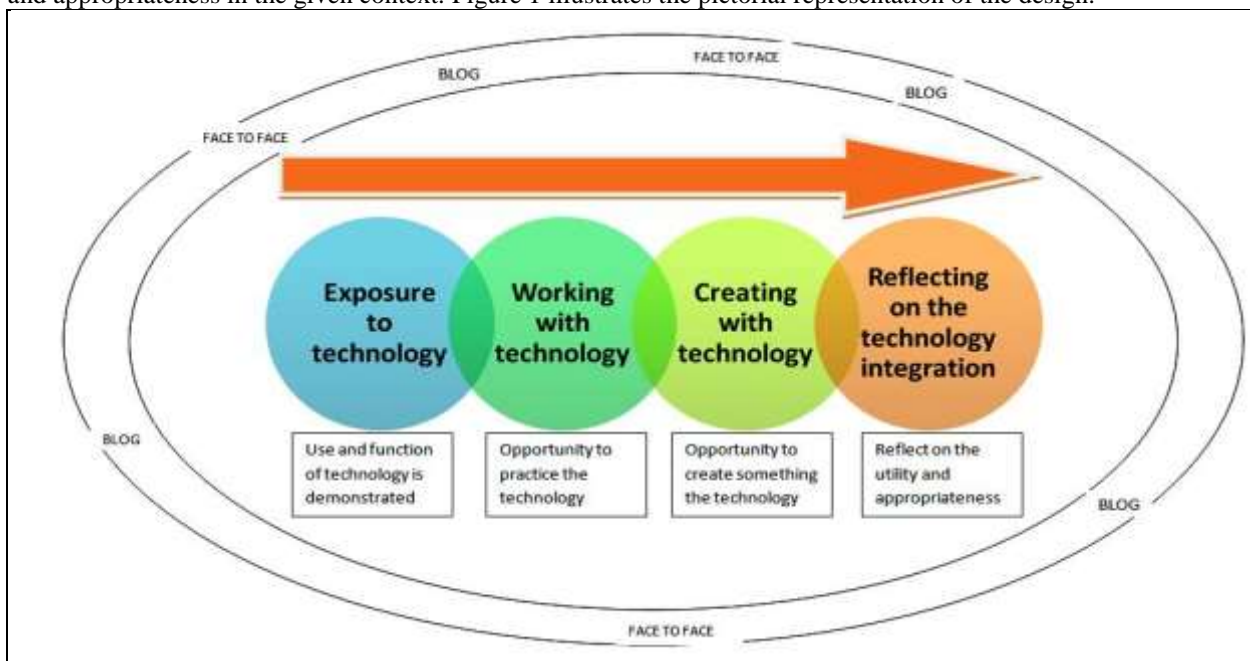


Figure 1: The conceptualized learning design

4.2 Results of pre-test and post-test

The objective of the second phase is to implement the design and measure its effectiveness, for this purpose the techno-pedagogic competency scale was administered on the sample two times, one in the beginning of the course and at the end. The results of the two tests with respect to all the domains of knowledge are mentioned in table 1:

Table: Pre-test and post-test score

KNOWLEDGE DOMAIN	MEAN SCORE PRE-TEST	MEAN SCORE POST-TEST	DIFFERENCE IN MEAN	CORRESPONDING P-VALUE	SIGNIFICANCE $P \leq 0.005$
TK	12.9	27.2	14.3	0.0018	SIGNIFICANT
CK	13.5	14.02	0.48	0.28	NOT SIGNIFICANT

PK	8.48	13.1	4.72	2.61	NOT SIGNIFICANT
PCK	4.72	8.10	3.48	1.33	NOT SIGNIFICANT
TPK	13.5	26.5	13	0.0051	SIGNIFICANT
TCK	13.39	15	2.39	1.86	NOT SIGNIFICANT
TPACK	6.91	8.59	1.68	1.75	NOT SIGNIFICANT

The results clearly illustrate that the development of most of the knowledge bases of the TPACK framework among pre-service teachers were found to be not significant. The only knowledge bases that showed significant difference in pre and post implementation of design is technological knowledge and technological pedagogical knowledge. This signifies that the design has stressed more on the development of the technological knowledge and its applicability in terms of teaching. Though the design was not directly aimed at improvement of pedagogical knowledge and content knowledge of the pre-service teachers, but the development of these two competencies were crucial factors in supporting the development of technological content and technological pedagogic competencies. Since the design does not cater to the development of content and pedagogical knowledge, it does have an impact over the development of technological pedagogical and technological content knowledge, thus on the development of overall of TPACK.

4.3 Results of content analysis

The third phase of the design facilitates the creation of digital content by the pre-service teachers. The pre-service teachers created brochure and poster using writer document, animated presentation using slides, concept map using FREEMIND and a movie using various software like GIMP, AUDACITY and OPENSOT (aligned in the order of increasing level of complexity). The content developed by the pre-service teachers are analysed to see the application of TPACK knowledge domains. The results are given in table 2.

Table 2: Content analysis of digital content

CONTENT	TK	CK	PK	PCK	TPK	TCK	TPCK
Poster	37	31	0	0	0	31	0
Brochure	37	37	0	0	0	37	0
Presentation	37	37	0	20	21	37	0
Concept map	37	37	0	0	0	37	0
Movie	37	37	32	37	37	37	0
TOTAL	185	179	32	57	58	179	0
	100%	97%	17%	31%	31%	97%	0%

The use of technological knowledge and technological content knowledge is visible in almost all the creations of pre-service teachers, this supports the fact that the learning design created caters well to the development of the technological competencies among the pre-service teachers. The developed technological competencies are not very frequently visible in relation to pedagogy (TPK and TPCK) in the most of the creations by the pre-service teachers; this highlighted the fact that the design didn't provide sufficient opportunities or tasks that enable the pre-service teachers to demonstrate the use of gained technological knowledge into teaching. Another reason for this could be that the pre-service teachers are in the first year of their B.Ed programme, which mostly deals with the theoretical knowledge whereas the internship component is there in the second year, where the pre-service teachers could actually demonstrate the use of technological competencies gained. Hence this could be another reason that the learning design created is not able to incorporate much opportunity that could facilitate the use of technological pedagogical knowledge by the pre-service teachers.

Another point of observation that could be made from the table 2 is that the number of cases where the use technological pedagogical knowledge is evident has increased from none in poster and brochure (task one) to 21 in slide presentation (task 3) to 37 in movie (last task). Hence, there is a progression in use technological knowledge from just being used for the representation of the content (TPC) to the organization of the content as per the pedagogical principles and practices (TPK). The increase in technological exposure over the period of time i.e. from the task one (poster) to the last task (movie), leads to the gradual increase in technological pedagogical knowledge.

IV. CONCLUSION

Concluding the study, one can say that the conceptualized learning design does make a significant contribution in terms of developing the technological knowledge (TK) and technological pedagogical knowledge (TPK). This is also reflected in the digital content created by the pre-service teachers. However, the design could not make significant difference in the level of other knowledge domains; TP, CK, TCK, PCK and TPACK either due to the limitations of the contents of the design or limitations of the course, this requires further investigation.

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Teaching Potentially Mathematically Gifted

Sweta Gupta^[1]

Abstract:

The country might have attained Independence from foreign rule, but most students are yet to release themselves from 'home rule'. Even apples are graded and packed in different baskets, but the "human apples"- bright, mediocre and dull- are packed in the same classroom! We have hindered the blooming of many gifted and talented who could have spread their fragrance in this world. This reference is particularly for those who gave mathematical principles as Pythagoras theorem, probability, Euclidian geometry, Archimedes principle, coordinate system etc., they have given shape to the world that we see today. Their major contributions have reasoned our survival. How were they different from the normal children? How were their hard wired brains different from others? Researchers have found that even few months old babies notice the differences in numerical quantities (Berger, Tzur& Posner, 2006). Some eight months old infants can distinguish an individual object from collection (Wang& Wynn, 2000). These babies have sophisticated grasp of quantity, what scientist called numerocity (Sausa, 2008), these being early signs of arithmetical talent. How is their processing of information different from other babies? Keeping this question in view the present paper focuses on neuroscientific findings on functioning of brain, identifying mathematically gifted and determining their curriculum to nurture them for the sake of their own happiness and for society as well.

Key words.: Mathematically Gifted, Neuroscience, Identification, Instructional Strategies

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I. INTRODUCTION

Thirty-year old Ambala born identical twins, Abhay and Ajay Saini hit upon a novel scheme of Population Control'. Both are young engineers. They identified 35 major problems facing the country and fed them into computer. Right from the top as the first priority came- Population. At the bottom of the list Coin Shortage. So, they worked out a fresh scheme of "population control" based entirely on incentives. A brief is as follows:

A couple who agreed to sterilization after they have one daughter will be entitled to a government bond of Rs. 1.25 lakhs encashable after 21 years. Those who do so after the birth of a son, Rs 80 000 encashable+ after 25 years. Those sterilized after two daughters, Rs. 90 000 encashable after 21 years; with two sons, Rs 30 000 encashable after 25 years, and those with son and daughter, Rs. 60000 encashable in case of the daughter after 21 years, 25 years in case of son. This scheme if put in operation will initially cost nothing except the cost of printing certificates and be anti- inflationary as the money remain available to the state for over two decades!

Another excellent figure is Torence Tao. He taught himself arithmetic at age 2, and at age 12 he was youngest ever gold medalist in International Mathematical Olympiad. Earning his doctorate in mathematics at the age of 20, four year later at 24 Tao became the youngest full professor in university of California. Today, after a decade of work in mathematics, he has 140 papers to his credit. He is an excellent example of combining academic ability with creative productivity. He worked with pure mathematics and created a new field of mathematics called compressive sampling. He also redesigned the present day camera that would require only a fraction of data to begin with.

Its Tao, Abhay or Ajay, they have the potential to make this world a beautiful place to live in by utilizing their creativity, and brilliance. Sally Herld Reis (1993) said "the planet's survival depends on how successfully the potential of these promising gifted students are realized". So the demand of time is that the discoverers, researchers, neuropsychologists, educators co-ordinate themselves to design curriculum to water the seed of potential talents in them.

II. BRAIN PROCESSING IN MATHEMATICAL THINKING

How does neurons in human brain process mathematical operations? Is it dependent on language or visual representation? What kind of functions determines an individual's mathematical competence? Such questions have been the focus of scientific investigations for decades. Some researches gave importance to language while others laid emphasis on symbols. Now the neuroscience techniques are producing some fascinating aspects about cerebral activity during various types of mathematical operations.

FMRI imaging studies over years have focused on the area of brain where simple arithmetic functioning as addition and multiplication are processed. Case studies by HittmairDelazer, Semenza& Denis, 1994 found that patients whose left parietal lobes were damaged, had difficulty in arithmetical calculation. It was also reported that left parietal lobe of Albert Einstein's was 15 percent larger than the normal. This extensive development of parietal lobe probably occurred early in Einstein's life, when he was giving signs of his dexterity in mathematical and spatial abilities (Witelson, Gigar & Harvey, 1999). However it is still unanswered that

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larger parietal lobe was only due to Einstein's in depth work in mathematical operation.

With development in sophisticated technique of neuroscience, supporting evidences have been found, that the more complicated the mathematical operation, the more areas in brain are activated. Numerical calculations requiring retrieval of arithmetical concepts activates the prefrontal cortex as well as the left parietal area (Ravizza, Anderson, & Carter, 2008).

Curiosity arises here what exactly takes place in different areas of brain while carrying out numerical processing. Studies have found that different arithmetical operation as multiplication, subtraction, exact and approximate addition activates different areas of brain. (Chocon, Cohen, Moarte, & Dehaene, 1999). During multiplication left parietal lobe was more strongly activated. This is due to Broca's and Wernicke's area which is responsible for language processing in this lobe. Subtraction showed activation of both left and right parietal lobes, as it involves numerical calculation as well as verbal naming of quantity involved. In another study, brain activity was traced for subject performing exact and arithmetic calculations (Dehaene, Spelke, Pinel, Stanescu & Tsivkin, 1999).

In a task requiring exact addition, subjects were shown two close numbers on cards (e.g. $5 + 4 = ?$) and were asked to identify answers on followed card (7 or 9?). This exercise was repeated for approximate calculation (3 or 8?). The results were surprising. Subjects took lesser time for exact calculations. In the other round, problems were presented in other language than native language of subjects. It is amazing to conclude that subjects took relatively more time for exact calculations. These findings show that exact calculation is language dependent. But no difference in time was noticed for approximate calculation, indicating that these operations were independent of language. The fMRI results for above study revealed that exact calculation activated left frontal lobe which is associated with language tasks. In contrast approximation tasks activated the left and right parietal and portions of the right occipital lobes showing that these tasks are associated with visual spatial operation.

Implication for Studying Mathematics

These micro studies suggest that students with stronger neural connections between both numerical processing and language center are likely to be more proficient at mathematics than those excelling in only one area. This study has strong implications for the teachers, as it promotes the need to emphasize on verbal language as well as numerical skill in order to facilitate students' mastery in mathematics.

III. IDENTIFYING THE MATHEMATICALLY GIFTED

Mathematically promising students are not always easy to spot. They may doubt their abilities and may prefer to remain in background. This is particularly true for girls. As a result their competence may not be identified at all.

Some Attributes of Mathematical Giftedness

Students with high mathematical ability are able to-

- Learn and understand ideas quickly
- Display multiple strategies for solving problems
- Engage other students in their activities
- They make convincing arguments about their views and try to enroll others into their activities
- Sustain their concentration and show great tenacity in pursuing solutions
- Quickly recognize similarities, differences and patterns
- Look at problem more analytically and holistically

Some myths about mathematically gifted students:

Some myths those are associated with mathematically talented are-

- Mathematically talented students are outstanding at computation.
- Results from school grade level evaluation and standardized test are sufficient for identifying mathematically talented.
- Such students demonstrate mastery of a topic by earning 100% on tests.
- Students who are accelerated² need not cover each section of the text.
- They cannot be identified until high school.

The fact that these myths are wide-spread indicates and demands the development and adoption of appropriate curriculum for educating mathematically gifted.

Mathematical Giftedness and Mathematical Creativity

Usiskin (2000), tried to demarcate the mathematically creative from the mathematically gifted. He used eight tiered hierarchy ranging from level 0 to level 7. Level 0 represents adults who know very little mathematics. Level 1 represents adults whose mathematical knowledge is comparable to those of students in Grade 6 through to Grade 9. A very large proportion of general population would fall in the first two levels. Level 3, are those who are capable of taking mathematics as major subjects and become mathematics teachers in Secondary Schools. Level 3 are the 'terrific' students who score 750-800 range on SATs and have the potential to do beginning graduate level work in mathematics. At level 4 we have the 'exceptional' students who excel in mathematics olympiad and competitive examinations. Because of their talents they can converse intelligently with Mathematicians about mathematics and can construct mathematical proofs.

Level 5 represents productive Mathematicians, who have completed mathematical sciences and are capable of publishing in world class journals. Level 6 is the territory of exceptional mathematicians who will move their field forward and who will be found in any history of the field in which they work. Level 7 is the exclusive territory of exemplary genius like Leonard Euler, Karl Friedrich Gauss, Ramanujan etc.

² by acceleration we mean those students who are completely comfortable with the subject matter and their teachers also do not need to repeat the topic.

It is important here to note that gifted mathematicians are at level 5 through 7 whereas creative mathematicians are found at level 6 and level 7. Therefore, in this model creativity implies mathematical giftedness, but the reverse is not necessarily true.

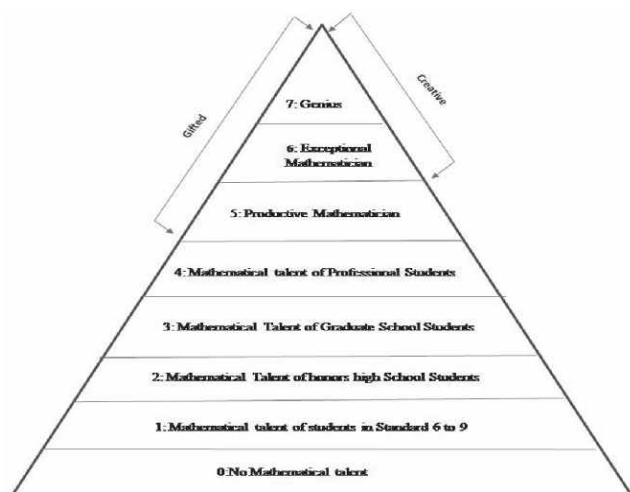


Figure 1: This model of Usiskin's hierarchy classifies mathematical talent into eight levels of mathematicians in level 5 through 7 are gifted, but only those in 6 and 7 are creative.

Source: Usiskin 2000

Sriraman(2005), further differentiates mathematical giftedness and mathematical creativity-

Mathematical giftedness means being able to quickly understand known Mathematical concepts and perform Mathematical operations at a level well beyond what is typical for the individual's age and schooling.

Mathematical creativity includes the characteristics of giftedness and ability to produce original work that significantly extends the body of knowledge, or poses new questions for other Mathematicians.

Application: The earlier the school personally identify the mathematically gifted and creative students, the better plan can be chalked out for them, because early years are important for developing the cerebral areas and establishing the neural networks that perform and manipulate mathematical operations.

IV. TEACHING MATHEMATICALLY GIFTED: SOME PEDAGOGICAL TECHNIQUES AND STRATEGIES

Here are some suggestions for differently instructing for Mathematically gifted inside and outside the classrooms (Johnson, 2000; Shoplik, 2006).

Assessment related strategies

- Give pre-assessment to determine which student already know the material. Work with these students who do not know the basis and allow the gifted students to complete more complex learning tasks.
- Whole grade acceleration can also be done if the child is talented in all the subject areas. Advantages include being exposed to more challenging material. The potential

disadvantage to this acceleration is that the pace of the new class might be too slow for each learners.

Curriculum Materials

- Select the study materials that offer enriched opportunities as most texts are written for average students and are not appropriate for the gifted. Hence multiple research journals, research reports, use of technology to provide the gifted, opportunity to reach the depth and breadth of learning matter. Use of spreadsheet, databases, graphic, scientific calculators can lead to powerful data analysis. Besides, providing access to internet, provide them vast sources of information ideally not found in the text book.
- Curriculum compacting can be another way to provide mathematically gifted the opportunity to study enriched topics. An effective way of compacting is to answer two questions (1) What does the students know? (2) What does the students need to learn? The question can be addressed by teachers by using standardized or teacher made tests.

Instructional Techniques

- Instructional techniques require flexibility in pacing. Some students may be mastering basic skills while other would be working on advanced topic.
- Use inquiry based discovery learning that emphasize open-ended problem. Explore enrichment topics- Some topics in elementary level of maths may include- probability, statistics, estimation, mental arithmetic, spatial visualization, algebra, geometry etc.
- Offer level courses in statistics calculus and computer science. Student should be encouraged to- take class at local college if they have exhausted all topics at secondary level.
- Permit the students to work on independent study projects to supplement regular Mathematics curriculum.
- Offer opportunities to participate in contests, such as Mathematical Olympiad and eCybermission. Give feedback to students on their performances.

Selecting Teaching Strategies for Mathematically Gifted

Teaching Strategies in Mathematics for gifted students should aim to-

- Develop higher level thinking by challenging students to observe, compare, hypothesize, criticize, classify, interpret and summarize.
- Students should not be expected to work in undirected and unsupported way for extended period of time.
- Strategies should have clear objectives and be designed to increase the student's ability to analyze and solve problems, to stimulate creativity and to encourage initiative and self-direction.
- Offer opportunities for extended research in areas of student's interest
- An example of enrichment opportunity for the gifted is here-
 - o Encouraging the students to research the origin of Mathematical theories/ biographies of Mathematician (e.g. Pythagoras, Euclid, Sophie, Germain, etc)

- Challenge individual students or a small group of talented Mathematically gifted to find many varied ways to arrive at the same solution (e.g. Using repeated addition vs. multiplication or making a pictorial depiction vs. using computation only)
- Using deductive reasoning for problem solving- such as the areas of rectangle, triangle and parallelogram are all related and can be used to find one another.
- An individualized strategy may include the use of Entry and Exit Card. An entry card is a problem question or a task given at the beginning of the class period, while an exit card is a problem or a task given at the end of class period. Use of several cards in a single class can help a teacher to tailor his teaching according to the need of students. This may help in differentiating the poor, average and students who have records of excellence in mathematics. The excellent performers in the class deserve rigorous stimulation and if given work below their readiness they are likely to become frustrated. Since the entry and exit card strategy helps us in separating the competent from the others, teachers can make sure that these students are not frustrated with less challenging tasks.

What question do you have about last night homework? Which problems challenged you most/least? Why?

Example of Entry card

Draw a graph and label the 'x' and 'y' axes. Graph a line with end points (3, 5) (5,2). Graph a line with end points (-3,-5) and (7,2)

Example of Exit card

V. TALENT SEARCHES PROGRAM FOR MATHEMATICALLY GIFTED

Talent Searches are valuable opportunities for meeting the needs of mathematically gifted elementary and secondary students. Such programmes not only help teachers in identification of the Mathematically gifted but also in guiding and designing educational experience appropriate to the students ability level.

The Testing Requirement

Students who score at or above the 95th percentile on the composite or Math Total, Vocabulary, Reading, or Science Subtest at the national level (as Math Olympiad) are recommended for further testing. A superior level test can be administered next, usually two to five grade level above the grade of the student. Example of such test are SAT or EXPLORE Test. Indian adaption of such tests can be more fruitful.

Interpreting Test Results

Let's take the case of two hypothetical 3rd grade students, Student A and Student B, both scored in the 99th percentile in the 3rd grade test. However on 8th grade test, the result showed a very different picture. Student A scored at the 26th percentile and student B at the 96th percentile. Both these students needed different challenging activities suited to them. Student A need more enrichment in mathematics, participation in contests, group work with students of similar

aptitude in mathematics and curriculum compacting (perhaps, two years of mathematics in one). Student B need all above what student A needed, in addition needed individually paced instruction as well as grade skipping and taking college classes early.

Table 1.1 shows some guidelines for developing the educational plan for students who achieve different scores in the higher level tests (Rotigel&Lupkowski-Shoplik, 1999).

Tests and Scores	EXPLORE- Mathematics Scale score 1-13 (taken in 4 th grade) OR SAT- Mathematics Score of 200-500 (taken in 7 th grade)	EXPLORE- Mathematics Scale score 14-20 (taken in 4 th grade) OR SAT- Mathematics Score of 510-630 (taken in 7 th grade)	EXPLORE- Mathematics Scale score 21-25 (taken in 4 th grade) OR SAT – Mathematics Score of 640-800 (taken in 7 th grade)
Components of the Plan	In – school enrichment; participation in competitions and contest <u>Summer programmes</u> for enrichment Algebra I in 7 th grade; AP calculus in 11 th grade; College-level mathematics courses in 12 th grade	Curriculum compacting (taking 2 years of mathematics in one year) <u>Summer programmes</u> of fast- paced classes in mathematics Algebra I in 6 th grade; AP calculus in 10 th grade; College –level mathematics courses in 11 th and 12 th grades	An individualized program of study based on diagnostic testing in mathematics Consider grade skipping , early admission to high school, and taking college classes early Mentorships for advanced study in mathematics

VI. CONCLUSION

Neuroscientific findings support the idea that potentially mathematically gifted students require practice of mathematical operations for extensive period of time. Usiskin (2000) further differentiate mathematical giftedness from creativity. Whereas giftedness is related with faster pace of learning, creativity is taking the field of mathematics further by creating new knowledge. As this field of creativity is full of uncertainty, it requires familiarizing students with history and method of mathematics developed over centuries through extensive study over years, individualized instruction, early college entry etc. All these would develop perseverance in students which will encourage them for hard work and development of insight for problem solving in newer way. Thus policy makers and curriculum designers have great responsibility of early identification and designing appropriate curriculum at school level for nurturing these potentially gifted for solving emerging worldly problems.

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A CRITICAL UNDERSTANDING OF LATENT MALE VOICE IN SEX EDUCATION OF INDIA

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Abstract : This paper highlights the overlooked aspect of sex education in Indian schools. Two major aspects are reproductive health and males' lost voice in sex education. A study was conducted to explore the male's idea of sex education, whether they found the sex education in Indian schools beneficial for them in terms of reproductive health and hygiene, and certain other elements. After the great waves of feminism, lots of things had been looked at from a female perspective, it becomes necessary to give space to other sexes also. The study was conducted with a questionnaire and a semi-structured interview of males of age group 20 – 40, NCERT textbooks were also analysed for which science and physical education were taken up. Through the study, it turned out that there is a major need to include more topics related to sex education in Indian classrooms and content, and that too from the early classes. Sex Education shouldn't be provided to science stream students only. It is an interdisciplinary area. The study revealed that there is a major need to revise concepts of sex education in Indian classrooms. It should be emphasized from an early age in interdisciplinary ways irrespective of subjects.

Keywords: sex education, reproductive health, reproductive hygiene

I. INTRODUCTION

In Indian society, talking about sex has long been viewed as inappropriate which has impeded open discussions on the subject. While sex is a natural part of human intimacy and reproduction, it is often associated with shame or immorality. Cultural norms and language reflect the negative perception of reproductive body parts, especially those related to females. However, all parts of the body are essential, and it can be often seen that their functions are taught from an early age, except for reproductive organs. Sex education can encompass various controversial topics like sexuality, LGBTQ+ issues, virginity, ethics, and social norms. Understanding these topics is crucial for individuals to navigate their own lives and respect others' experiences.

From a psychological perspective, Sigmund Freud's theories on psychosexual development have influenced the understanding of sexual behaviour. Although some aspects of Freud's theory have been discredited, concepts like sexual energy (libido) and the mind being the iceberg (conscious, subconscious and unconscious) still hold relevance.

Sociologically, reproduction and the transmission of culture are some of the fundamental functions of society. However, due to taboos, misconceptions, and lack of knowledge, individuals often live with misunderstandings and conform to unfamiliar norms. Discussions related to sexual health-related topics are widely considered taboo in Indian societies (Kar et al. 2017). Some cultures celebrate the first menstruation of their family's female, emphasizing the importance of fertility and continuing the family lineage. However, discussions about changes in the male body and their specific needs are often missing from cultural and educational contexts.

If one tries to explore it from a philosophical lens, topics of virginity, consent, sexuality, logical and informed choices can be located. Thus, from the psychological, sociological and philosophical perspectives, it can be assumed that introducing sex education early in a learner's life can be beneficial, but it is currently limited to higher grade levels in India. The UN Global had also given guidance on sexuality education which outlined a set of objectives. Highlight here was, it starts from the age of 5 (UNESCO 2018).

The National Council of Educational Research and Training (NCERT) publishes textbooks and teacher resource material that cover sex education topics such as Model 1 "Growing up Healthy" (2020, p.8). However, whether the teachers are guided enough on how to use and implement those textual materials is still a matter to explore. Although, students often turn to their peers and other sources for information in cases of not finding sufficient information.

In the past, India had a rich tradition of depicting and articulating sex (here, intercourse), as evidenced by ancient literature like the Kamasutra, Ananga-Ranga and Khajuraho and Konark temples. However, contemporary Indian society tends to avoid conversations about sex and reproductive parts. It can be assumed that this shift has led to misconceptions and myths surrounding these topics. Sex education in India is inadequate, leaving individuals without essential knowledge and understanding. Moreover, providing sex education to limited students of the science stream further widens the gap in addressing the issues, changes, and queries faced by males. Further research is necessary to explore the effectiveness and inclusivity of sex education in India, including its content, delivery, and its impact on learners.

II. REVIEW OF RELATED LITERATURE

Several studies collectively underscore the importance of comprehensive sex education for adolescents across different cultural contexts such as Raina (2008) emphasized the responsibility of teachers in guiding and sensitizing students regarding sex education. Tripathi and Sekher (2013) identified a significant gap in the perception of sex education among Indian youth, while Lalnunfeli (2015) examined attitudes towards sex education in Mizoram. Kumar et al. (2017) focused on the knowledge and attitude of sex education among adolescents in the Ambala district, and Dilip et al. (2018) explored the psychological changes associated with reproductive and sexual health education. Chakraborty and Mishra (2022) discussed the growing importance of sex education in India's digital era, and Eklavya (2022) addressed concerns related to puberty and reproductive health. In Western studies, Wang and Pillai (2001) highlighted the measurement of women's reproductive health and rights in developing countries. Greene et al. (2005) emphasized the involvement of men in reproductive health, while Luker (2007) traced the history of sex education in the United States. King (2010) explored college students' perceptions of their sex education experiences, and the World Health Organization (2020) discussed the need for universal health coverage for sexual and reproductive health. The findings of these researches highlight the roles of teachers, the need for bridging knowledge gaps, and the importance of involving various stakeholders in promoting reproductive health. Furthermore, these emphasized the significance of addressing psychological aspects and incorporating technology in sex education programs. These insights contribute to a better understanding of the multifaceted dimensions of sex education and its impact on adolescent well-being. Through all these researches it could be noticed that, in the area of sex education, a limited amount of research had been conducted. That too, considering reproductive health and hygiene were rare to note in the research. Most researches had highlighted the female's perspective, their need, their issues and challenges. In all this, an important consideration of sex education being equally important for all the sexes had been lost. Studies need to address other sex's issues, challenges, requirements and ideas too whether they are male or intersex. In this attempt, this study was conducted.

III. RESEARCH METHODOLOGY

After careful consideration of previous research works, the study was conducted with the following objectives:

- A. To explore the male's ideas on sex education.
- B. To examine whether the male found sex education given by school beneficial to them or not.
- C. To analyse the male and female representation in sex education of NCERT science and physical education textbooks from class VI to X.

The research adopted a mixed-methods approach, combining quantitative and qualitative research methods. A questionnaire was used to collect quantitative data, while semi-structured interviews were conducted to gather qualitative data simultaneously. Hence, follow the convergent parallel mix-method research design. The sample of the research was males of the age group 20 to 40 who were articulate and expressive enough to discuss such a controversial topic with the researcher. The empirical data was collected using a non-probability sampling technique with a sample of 50 respondents for the questionnaire and 10 for the interview. Further, NCERT textbooks were analysed to study sex education content provided from class VI to X.

Given the controversial nature of the topic, which is often considered taboo in India, this study aims to shed light on the under-represented male perspective in sex education. It seeks to challenge the prevailing female-centric approach in Western and Indian studies and promote equal representation and importance for all sexes in sex education beyond menstruation. Consequently, research was under the Critical Theory Paradigm, which focuses on addressing ideological aspects of society and raising awareness about social concerns, ultimately aiming to bring about social change. With this notion, the study was named “MALE IN SEX EDUCATION”.

IV. ETHICAL CONSIDERATIONS

Participants of the study were pre-informed about the anonymity of the research. During the semi-structured interview and in the description of the questionnaire, in both anonymity, privacy, and consent were conveyed.

V. DATA ANALYSIS AND INTERPRETATION

The collected data were organized, categorized, described, analysed, and presented systematically. The data collected through various tools viz. The questionnaire, semi-structured interview along with textbook analysis is presented below:

QUESTIONNAIRE

The analysis and interpretation of data collected through questionnaires involved 17 items. The data were coded into categories, and themes (such as reproductive health & hygiene, sources for sex education etc.) were identified for interpretation. The themes for the data collected through the questionnaire were as follows:

- **Benefits of Sex Education for Males:** The findings revealed that 60% of the respondents found sex education beneficial in understanding pubertal changes for themselves and females. However, only 44% found guidance on maintaining the health and hygiene of reproductive parts sufficient. The analysis also highlighted the lack of emphasis on reproductive parts' health and hygiene in sex education, which could affect safe sex practices and knowledge of sexually transmitted infections.
- **Representation of Males in Sex Education:** The representation of males in sex education was found to be inadequate. 72% of the respondents reported that *representation focused on females. Intersex individuals were not represented* at all, despite comprising 2% of the Indian population (World Population Review 2023). This lack of acknowledgement was seen as a significant issue.
- **Topics in Sex Education:** The topics addressed in sex education were examined, and certain topics were found to be addressed more frequently than others such as bleeding and menstrual cycle in females; changes in physical appearance. Males were familiar with the topics like voice change, Adam's apple, hair growth, and attraction towards the opposite sex as it was present in their textbooks and in sex education which they got from school. However, it turned out that topics like *sexual desires, vaginal discharge, and pimples were hardly discussed in sex education*. Respondents expressed the need for discussing various topics such as reproductive parts, their health and hygiene, aggression, pornography's effects, consent, body image, LGBTQ+ awareness, and nutrition related to sexual health.
- **Consideration of Physical, Emotional, and Psycho-social Dimensions:** *Responses emphasized that sex education should be considered from various aspects, including physical, emotional, psychological, and social dimensions*. Similarly, Kar et al. (2017), suggested, “It should include anatomical, physiological and psychological development, social and cultural attitude and values, common myths and misconceptions related to sexuality and sexually transmitted infections”. The findings of the questionnaire indicated a *lack of guidance and acknowledgement of these aspects in current sex education practices*.

- Expectation from Schools: Regarding the needs in schools, respondents emphasized the importance of studying sex education together, irrespective of the learners' sex. They preferred integrated classes, sessions, and workshops instead of segregating students based on gender or sex during sex education.
- Sources of Information: The *sources of sex education* for respondents included YouTube videos, websites, blogs, articles, magazines, peer groups, and adult literature. Notably, porn emerged as a significant source, *leading to misconceptions* about sexual intimacy.

Lastly, respondents' concerns related to awareness of STIs, understanding sexual partner's problems, hesitation in discussing related matters, and knowledge of phimosis etc were highlighted. The analysis and interpretation of the data collected from the questionnaire revealed various gaps and areas for improvement in sex education for males.

SEMI-STRUCTURED INTERVIEW

For the detailed examination of the issue, a semi-structured interview was conducted by the researcher. The analysis of data collected through semi-structured interviews reveals several key findings through the following themes:

- ❖ Content of Sex Education: The respondents expressed dissatisfaction with the content of sex education provided in schools. Many respondents reported that sex education chapters were either skipped or not discussed in the classroom, leading to a *lack of awareness among students*. *Teachers' hesitation, hurry, and embarrassment* were cited as reasons for students' reluctance to discuss their concerns. For example, respondent 2 stated - “*हमारे teachers इसे भगा- भगा के पढ़ाते थे, हम class में आपस में भी discussion नहीं करते थे। ऐसा लगता था, ये लड़कियों के साथ या आपस में लड़कों के साथ भी नहीं बोला जाना चाहिए।*”
- Desire for awareness: Male respondents emphasized the need for additional topics to be included in the curriculum, such as male reproductive health and hygiene, social and psychological aspects of puberty, condom use, nutrition, and discussions on myths and misconceptions. They also highlighted the importance of addressing conditions like PCOS (Polycystic Ovarian Syndrome) and PCOD (Polycystic Ovarian Disorder) which were very common around them.
- Experiences with Pornography and Other Sources: The influence of pornography and exposure to explicit content through social media platforms like Instagram was a concern raised by the respondents. They acknowledged that *pornography presented an unrealistic view of sex and felt disappointed that the school's sex education did not address these discrepancies*. The respondents also highlighted the risks associated with early and inappropriate exposure to sensitive topics, leading to misinformation and unhealthy behaviours. However, respondents accepted that during adolescence males look forward to their friends or peer for information especially when the school's content was not sufficient for them.
- Diagrams of the Sex Education Content: The diagrams of reproductive parts provided in textbooks were initially abstract for the respondents. However, with proper explanation, they were able to relate to the diagrams and understand them. Female reproductive organs were still more challenging to comprehend.
- Sex Education in Schools: The respondents expressed regret that they lacked information and awareness about how to maintain their reproductive health & hygiene of reproductive organs. Those who had received sex education in school, albeit with restrictions and limitations, felt more open and comfortable discussing the topic compared to those who had not received any formal education on the subject. It highlighted a lack of critical consciousness among male individuals regarding their reproductive health.
- Sex Education Dilemmas: The analysis also revealed that *schools primarily focused on reproduction* rather than providing comprehensive sex education encompassing reproductive health. Respondents felt that the guidance component was missing from the curriculum, leading to incomplete knowledge and awareness. Respondent 8 stated, “*School में तो reproduction पढ़ाते हैं, sex education, reproductive health इन सब पर तो कभी बात ही नहीं हुई! वो reproduction भी आधा अधूरा था, life में जो चीज जरूरी होती हैं उनपर कोई discussion नहीं हुआ।*”

Overall, the respondents felt *that the sex education they received in school was inadequate and outdated*. They believed that sex education, including awareness about reproductive organs, health, and hygiene, should be introduced at an earlier stage to meet the changing needs of children. It is worth noting that a significant number of respondents who had some level of awareness about sex education came from the science stream, indicating the potential benefits of incorporating comprehensive sex education across different academic disciplines.

TEXTBOOKS ANALYSIS

The content related to sex education in the NCERT curriculum, science textbooks, and physical education textbooks was analysed. The focus was on understanding the concepts covered, the frequency of these concepts, and the representation of males and females in the content. The analysis excluded textbooks from classes 11th and 12th to avoid the indirect message that awareness of reproductive health or sex education is only relevant to science stream students.

In the analysis of *science textbooks* from class VI to X, class VIII, chapters 6 & 7 and class X, chapter 7 were taken up as these were the only chapters that dealt with sex education across these classes. It was observed that the chapters mainly discussed modes of reproduction, sexual reproduction, asexual reproduction, fertilization, embryo development, oviparous and viviparous reproduction, metamorphosis, cloning, and the life cycle of frogs. However, the text lacked relatability and did not provide opportunities for learners to connect the concepts to their own experiences. Topics such as phimosis, vaginal discharge, menstruation cramps, ejaculation, and sexual desires were not addressed. Sensitive topics like condoms were mentioned but without guidance on how to use them.

Similarly, in the *physical education* textbooks of classes IX and X, chapters 1 & 14 of class IX, and chapter 3 of class X were taken up. The analysis revealed a lack of acknowledgement of the separate representation of males and females. The chapter on Health and Diseases discussed reproductive health, including reproductive tract infections and sexually transmitted infections. However, it recommended cleaning the genitals with soap and water, which contradicts the study (Pandher et al. 2022) suggesting the use of soap can cause harm. HIV and AIDS received significant attention, but other aspects of reproductive health were not adequately covered.

The findings indicate that the textbooks failed to address various important aspects of reproductive health, including common issues, hygiene practices, and sexual health. The focus was primarily on HIV and AIDS, physical growth during adolescence, and drug abuse. This limited approach does not meet the holistic and comprehensive needs of learners, as demanded by young people globally which could be traced by the UNESCO report of 2018 where the 2012 Global Youth Forum of the International Conference on Population and Development (ICPD) was mentioned, “young people specifically called on governments to create enabling environments and policies to ensure that they have access to comprehensive sexuality education in formal and non-formal settings, through reducing barriers and allocating adequate budgets”.

The study suggests that NCERT textbooks should be revised and reformed to provide a more inclusive and comprehensive approach to reproductive health education. The content should address the concerns and experiences of learners, covering a wider range of topics and providing guidance on safe practices. By enhancing the content in textbooks, the education system can contribute to creating enabling environments for young people to access comprehensive sexuality education.

VI. RESULTS

- Sex education in schools was mostly confined to the reproduction aspect.
- Males want to have more representation in sex education provided by schools.
- In sex education, reproduction, pregnancy, and menstruation were not the only things that they want to study. They also want to learn, and get awareness and guidance on reproductive health.
- Male prefers to have a joint-sessions on sex education such as chapter discussion in the classroom instead of separating the male and female in two different corners of the room.
- Teachers' role and agency played a major role in guiding students on sex education. “The teacher's role is undesirably the most desirable involvement” (Raina 2008).

- Content provided by the sex education chapters of the NCERT was well-versed and informative but only when the teacher takes up the initiative to guide the student on that matter without shame, embarrassment and hesitation.
- Males in puberty feel more confident after exploring other sources. However, it leads to misinformation.
- Female reproductive parts diagrams in textbooks were confusing and too abstract for males until they were provided with discussions and guidance by the teachers.
- Insufficient reproductive health-related discussions and schools escaping from sex education caused issues for males in understanding their sexual partners.
- Respondents who got sufficient sex education from schools and whose queries and doubts had been addressed in the classroom were more open and freer in discussing these topics.
- Respondents argued that sex education needs to be introduced in school from class six.
- Health and hygiene maintenance of reproductive parts of oneself and awareness of reproductive parts of other sex was something which males felt they want to learn. Moreover, they believed if they would have got it in school, it would have been better.
- The attitude of teachers towards sex education had been full of hesitation, and embarrassment and during teaching, they were in escape mode.
- The attitude of some students towards sex education had been comical, they found this topic funny instead of sensitive.
- Science textbooks dealt with the reproductive parts' structure and functions whereas physical education dealt with their health.
- NCERT sex education chapters majorly described HIV and AIDS, physical growth in adolescents and a little about drugs.
- Sex Education, Comprehensive Sexuality Education, and Reproductive Health Education, all of these were used as alternatives. No one was aware of what exactly comes under each of them.

All these were the major finding of the research. None of the findings of the research were for the generalisation of all the males. Due to the small sample size, varied subjective experiences and different textbook content, the findings cannot be generalised.

VII. DISCUSSION

It turned out that sex education in India needs improvement and should not be limited to a specific stream or delayed until later grades. It was found that students in the science stream had a better understanding of sex education compared to those in other streams. It was parallel to the findings "Students who received sex education were relatively more aware of reproductive health issues than their counterparts" (Elizabeth et al. 2021).

If one follows the LexQuest report (2020) and differentiates between sex education and sexuality education then, it could be interpreted that although all the respondents wanted so-and-so addition to sex education, however, what they want is comprehensive sexuality education. "Comprehensive sexuality education (CSE) gives young people accurate, age-appropriate information about sexuality and their sexual and reproductive health, which is critical for their health and survival" (WHO 2023). If Indian education gets the addition of this, all the queries, doubts, confusion, and what everybody wants to learn could be addressed. And, for that matter improvisation in textbooks, curriculum, teacher education programmes, and work on teacher & student (on parents too, through workshops or PTMs) is needed. A similar suggestion was provided by Tripathi and Sekher (2013) in their study about the parents being a supporting factor. Along with it, there should be opportunities for dialogue among parents, teachers and learners regarding sex education.

In the Indian education system, sex education is primarily addressed through subjects of Science and Physical Education. However, the curriculum lacks specificity regarding organs, their health and certain other concepts which should be discussed. "In the current education framework in India, the emphasis on sex education is on the three points mentioned in the General Framework ((i) Process of growing up during adolescence, (ii), HIV/AIDS and (iii) drug abuse), and the same has not evolved since 1993" (LexQuest 2020).

There is a strong influence of peers and media on the understanding of sex education in the life of an individual. During their adolescence, male often turn to inappropriate sources such as pornography and adult magazines due to the lack of proper guidance and conversation around sex and sexuality in Indian schools.

There is a need to make the sex education more comprehensive. The study highlighted the importance of addressing topics such as reproductive health, hygiene, relationships, psychological, social and emotional aspects along with the improvisation of physical aspects. The study was corroborated by Chakraborty and Mishra (2022), “the Indian curriculum proves to be very inadequate when it comes to providing sex education. There is a lack of proper conversation around sex and sexuality in Indian schools. There is a massive taboo around the words ‘sex’ and ‘sexuality’, making casual chats more difficult. Discussions taking place are usually restricted to menstrual hygiene”. The addition of comprehensive sexuality education in the curriculum was suggested to address the queries, doubts, and confusions of learners. However, this trend of deleting the contents from syllabi and textbooks, especially in India was certainly going in a distinctive path and opposite to the needs of the individuals.

VIII. CONCLUSION

In conclusion, the study emphasized the need for improved sex education in India that addresses the needs of learners from a holistic perspective. It called for reformation in the syllabus and content, better teacher preparation, open and valid discussions in and outside the classroom, and considering the perspectives and concerns of male students. It advocated for sex education to be seen as a natural and essential topic rather than a taboo subject. Every citizen must get sex education as it is crucial for not just adolescence but also a lifetime. ICPD (International Conference on Population and Development) defined and declared Sexual Reproductive Health Services (SRHS) as a fundamental human right. The study concluded that comprehensive sex education is crucial for equipping young people with the knowledge, skills, attitudes, and values necessary for their health and well-being (UNESCO 2018, 2020; WHO 2023). There is a need for comprehensive and inclusive approaches that address a wide range of topics and consider different aspects of sex education.

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And Social Development through Education**

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Editorial

We are very happy to release here our Issue of the month of April-June 2023. We have included the different social and educational issues in contemporary Indian context. We have got lots of articles first time in the history of our mouthpiece. Therefore, we have decided and releasing the three volumes of our journal.

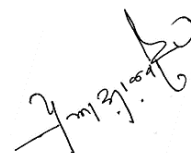
The academicians and professionals all over India contributed in these volumes with their different topics with their contemplation and the implacable field work and experimental ideas of education.

We included the topics in this issue i.e., professionals' development of human, ICT, NEP 2020, Corporate Governance, Grammer Skills, Impact of Social-media, High order thinking skills, NAAC Parameters, Cybercrimes, Spiritual Intelligence, Digital Learning, MOOCs Learning, ChatGPT, Digital Marketing, Women Empowerment, Learning Difficulties, DIKSHA Course Module etc.

We are thankful to all the authors who contributed their innovative ideas that will help us to simplify the new concepts of education that arrival in the context of modern education with reference to NEP.

We invite the papers on the implementation of NEP 2020 for our next issues from all the intelligence and research scholars and please be connect with our Education and Society.

Thank you!



Prof. (Dr.) Prakash B. Salavi
Executive Editor,

‘Education and Society’,
Indian Institute of Education, Pune.

Education and Society

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A Study on Problems of Farmers in Implementation of e-NAM in Nizamabad Mandi

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Abstract:

The Agriculture Produce Markets Regulation (Act) was enacted in the 1960s and 1970s. All major wholesalers are subject to these terms. Good and small businesses have been established and Marketing Committees (APMCs) have been created for all business lines to regulate the rules and regulations regarding the trade of these agricultural products. Thus, the agricultural products union emerged through market law. There are more than 6,600 retail stores across the country so far. The sample of the study consisted of 110 Nizamabad mandi farmers selected by quota sampling method. One-way ANOVA and chi-square tests were used in the SPSS program to analyse the data. The study reveals that most of the farmers are not satisfied with grading, assaying facility, lack of net connectivity, and difficulty in handling mobile applications.

Keywords: Agriculture, business, grading, assaying, mobile application

Introduction:

National Agriculture Market (NAM) is a pan-India electronic trading portal launched on 14th April 2016 completely funded by Central Government and implemented by Small Farmers Agribusiness Consortium (SFAC). NAM portal networks the existing APMC (Agriculture Produce Marketing Committee) / Regulated Marketing Committee (RMC) market yards, sub-market yards, private markets, and other unregulated markets to unify all the nationwide agricultural markets by creating a central online platform for agricultural commodity price discovery. The scheme envisages the deployment of a common e-market platform of 585 selected regulated wholesale agriculture market yards by March 2018. The common electronic trading portal will be called e-NAM.

E-NAM Platform of Platforms:

The food and agriculture industries in emerging markets are experiencing

the rise of digital platforms. India is no exception. The Ministry of Agriculture and Farmer Welfare launched the Electronic National Agricultural Market (e-NAM)-Platform-on-Platform (POP) application as a mobile application in 12 languages on July 14, 2022.

The agricultural market has gone through stages such as e-NAM 1.0 as a gateway to e-NAM 2.e-NAM 3.0 aims to facilitate Warehouse Receipt (e NWR) marketing and direct marketing of agricultural products (adopted by APLM Act 2017), e-NAM 3.0 by providing models based on POP applications. However, it has not yet made much profit in the agricultural sector by collecting the surplus of APMC. POP dashboard includes many services: marketing, analytics, transportation, warehouse, financial services, consulting/extension services, business information, analytics, trading, and agricultural services.



Source: Hindu Article

- The e-NAM-based platform aims to facilitate the trade and marketing of agricultural products, helping farmers sell their agricultural products beyond the borders of their farms.
- This will provide farmers with digital access to a variety of markets, buyers, and service providers, and increase market transparency to improve the search for value and cost-effectiveness.
- POP has paid 41 service providers through various platforms to date, providing services such as marketing, quality analysis, production, finance, business information, transportation, etc. facilitating various financial services.
- The platform creates a digital ecosystem for farmers who will benefit from the expertise of different platforms at different levels of the agricultural chain.

The way forward: -

- Firstly, e-NAM-POP will provide reasonable prices for different food products. The architecture must perform four functions: search, match, exchange, and content evaluation. In other words, the POP must be dynamic, interactive, and

integrated with agribusiness information.

- The POP can establish direct and indirect links between farmers or FPOs, agricultural ideas and products, and business entities. Network effects can reduce upfront (search and discussion) and post (monitor and execute) transaction costs for participants on the platform.
- Business data and secure ledger can be stored using block chain-enabled distributed ledger technology, while transactions can be enabled via smart contracts in the POP. A combination of software solutions and application programming interfaces (APIs) can be added to the platform architecture.
- Second, POP can help farmers enter new or lost markets, compare prices of various products, and sell tested and certified products to sellers, copy, and bulk buyers through the POP mobile app. Farmers or FPOs can visit nearby warehouses or markets and take advantage of such services by contacting e-NAM POP Qualified Service Centres. For example, fintech provider Aryadhan will expand the financial options market and provide real-time payments to FPOs.
- Third, the top-down business model appears to use resources not used by the agricultural business. However, they have not yet become a time-tested platform as a business model in agriculture. e-NAM's strategic management team can take some lessons from their published business models and improve their POP offerings and upgrades. The organizational issues, economic feasibility, and sustainability of e-NAM-POP should be explored. In addition, encouraging cross-border trade by transforming physical transactions into digital models and ensuring integration with global values will continue to be a reality.
- Fourth, it is necessary to create incentives for partners to maintain and expand e-NAM -POP. A strong regulatory framework should be followed for the creation and dissemination of PoPs to enhance cooperation between users and platform users and reduce power imbalances between the platform and stakeholders directly and indirectly.
- The Ministry of Agriculture and Farmer Welfare, Small Business Agricultural Association, Strategic Management Group, and Platform Complementary staff should develop a strategy for scaling POP, considering network cycles, data cycles and capital cycles. While increased management complexity, risk, and scale of governance in agriculture can prevent, the success of POPs will depend on the cooperation of different people who are willing to pay for services that need to be based on sources of comparable resources.

Review of Literature:

Shanmukh Raju et al., 2022 Studies investigated the awareness level of farmers registered with e-NAM on the features and functionality of e-NAM in the Duggirala market in Andhra Pradesh. e-NAM information can be evaluated in three stages: access control, quality review, and e-tender. In addition, it has been

determined that most of the farmers know the operation of e-NAM. The results of the experience are very beneficial with education level, continuous communication, job orientation, income orientation, social media, risk orientation, and community engagement. There are many guidelines for farmers on various aspects of e-NAM to increase its efficiency and effectiveness.

Z. Makaula (2021), South Africa, Eastern Cape Province, started this article to understand the use and impact of information and communication technology (ICT) among small farmers in the city Umzimvubu government. The following questionnaire was designed to collect information from 6 villages selected from Umzimvubu district with 138 participants. The questionnaire was structured using closed and open questions and administered to a sample of the population in each village through face-to-face interviews. There seems to be a positive relationship between the use of ICT and economies of scale in agricultural development; small farmers tend to use ICT less and economies-of-scale farmers use modern ICT. This inequality among farmers is exacerbated by the different support that extension services provide to the public in different areas.

Mehta et al. (2019) examined farmers' attitudes toward the adoption and use of e-NAM. He underlined how much farmers know about e-NAM and its different electronic services and functions. He analyzed the problems that farmers often face when using e-NAM and suggestions on how farmers can improve the platform. The study recommends developing possibilities such as real-time information, account transparency, and easy electronic payment systems so that farmers can easily print their jobs.

NCDFI (2018) launched an initiative called NCDFI e-Market on June 10, 2015, combining the trust and support of dairy organizations nationwide with tech technology and business development to be effective. Currently, NCDFI e-Market has 703 members, including 39 affiliates. While cooperatives and producers can trade on the portal, private groups cannot simply buy and sell their products. Sellers (affiliates) and bidders (affiliates and private individuals) must register with NCDFI before participating in the auction on the e-commerce portal.

Kumar et al. (2017) examined APMC Mandis' readiness to implement e-NAM, e-NAM awareness among different stakeholders, farmers' participation level, and estimated results through changes in selected industries in Telangana and Madhya Pradesh. The authors note that less than 50% of farmers in all selected markets in Telangana are aware of e-NAM, whereas none of the farmers in MP's selected markets are aware of e-NAM. The fact that call and SMS services are not used in any of the selected markets poses a significant obstacle to the use of e-NAM. Farmers do not believe in the process of electronic products because there is no competition in front of them and farmers still prefer to sell through intermediaries in the markets where they receive many services.

Murugesan and Rajarajan (2016) highlighted several challenges in the food industry in India, including limited access to business information, few farmers, and greater distribution of food into the pockets of farmers and consumers. Government financing for farmers is still in its infancy, and many small farmers still rely on local lenders with high-interest rates. Farmers have many intermediaries that provide the profits they need to make. They argue that technology has increased but has not reached the rural level as it is limited to the city.

Dey Kushankur (2015) examined the public-private partnership model and how it affects business governance. The agribusiness value chain is crucial, from production to purchasing, distribution to consumption, and results in many places such as service providers/distributors, shippers, people, production, processes, suppliers, and marketing.

Lorenzo Casaburi (2014) reported that sending SMS messages containing agricultural advice to small farmers increased by 11.5% compared to a control group who did not receive text messages. By notifying companies of delayed export ideas, farmers can reduce delays in fertilizer exports by 21.6%. ICT has changed the way businesses, people, and governments work. Mass adoption and integration of ICTs reduce information and transaction costs, improve delivery, create new jobs, generate new revenue, and preserve resources.

J. Singh Parmer (2013) did an excellent study titled 'Marketing of Apples in Himachal Pradesh - An Introduction'. This article focuses on apple production and export. He learned from B.H., H.P. concluded that many agricultural measures have been taken by the government, but due to rising market prices and other debts, farmers are facing many problems in marketing their products.

Rehman et al. (2012) discusses the past and present state of the stock market in India along with challenges and future advice. They have addressed various issues and issues related to the stock market. New forms of business are welcome, such as agricultural contracts that make farmers more profitable. Tatas, Birlas, Mahindras, and others entered agriculture and expanded. Commercial banks and regional banks are strong in the financial sector with more than 68,000 branches. These models show that agribusiness can be beneficial not only for individuals but also for organizations.

Importance of the study:

This study focuses on the knowledge of online marketing of agricultural products and does not lose the benefits for farmers, traders, and customers. Before the E-NAM program was implemented, farmers faced many problems such as low-income and middle-class problems. Consumers were accustomed to buying lower-priced products and higher prices. However, after the use of E-NAM techniques, these problems were resolved and this study was completed.

Objectives of the Study:

The main aim of the study was to determine the Problems of farmers in the implementation of E-NAM (especially in the Nizamabad district) and the importance of the agricultural industry in technical and fundamental aspects. Hence, the other specific objectives framed for the study are

- To give awareness about e-NAM Platforms of Platforms (POP).
- To analyse the problems and challenges towards E-NAM Scheme with special reference to Nizamabad.

Research Methodology:

This research project is empirical research and data were collected from primary and secondary sources. However, the study is mostly based on primary data. The raw data of 110 participants were collected from a questionnaire consisting of 25 questions and the data were analysed using the SPSS.25 versions and the data were analysed the chi-square and ANOVA. The questions included are usually multiple choice and respondents must mark correct and correct answers. The questions included were primarily multiple-choice respondents needing to tick the correct and proper response. Some responses were collected in terms of a Likert 5-point scale as follows– 1. Strongly agree 2. Agree 3. Neutral. 4. Disagree 5. Strongly disagree. Simple random sampling technique was adopted for collecting primary data. Besides primary data, some amounts of data were collected from secondary sources.

Limitations of the Study:

The study is limited to Nizamabad Agriculture Market Yard.

Data Analysis and Interpretation:

Hypothesis 1

Null Hypothesis H₀: Farmers are not at all satisfied with Grading and Assaying facilities

Alternative Hypothesis H_a: Farmers are satisfied with Grading and Assaying facilities

Satisfaction of Farmers towards Grading and Assaying facilities					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Above 60	7	6	3	3	19
45 to 60	49	24	2	1	76
35 to 45	5	3	0	0	8

25 to 35	4	0	0	0	4
Below 25	3	0	0	0	3
Total	68	33	5	4	110

Source: - Compiled from primary Data

From the above table, it is strongly agreed by 68 farmers, agreed by 33 farmers, disagreed by 5, and strongly dis agreed by 4 members. We can interpret that the majority of the farmers i.e., nearly 101 members from the market yard were satisfied with the grading and Assaying facilities.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.951 ^a	12	.038
Likelihood Ratio	20.198	12	.063
Linear-by-Linear Association	11.286	1	.001
N of Valid Cases	110		
a. 16 cells (80.0%) have an expected count of less than 5. The minimum expected count is .11.			

Source: - Compiled from primary Data

From the above Table the chi-square value i.e., the p-value is 0.038 as the p-value is less than 0.05 therefore null hypotheses is rejected and the alternative hypothesis is accepted. So, we can interpret that Farmers are satisfied with the grading and assaying facility.

Hypothesis 2

Null Hypothesis H₀: Farmers do not face any problem while loading the Crop

Alternative Hypothesis H_a: Farmers face problem while loading the Crop

Farmers face problems while loading the crop					
Age group	Strongly Agree	Agree	Disagree	Strongly Disagree	Total

Above 60	3	3	6	7	19
45 to 60	1	2	24	49	76
35 to 45	0	0	3	5	8
25 to 35	0	0	0	4	4
Below 25	0	0	0	3	3
Total	4	5	33	68	110

Source: Compiled from primary Data

From the above table, it is strongly disagreed by 68 farmers, disagreed by 33 farmers, agreed by 5 farmers, and strongly agreed by 4 farmers. We can interpret that most of the farmers i.e., nearly 101 farmers face problems while loading their crops.

ANOVA					
Farmers face problems while loading the crop					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.468	4	4.367	5.253	.001
Within Groups	87.296	105	.831		
Total	104.764	109			

From the above table that one- way Anova value is 0.001 is less than 0.05 therefore Null hypothesis is rejected and the alternative hypothesis is accepted. So we can interpret that farmers face problems while loading their crops.

Hypothesis 3

Null Hypothesis H_0 : Farmers do not face difficulty while handling Mobile Application

Alternative Hypothesis H_a : Farmers face difficulty while handling Mobile application

Farmers face difficulty while handling mobile app					
Educational	Strongly	Neutra	Disagree	Strongly	Total

Qualification	Agree	1		Disagree	
Illiterate	0	0	0	63	63
up to 5th	0	0	14	3	17
up to 10th	0	19	0	0	19
Intermediate	8	0	0	0	8
Graduate	3	0	0	0	3
Total	11	19	14	66	110

Source: Compiled from primary Data

The above table, clearly states that it is strongly disagreed by 66 farmers, disagreed by 14 farmers, strongly agreed by 11 members and neutral opined by 19 members. We can interpret that most of the farmers are illiterate and face difficulty while handling mobile App

ANOVA					
Farmers face difficulty while handling mobile app					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	179.748	4	44.937	1909.818	.003
Within Groups	2.471	105	.024		
Total	182.218	109			

Source: Compiled from primary Data

From the above table, the one-way Anova value is 0.003 which is less than 0.05. As the P value is less than 0.05, the Null hypothesis is rejected and the alternative hypothesis is accepted. Hence it is interpreted that Farmers face difficulty in handling the e-NAM mobile application.

Hypothesis 4

Null Hypothesis H₀: There are no sufficient skilled staffs to help with e-NAM mandi

Alternative Hypothesis H_a: There are sufficient skilled staffs to help with e-NAM mandi

There is sufficient skilled staff to help with e-NAM Mandi						
Age Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Above 60	0	4	6	4	5	19
45 to 60	4	2	11	18	41	76
35 to 45	0	0	0	0	8	8
25 to 35	0	0	0	0	4	4
Below 25	0	0	0	0	3	3
Total	4	6	17	22	61	110

Source: Compiled from primary Data

From the above table, it is clearly stated that it is strongly disagreed by 61 members, disagreed by 22 members, neutral opined by 17 farmers, agreed by 6 farmers, and strongly agreed by 4 farmers. We can interpret that the majority of the farmers i.e., nearly 83 farmers opined that there is no sufficient skilled staff o help with e-NAM Mandi.

ANOVA					
There is sufficient skilled staff to help with e-NAM Mandi					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.206	4	4.551	4.114	.004
Within Groups	116.158	105	1.106		
Total	134.364	109			

Source: Compiled from primary Data

From the above table, the Anova value is 0.004 is less than 0.05. As the

p-value is less than 0.05 null hypothesis is accepted and the Alternative hypothesis is rejected. Hence it is interpreted that there is no sufficient skilled staff to help with e-NAM Mandi.

Conclusion:

e-NAM is working well across the country and the goal of “one country, one market” for agricultural products will become a reality¹³. In short, the final strategy will help support the rural economy and create more rural jobs. It will help increase productivity and achieve the country's goals for food security and inclusive growth. Also, these changes in the agricultural industry will help India to face the challenges posed by the global economy in the age of globalization and liberalization. Based on the above findings, research presentations should be developed to disseminate e-NAM at the state and national level as a technical presentation research e-NAM development initiative for the benefit of stakeholders.

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Critical Analysis of the Need of Legalizing and Liberalising the Concept of Prenup Agreement in India

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Abstract:

In the present era right to life and liberty has encompassed diverse aspects of human life, one such aspect is the institution of marriage. Marriage is still to a large extent governed by the canons of religion, many times it is seen that due to financial constraints or social pressure either of the spouse must bear the brunt of the other. In today's dynamic and globalizing society, it is crucial to understand the needs and aspirations of individuals so that they can live a peaceful and happy married life, and even in the case of dissolution of marriage none should suffer the trauma of litigation and useless allegations. Thus, it is the need of the hour to not just legalize but also liberalize the concept of "prenups" in India. Though such a step may seem ahead of its time it is important to implement it to promote the well-being of not just individuals but also society and the nation at large. The article seeks to highlight some of the aspects in which way prenups could be liberalized and the need to do so. It also highlights the predicament of female spouses in a marriage and how the legalizing of prenups would help them out.

Keywords: Life, liberty, marriage, religion, liberalize, prenups

Introduction:

Indian civilization is one of the most prominent ones. The institution of marriage has always been acknowledged as a pious and sacrosanct tie that once tied cannot be untied. If we look into the ideology of Sanatan Dharma, it could be found that the wife is called 'Ardhangini' [half organ] of her husband, and the husband is regarded as 'Pati Parmeshwar' [husband given the status of God], this signifies the notion that it is only after marriage that a person becomes complete and because the husband was bestowed with the responsibilities of maintaining, loving, caring and protecting his wife, therefore, he was equated with God for her.

However, in the twenty-first century, the picture has changed as the concepts of individuality and independency have become predominant. Moreover, the ideas and orientations of solo gamy, same-sex marriages, live-in relationships,

etc are gaining legal recognition and social tolerance. Considering such transitions in the institution of marriage, it is required to regulate and review it through the lens of practicality rather than spirituality. One such way to regulate marriages is an introduction and legalization of the concept of prenups or pre-marital agreements which are entered into by the spouses before marriage. However, the question is to what extent and in what manner it should be legalized to maintain not only the social fabric but also individual freedom and dignity.

Pre-Nuptial Agreements: The General perception

As per Merriam-Webster Dictionary, “prenuptial agreement is an agreement made between two people before solemnizing marriage that establishes rights relating to property and support in the event of divorce or death”¹. Thus, the two people that are going to be husband and wife prepare a list of their assets, estates, and liabilities and chalk out the scheme of distribution of such assets, estates, and liabilities and the provisions of maintenance in case of dissolution of marriage. Apart from the financial aspect, the aspect of custody of a child may also be included in it.

It could be seen that the concept of prenuptial agreements is focusing more on the economic or financial aspects of marriage; also, it deals with the allocation of such finances after the breakdown of marriage and does not make any provision for events before the breakdown of the marriage. It is due to such aspects that the idealists or the conservatism discredit it on the ground that such agreements foresee marriage as contracts that could be repudiated at one’s will and thus promote divorce. They also argue that such agreements destroy the very charm of marriage, which is based on love, affection, and understanding rather than money.

However, it is argued that it is too idealistic to view marriage as an everlasting union in today’s world where litigations relating to maintenance, divorce, and separation are on hike. Moreover, it is better to plan the events in advance than to create havoc later. Also, the institution of marriage flourishes on the foundation of love, trust, harmony, and mere agreement prior to marriage envisioning the result of its dissolution could not be a reason for divorce as for divorce there are various other grounds prescribed by family laws. Thus, the prenup agreements should and would not intrude into the personal laws of the parties, however, it would act as an instrument of redesigning the scope of personal laws to suit the needs and aspirations of the parties who wish to enter wedlock together.

¹ Merriam-Webster Online Dictionary, retrieved from [Http://www.merriam-webster.com/dictionary/prenuptial%20agreement](http://www.merriam-webster.com/dictionary/prenuptial%20agreement).

Position of Prenups in India:

India is a multicultural land; therefore, family affairs are governed by the personal laws of respective religions. As far as Muslim law is concerned, the marriage is regarded as a contract and thus a “Nikahnama” [a contract of marriage] is made to be signed by the bride, such instrument contains the provision of “mehr [dower] which is the consideration for marriage to the bride by the groom. However, under Muslim law, which is not yet codified, Muslim women are placed in a disadvantageous position as they do not have many rights post marriage, they are supposed to be subservient to the needs of their husbands, also, they do not have any rights to claim divorce from their husband. The basic philosophy of Muslim personal law is based on patriarchy; therefore, it would be just to conclude that the Nikahnama is mostly made under the undue influence of the bride’s father and groom, the bride has the least role and conviction in deciding on herself the terms of marriage.

As far as Christian Marriages are considered Section 40² allows the court to consider the terms of any existing pre-nuptial agreements between warring couples at the time of passing judgment on the division of assets³. Thus, it hints toward the legalization of prenuptial agreements. Such provisions are pragmatic and aim to bring harmony between personal laws and the aspirations of the society which is predominantly governed by rule of law and the constitution.

As far as Hindu marriages are considered, they are regarded as sacrament and sacrosanct, a tie which once tied remains till eternity. Manu declared that the due performance of the religious rites, faithful worship, performances of yagnas, the highest conjugal happiness, and the heavenly bliss for ancestors and oneself—all depend upon the wife⁴.

Even in the case of “Ratneshwari Nandan v. Bhagwatisaran”⁵ where there was a property matter wherein the validity of the marriage of a lunatic was challenged. The point raised was that Hindu marriage is both a Samskara [ritual] and a Contract, and a lunatic being unable to give consent (consent being a necessary element of the contract), his marriage is invalid. In this case, a vast, varied, and versatile discussion on Hindu Law was made in the light of various scriptures, authorities on Hindu Law, and judicial decisions and the Federal Court

² Christian Divorce Act, 1869

³ Rohin Dubey, [21 Aug, 2021, 9:12 am] Are pre-nuptial agreements enforceable? Bar & Bench, <https://www.barandbench.com/columns/are-pre-nuptial-agreements-enforceable> accessed on 04-06-2022.

⁴ Manu Smriti, IX, 64-68.

⁵ 1950 SCJ 514

held that Hindu marriage is a sacrament. Thus, Marriage according to Hindu law is a sacrament and a holy union for the performance of religious duties⁶.

However, Hindu marriage can be blindly termed as “completely based on customs” because various contractual features have been added through legislation relating to divorce, restitution of conjugal rights, judicial separation, registration of marriage, etc, all these elements make Hindu marriage a blend of both sacrament and contract. It is thus, submitted that with change in time, society evolved and added more pragmatic features to the institution of marriage, the need for further change is still existing which can be done by introducing the concept of prenup agreements in India and legalizing it.

Moreover, the enactment of several legislations such as the Hindu Marriage Act of 1955, the Hindu Widow Remarriage Act of 1950, the Prevention of Domestic Violence Act of 2005, the Prohibition of child marriage Act of 2006, the Indian Penal Code of 1860, Civil marriage act of 1954, etc. brought drastic changes in marriage. These legislations have acted their best to make marriage a paradise rather than a suffocating shackle.

Considering the above, the High courts in various judgments⁷ have refused to enforce prenuptial agreements. Even if they could be entertained, the pre-requisites of entering into such agreements is that the parties should comply with the provisions of the Indian Contract Act, 1872 which lays down the law regarding competency to contract, the validity of contracts, voidness of contracts⁸, etc. Thus, the terms of the contract must not be opposed to “public policy”, must not be forbidden under any law, or must not prejudice the rights of either of the parties. The expression “public policy” is ambiguous in nature as society is dynamic and so is its policy, hence it is an inclusive term capable of varied interpretations.

Efficacy of Prenups:

“1.36 million People in India are divorced. That is equivalent to 0.24% of the married population, and 0.11% of the total population,” laid a 2016 BBC report⁹. On the other hand, if we investigate the records of domestic violence during coverture, the data is shocking as the rate of reported cases of cruelty by

⁶ Swarajya Lakshmi v G Padma Rao AIR 1974 SC 165

⁷ A.E. Thirumal Naidu vs Rajammal Alias Rajalakshmi (1967) 2 MLJ 484
<https://indiankanoon.org/doc/1642949/> ; Sribataha Barik vs Musamat Padma AIR 1969 Ori 112 <https://indiankanoon.org/doc/1911881/> .

⁸ Section 24-30 Indian Contract Act, 1872.

⁹ **Deeksha Bhardwaj**, [3 February 2019 10:28 am IST] Does India’s low rank on global divorce rate indexes mean happy marriages or social pressure? The Print, <https://theprint.in/talk-point/does-indias-low-rank-on-global-divorce-rate-indexes-mean-happy-marriages-or-social-pressure/187180/>.

husbands or relatives in India was 28.3 in 2018, an increase of 53% from 2001¹⁰. Thus, it is important to note that the women notwithstanding such torture in marriage bear the brunt of such marriage due to social pressure and financial constraints.

Although there are provisions of maintenance in various laws, justice is very expensive, hectic, and time-consuming, due to which household women find litigation beyond their reach and opt to remain mum and continue with their sufferings. It is believed that the introduction of prenuptial agreements would help women raise their voices; also it would serve as a deterrent to the abuser as he would feel that the wife has the right to claim the specified sum and assets by way of specific performance of the contract.

Moreover, the provisions regarding custody of the child and maintenance post-divorce ensure that the child as well as his/her parents don't indulge in gruesome, tiring, and often embarrassing litigation and that things could be smoothly settled. This would ensure the best interest of the child by ensuring his/her emotional well-being.

Need to Legalise and Liberalising Prenups:

As stated, the number of divorce cases has been rising, what is even more alarming is the fact that the number of domestic violence cases is also hiking exponentially as seen during covid 19 pandemic lockdown, NCW[National Commission For Women] Chief Rekha Sharma said, "Domestic violence cases have doubled from what it was before the lockdown. The cases of domestic violence are high in Uttar Pradesh, Bihar, Haryana, and Punjab¹¹." Thus, it is the need of the hour to legalize prenups so that no woman should remain silent just because of financial constraints. It is also suggested that a smooth and inexpensive process should be laid out for enforcing such contracts to ensure their utility.

It needs time to look beyond the parochial dimensions of personal laws to include and expand the scope of the institution of marriage and other related aspects in India. Even the Indian Constitution is based on the foundation of equality, liberty, and justice for all. Thus, people must be afforded the liberty of deciding how they want their married life to be and what course of action they want to adopt in case they decide to separate. Article 15¹² clearly mandate that

¹⁰ Dandona, R., Gupta, A., George, S. et al. (2022) Domestic violence in Indian women: lessons from nearly 20 years of surveillance. BMC Women's Health 22, 128. <https://doi.org/10.1186/s12905-022-01703-3>.

¹¹ Esha Roy, [April 3,2020 11.42.15 pm]*Domestic violence, abuse complaints rise in coronavirus lockdown: NCW*, The Times Of India, <https://indianexpress.com/article/india/domestic-violence-abuse-complaints-rise-in-coronavirus-lockdown-ncw-6344641/> assessed on 04-06-2022 .

¹² The Constitution of India, 1950.

none of the citizens shall be discriminated against on the ground of “religion”, “race”, “caste”, “sex” or “place of birth”. However, Muslim females are granted very few rights in marriage as compared to men, thus they too should have some mode through which they could seek more rights, and one such way is by legalizing and liberalizing the prenup agreements in India.

Not only Muslim females but also Hindu females suffer a lot in coverture, but they feel hopeless and cheated when they find that the promises made to them before marriage are ruthlessly broken. The remedy for such females could be prenup agreements, wherein they could jot down the promises made to each other. Though there is a concept of “saptapadi” [seven steps across fire by both bride and groom together] during the solemnization of Hindu Marriage in which both bride and groom take seven vows towards each other, but there is no method of enforcing the vow in case it is breached. A possible solution to such a problem could be the legalization and liberalization of prenup agreements in India.

The following discusses the ways of liberalizing prenups:

Prenup of Expectations:

Not just introduction and legalization, but also liberalization of prenups is important. By liberalization, it is meant that the terms of the agreement must not only include financial aspect but also personal aspects. There needs to be a “prenup of expectations”. It is said that expectation is the cause of all suffering in a relationship. Gone are the days when marriage used to be mere formality or compulsion and once in marriage always in marriage was the supposed notion.

Nowadays, society has become modern and global, women have become financially independent, long for love, affection and have many dreams regarding their marriage, there are many aspirations and expectations with which they enter the union of marriage such expectations may include that their spouse would take them for dinner every week or would cook for them twice in a week or would help her in household activities.

The same holds good for the husband as well, he too might have certain expectations from his future wife such as whether she would take care of his family or would pay attention to household chores along with her professional work. It is believed that chalking out such expectations and arriving at an amicable agreement would make marriage a paradise and it would reduce the chance of the breakdown of a marriage.

Recently many incidents were seen where a “wedding contract” was made to sign by the spouse wherein the terms of the contract were such as that the groom would take the bride abroad at least two or three times a year¹³, that the

¹³ Akanksha Saxena [July 23, 2021 13:47IST], “Groom asked to sign ‘life-to-do’ wedding contract for his bride; it was non-negotiable”

groom cannot attend late- night parties except with the bride herself, that bride to have only one pizza per month and not more than that¹⁴, etc. All such news suggests the increased level of awareness and desire of people to enter such liberalized prenups.

It is, however, to be remembered that such terms can be altered at any subsequent time. Moreover, it must be ensured that neither party is unduly influenced or misrepresented by the other party i.e., the consent must be free which is defined under section 14¹⁵.

Prenup of Declaration:

It is many a time seen that during litigation either for divorce or for maintenance for custody, the counsels of opposite sides levy fake charges upon each other and concoct stories to strengthen their locus standi. Such charges may include dowry demands before marriage, a compulsion to stay with in-laws before marriage, or likewise. A prenup having a declaration by the wife that she or her family members are not asked for dowry before marriage or she was not compelled to leave her job before marriage would give some relief to the husband, in this way litigation could be saved from the clutches of the unnecessary hassle of facts. It would also make laws and judgments more unbiased and clearer.

Prenup of Rights:

The concept of rights is given much emphasis in today's time, however, in Muslim law, a woman is granted very few rights. She does not have any right to give divorce to her husband, nor does she has the right to refuse halal, nor does she has right to maintenance even after "iddat" period save as is provided under section 3¹⁶. Thus, apart from her "nikahnama" she could enter into a prenup agreement stating the conditions in which she could take divorce from her husband or could refuse halal or could claim maintenance even after the "iddat" period. It is the need of the hour either to legislate on the rights of Muslim women or to grant them this right to enter into such binding agreements.

Conclusion:

Considering the above discussion, it could be stated that today women are walking hands in handhold men; they are speaking for themselves and are

<https://www.timesnownews.com/the-buzz/article/viral-video-groom-asked-to-sign-a-non-negotiable-wedding-contract-for-his-bride/789215> assessed on 13-02-2023.

¹⁴ Kritika Bansal [July 10, 2022 4:01PM IST], "Bride Makes Groom Sign Special Wedding Contract With Cute Promises He Has to Keep", <https://www.india.com/viral/viral-video-bride-groom-sign-special-wedding-contract-promises-dulha-dulhan-shadi-5504839/> assessed on 13-02-2023.

¹⁵ Indian Contract Act, 1872.

¹⁶ The Muslim Women [Protection of Rights on Divorce] Act, 1986.

longing for love and equality. Both men and women want to lead their life on their own terms, none wants to compromise. Thus, marriage is now more practical and needs-oriented. It is no more a “union of compromise” but a “union of companionship”. Keeping in mind such dynamism, it is required to not just legalize but also liberalize prenuptial agreements in India. Though such an idea could be regarded ahead of time nevertheless such a step is needed to apace with the fast globalizing and modernizing world.

However, this does not mean that one should forget one’s culture or one’s religion, rather it means that a balance needs to be made between religion and individual demands and freedoms so that both society and individual can survive lovingly without any compromise and the right to life and “personal” liberty granted by our Constitution under Article 21 could be utilized in a holistically.

A Comparative Study of the Level of Job Satisfaction of Teachers from the Government and Private Schools

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Introduction:

“The teacher is the most important element in an educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.” (NCTE: 1998, Quality Concerns in Secondary Teacher Education)

Teachers are the pillars of our nation. Teachers play an important role in developing the knowledge and skills in future citizens. The role of the teacher in the society cannot be quantified, since this transcends the whole spectrum of society. In fact, the teacher's work is not limited to the classroom or school alone. The whole community looks up to the teacher as an inspiration of hope for shaping the life of future generations. After the independence of India, the education system has been changed into an organization. To strengthen the Indian Education system, the policies have played a vital role and main role is of MHRD (Ministry of Human Resource Development) and NCTE (National Council of Teacher Education). The sole way to improve the education is education.

Job satisfaction has always been a flash point of discussion among the researchers and scholars since a long period. In the field of education measuring the job satisfaction of teachers has become a prime and unavoidable focus of attention to make it a dynamic and efficient one.

The value of school education is undeniable, a high-quality teaching staff performance leads to the successful education system & the job satisfaction of school teachers is very vital. School teachers are the most important group of professionals for our nation's future. Today many of the school teachers are dissatisfied with their jobs. A Job satisfaction among school teachers' is good not only for themselves but also for the society as a whole. Job satisfaction is the attitude of teachers towards their present job. Job satisfaction is the sense of fulfillment and pride felt by people who enjoy their work and do it well. “Job satisfaction is the extent to which a job provides gratification, actualization, and enjoyment of the worker.”(Kumari, 2008)

When the perspective of an employee towards his or her job is positive, there is job satisfaction. Dissatisfaction exists when the attitude is negative. While working as a teacher, teacher's job satisfaction is affected by a number of factors. Environmental factors like economic, social, and technical do put some effect on the Teachers' Job satisfaction. Organizational factors like work profile, management, leadership type, supervision, organization size and policies, working environment, and relationship with colleagues. Cultural factors like beliefs and values. Individual factors like personality, education, ability, age, salary, marital status, number of dependents, communication, experience, and family background.

Research Questions:

- Does there exist any difference between the job satisfaction of teachers in terms of age, basic salary, responsibilities, work environment, and promotion?
- Does there exist any difference between the job satisfaction of male and female teachers?
- Does there exist any difference between the job satisfaction of Government and Private school teachers?
- Does there exist any difference between the job satisfaction of Primary, Secondary, and Higher Secondary teachers?

Objectives of the Research:

- To study the job satisfaction level among the Private and Government school teachers from Primary, Secondary, and Higher Secondary schools in Maharashtra.
- To compare the level of job satisfaction between male and female teachers.
- To compare the level of job satisfaction between Government and Private school teachers.
- To compare the levels of job satisfaction between Primary, Secondary, and Higher Secondary teachers.

Operational Definition:

Teacher Job Satisfaction: In the present Research, Teachers' job satisfaction is measured in terms of scores obtained on the job satisfaction scale prepared by the researcher.

Research Hypothesis:

- H1- There exist a significant difference in the job satisfaction levels of male and female teachers.
- H2- There exist a significant difference in the job satisfaction levels of Government and Private school teachers.
- H3- There exist a significant difference in the job satisfaction levels of Primary, Secondary, and Higher Secondary school teachers.

Limitations:

- Respondents may have given socially acceptable responses. (To minimize this, the Researchers tried to take honest responses from respondents.)
- Online filling of questionnaires may have put limitations on resolving queries of respondents.
- Due to Pandemic Situation, Systematic random stratified sampling was not possible.

Delimitations:

- The present research was delimited to Maharashtra State only.
- The present research was conducted on Government and Private schools only.
- The present research was conducted only for English and Marathi medium schools.
- The present research was delimited to the academic year 2019-21.

Review of Related Literature & Research:

In the present research, the researchers reviewed the literature on different perspectives of job satisfaction of school teachers like Education System in India, Teacher Education Policies, NCF 2005 and NCTE documents, School Management System and its types, Study about School Sections: Primary, Secondary, Higher Secondary, Teacher's Professional development, and Gender Study.

The reviewed research studies are divided into six different categories.

- 1) Job satisfaction of teachers in different types of schools (Primary / Secondary / Higher Secondary)
- 2) Job satisfaction of teachers in the Private and Government sectors
- 3) Job satisfaction of teachers in relation to Mental Health
- 4) Job satisfaction of teachers in relation to other variables
- 5) Job satisfaction of teachers in relation to Gender
- 6) Job satisfaction of College Teachers

The Uniqueness of the Present Research:

The present research is a comparative study of job satisfaction levels among Private and Government school teachers from Primary, Secondary, and Higher Secondary schools, in English and Marathi medium of Maharashtra. Not a single research have been done previously on this topic. Parallel research has been conducted at different location but not in Maharashtra. As the location changes, the socioeconomic status and educational background also changes.

As time passes, the roles and responsibilities of teacher change from tutor to counselor, mentor, and facilitator. A teacher has to deal with new technical terms, digital media, new perspectives, latest educational policies, so the satisfaction factors change. The present research has considered all these relevant factors.

Research Method & Research Design:

For the present research, the Researcher used the Quantitative Descriptive Survey Research method. Job satisfaction was considered and measured in terms of facts, general feelings or an overall attitude of the employee towards their job. The facts about school management, infrastructure, pay scale, job responsibilities, teamwork, actual teaching hours, support and conflict with co-teachers, digital competency, content knowledge, etc. can be measured. Job satisfaction is a positive or pleasant emotional state.

For the present study, the researchers developed Job Satisfaction Scale.

Population:

The targeted population of the present study was government and private sector primary, secondary, and higher secondary schools from Maharashtra.

Method of Sampling & Sample Size:

In the present research, due to the Pandemic situation, systematic random stratified sampling was not possible. With the help of social media, Researchers reached out to as many teachers with the help of Google Forms. The researcher used a random sampling technique. The researcher selected teachers from private and government sectors, primary, secondary, and higher secondary schools in Maharashtra. In the present study, total 453 responses were collected.

English Teachers 229

Marathi Teachers 224

Teacher's Interview: 12 from the Private, Government sector of Primary, Secondary, and Higher Secondary school teachers, an equal ratio of male and female teachers.

Tool Development:

The researcher wanted to prepare an online tool, using Google survey forms, but could not use standard tool questions due to copyright issues. Also wanted to add questions related to technology, which were not in the standardized tool. So the researchers developed the job satisfaction scale themselves.

The researcher adopted the following steps in the Construction of the Tool:

- 1) Planning of the tool, 2) Item Writing, 3) Item Editing, 4) Arrangements of Items,
- 5) Draft Scale, 6) Preliminary Try out,
- 7) Checking characteristics of a good tool, 8) Final form of Tool, 9) Scoring

The researcher categorized items under different aspects like Effect of Management (17.95 %), Teaching (17.95%), Professional Development (15.38%), Relations with colleagues (15.38%), Mental Health (12.83%), Content and Technology knowledge (15.38%), parents view (5.13%), also focused on Subject association, Teacher Association and faculties provided by management.

The tool contained 39 items. It had a five-point scale. The prospective teachers have to select the appropriate answer and make a mark from the given

choice. The weight was ranging from 5 (To A Very Large Extent) to 1(Not at all) for positive items. In the case of negative items, the range of weights was reversed, that is, from 1(To a very Large Extent) to 5(Not at all). The maximum score on the scale was 195 and the minimum score was 39.

Positive Statements: Number 1-24, 26-29, 31, 33, 34-38

Negative Statements: Number 25, 30, 32, 35, 39

Interview:

In the present research, the researchers conducted interviews in order to gather research-based data. Using the interactive process, respondents were encouraged to reveal their opinions, frames of mind approaches, and explanations of what they have experienced

For the present research, the researchers carefully prepared a semi-structured schedule of 22 interview questions concerning teachers' job satisfaction.

Collection of Data:

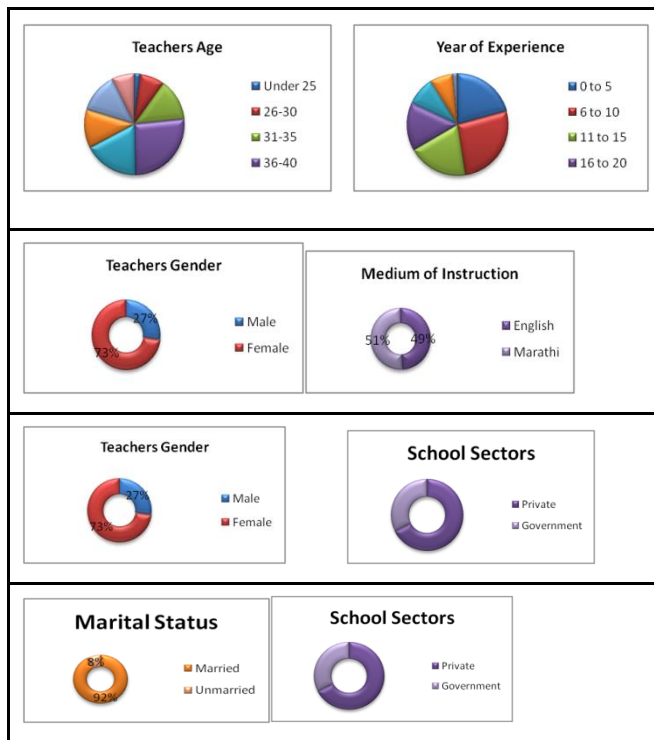
For the present research, data were collected with the help of Google Forms. All the items were typed using Google Forms. Two versions were prepared, one for English medium and the second for the Marathi medium teachers.

Analysis of Data:

The following statistical techniques were used for the analysis of the data to draw meaningful generalizations.

- i. Percentage analysis
- ii. T-test to find out the difference between two variables
- iii. ANOVA (F-test) to find out the difference between three or more variables

1. Percentage analysis for Demographic variables:



1.1) The most popular age group of teachers is 36 to 40 years. There were a very little number of teachers under the age group of 25, which indicates the young generation people were not interested in the teaching profession.

1.2) Maximum teachers' years of experience was from 6 to 10 years, followed by a year of experience less than 5 years. Teachers with more than 20 plus years of experience were very few, which indicates that after a specific period of age, teachers leave the job maybe in the private sector, as there was no job guarantee.

1.3) Total of 72.63 % of teachers were female; it indicated teaching profession was more accepted by female teachers than by male teachers.

1.4) From the given respondents, Marathi medium teachers gave more responses as compared to English medium of instruction.

1.5) Total 92.05 % of teachers were married; it indicated that teachers settle themselves in the teaching profession after marriage.

1.6) There were more respondents from the Private sector, while very few respondents were from the Government sector. It indicated that teachers were attracted to the private sector more as compared to Government schools. Also, it shows due to less availability of job vacancies in the Government sector, teachers chose the Private Sector.

1.7) School Section: from 453 teachers, Primary Section Teachers gave more responses followed that, Secondary section teachers gave responses. And higher secondary section had very few responses as compared to the Primary and Secondary.

Analysis of 7 Job Satisfaction Aspects:

2.1) Teachers' job satisfaction level was "High" for the Job satisfaction aspects like the Effect of Management, Teaching Satisfaction, Scope for Professional Development, Relation with Colleagues, Content knowledge, and use of Technology knowledge.

2.2) Teachers were trying to give their best from the point of view of their management, students, and parents. They were trying to keep tuning in with their colleagues also.

2.3) Most of the teachers said that they have adequate mastery over the content. As per times' requirement, they were updating their knowledge and cope up with the latest technological knowledge.

2.4) Few teachers had low satisfaction with the aspect in relation to parents. It indicated that parents' expectations were more from the teachers.

2.5) Teachers' job satisfaction level was "Medium" for the aspects- Mental Stress. It indicated that, though teachers were trying to manage all the things, there was mental stress and more workload. Teachers had satisfaction among other aspects, but still, they have to face some mental stress.

2.6) Teachers who had high satisfaction levels indicated that they were satisfied with the current management. They had teaching satisfaction with the current teaching, and scope for their professional growth and development in the current school.

2.7) Overall consolidated analysis represented that, teachers were trying to adjust to current management, updating their current knowledge, and learning new technology to bring professional competencies with keeping good relations with the parents and their colleagues. It increased their workload, and stress, and resulted in mental stress, where teachers' job satisfaction was medium.

Teachers were satisfied in their professional life, as the job satisfaction level was "High" among the Private and Government school teachers from Primary, Secondary, and Higher Secondary schools of Maharashtra. From 453 samples, 203 respondents have a "High" Job satisfaction level, followed by 144 respondents indicating a "Medium" Job satisfaction level.

2) Hypothesis Testing

Null Hypothesis 1: There is no significant difference at 0.01 level in the mean scores on the job satisfaction scale of two groups of male and female teachers.

Table No1: Hypothesis 1 Statistical calculations for job satisfaction level of male and female teachers.

Group	Male Teachers	Female Teachers	T Value t = 0.23 Level of Significance: The difference is not significant at 0.01 as well as 0.05 level. Therefore accepted the Null Hypothesis-1
Mean	134.9	134.28	
N	124	329	
df = N1+N2 - 2	453-2=451		
SD	13.34	17.90	

Null Hypothesis 2: There is no significant difference at 0.01 level in the mean scores on a job satisfaction scale of two groups of Government and Private school teachers.

Table No: 2 Hypothesis 2 Statistical calculations for job satisfaction level of teachers from the Government Sector and Private Sector.

Group	Government Sector	Private Sector	Level of Significance 0.01 The t-value is 4.8034 The difference between the means is Significant at 0.01 level. Reject Null Hypothesis 2
Mean	126.36	138.38	
N	148	305	
df1 =N1+N2-2	451		
SD	13.63	17.17	

Null Hypothesis 3: There is no significant difference at 0.01 level in the mean scores on the job satisfaction scale of three groups of Primary, Secondary, and Higher Secondary school teachers.

One-way ANOVA Calculator: f Test. Online Software used.

The f-ratio value is 3.23264. The p-value is .040371.

The result is not significant at 0.01 level but is significant at 0.05 level.

Group 1: Primary School Teachers, Group 2: Secondary School Teachers, Group 3: Higher Secondary School Teachers

The difference is not significant at 0.01 level but is significant at 0.05 level.

Therefore, the Null Hypothesis-3 is rejected

Conclusion:

Conclusions drawn from the hypothesis testing

- 1) Teachers' job satisfaction level is high among the Private and Government school teachers from Primary, Secondary, and Higher Secondary schools of Maharashtra.
- 2) Teachers' job satisfaction level is the same for male as well as female teachers of Maharashtra.
- 3) There exists a significant difference in the job satisfaction level for Government and Private school teachers of Maharashtra.
- 4) There is a significant difference in the job satisfaction level of Primary, Secondary, and Higher Secondary school teachers in Maharashtra.

Conclusions drawn from the teachers' interviews

- 1) Out of total teachers interviewed; 75% of teachers were satisfied with their current job.
- 2) Factors contributing to job satisfaction: (as per the interviewed teachers) - interpersonal relationships with colleagues, the administration, salary, holidays, flexibility in time, and school location.
- 3) Factors contributing to job dissatisfaction: (as per the interviewed teachers) - parents, health insurance service, workload and their status in the society, lack of awareness about new educational concepts like constructivism, play way method, and learning by doing methods.
- 4) Due to the pandemic, health insurance was the main factor for the dissatisfaction. Online teaching increased the workload of teachers. Government teachers had to do nonteaching work, so a big question about their work profile and status in society.

Epilogue:

Teaching is one of the noble and most rewarding professions, but it can also be one of the most stressful also. The present research tried to find the current job satisfaction level among Private and Government teachers from the Primary, Secondary, and Higher Secondary sections. Teachers are the backbone for preparing future citizens of the nation. Present research study raised some questions about the value of teachers in society. The satisfaction of the teachers depends on the people around them like family members, students, parents, colleague relations, and the environment of the school as living in society.

The present study worked on seven different aspects related to teachers' job satisfaction, it is hoped that in the future more detail and new aspects work on teacher job satisfaction studies.

The researcher feels that teachers should be competent in content knowledge and new technological knowledge as it is the current need to improve professional effectiveness.

As the teachers have job satisfaction, it reflects on their teaching effectiveness. It helps students with their learning outcomes. There is a close

relationship between teachers' job satisfaction and school academic performance. The result of the study will be useful for Government, Private Educational Institutes management to understand the root of teachers' job satisfaction. Thus teachers' job satisfaction proved to be an important and crucial study.

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The Knowledge of Elementary School Teachers of Almora towards Usage of Digital Technology (ICT) to Promote Inclusive Practices in Education

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Abstract:

Technology can be both a boon and a bane depending upon the skills of the one using it. A skilled person, where on one hand can assure optimum utilization of resources for maximizing the output; the unskilled and unmonitored use on the other hand can lead to hazardous results. Education is a sector where monitored use of technology has had proven benefits for the implementation of inclusive education. In the light of above, the paper attempts to explore the integration of the digital technology in the field of education.

Keywords: Technology, Inclusive Education

Introduction:

India, being a country with 64% of population in the working age groups, has been striving to utilize this vast repertoire for the maximum benefit of the country. It is important to harness the prowess and potential of this population as a strategic asset for the economic, social and economic development of the country.

Education has been a priority sector for the Government of India since its independence in 1947. All the 5-year plans of the Government focused on building a sound foundation for the children of our country. The government, through its several programs and schemes, has been focusing on sustainable development of the nation through education. Apart from the education of the children, several initiatives have been taken time and again for the promotion of the adult education in India having realized the importance of education in preparing knowledgeable and skilful workforce for the country. The government of India has implemented a variety of schemes programs and legislations to address various forms of discrimination in education that has resulted from the patriarchal mindset prevalent in the Indian society

India is currently at the threshold of digital transformation in the creation of digital economy. Proliferation of digital resources, including mobiles; laptops etc. have brought a radical change in the country that has enabled focused initiatives by the Government in different sectors of the economy including education. It is now propitious to hail the digital technologies as the fulcrum of innovation in education which can lead to successful implementation in principle of inclusive education in India. It is a tool for education to liberate itself from the yoke of traditional methods of teaching learning taking into account the vastness of the country and its plurality in terms of social economic and cultural diversity.

Inclusive Education: Sustained Efforts of India

India has been a signatory to all major international declaration regarding the implementation of inclusive education principles in the country. All the efforts of the governments have been focussed in the form of variety of schemes and programmes to ensure education to all children, irrespective of the caste, class, language, gender and any other form of wasteful discrimination existing in the country.

With the passage of the right to education act, India affirmed its commitment to the right of all children to education by legally enforcing it. The benchmark in the history of Indian education, the right to education act came into force on 1st April 2010, ensuring the legal commitment of the government to provide quality learning experiences to all the children in the age group of 6 to 14 years. Thereby, supplementing the noble intentions of the Act, several initiatives were launched by the Government of India to revamp the teacher education system in the country and ensure proper infrastructure for providing support to the vast student population that will be accessing the classrooms after the implementation of the Act.

The New Education Policy (2020) also attempts to address the gaps in the education system by revolving around the fulcrum of principles of inclusive education. The policy focuses on holistic development of the students by ensuring appropriate infrastructure, qualified and trained teachers who are capable of ensuring education for all children including those who are economically and socially marginalized. The teacher education system in India is also revamping itself in the light of the current global developments in terms of inclusion in education.

Inclusion the Growing Role of Technology in Enabling and Supporting Inclusive Practices of Education

The introduction of technologies into the learning environment offers educators another opportunity to rethink their teaching and learning practices. The evidence suggests that ICT can support inclusive practice in a variety of ways, including motivating learners and deepening their engagement in the learning

process.

Schools:

The impact of ICT on intermediate learning outcomes – such as motivation, engagement and independence in learning – can be significant. The benefits include increased collaboration, greater engagement and persistence, more on-task behaviour and better conceptual understanding (Becta 2007). ICT has also been shown to be effective in reengaging disaffected young people, particularly when used to enhance creativity (Becta 2007a). It improved learners' motivation and they learned to take responsibility for their own learning. It also helped them build relationships with others. In particular, technologies with strong visual elements – such as digital video, drama-oriented software and multimedia presentations – can be effective ways of engaging learners. Also, mobile technologies have been shown to be effective in supporting learning for disaffected and 'hard-to-reach' pupils, where attending school is problematic for personal or family/cultural reasons (Becta 2007). Online learning can also be of benefit to learners who do not do well in a formal learning context (Becta 2008).

Further Education:

ICT can have a positive impact on learners in further education in areas such as student motivation, retention, attendance and attainment, according to the Becta Review (2006). Recent research on young people between the ages of 16 and 18 who are not in education, employment or training (NEET) has shown that ICT has the potential to draw them back into learning. They can benefit from the use of ICT in a range of ways, including having access to: -

Visual and auditory material rather than text, as their literacy levels may be low.

Authentic and real-life experiences, where they are engaging with people and working on aspects that have real aim and purpose.

Creative opportunities allow them to explore and create in the areas of music, art, design and drama.

All of this potential can be harnessed by educators to engage learners with a view to helping them reach their individual potential. We discuss this further in Section 3. In Section 2, we offer some general principles which can be a starting point for educators to use in developing their inclusive practice. These are illustrated with case study examples. In Section 3, we review the ways in which ICT can be used to support inclusive practice. This includes examples of types of technologies available and where they best promote inclusiveness. There are case study examples to illustrate. In Section 4, we discuss how current educational policy is driving the inclusive education agenda and illustrate with case studies how schools are addressing these changes successfully.

Objectives:

To study the perception of Elementary School Teachers towards usage of

Digital Technology (ICT) to promote Inclusive practices in Education on the basis of their gender.

To study the perception of Elementary School Teachers towards usage of Digital Technology (ICT) to promote Inclusive practices in Education on the basis of their management.

Hypothesis:

1. There is no significance difference in the perception of Elementary School Teachers on the basis of their gender towards usage of Digital Technology (ICT) to promote Inclusive practices in Education.
2. There is no significance difference in the perception of Elementary level Teachers on the basis of Government and Private Schools towards usage of Digital Technology (ICT) to promote Inclusive practices in Education.

Methodology:

In the present study the descriptive survey method of research was used by the researcher, since it best fits the nature and purpose of the study.

Sample for the study:

The population for the present study consists of 40 Teachers from Government Schools and 40 Teachers from Public Schools. The sample in the present study is obtained by using by Quota sampling technique.

Tools used for the study:

To test the knowledge of the teachers of inclusive education, a questionnaire was prepared by the researcher. The questionnaire consisted of 44 questions in all that were divided in two sections. The section A consisted of 5 parts viz.

- Theoretical Knowledge of Inclusion and its Principles- Q.1 – Q.8
- Supporting Heterogeneous Learners in the Classroom- Q. 9- Q.14
- Collaborating with the Stakeholders- Q.15-Q.18
- Usage of Information Communication and Technology- Q. 19-Q.21
- Managing Children with Special Needs- Q.22-Q.44

The section B was essentially a subjective section and focussed upon getting the insight into the problems faced by the teacher in implementing Inclusive Education in the classrooms.

For the refinement of the tool, the item analysis was conducted and further to standardize the same the reliability and validity of the self-prepared tool was established.

The preliminary trying out of the tool was done individually to improve and modify the difficulties related to the drafting of the tool and ambiguity of the items. The try out for was done on 10 teachers and was reviewed by experts in Education including several renowned educationists. The complete pilot testing later was done on 50 teachers to identify the useful items in the tool. The details

of the item analysis, reliability and validity are discussed in the tool.

Table 1.0

Descriptions of Statements Classified into Different Dimensions in the Knowledge of the Teachers Regarding Inclusive Education

Sr. No.	Dimensions	Item Numbers	Total Items
1	Theoretical Knowledge of Inclusion and its Principles	1,2, 3, 4, 5, 6, 7, 8,	08
2	Supporting Heterogeneous Learners in the Classroom	9,10,11,12,13,14,	06
3	Collaborating with the Stakeholders	15,16,17, 18,	04
4	Usage of Information Communication and Technology	19, 20, 21,	03
5	Managing Children with Special Needs	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	23
	Total	1-44	44

Data Analysis:

The objective of the study and various hypotheses formulated required analysis of the score obtained by Teachers from Government Schools and Public Schools of District Almora. The statistical analysis used in the present study is given below.

In the study investigator used % (Percentage) for comparative analysis between two groups. Two groups were formed for comparative study by using by Quota sampling technique.

Usage of Information Communication and Technology:

The use of ICT for successful implementation of inclusive education has been considered to be very important. As reported through various researches, “Information and Communication Technology (ICT) supports the inclusion in education of children with disabilities by enabling them to overcome some of the barriers causing their exclusion.” The table below highlights the response of the teachers for the questions related to this area:

Table 2.0

Showing Comparative Analysis of responses of Usage of Digital Technology (ICT) to promote Inclusive practices in Education

Q. No.	Theme	No. of Responses (Percentage Out of 80)								Total No. of Responses (%)	
		Government School				Public/Private School					
		Male (20)		Female (20)		Male (20)		Female (20)			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	As a teacher, an attempt should be made to	12 (15)	08 (10)	13 (16.25)	07 (8.75)	12 (15)	08 (10)	10 (12.50)	10 (12.50)	47 (58.75)	33 (41.25)
2	For an effective use of ICT in the classroom the teachers	15 (18.75)	05 (6.25)	12 (15)	08 (10)	16 (20)	04 (5)	17 (21.25)	03 (3.75)	60 (75)	20 (25)
3	The extent and level of ICT use in the curriculum implementation should be	11 (13.75)	09 (11.25)	08 (10)	12 (15)	07 (8.75)	13 (16.25)	08 (10)	12 (15)	34 (42.50)	46 (57.50)

The 3 questions related to this area captured a mixed response from the teachers. Where on one hand, the high percentage of correct responses indicated the good knowledge of the teachers of ICT, however, very less percentage in case of Q.1 highlighted that the teachers were not sure about the decision making authority with respect to the extent of the usage of the ICT in the classroom.

Table 3.0
Levels of Knowledge of Teachers with respect to Usage of Digital Technology (ICT) to Promote Inclusive Practices in Education

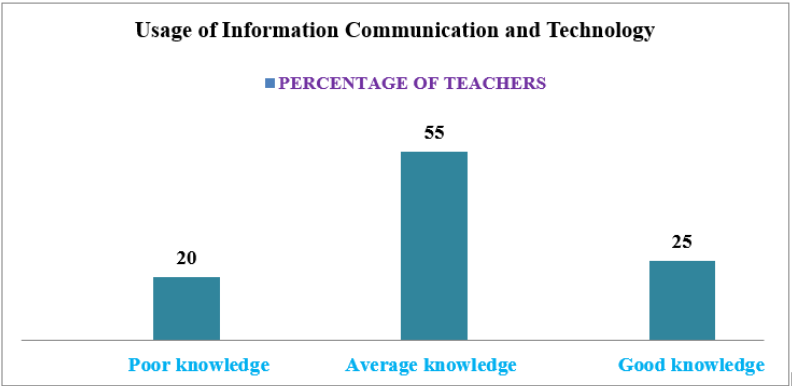
	Government		Private		Total
	Male	Female	Male	Female	
Poor Knowledge X<MA4 – STDVA4	4 (5)	4 (5)	4 (5)	4 (5)	15 (20)
Average Knowledge MA4 – STDVA4<X<MA4 + STDVA4	10 (12.5)	12 (15)	12 (15)	11 (13.75)	45 (55)
Good Knowledge X>MA4+ STDVA4	06 (7.5)	05 (6.25)	04 (5)	05 (6.25)	20 (25)

The mean and the standard deviation of the area “Usage of Information Communication and Technology” came out to be 2.181 and 0.76 respectively. Accordingly using M+-SD, the scores below 1.42 were classified as poor scores. The scores above 2.94 were termed as good scores and the rest viz. between 1.42 and 2.94 were classified as average scores. It was identified that 20% of the teachers had a poor knowledge in this area; 55% teachers had an average

knowledge and 25 % teachers had a good knowledge of usage of ICT for inclusion in the classroom. So we can say that 20% Teachers has not even basic knowledge about the ICT so which is not good sign for Digital Learning and Teaching. Mostly 55% Teachers has an average knowledge about ICT which is good for Digital Learning and Teaching. This is good to know that 25% Teachers has sound knowledge about ICT which would be good sign for Digital Learning and Teaching.

The same may be seen in the chart below:

Chart 1.3.1
Knowledge of Teachers with respect to Usage of Digital Technology (ICT) to promote Inclusive practices in Education



Summary & Findings:

Technology has considerable potential to support inclusive education for the whole population, including disabled people. Using ICT in education is also a means of overcoming the digital divide and enabling disabled people and other minority groups to develop essential ICT skills. It can support universal design for learning principles by providing multiple means of participating in all aspects of learning and assessment and providing options for personalisation to support accessibility, interests and learning approaches, and make learning more exciting and enjoyable. ICT could have an important role in supporting differentiated learning, but has only been applied in this way to a relatively limited extent, particularly in inclusive classrooms involving disabled learners.

However, successful introduction and use of ICT in inclusive education requires it to be integrated with appropriate pedagogical approaches and used by well-trained teachers. It is also a tool/strategy rather than a universal solution.

While there are a number of valuable initiatives, the full potential for assistive and other technologies in education are far from being met. In addition

UDL and technology are frequently considered separately rather than technology being seen as a tool for implementing UDL principles. There is initiative in many countries to introduce technology, in general or in education, as well as initiatives to use technology to expand education to excluded groups, such as refugees and young people affected by conflict and in remote rural areas. However, these initiatives have rarely considered disabled people and are therefore unlikely to be accessible to them or otherwise meet their needs. Some findings are followings:

- Use of technology to support inclusive education including disabled learners based on Universal Design for learning principles as a global development goal and in the provision of development assistance.
- Research and develop measures and a toolkit to ensure that all measures to introduce and encourage the use of ICT, particularly in education, appropriately take account of the needs of disabled people.
- Research on ICT accessibility barriers for disabled staff and recommendations for making all ICT used in educational institutions fully accessible and usable by them.
- Develop repositories of training materials in different languages on using Advanced Technology and ICT in education and the learning/teaching of different groups of disabled people and ensure that all teachers have access to paid-for training in working time.
- Develop guidelines/recommendations for the use of SMS and mobile devices in learning which are fully accessible and usable by disabled learners and teachers.

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Spiritual Intelligence among Post-Graduate Students: A Study on the Central University of Jammu, India

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Abstract:

The study aims to examine the level of Spiritual Intelligence among P.G students based on their stream, gender, and locality. The sample consists of 159 post-graduate students (56 boys and 103 girls) from the Central University of Jammu, India. Twelve out of the twenty-one academic departments are in the social sciences, while nine are in the pure sciences. Stratified random sampling was used to select the samples, and the collected data were analysed using the arithmetic mean, root mean square deviation, and student's t-test. The results of the study revealed that the spiritual intelligence among post-graduate students in terms of their stream, gender, and locality did not significantly differ. It is suggested that students at every level take part in different academic and non-academic activities that help them grow spiritually.

Keywords: Spiritual intelligence, Stream, Gender, Locality, Post-graduate students, Central University of Jammu

Introduction:

The term "spiritual intelligence" is made from the phrases "spiritual" and "intelligence." The Latin word "spiritus"—which means "that provides life or vigour to a system"—is the source of the English term "spiritual" (Zohar, 1997). According to Zohar et al(2000), Spiritual intelligence is the ability to address and

resolve problems of meaning and worth, place our activities and lives in a wider, deeper meaning-giving structure, and decide which actions or life paths are more meaningful. Similarly, Wink & Dillon (2002) described spirituality is the self-existential search for ultimate purpose through a unique understanding of the sacred. To be spiritually intelligent, one must be able to access a variety of sources of knowledge and integrate one's inner spiritual and mental lives with their external professional life. The ability of a person to contemplate life's ultimate purpose and the interconnectedness of their existence with the rest of the universe is referred to as "spiritual intelligence." It improves people's psychological health and gives them a purposeful life (Nair & Paul, 2017). Scientists have found that a third factor, spiritual intelligence, is needed because a person's requirements may not be fully satisfied by general intelligence or even emotional intelligence (EQ) (Agrawal & Khan, 2015). The main areas of concentration for spiritual intelligence are the spirit's internal life and its relationship to existence in the world (Vaughan, 2002). The ability to have a profound comprehension of existential concerns and insight into different levels of awareness is a necessary component of spiritual intelligence (Pascual, n.d.; Singh & Yadav, 2021). Another characteristic of spiritual intelligence is the awareness of spirit as the source of one's existence or the evolutionary creative life force. The emergence of life from cosmic dust to earthly minerals to animals to humans is evidence of spiritual intelligence (Hagemann, 2022; Ram, n.d.; Singh & Yadav, 2021; Zappalà, 2021).

Spiritual intelligence focuses on approaches for comprehending and integrating the inner existence of the mind and power with the outside life of activities in the world. It will be developed by inquiry, analysis, and observation, with non-secular experiences contributing to their growth, depending on the situation and how non-secular maturity is further reflected through wisdom and kind deeds in the world (Naseem et al., 2022; Zappalà, 2021). The ability to harness and direct one's spiritual energy is the secret to outstanding success in today's challenging economic and social climates (Jaithalia & Arya, n.d.; Rezaie et al., 2022). Neuroscience, cognitive psychology, psychology, and interpersonal philosophy have all made significant contributions to our understanding of intelligence (Gilead & Ochsner, 2021; Prianthara et al., 2021). Spiritual intelligence is the way that people adapt to environmental problems and try to solve them (Prianthara et al., 2021). Spiritual intelligence is the hidden energy of a spiritual person (Badrudin et al., 2021; Naseem et al., 2022).

In the 21st century era, information and technology have become an integral part of human life. Everyone is running from stress, tension, worry, and irritation. Life is an on-going battle that lasts till death; especially students' physical and mental health suffers greatly as a result of the pressures of daily life. College students put in a lot of effort to get high grades and start careers in the

competitive world of today (Thakur, 2015). Whereas, university students are often unhappy when they work hard but don't get the results they want. This can be due to several things, such as a lot of academic pressure, tough tests, worries about their personal lives, and hopes for a better future (Singh, 2011; Thakur, 2015).

Moreover, most of the postgraduate students are residing in the hostels during their degrees, far away from their parents or guardians, and as they have a lot of issues in their student life, they don't have an appropriate direction to cope with those situations at this time and are caught in depression and frustration. Students who are pursuing their degrees from their permanent residence also have a lot of problems, like the daily travel from their residence to the university, health issues, social issues, etc. As they are up and down daily for their studies, it consumes their allotted amount of time, and they have very little time for self-study, due to which they score fewer marks in their academics. There are many other environmental factors like noise, air pollution, economic disruption, the tension of an increasing unemployment rate, inflation, and recession that can make the living condition even more stressful for students (Anjum, 2014).

At present, various electrical appliances like computers, laptops, calculators, and smartphones are being used to complete calculations, assignments, and so on, so students are becoming accustomed to mental activity and are becoming affected by rapid work because they suffer from psychosomatic diseases like hypertension, heart attacks, peptic ulcers, headaches, and depression (Anjum, 2014; Kaur, 2011). Good mental health is needed to get rid of the effects of these problems. How do we keep our minds in good shape? The answer is that a person can only have good mental health if they are spiritually healthy. We just need to know what spiritual intelligence, frustration, and mental health are to understand and solve all of these problems and issues. A spiritually intelligent person can deal with frustration easily in all areas of life. They can't avoid problems, but they can deal with them happily and without stress. To know one self is a psychological necessity for a successful, progressive life. Spiritual intelligence is good for mental health and gives the ability to deal with frustration (Joshi, 2014). In India people strongly believe that spirituality is the solution to all problems (Mantry, 2015).

We have many unanswered questions regarding the world and its contents because of the things we observe that make us wonder and estimate. The world is full of unanswered questions and problems that haven't been solved. The researchers made numerous efforts to discover the solution to these queries. When they are unable to obtain a response to their questions, it tends to concern and unsettle young people. This study aimed to find out more about the problems postgraduate students at the Central University of Jammu face and how spiritual intelligence can help them do well.

According to Covey (2004), spiritual intelligence is the most important and foundational intelligence since it acts as a guide for others. The pillars of spirituality are as follows:

1. Ability to transcend mundane, material concerns.
2. The ability to reach heightened levels of consciousness.
3. The power to make a boring situation more interesting.
4. The ability to draw on one's spirituality to find solutions.

According to Zohar et al(2000), “spiritual Intelligence” refers to the following:

1. Understanding oneself and one's connectedness to the whole cosmos.
2. Vision and values act based on ideals and profound convictions and live accordingly.
3. The capacity to confront and employ mistakes and difficulties is to be acknowledged. However, through suffering and tragedy, we acquire knowledge.
4. To be holistic is to recognize the significance of things. It promotes alertness and receptivity in everything. Having a feeling of belonging and the ability to see bigger patterns, relationships, and connections.
5. Successfully accepting adversity and the ability to recognize and appreciate gifts received from others.
6. Courage is a psychological word indicating to adapt and be independent. Taking a stand against the crowd and having beliefs.
7. The habit of asking questions. It is necessary to grasp everything and investigate thoroughly.
8. Putting things in a larger context or considering them from a different angle.
9. Living in and responding to the present moment.
10. Humility is a sense of where you stand in the world and how you fit into a bigger story.
11. "Feeling-with" and deep empathy are two things that define compassion.
12. Sense of vocation - the feeling that you are meant to help others and give back.

Literature Review:

According to Khorshidi & Ebaadi (2001), there were no appreciable variations in the average levels of spiritual intelligence among employees of different genders. Similarly, according to Gain & Purohit (2006), gender and place of residence were shown to interact significantly with spiritual intelligence. According to Jeloudar & Yunus (2011), there were no appreciable variations between instructors of either gender in terms of their spiritual intelligence. Similarly, Kaur & Singh (2013) examined the spiritual intelligence of prospective

teachers and engineers concerning their gender, area, and family status, they found that none of these criteria had a significant impact on their spiritual intelligence. When looking at student teachers at the primary level, George & Visvam (2013) investigate the link between spiritual intelligence, academic accomplishment, and teacher effectiveness. According to the findings, spiritually intelligent instructors can frame situations differently and view them in a larger context, and students will learn to think critically and creatively for themselves as a result of this engaging their entire being and embracing their holistic thinking. According to research by Khan et al. (2014), students who are interested in science and commerce tend to be more motivated to succeed when they are spiritually healthy. A Study on spiritual intelligence among graduate students was carried out by Kotnala (2014) to research and contrast graduate students of different genders about various aspects of spiritual intelligence. This study found no significant variation in spiritual IQ between graduate students concerning their gender. Spiritual intelligence does not considerably differ between male and female instructors (Mishra & Vashist, 2014). Ahangar & Khan, (2015) measured the spiritual quotient of graduate students in the several faculties at the University of Kashmir. The examination of the data revealed a substantial difference between postgraduate students who are male and female in terms of the domains and overall spiritual intelligence score. It would be more beneficial to evaluate spiritual intelligence as one of the qualities in postgraduate students who are both male and female to create a successful and fulfilling existence. The impact of spiritual intelligence and coping mechanisms on students' mental health was examined by Dasht Bozorgi M.& Dasht Bozorgi Z. (2016). According to the findings, there is a robust and unfavourable relationship between spiritual quotient and mental health issues, as well as a robust and unfavourable relationship between mental illnesses and problem-based coping strategies. The research was undertaken by Nair & Paul (2017) to gauge the spiritual acumen of college-bound youth, and found no statistically significant gap in the spiritual acumen of male and female college-bound youth. According to Pant & Srivastava (2019), the spiritual intelligence of male and female students was not different, and neither was there any material distinction in the level of mental health between students studying in the arts and those studying in the sciences. According to, Mohammadi et al. (2015) male high school students who regularly engage in spiritual practices have greater psychological health. There is no noticeable difference in mental health between students in the arts and sciences as well as in terms of spiritual intelligence between male and female students (Dar et al., 2022; Pant & Srivastava, 2019). According to Dar et al., (2022), the well-being of male high school students can be improved by engaging in spirituality.

From the above literature review it is revealed that spiritually intelligent students are more motivated to succeed because they are engaging their entire being and embracing their holistic thinking. Moreover, students who are interested in science and commerce tend to be more motivated when they are spiritually healthy. Spiritual intelligence does not considerably differ on the basis of gender. Several studies had been piloted to examine the effect of spiritual intelligence and coping mechanisms on students' mental well-being, and revealed that the well-being of male high school students can be improved by engaging in spirituality. There is no noticeable difference revealed in literature regarding mental health between students in the arts and sciences. On the basis of review of related literature, researcher finds the significance of spirituality among learners. Hence, the researcher felt need to examine the spiritual intelligence among post-graduate students of Central University of Jammu.

Objectives of the Study:

1. To measure the level of spiritual intelligence among the post-graduate students of the Central University of Jammu concerning their gender.
2. To compare the level of spiritual intelligence among the post-graduate students of the Central University of Jammu concerning their locality.
3. To examine the level of spiritual intelligence among the Post-graduate students of the Central University of Jammu concerning their stream.

Research Hypotheses:

H₀₁: There is no significant difference in the Spiritual Intelligence of Post-graduate students concerning their gender.

H₀₂: There is no significant difference in the Spiritual Intelligence of Post-graduate students concerning their locality.

H₀₃: There is no significant difference in the Spiritual Intelligence of Post-graduate students concerning their stream.

Methodology:

The present study has adopted a descriptive survey method, where the investigators have made an effort to ascertain the spiritual intelligence among postgraduate pupils of the Central University of Jammu, India. All postgraduate students from the Central University of Jammu comprise the population of the present study. The stratified random sampling method was utilised to select the sample for this study. Gender, location, and stream are the three strata. Firstly, all the departments that offer post-graduation programmes at the Central University of Jammu were identified, from which two disciplines, namely social sciences and pure sciences, were considered for the present study. Then a detailed list of departments for these two streams was prepared. As per the data, there were 12 departments under the Social Science stream and 9 under the Sciences. A total of 159 post-graduate students (103 female and 56 male) were selected as samples for

this research; 91 were from rural, while 68 were from urban areas. A spiritual intelligence scale developed by Dr. K. S. Misra in 2014 was used in this study. There were 42 items related to spiritual understanding, efforts, outlook, and reasoning on the scale. To achieve its objectives, this study used statistical methods such as arithmetic mean, root mean square deviation, and student's t-test.

Data Analysis and Interpretation:

Table: 1
Significance difference in spiritual intelligence among postgraduate students concerning their gender (N = 159)

GENDER	N	MEAN	SD	SEM	DM	t VALUE	LEVEL OF SIGNIFICANCE
Females	103	160.30	17.76	1.75	3.07	0.85	0.05 level
Males	56	157.70	18.85	2.41			

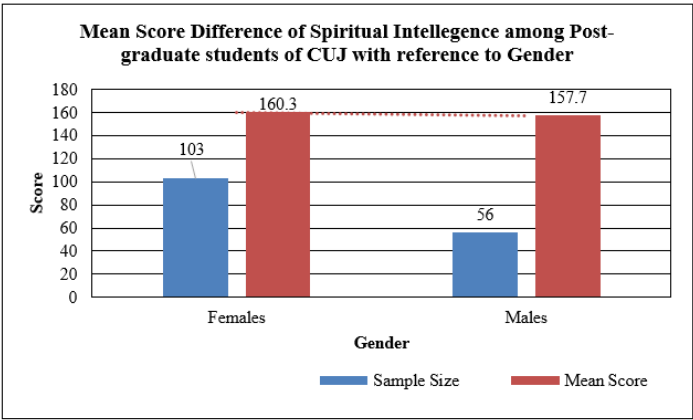


Fig. 1: Mean Score Difference of Spiritual Intelligence among Post-graduate students of CUJ with reference to Gender

It can be observed from Table 1 and Fig. 1 that the calculated t-value of 0.85 is less than the tabulated t-value of 1.96; hence the result is not statistically significant at the 0.05 level. Therefore, the assumption that there are no substantial gender differences in postgraduate students' spiritual intelligence is accepted. It can be concluded that gender does not affect the spiritual intelligence of postgraduate students. Therefore, it may be concluded that the spiritual intelligence of male and female graduate students is equivalent.

Table: 2
Significance difference in spiritual intelligence among postgraduate students concerning their locality (N = 159)

LOCALIT	N	MEA	SD	SE	DM	t-	LEVEL OF
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Y		N		M		VALU E	SIGNIFICANC E
Rural	91	159.93	17.58	1.84	2.8 5	1.13	0.05 level
Urban	68	156.71	17.96	2.18			

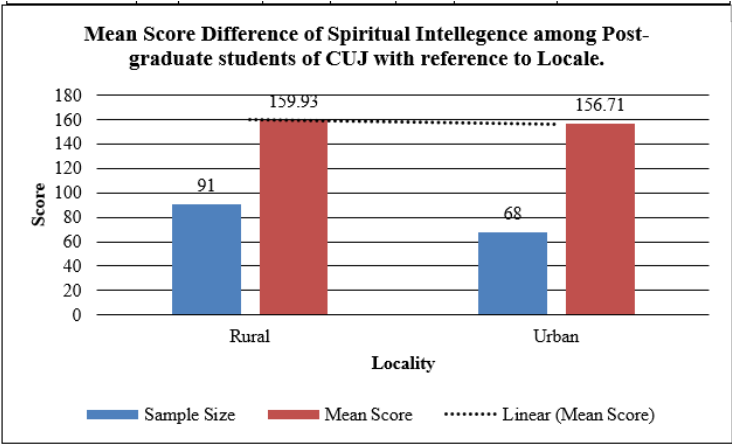


Fig.2: Mean Score Difference of Spiritual Intelligence among Post-graduate students of CUJ with reference to Locale.

From table 2 and fig. 2, the estimated t-value of 1.13 is lower than the table value of 1.96; hence the difference is not statistically significant (at least not at the 0.05 level). The second hypothesis, that there are no significant differences in post-graduate students' spiritual intelligence based on their location, is therefore supported. In other words, it may be expressed that locality does not affect the spiritual intelligence of postgraduate students.

TABLE: 3 Significance difference in spiritual intelligence among postgraduate students concerning their stream (N = 159).

STREAM	N	MEAN	SD	SEM	DM	t- VALUE	LEVEL OF SIGNIFICANCE
Social Sciences	86	159.85	18.34	1.98	3.13	0.32	0.05 level
Sciences	73	158.84	20.77	2.43			

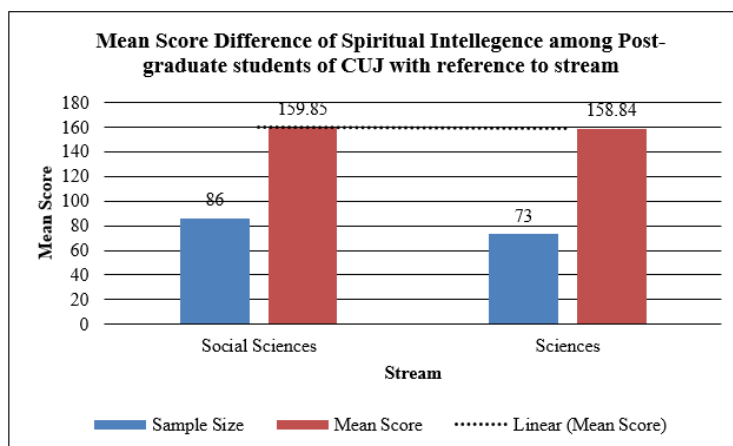


Fig.2: Mean Score Difference of Spiritual Intelligence among Post-graduate students of CUJ with reference to Stream.

Table 3 and Fig. 3 shows that the t-value of 0.32 is smaller than the t-table value of 1.96; it is not statistically significant at the 5% level. As a result, the third hypothesis, according to which postgraduate students' spiritual intelligence does not significantly differ dependent on their stream, is approved. Hence, it can be interpreted that the level of spiritual intelligence of social science and science postgraduate students is the same.

Discussion and Conclusion:

According to the study, the calculated t-value was 0.32, which is not statistically significant at the 0.05 level of significance because it is lower than the table value of 1.96. As a result, the claim that postgraduate students' spiritual intelligence does not significantly change based on their stream is maintained. Thus, it may be concluded that post-graduate students in social science and science share a similar level of spiritual intelligence. At the 0.05 threshold of significance, the derived t-value of 0.85, which is lower than the table value of 1.96, is revealed to be non-significant. Therefore, it is acknowledged that there are no gender-related differences in spiritual intelligence among postgraduate students. It can be said that postgraduate students' spiritual intelligence is unaffected by their gender. Therefore, it may be concluded that postgraduate students of both sexes share a same level of spiritual intelligence. The investigation discovered that the estimated t-value, which is less than the table value of 1.96 and not significant at the 0.05 threshold of significance, was found to be 1.13. Therefore, it is hypothesised that there is no discernible variation in postgraduate students' localities. In other words, it may be said that a student's location has no bearing on their spiritual intelligence.

The main findings of the present study found that there is no discernible

gender difference in the spiritual intelligence of postgraduate students. It can be concluded that gender does not affect the spiritual intelligence of postgraduate students. Hence, it can be interpreted that the level of spiritual intelligence among postgraduate students is the same for both genders. Further, the hypothesis, i.e., that postgraduate students' spiritual intelligence is not significantly different depending on their stream. Hence, it can be interpreted that the level of spiritual intelligence of social science and science graduate students is the same. Moreover, the findings of the study, that postgraduate students' spiritual intelligence does not significantly alter based on where they live, have been acknowledged. In other words, it may be stated that locality does not affect the spiritual intelligence of postgraduate students. Jahanger& Kumar (2018) did a study on "Spiritual Intelligence among Postgraduate Students of Kashmir with respect to Gender and Locale" that backs up the results.

Research Relevance and Implications:

According to the results of the current research, the spiritual intelligence of post-graduate students from rural and urban areas was similar. So, it is recommended that teachers provide equal opportunities for students to develop their personalities. They should not think that one is more spiritually intelligent than the other. As per the findings, the investigators have suggested that parents should also take care of their male and female students equally. They should try to enhance the spiritual intelligence of their children, both male and female. The results of this study have revealed that the post-graduate students belonging to the social science and science streams are equally spiritually intelligent. Teachers, educators, and administrators should keep this in mind, and they should pay equal attention to students irrespective of their streams. Educators may help their students by organising brainstorming sessions to find out the basic virtues and get a glimpse into the spiritual intelligence of postgraduate students. The teachers could have every student, male or female, work as a team to make people feel more connected.

Limitations:

The present study was confined to 4th semester post-graduate students of the Central University of Jammu only. So, it is open to all postgraduate students at the Central University of Jammu and similar studies can be taken for Jammu and Kashmir. The current study used a sample size of 159 students. Research of the same nature can be conducted with a larger sample size. Researcher only included participants who identified as male or female in this analysis. It can also be taken by transgender people. For the present study, many other psychological variables may be considered that may be related to achievement, creativity, etc. Only post graduate students were included in the present study. The same kind of investigation can be done on senior secondary students, graduate students, and scholars as well. Validation of the results obtained by this study can be done by

using other tools and techniques in future research for better generalization of findings.

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A Study on Value Orientation Affected by Movies among Undergraduate Students'

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Abstract:

The necessity for value orientation among the students has been accentuated time and again. Movies employs a far more subtle and insidious effect by shaping students' attitudes and perception of social norms. Hence researcher tries to examine the Value Orientation affected by Movies of Undergraduate Students in relation to their gender, academic stream, and locality by using Descriptive survey method. The result of the study concluded that majority of the students were having average value orientation affected by movies. There is exists no significant difference in values orientation affected by movies in relation to gender and academic stream. But it revealed that there exists significant difference in values orientation affected by movies among rural and urban under- graduate students.

Keywords: Value Orientation, Movies, Undergraduate Students

Introduction:

Values are the essential part of human life as every humanoid action is the replication of an individual values. Values are signified to portray cultural groups, societies, and individuals, monitor change over time and explain the motivational root of attitudes and actions of human being (Schwartz, 2012:3). Values are obstinate beliefs showed in relation to a precise style of behavior or persistence of life, moreover individually or socially (Rokeach, 1973). Value orientation refers to an action aimed at establishing the route, recognizing the effective ways to follow, under certain situations, in order to acquire facts, ideas, phenomena to meet the social requirements and the ideals engendered by them, making the most appropriate attitude that gives value to an action expressed through behaviors.

Movies employ a far more elusive and treacherous effect by shaping audiences' attitude and their discernment of social standards. Movies and television have a definite effect on social behavior of students. Through movies, a child can learn many valuable ideals of racial harmony, cooperation and kindness, and movies also educate them how to deal with such issues as teenage pregnancy,

drug use, alcoholism, AIDS, and suicide (**Rushton, 1982**). Movies and television have a powerful influence in developing value systems and shaping behavior of an individual.

Review of Related Literature:

Sinha, K. (2015) carried out a study on effect of movies on value orientation in senior secondary students. The study aimed to investigate the effect of movies on values orientation like- social, aesthetic, religious, economic, political, theoretical values among senior secondary students. It has been inferred from the study that movies are orienting the values of senior secondary students. The majority senior secondary students were found in the category of very high value orientation range.

Amuthavalli, T. & Sridevi, M. (2017) conducted a study on Value Orientation of B. Ed Students with reference to the course of study, management, and family income. The result of the study revealed that among the sample of science group the students showed more of Venture sameness values while the sample of Social Science group displayed Democratic values. There is no significant difference in the value orientation of B. Ed Students with reference to course, Management and family income.

Çalışkan, H. et.al. (2020) conducted a study on relationships between value orientation of adolescents and motivational action conflicts. The study aimed to determine the relationships between value orientation and motivational action conflicts of adolescents. As a result of the research, there were significant relationship between value orientation and motivational action conflict. In conflict, which founds a conflict of motivational action, the decision was made because of learning, perusal and ease time meaningfully envisages achievement value orientations. It was also found that choice, learning, studying and leisure time in conflict significantly predicts well-being value orientations.

Significance of the Study:

Values are treasured for every human being. It helps in making our soul perfect and is essential for nourishing students in a positive manner. In India, students are generally influenced by movies that lead to tremendous impact on their value orientation. Movies play a vital role in influencing values among the all sections of the society. It is usually inspired by the reality of the society and the real depictions of the society is narrating and presenting in the way of drama. So, it is very necessary to comprehend how the movies can affects undergraduate students.

Objectives of the Study:

1. To study the level of value orientation affected by movies of the undergraduate students.

2. To find out the significant difference of value orientation affected by movies among male and female under-graduate students.
3. To find out the significant difference of value orientation affected by movies among arts and science under-graduate students.
4. To find out the significant difference of value orientation affected by movies among rural and urban under-graduate students.

Hypothesis of the Study:

1. There exists no significant difference in the value orientation affected by movies among male and female under- graduate students.
2. There exists no significant difference in the value orientation affected by movies arts and science under-graduate students.
3. There exists no significant difference in the values orientation affected by movies among rural and urban under-graduate students.

Delimitation of the Study:

1. The study is delimited to Tinsukia and Dibrugarh District.
2. The study is delimited to under- graduate students.
3. The study is delimited to 200 students only.

Method of the Study:

The method used for the present study is descriptive survey method.

Sample and Sampling Technique:

The sample for the present study consisted of 200 students from various colleges of Dibrugarh and Tinsukia Districts. Purposive sampling technique was adopted for selection of required sample.

Tool of the Study:

Measurement of Value Orientation Affected by Movies, tool developed by Mahalaxmi Ojha and R. K. Ojha has been used by the researcher for the collection of data.

Analysis and Interpretation of Data:

Level of value orientation affected by movies of the undergraduate students:

In order to find out the value orientation affected by movies of under-graduate students, the obtained scores were classified into six categories namely: very high value, high value, average value, low value, very low value, negligible.

Table No. 1: Distribution of value orientation scores at different levels

Classification of Level of Value Orientation	Number of students	Percentage of students
Very high value	38	19%
High value	44	22%
Average value	66	33%
Low value	30	15%

Values orientation affected by movies	Male	100	35.4	6.38	198	1.51 N.S	1.98
	Female	100	39.8	6.44			

N.S: Not Significant at 0.05 level

It is inferred from the above table that the mean scores of values orientation affected by movies of male and female under graduate students are 35.4 and 39.8 respectively and their Standard Deviation are of 6.38 and 6.44 respectively. So, the female students had a higher mean score than male students in terms of values orientation affected by movies. The “t-value” is calculated as 1.51 which are less than the table value of 1.98 with df 198 at 0.05 levels of confidence. It is revealed that there exists no significant difference in values orientation affected by movies among male and female under- graduate students. Therefore, the hypotheses-1 stating that there exists no significant difference in values orientation affected by movies among male and female under- graduate students is remain accepted.

Values orientation affected by movies among arts and science under-graduate students

Hypothesis 2: There exists no significant difference in values orientation affected by movies among arts and science under-graduate students.

The summary of statistical calculation of T-test for comparing the significant difference in values orientation affected by movies among arts and science under-graduate students is given in the following table:

Table No. 3: Values orientation affected by movies among arts and science under- graduate students

Variable	Stream	N	M	S. D	df	Calculated t- value	Critical t-value
Values orientation affected by movies	Science	100	36.23	0.94	198	1.79 N.S.	1.98
	Arts	100	38.88	0.97			

N.S: Not Significant at 0.05 levels

From the above table, it is found that the mean scores of values orientations affected by movies of arts and science under graduate students are 36.23 and 38.88 respectively and their Standard Deviation are of 0.94 and 0.97 respectively. So, the arts under graduate students had a higher mean score than

science students in terms of values orientation affected by movies. The “t-value” is calculated as 1.79 which are less than the table value of 1.98 with d.f. 198 at 0.05 levels of confidence. It revealed that there exists no significant difference in values orientation affected by movies among arts and science under- graduate students

Therefore, the hypotheses-2 stating that there exists no significant difference in values orientation affected by movies among arts and science under-graduate students remains accepted.

Values orientation affected by movies among rural and urban under-graduate students:

Hypothesis 3: There exists no significant difference in values orientation affected by movies among rural and urban under-graduate students.

The summary of statistical calculation of T-test for comparing the significant difference in values orientation affected by movies among rural and urban under-graduate students is given in the following table:

Table No. 4: Values orientation affected by movies among arts and science under- graduate students

Variable	Stream	N	M	S.D	df	Calculated t- value	Critical t-value
Value orientation affected by movies	Rural	100	39.88	1.90	198	2.01 S.	1.98
	Urban	100	35.20	1.96			

N.S: Significant at 0.05 level

From the above table, it is found that the mean scores of values orientations affected by movies of rural and urban under graduate students are 39.88 and 35.20 respectively and their Standard Deviation are of 1.90 and 1.96 respectively. So, the rural under graduate students had a higher mean score than urban students in terms of values orientation affected by movies. The “t-value” is calculated as 2.01 which are greater than the table value of 1.98 with d.f. 198 at 0.05 levels of confidence. It revealed that there exists significant difference in values orientation affected by movies among rural and urban under- graduate students

Therefore, the hypotheses-3 stating that there exists no significant difference in values orientation affected by movies among rural and urban under-graduate students stand rejected.

Major Findings:

1. It is found that majority of the students i.e., 66 nos. (33%) were having average value orientation affected by movies and only 6 students (3%) have negligible value orientation.
2. The mean scores of values orientations affected by movies of male and female under graduate students are 35.4 and 39.8 respectively and their Standard Deviation are of 6.38 and 6.44 respectively. So, the female students had a higher mean score than male students in terms of values orientation affected by movies. The “t-value” is calculated as 1.51 which are less than the table value of 1.98 with d.f. 198 at 0.05 levels of confidence. It revealed that there exists no significant difference in values orientation affected by movies among male and female under- graduate students.
3. The mean scores of values orientations affected by movies of arts and science under graduate students are 36.23 and 38.88 respectively and their Standard Deviation is of 0.94 and 0.97 respectively. So, the arts under graduate students had a higher mean score than science students in terms of values orientation affected by movies. The “t-value” is calculated as 1.79 which are less than the table value of 1.98 with d.f. 198 at 0.05 levels of confidence. It revealed that there exists no significant difference in values orientation affected by movies among arts and science under- graduate students.
4. It is found that the mean scores of values orientations affected by movies of rural and urban under graduate students are 39.88 and 35.20 respectively and their Standard Deviation are of 1.90 and 1.96 respectively. So, the rural under graduate students had a higher mean score than urban students in terms of values orientation affected by movies. The “t-value” is calculated as 2.01 which are greater than the table value of 1.98 with d.f. 198 at 0.05 levels of confidence. It revealed that there exists significant difference in values orientation affected by movies among rural and urban under- graduate students.

Conclusion:

Rushton (1982) mentioned that movies are being an influential pro-social teacher of children and teenagers. Television and video games have diverse relationships with a teenager's values and behaviors in contrast to internet use (Richard, 2010). This study will help to comprehend the effects of movies in value orientation and it may help to take choices towards positive ladders to promote value orientation through movies. There is a need of understand the significance of values like- social, aesthetic, religious, economic, political, and theoretical and so on and to provide an approach for integrating those values through movies.

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A Review of Empirical Studies on Role of Mindfulness Practices in Promoting Subjective Wellbeing

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Abstract:

Researches on mindfulness practice and well-being began in the last several decades and the practice's significance has expanded steadily. The empirical research on the effects of mindfulness on subjective well-being is examined in this review article. Researchers begin with a review of wellbeing, subjective wellbeing as a central theme of positive psychology, ideas of psychological and subjective wellbeing, distinctions and connections between mindfulness and meditation, and the contribution of mindfulness to overall wellbeing. As a foundation for this study, researchers examined a variety of mindfulness-related research methodologies, including surveys, non-lab-based experiments, correlational studies, and interventional studies. Review findings yielded that mindfulness has a positive impact on promoting overall wellness, including stress reduction, happiness promotion, positive acts, and emotional complexity management.

Keywords: Wellbeing, Subjective Wellbeing, Psychological Wellbeing, Mindfulness, Meditation, Stress, Stress Reduction Technique, Positive Psychology, Happiness

Well-being: An Overview:

Transparently, wellbeing can be described as feeling of wellness. The Oxford English Dictionary defines wellbeing as “the state of being comfortable, healthy, or happy.” It was evidenced in Greek philosophical writings that philosophers and rational thinkers had greater concern about well-being since

ancient times and it became in a crisis and topic of scientific inquiry in the mid-time of twentieth century because of the devastation of World War II (Keyes, 2006). Since, to recover human civilization from this destruction and promoting well-being, it was started to think deeply about the ways to promote and maintain well-being. Therefore, 'Subjective wellbeing' the term became popularized since 1950s. Subjective wellbeing is a synonym of positive mental health. World Health Organization (2001) defines positive mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". It is the amalgamation of feeling positive, better and functioning at best (Ruggeri et al., 2020) including positive emotions like happiness (Ryan & Deci, 2001), joy (Keyes, 2002) and compassion as well as blossoming one's potential with the experience of positive mindset and healthy relationships (Oishi, 2007; Huppert, 2009). Here, it is important to undertake that wellbeing is not about momentary happiness rather it's a much broader concept. Wellbeing is a state of aspirations that leads and thrives a person to fulfill his/her desires and maintaining the state as well. Well-being is just not related with personal success; it also covers the professional success (higher productivity at workplace, prosocial behaviors) as well (Diener et al., 2009; Knapp et al., 2011).

Subjective wellbeing: A positive psychology:

Positive psychology is concerned with the brighter side of human psychology, the study of brighter side of human nature scientifically (W Ng & Fisher, 2013). It is aiming to accompaniment the problem-focused psychology, and it is most relevant way to solve individual problems to strengthen human and societal resources (Park et al., 2009). Humanist thinkers like Carl Rogers and Abraham Maslow were the first to start working on positive psychology and it has continued to grow over the past two decades. Presently, Martin Seligman is often known as the "father modern of positive psychology". Seligman & Csikszentmihalyi (2000) had affirmed that psychology should shift its focus from fixing individual deficiencies to examining human strengths. The primary objective of psychology is not merely to prevent severe mental disorders, but also to foster and promote healthy mental health. Since 1980s researches have been advanced on positive psychology as positive emotions (Isen, 1987); hope (Snyder, 2000); optimism (Scheier & Carver, 1985); forgiveness (McCullough, 2000); mindfulness (Langer, 2002); and spirituality (Pargament, 1997). Subjective well-being as an inseparable component of positive psychology concerns with happy emotions towards life including life satisfaction and overall happiness (Diener, 1984) and it pays more heed on people's emotions and values (Diener et al., 1998). According to Peterson (2006) the subjects of subjective wellbeing can be classified into four related areas as follows –

- i. Favorable subjective impressions (flow, cheerfulness, fulfillment, satisfaction)
- ii. Positive individual traits (interests, character building, flairs, values)
- iii. Positive inter-personal bond (marriage, amity, interpersonal relation)
- iv. Positive organizations & institutions (schools, families, communities)

Studies on psychology of positive approaches are suggested that it is a balanced way of scientific understanding of human experiences from inner and outer to promote prospers for the best among individuals, societies and communities.

Subjective Wellbeing and Psychological Wellbeing:

Though Subjective wellbeing and psychological wellbeing are interrelated with each other but both are empirically distinct in nature (Ring et al., 2007). Subjective wellbeing deals with both cognitive and affective (positive - love, joy, pride etc., negative - anger, anxiety, loneliness etc.) components of emotion concerning whole life satisfaction (Fredrickson, 2009). On the other hand, psychological wellbeing contents self-acceptance, development of personal and individual growth, maintain inter-personal relationships, fulfillment of aim and objectives in life (Keyes et al., 2002). Recent studies have identified six key indicators from subjective and psychological wellbeing theories (Ryff, 1995; Ryan & Deci, 2000) as follows –

i. Relationships– Positive relationship is one of the core components of wellbeing which includes trust, respect mutual support and so on (Su et al., 2014).

ii. Engagement– Happiness is rooted in fully engagement in life and knowing own strengths and channelized them lead to psychological wellbeing (Seligman, 2002).

iii. Meaningful life– Meaningful life or purposeful life is another route to happiness. According to Ryff (1995), psychological wellbeing is determined through meaningful purposes of life.

iv. Mastery– Mastering daily life challenges promotes happiness and wellbeing (Su et al., 2014).

v. Autonomy– Having full control on own's life and having space to take autonomous decisions promote wellbeing (Pearlin and Schooler, 1978).

vi. Optimism- Thinking optimistically towards future and expecting positive things in life lead to happiness and psychological wellbeing (Scheier & Carver, 1985).

Mindfulness– The concept

‘Mindfulness’ the term was enrooted in Buddhism 2550 years earlier (Kabat-Zinn, 1994), it was considered to be the seventh path of ‘Noble Eightfold Path’ of Buddhism. Right mindfulness represents the path towards liberation from suffering. Smrti (Sanskrit), sati (Pali), and dranpa (Tibetan), conventional eastern words are the synonyms of mindfulness (Jazaieri & Shapiro, 2017). The Buddha's

sayings regarding appropriate mindfulness are (DN 22) - “And what is right mindfulness (*sammā sati*)? There is the case where a monk remains focused on the body in & of itself — ardent, alert, & mindful — putting aside greed & distress with reference to the world. He remains focused on feelings in & of themselves... the mind in & of itself... mental qualities in & of themselves — ardent, alert, & mindful — putting aside greed & distress with reference to the world. This is called right mindfulness.” Mindfulness is all about being aware and awake all times, which is fundamental to a decent life. In western countries the formal practice of right mindfulness is called “meditation” and it is directed to Right Awareness and Right Concentration. One of the phrases used to describe mindfulness is “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (Kabat-Zinn, 1994). So, being mindful involves more than just paying attention; it also entails intimately comprehending what is occurring as it is occurring without attempting to alter or control it.

Mindfulness vs. Meditation:

Ellen Langer was the first to introduce mindfulness in psychological researches at 1970s. Since mindfulness was introduced as a practice in the field of health and wellbeing. Meditation, walking meditation, body scanning, mindfulness yoga, and breathing exercises are the basic methods of mindfulness intervention (Kabat-Zinn, 2003). Various mind ful meditation techniques are some particular practises that aid people in understanding the core message or content (Kabat-Zinn, 2003). According to Tang and Posner (2013), being calm and aware of what is happening in the phenomenological field is the common goal shared by all mind ful skills. Again, According to Tang et al. (2015), mindfulness meditation has the potential to improve self-awareness, self-regulation, emotion regulation and including attention control. Practicing Mindfulness improves our emotion control and reduces our stress. The fronto-limbic networks implicated in these processes exhibit different patterns of mindfulness meditation engagement. Practices of meditation have the power to influence parodic processing and improve present-moment awareness. Using mindfulness meditation, it may be possible to treat clinical diseases as well as promote mental health and greater well-being. Here we can state some differences between mindfulness and meditation as follows –

- i. Mindfulness can be defined as “the awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally.” (Kabat-Zinn, 1994) that indicates mindfulness is a quality and a way of connecting with oneself and the world around him. On the other hand, “Meditation is a practice where an individual uses a technique – such as mindfulness or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state” (Walsh & Shapiro,

2006) that shows it is a formal practice enhance one's state of mind.

ii. Meditation is one way that a person might learn to live consciously, whereas mindfulness is all about living mindfully.

iii. It is possible to cultivate mindfulness in both formal and casual settings. The casual practise of mindfulness can be done in a variety of ways, including mindful eating, mindful walking, and even attentive talking. Nevertheless, meditation is a ridiculous practise that involves doing nothing. The goal of meditation is to become an observer of one's inner reality while exerting the least amount of effort possible and attempting to maintain a position of non-judgment.

Mindfulness exercise:

The noble eightfold path of Buddhism has taught us right mindfulness as 'To see things what they really are'. It is also known as 'Vipassana' where 'ana' refers to inhaling, 'apana' refers to exhaling and 'sati' refers to concentration or awareness. Therefore, it is awareness towards breathing process. The 'anapanasati' technique includes –

- i. Complete focus on breathing
- ii. Concentrate on the inner energy of the breath
- iii. Establishing a connection between breathing and mind during meditation
- iv. A clear observation of spontaneous thoughts in order to realize one's inner truth
- v. Observe how each breath is separated from each other and observe with self-knowledge how the body and mind are constantly changing

Besides there are some more structured mindfulness exercises, such as

- **Body scan mindfulness meditation-** It is necessary to lay on one's back with arms at sides and palms facing up, legs completely extended. From toe to head or head to toe, try to intentionally and gently focus on each portion of the body. Become conscious of any bodily sensations, feelings, or thoughts that may be present.
- **Walking mindfulness meditation-** Choose a quiet area that is 15 to 30 feet long, then start walking slowly in that area. Focus on each step you take while walking, paying attention to how you feel while you're standing still and the small movements you make to maintain your balance. For a predetermined amount of time, you must stroll side to side while paying close attention to each experience.
- **Sitting mindfulness meditation-** In order to use this technique, one must sit comfortably with a straight back, flat feet, and hands on the lap. Breathing in and out of the body while emphasising nostril breathing. If a physical stimulation breaks up your meditation, you must immediately resume breathing.

Mindfulness and Subjective wellbeing:

As we discussed earlier that mindfulness has its roots in Buddhism

(Kabat-Zinn, 1994), but its practical application goes beyond religious concepts. Health care professions have been showing much interest in the practice of mindfulness these days, they are trying to find the connections between mindfulness (awareness) and the well-being (Richards et al., 2010). Some recent researches have shown mindfulness can be polished up by meditation and attention training (Kabat-Zinn, 2003). Again, numbers of studies have revealed that perceived stress significantly reduced through mindfulness meditation, further it helped to build psychological and corporal strength (Creswell et al., 2014; Lomas et al., 2017). The practice of being mindfulness played a significant role in increasing attention as well as awareness which may improve behavioral patterns and forward to good management of relationship to reduce stressful and complex situations (Snippe et al., 2015). Other studies have yielded that mindfulness-based trainings have found with significant reduction in psychological distress, level of perceived stress, and mental illness (Reibel et al., 2001; Carmody & Baer, 2008). Similarly, findings of another study have suggested that higher levels of mindfulness meditation helped in reducing higher levels of stress, better psychological health, and increased concern for the purpose of life and environment (Roshni et al., 2017). Mindfulness meditation empowers an individual to make differentiations between their conscious experiences of commotions. Also, it improves adjustment process and increases better control in experiences of sensations (Kerr et al., 2013). Shearer et al. (2016) examined the effect of mindfulness practice on stress management of college students and the study revealed that use of mindfulness practices helped to manage stress effectively and created better chances to meet with the life goals among college students. Evidences suggested that meditators possess greater well-being in comparison with non-meditators (Lykins & Baer, 2009).

Conclusion:

The main purpose of this review article is to examine how mindfulness methods contribute to general wellbeing. Researchers analyzed a variety of papers on mindfulness and well-being and found, in nearly every instance, that mindfulness practices are positively connected with well-being. Even though each body of research has some methodological flaws, there is a clear integration of findings from various studies viz. non-laboratory-based experimental studies, intervention studies, quasi-experimental and clinical trials of mindfulness. All of these studies show that mindfulness is linked to wellbeing and psychological health. Still, mindfulness and well-being research is in its infancy, and additional studies would assist to expand our understanding of the idea and nature of mindfulness, as well as its dimensions and mechanisms. Further, the study showed how mindfulness is connected with improved emotion regulation and emotional health as the longer someone has been practicing mindfulness, the better they

functioning emotionally well. The world has gotten more stressful as a result of globalization and the necessity to adapt to an ever-changing environment; therefore, the need and role of mindfulness have become vital.

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Challenges of Women Empowerment: Under the Umbrella of Vasudhaiva Kutumbakam

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Abstract:

Women Empowerment means to have equal opportunity to making choices and pursue personal, social and economic endeavors, engaging in all parts of society same as men'. Place of women, their status, their condition is very important as it plays significant role for the development of human being and any society. It is very important to study about how women empowerment is significant for social well-being in global scenario also to study challenges of Women Empowerment in the context of 'Vasudhaiva Kutumbakam'.

This paper emphasizes on studies related to women empowerment and understanding the various challenges of women empowerment in global context. This paper focuses on how women empowerment is important for social well-being in global scenario also efforts taken by women for their empowerment.

Keywords: Women Empowerment, Challenges of Women Empowerment in Global Context

Introduction:

It a very famous Vedic verse written in Sanskrit language, 'यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवताः।'. It means where women are honored, divinity blossoms there and where ever women are dishonored, all action no matter how noble it may be remains unfruitful.

In today's scenario, though world is modernized, everyone is considered as equal human being, still its views are not changed against women. In many countries women are not considered equal as men, they are deprived form their rights, equal opportunities in various fields.

Place of women, their status, their condition is very important as it plays significant role for the development of human being and any society. If we can consider women as half of the population of the world, and if people are suppressing or depriving this half of the population then how can we achieve the developmental goals. Actually, it is the biggest wastage of human resources.

Women have many qualities, lots of potential so they can contribute equally for the nation's development. Nature has not discriminated them on anything but people often do it.

Many sociologists, philosophers gave emphasis on need for strengthen women, it gives birth to women empowerment the movement. Due to these women empowerment the movement many changes are occurred, but still women are facing many challenges not only in India but in global context and hence they need to fight for their rights.

In a family generally every member is concerned about the growth, development and well-being of other family members, they help each other. Likewise, if we consider 'One world as one family' - 'Vasudhaiva Kutumbakam', then we cannot ignore the growth, development and well-being of remaining half of the members.

Hence it is the duty of all stakeholders to promote women empowerment by each possible way. They should try to understand the challenges of women empowerment and try to find out solution on it. Education is one of the ways to remove barriers of women empowerment.

Meaning of Vasudhaiva Kutumbakam:

The phrase 'Vasudhaiva Kutumbakam', originally used in one of the Mantra of Mahaupnishad from 'Samveda'. In Sanskrit 'Vasudha' means 'The Earth' and 'Kutumb' means 'Family, hence 'Vasudhaiva Kutumbakam' means the whole Earth is one family.

As per Sathya Narayan (2016), Vasudhaiva Kutumbakam is "The concept which enjoins people to practice acceptance and live in harmony and to exhibit the highest sense of brotherhood discarding the differences with respect to caste, color, ethnicity, nationality and religion".

Now globalization breaks all the barriers, now one can reach to the other end of the world within few hours, one can get connected with anyone within world with the help of one click. Whole world is called as global village, hence now we can say that, 'Vasudhaiva Kutumbakam' become 'One world one family' practically.

Meaning of Women empowerment:

There is a debate and discussion going on since 19th century, about the definition of women empowerment. Many people support it, many people criticize it for being Feminist.

World has observed that, women's empowerment and promoting women's rights have evolved over the decades into a powerful global movement and is continues to impact new frontiers.

According to World Vision Australia (2014) "Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others".

It can be concluded that, 'Women Empowerment means to have equal opportunity to making choices and pursue personal, social and economic

endeavors, engaging in all parts of society same as men’.

Aims & Objectives of Women empowerment at Global level:

Earth is home of every human being, so we always think about the preservation of it by each possible way. We think that our next generations too long live here happily, so world should also develop accordingly. This thinking gave the birth to the idea of ‘Sustainable development’.

Worldwide very much importance is given to the sustainable development, recently it’s become the key term for the positive development of any nation. Every country decides their policies by considering and promoting sustainable development. UNESCO (United Nations Educational, Scientific and Cultural Organization) contributed in ‘**2030 Agenda for Sustainable Development**’ and also set 17 Sustainable Development Goals & ‘Gender equality’ is one of the goals of it. UNESCO reflects that any forms of gender-based discriminations are considered as violations of human rights, also it is considered as a significant barrier for the achieving of the 2030 Agenda for Sustainable Development.

For the sustainable and peaceful development gender equality is the basic requirement. It is achieved when women, men, girls and boys have equal rights, conditions and opportunities, and the power to shape their own lives and contribute to the development of society.

UN (United Nations) adopted 2030 agenda in 2015 and ‘Joint program’ was decided for achieving these goals of sustainable development. This Program aims to break the cycle of exclusion and works across relevant sectors including education, health, youth, skills development, technology and women’s economic empowerment. Specifically, it aims to:

- Ensure that girls and young women should get benefit of quality education
- Empower girls and young women with relevant knowledge and skills
- Supporting girls and young women for their transitions into adulthood, equal wages and to fully participate in society

The objectives of the ‘Joint Program’ of UN is directly contribute towards the ‘2030 Agenda for Sustainable Development Goals’ and support the implementation of national development plans and strategies.

India’s National Policy on Women empowerment:

The Indian Constitution conveys a powerful message for equality and rights of women in its Preamble, also there is a specific provision for affirmative actions regarding fulfillment of Fundamental Rights, and Duties. Various policies were formed and implemented for attaining goals of women empowerment in India. The recent corroboration by India, of the ambitious ‘2030 Sustainable Development Goals (SDGs)’ will further change the approach of development by

addressing the key challenges such as poverty, inequality and violence against women, which is considered as critical for the achieving of global success of these goals.

The National Policy on Women empowerment in India (2016), envisions, 'a society in which, women attain their full potential and are able to participate as equal partners in all spheres of life and it influences the process of social change'. As per India's National Policy on Women empowerment (2016), empowerment of women is a socio-political ideal envisioned in relation to the wider framework of women's rights. It is a process, that leads women to realize their full potential, their rights to have access to opportunities, resources and making choices with the freedom of decision making both within and outside home. Women Empowerment would be achieved only when, the advancement in the conditions of women is accompanied by their ability to influence the social change, this can be gained through providing equal opportunities in economic, social and political spheres of life.

The main aim of this policy is to, 'create an effective framework to enable the process of developing policies, program and practices which will ensure the equal rights and opportunities for women in the family, society, community, workplace, etc.'.

Objectives of India's National Policy on Women empowerment (2016) are:

1. Creating a favorable socio-cultural, economic and political environment to allow women to enjoy their fundamental rights and to realize their full potential
2. Mainstreaming gender in all-round development processes/program/projects/actions
3. A holistic approach towards women's health for appropriate, affordable and quality health care
4. Improving and incentivizing universal access to women / girls for quality education
5. Increasing and incentivizing participation of 'women work force' in contributing the economy
6. Equal participation women in the social, political and economic spheres, including the institutions of governance and decision making
7. Transforming discriminatory societal attitudes, mindsets through community involvement, engaging of men and boys in such practices
8. Developing a gender sensitive legal-judicial system
9. Elimination of all forms of violence against women through strengthening of policies, legislations, program, institutions and community engagement
10. Development and empowerment of women restricted to marginalized groups

11. Building a strong network of stakeholders, increasing their participation for women empowerment

12. Supporting, monitoring, evaluating, conducting audits to bridge gender gaps

Challenges of Women Empowerment under the umbrella of Vasudhaiva Kutumbakam: -

Every country needs to understand the importance of women empowerment, effort to identify obstacles in empowerment of women, should find out a way to secure women's empowerment.

Lots of efforts were taken worldwide for attaining the goals of women empowerment. Still women in every country are facing various types of challenges for their empowerment. Women are struggling for their rights, fighting to end child marriage in Africa, demanding equal pay, economic independence, etc. some of the challenges are:

- Selective abortion and female infanticide
- Sexual harassment
- Dowry and Bride burning
- Disparity in education
- Domestic violence
- Child Marriages
- Inadequate Nutrition
- Low status in the family
- Unequal wages
- Gender inequality
- Workplace exploitation

Many challenges are faced by women in education, business and politics compared to their male equal. As far as women's social status is concerned, they are not treated as equal to men in all the spheres. A teenage Girl like Malala had taken bullet for asking right to education.

Women constitute almost 50% of the world's population, but they accomplish it resting on an unstable ground. With the changing scenario, the contribution of women in the progress and the other economic activities is said to be on the rise of gender equality. But still these developmental activities have benefited only for a little segment of the women.

The progress of only few women is considered as an indication of women empowerment. Global canvas illustrates that nearly 70% women are under the poverty line, around 80% of the world's refugees are women and world's two third women are illiterate.

To deal with the issue of women empowerment, women have to be unite and fight for their rights. Government can also support them by implementing

strict enforcement of laws and public policies with the purpose to assure their economic empowerment and gender parity. Some noteworthy success stories of women struggle are:

- The right to vote
- Run for public office
- Work
- Earn equal pay
- Own property
- Receive education
- Equal rights
- Maternity leave

Role of Education for women empowerment: -

Education is most powerful means for bringing positive change, so more emphasis should be given for educating women. Education can empower women to make choices that will improve their well-being and chances of acquiring survival skills. Education can also increase women's awareness about their rights, boost their self-esteem, and provide them the opportunity to assert their rights.

But education for women is not available in some countries and there are gender biases too. In many countries, a major concern is not only the less numbers of girls going to school, but also the number of educational opportunities available for these girls. In some parts of the world, still girls and women are attacked for attending school, for example Nobel laureate 'Malala Yusufzai'. Societal efforts should be taken to stop these all-gender inequalities.

Many countries emphasizing on imparting education for women, providing them various developmental opportunities. But the percentage of the women benefited from all this is less. Hence access to the education for women at every level is very important. For educating more women following efforts can be taken:

- Providing free and compulsory education for every girl
- Provision of Scholarships and reservation for girls
- Increase the accessibility of educational opportunities for girls
- Provision of equal opportunity for professional and personal development
- Increase involvement of more women in the decision-making process
- Preparing the school environment for promoting women education
- Conducting special drives for creating awareness for promoting women empowerment
- Implementation of various activities to support awareness of women empowerment
- Providing equal opportunities for career building
- Decrease gender inequalities at educational institutions

Conclusion:

Women empowerment is both an opportunity and a challenge for women. Each nation is trying hard for promoting women empowerment. Women at every level are also struggling hard for their rights, but still, they need to go long way further for the attainment of their empowerment completely.

Definitely there are some positive things are also happening in developed and under developed countries, likewise equal rights, equal pay, choices of career, opportunities in various fields, decision making, etc. But condition in undeveloped countries is not that much satisfactory, hence they need to promote women empowerment by each possible way. They should try to understand the challenges of women empowerment and try find out solution on it.

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A Study on Problems of Implementing Continuous & Comprehensive Evaluation in the Primary Schools of Dimoria Educational Block of Assam

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Abstract:

Primary schools have gone through various problems, which are hindering the implementation of the continuous and comprehensive evaluation (CCE). Therefore, this study attempted to identify the challenges faced by the schools in implementing CCE and suggest some measures to overcome these obstacles. The study was conducted at Dimoria educational block of Kamrup(rural) district of Assam. The primary school teachers from Dimoria educational block constituted the sample for the study. A questionnaire was used to identify these hindrances faced by the teachers. The findings showed that the teachers face the problems like lack of awareness of the parents, increased workload of the teacher, difficulty in assessment, lack of proper classrooms, lack of teachers, lack of proper playground, lack of library, financial difficulties, overcrowded classrooms, time-consuming, teachers' competency, etc.

-Keywords: Continuous & Comprehensive Evaluation (CCE), Primary Schools, Dimoria Block

Introduction

The different National educational policies have made several recommendations to improve the quality of school education. The recommendations include a child-centered approach, improvement in the quality of education through reforms in the circumstances and the process of education, school facilities, the appointment of additional teachers, and stress upon Continuous and Comprehensive Evaluation. One of the main objectives of education specially at the school level is to enable the child to acquire knowledge and develop understanding, skills, values, and habits which are conducive to the all-round development of their personality. Therefore, necessary inputs are to be provided by the school to bring out changes in their personal, cognitive, affective, and social behavioural attributes. For this,

the progress of children is to be monitored and evaluated in both scholastic and co-scholastic areas to provide feedback for further improvement. At the elementary level of the school, scholastic areas pertained to subjects, viz. language, mathematics, and environmental sciences, whereas the co-scholastic areas include personal and social qualities, interest, physical growth and health status, etc.

Concept Of Continuous & Comprehensive Evaluation:

The concept of school-based evaluation in India has evolved greatly through the last few decades. Various committees and commissions have realized the need for examination reforms. The Hunter Commission (1882), The Indian University Commission (1902), The Calcutta University Commission or The Sadler Commission (1917-1919), The Hartog Committee Report (1929), The Report of Central Advisory Board or the Sargent Plan (1944), The Committee on Secondary School Examination Council of India (1946), The University Education Commission (1948-1949), The Secondary Education Commission or The Mudaliar Commission (1952-1953) have all made recommendations regarding reducing stress on external examinations and encouraging internal assessment through Continuous & Comprehensive Evaluation. (Teachers' Manual, CBSE, 2010). The Kothari Commission report (1966) observed, 'on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school, also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination...' (9.81). It further adds, 'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it.' (9.84). This aspect has been strongly taken care of in the National Policy on Education (1986) which states that "Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of the instructional time" {8.24 (iii)} should be followed. (Teachers' Manual, CBSE, 2010) Report on the CBE Committee on Policy brought out by MHRD, Government, of India in January, 1992 has also referred to the provisions of the National Policy of Education concerning examination reforms and evaluation process and also suggested 'continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students' (Teachers' Manual, CBSE, 2010). Continuous & Comprehensive Evaluation is a process that aims at the all-round development of the students. This process includes continuity of testing with reasonable intervals and covering many aspects of curricular and co-curricular

activities. These areas are identified as cognitive (knowing, thinking), affective (social, emotional, feeling) and psychomotor (physical, kinesthetic) domains of learning of the students.

The National Education Policy of 2020 also focuses on regular formative assessment for learning rather than the summative assessment that encourages today's "coaching culture". It also emphasized continuous review of progress based on sustained research and regular assessment by educational experts. According to it the aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with key 21st-century skills. "The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based promotes learning and development for our students and tests higher order skills, such as analysis, critical thinking and conceptual clarity. The primary purpose of the assessment will indeed be for learning; it will help the teacher and student and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education," (4.34 National Education Policy 2020).

Cce In Assam

The Sarva Shiksha Abhiyan (SSA) was started in Assam in the year 2001 to provide for a variety of mediation for universal access and retention, bridging the gender gaps and social category gaps in elementary education and improving the quality of the teaching-learning process. SSA mediation includes the opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in-service training and academic and resource support, free uniforms, and free textbook support for improving the learning achievement of the students.

Evaluation is an important part of the curriculum. Through evaluation it is possible to know about the personal-social development of every individual, not only this it is also possible to know about curriculum and its quality, teaching methods, proper utilization of teaching-learning material, administrative quality of head-master, school infrastructure, etc. (CCE Manual Book upper primary level, SCERT, Assam, 2015)

The National Council of Educational Research and Training (NCERT) has prepared the resource book of CCE for primary and upper primary levels. The main aim of preparing the resource book is to make the CCE process successful. Accordingly, SCERT Assam has prepared two separate resource books for the primary and upper primary levels of schooling in Assam. SCERT

Assam has given importance to literature (Assamese, English), mathematics, social science, Science, Art Education, Physical education and Work education for the comprehensive development of children. It also aims at a load-less learning process, less stress for students, reduced weight of school bags, child-centric education, individual and group education, application of intervening programs, etc.

Review of Related Literature:

A few research works have been conducted on CCE implementations which revealed many areas of concern. In their study on challenges of proper implementation of CCE Singhal, P. (2012), Bansal, G. (2013), Anitha, T.S. (2014), Vanita Chopra (2014), Paparayudu (2016) concluded that a large number of students in the classes, lack of appropriate training of the teachers, inadequate infrastructure and teaching materials, increased volume of work, lack of financial support, etc were the barriers in smooth execution of CCE. Ajuonuma, Juliet. O (2008), Bernard and Emmanuel (2012), Safarath Byabato and Kinglin Kisama (2014) conducted studies on the implementation of CCE and found that proper training of teachers, awareness, and funds are major hurdles to the proper implementation of CCE. Shinghal, P. (2012) conducted a study on teachers' perceptions of the scheme of Continuous & Comprehensive Evaluation. The major findings of this study were that the perception of Government School Teachers is average which indicates the moderate capability of CCE by the teacher. The Teachers are not adequately prepared for the effective execution of CCE in their classes, lack of appropriate training, inadequate infrastructure and teaching materials, and increased volume of work act as hurdles in the smooth functioning of CCE. Kaur, Rajwinder & Kaur, Arshdeep, (2017) conducted a study on the challenges of CCE and concluded, that most of teachers are still unaware of the concept of CCE. It also suggested that if adequate training, guidance, financial support, teaching materials, and infrastructure are provided to the teachers the scheme will become successful.

Significance of the Study:

Primary education is the first stage of formal education. In the last few years, India has made rapid progress in reinforcing the primary education system. In our country, primary education also came under the category of compulsory education and it ranges from the ages 6 to 14 years of age. The Indian Government has also made several commissions and recommendations for the successful implementation of primary education, as the Government of India also recognized that primary education is the foundation of education for our future citizens, who are the future of our nation. School education is completely dependent on the assessment and evaluation of the students. Accordingly, the SCERT (Assam) has introduced continuous and comprehensive evaluation to its education system,

which is a new and very effective system for the all-round development of students. But the primary school teachers have gone through various challenges while executing the process in their schools. The study is an attempt to identify the hindrances and suggests some measures to overcome the hindrances.

Objectives of the Study:

The objectives of the present study are as follows:

- i. To identify the challenges faced by primary school teachers in implementing CCE, and
- ii. To suggest some remedial measures to overcome the challenges faced by teachers in implementing CCE.

Hypothesis:

It is assumed that the teachers of primary schools face challenges while executing the Continuous and Comprehensive Evaluation scheme.

Methodology:

For this study, the descriptive survey method was applied to collect the data and information from the teachers. A sample of 102 primary school teachers was selected for the study from various schools run under the Department of Elementary Education, Assam from the study area by using random sampling techniques. This study is concerned with observing the competencies and practical problems likely to be faced by the teachers while executing continuous & comprehensive evaluation in the schools. Therefore, the investigators prepared a questionnaire of twenty numbers of items related to the implementation problems of CCE.

Delimitation of the Study:

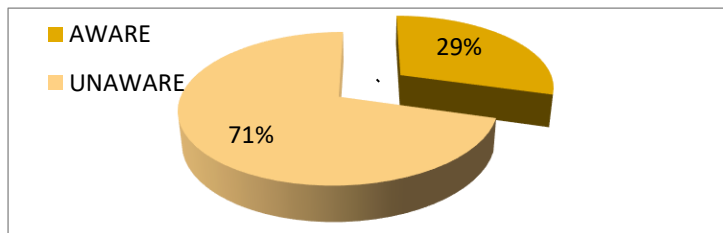
The study is delimited to primary schools of Dimoria educational block of Kamrup (M) only.

Analysis And Interpretation:

The following tables show the interpretations of the data collected from the primary school teachers by the researcher-

Table I. Teachers' opinion on parents' awareness towards the CCE system

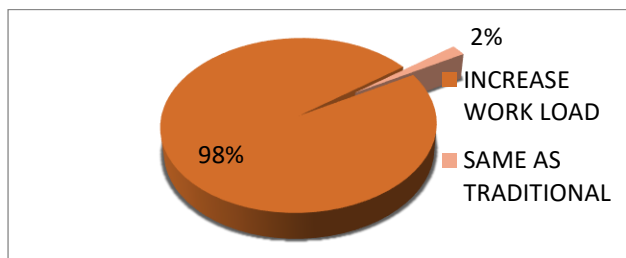
No. of Respondents	Aware	Unaware
	30	72
	29.41%	70.58%



It reveals that 72 (70.58%) teachers replied that parents are not aware of the scheme only 30 teachers (29.41%) replied that the parents are aware of the scheme but few of them ignores the parents' teachers meet conducted in the school.

Table II. Increased workload for CCE

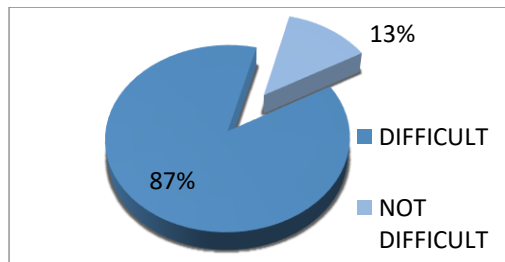
No. of Respodents	Increase Work Load	Same As Traditional
100	02	
98%	02%	



The majority of teachers 100 (98%) replied that CCE increases workload among the teachers. They are always busy in copy-checking and assessing the students. 2 teachers out of 102 (02%) commented that it is the same as a traditional system of evaluation.

Table III. Difficulty faced by the teachers in taking periodic term-end test

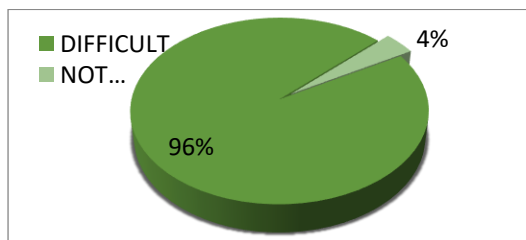
No. of Respodents	Difficult	Not Difficult
89	13	
87.25%	12.75%	



It was reported by 89 (87.25%) teachers that they face difficulty in taking periodic/term-end tests continuously throughout the year. Only 13(12.75%) teachers did not face any difficulty in taking periodic/term-end tests continuously throughout the year.

Table IV. Find it difficult to evaluate life skills, attitudes and values

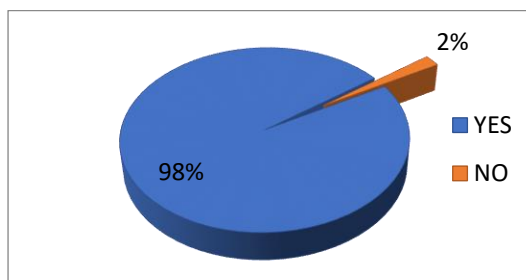
No. of Respondents	Difficult	Not Difficult
	98	04
	96.08%	3.92%



Almost all 96.08% of teachers find it difficult to assess the life skills, attitudes and values of the students in a proper way.

Table V. CCE as time-consuming process

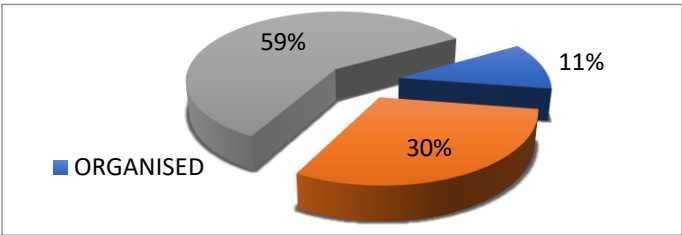
No. of Respondents	YES	NO
	100	02
	98%	02%



As because the evaluation system is based on continuous assessment of the student around the year, 98% of teachers opined that it is a very time-consuming process of evaluation. They are always busy with the evaluation and declaration of results of both scholastic & co-scholastic aspects of students' growth and development.

Table VI. Co-curricular activities are conducted in an unorganized way.

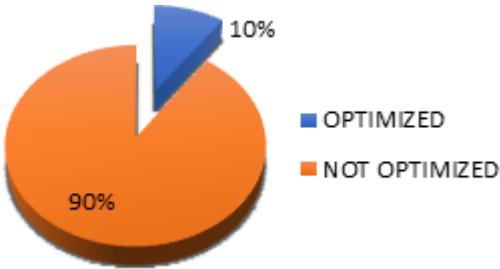
No. of Respondents	Organised	Unorganised	Not In the School Routine
	11	31	60
	10.78%	30.39%	58.82%



It represented that 30.39% of teachers replied that in their schools, co-curricular activities are conducted in an unorganized way which leads to difficulty in assessment, 58.82% of teachers replied that co-curricular activities did not receive a proper place in school their routine and only 10.78% teachers replied that they properly organize co-curricular activities and can be assessed.

Table VII. Classroom are optimized

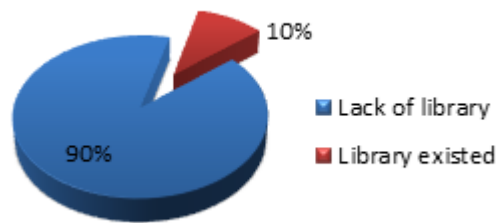
No. of Respondents	Optimized	Not Optimized
	10	92
	9.80%	90.20%



Most of the teachers (90.20%) replied that the classroom is not optimized to create a teaching-learning environment. The classrooms are overcrowded and not well equipped to motivate the student.

Table VIII. School library

No. of	Lack of Library	Library Existed
Respondents	92	10
	90%	10%



90% of teachers replied that in their school there is no library but only minimum numbers of books are available in their book bank and most of the books are textbooks. Only 10% of teachers reported the existence of a library in their schools but no reading room is there in their schools.

Table IX. Financial support

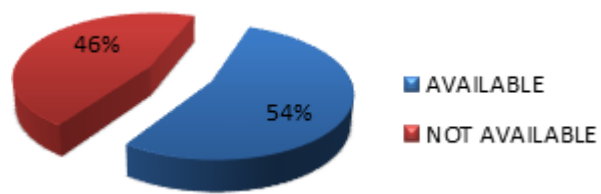
No. of	Satisfactory	Not Satisfactory
Respondents	0	102
	0	100%

All teachers reported that the schools receive financial support from the department is not satisfactory. Because the number of students enrolled in their schools is very large and most of them belong to poor families. So it becomes difficult for them to attract the students towards learning and manage all with a limited amount of money.

Table X. Availability of the playground in Schools

	Available	Not Available
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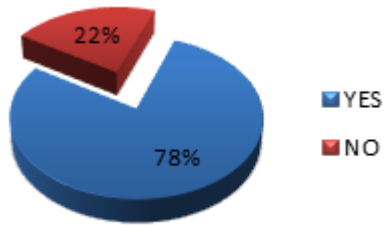
No. of Respondents	55	47
	53.92%	46.08%



Almost half of the respondents give positive responses regarding the availability of playgrounds but most of them cannot use their playground because that is far away from their schools. The other respondents replied that they don't have a playground for their school, but sometimes use other grounds to organize games & sports only.

Table XI. Teachers training and orientations

No. of Respondents	YES	NO
	80	22
	78.43%	21.57%

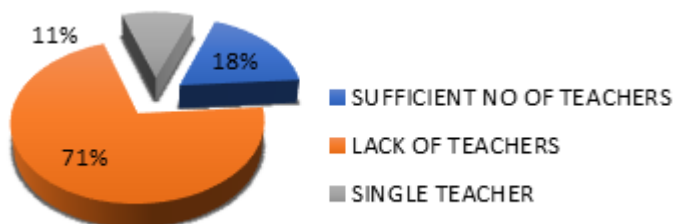


78.43% of teachers replied that they receive training and orientations about CCE, but most of them have reported that they received these types of programs only once in their service time, so they are not up-to-date and are not able to execute continuous & comprehensive evaluation properly.

Table XII. Numbers of teachers

No of Respondents	Sufficient No of Teachers	Lack of Teachers	Single Teacher

	19	72	11
	18.62%	70.58	10.78%



Regarding the number of teachers, 70.58% of teachers replied that in their schools the number of teachers is not adequate. There are no separate teachers for Art education, work education and health education, etc. Some of them replied that their schools don't have a computer teacher, music teacher and literature teacher too. 10.78% of teachers replied that they have only one teacher in their schools. The remaining 18.62% replied that they have a sufficient number of teachers.

Suggestions:

1. The headmasters of the schools may be suggested to organize awareness programs on CCE for the parents so that the parents become aware of the new evaluation system. They must be motivated to take participation in the parents-teachers meet to guide their children properly.
2. To reduce the workload of the teachers, the evaluation process should be planned and systematic manner. Keeping records should be done digitally instead of manually.
3. Frequent training and orientations should be provided for the teachers so that they become up to date with the new techniques of teaching and evaluation.
4. Classrooms should be optimized for the teaching-learning process. There should be smart classrooms with professionally trained teachers.
5. There should be a school library with reading room facilities. The library should have large collections of books including story books, informative books, comics, novels, self-help books, encyclopedias, reference books and textbooks.
6. The school playground should be on the school campus. It should be covered with boundary walls and there should be a cricket pitch, volleyball court, badminton court, etc.
7. Equipment for games and sports and concerned teachers should be made available for the students. Equipment for games and sports and concerned teachers should be made available for the students.

8. There should be a sufficient number of teachers in the school. The headmaster as well as the management committees should bring the matter to the school education authority.
9. Last but not the least; the school should receive adequate financial assistance so that it can avail all the facilities to the teachers as well as to the students. Last but not the least; the school should receive adequate financial assistance so that it can avail all the facilities to the teachers as well as to the students.

Conclusion:

From the above, it can be concluded that continuous & comprehensive evaluation is a scheme of evaluation that emphasizes on student's all-around development. It also emphasizes the overall assessment of the students with a variety of tools and techniques. It also de-emphasizes rote memorization and focuses more on understanding the concepts. Though it was applied for a long period to assess the student's capabilities in the schools, it has not succeeded yet because of some challenges that the school teachers face. The challenges like lack of awareness of parents, increased workload of teachers, difficulty in assessment, lack of proper classrooms, lack of teachers, lack of playground, lack of library facilities, financial difficulty, overcrowded classrooms, time-consuming process, teachers' competency, and awareness are very common among the primary schools. Therefore, for successful implementation of the scheme workshop and training programs have to be conducted for the teachers and the parents, Secondly, the classrooms need to be optimized to be an optimal learning space and environment. It should be well-ventilated and spacious. The problems like financial support, lack of teachers, lack of playground, etc should bring to the notice of the Government, and last but not least the school administrator should always be active and be ready to solve the problems.

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Amplifying Critical Thinking Skills: A Review of Innovative Strategies, Methodologies and Techniques

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Abstract:

When we use the phrase "critical thinking," we mean a cognitive process that involves the perception of a situation, logical analysis, appraisal of the situation, anticipation of the implications, and coming to a well-thought conclusion. The National Education Policy, 2020 has made a big push for pupils to develop their critical thinking skills. The importance of orienting the entire educational process towards honing pupils' critical thinking skills has been made abundantly clear. Thus, there is a necessity to be aware of the variety of strategies and techniques through which this objective can be attained. This insight will also open the door for a number of potentially ground-breaking techniques that may have gone untested up until now for fostering critical thinking abilities in students across age groups. We present a survey of recent innovative strategies, methodologies, and techniques used in the education domain over a span of more than a decade in improving critical thinking skills based on the following dimensions: components of critical thinking taken into consideration, types of strategies/ methodologies/ techniques used, theoretical framework, age group of students and effectiveness of the selected strategy/ methodology/ technique.

Purpose: The study focuses on presenting an exhaustive review of the effectiveness of the recent strategies/ methodologies/ techniques with respect to critical thinking abilities among students of diverse age groups.

Methodology: Systematic exploration was done at the IEEE, Elsevier, Springer, RAID, ESCORICS, Google Scholar, ERIC, Wiley, and other relevant platforms of studies published in English between 2010 and 2022 using keywords and combinations of relevant terms.

Findings: Researchers have looked into a variety of procedures, strategies, and techniques for developing critical thinking skills in various age groups. Every strategy, technique, or methodology has a unique set of benefits and challenges, which were thoroughly examined in this research. Most strategies, approaches, or methodologies adopted have psychological underpinnings

conceptually. Positive psychology techniques and integrated mechanisms were among the novel prospective approaches that emerged at the end of this thorough analysis.

Keywords: Critical thinking; National Education Policy 2020; integrated mechanisms; positive psychology approaches

Introduction:

Critical thinking skills can be promoted among the wider populace in a multitude of ways, according to several investigations that have been undertaken so far. While being widely acknowledged for its significance, there isn't a consensus on the key elements that make up the critical thinking paradigm. Therefore, a thorough review of the literature was conducted to gain a comprehensive understanding of the various identified components of critical thinking, strategies/ methodologies / techniques used to instill critical thinking skills, as well as to compile the various theoretical foundations of critical thinking in one proximity. The subsequent research questions were taken into account during the study.

RQ 1: What fundamental components make up critical thinking skills in education?

RQ 2: What strategies/ methodologies/ techniques have been proven to be successful in enhancing critical thinking abilities in the educational field?

RQ 3: Can we identify some potentially untested strategy/ methodology/ technique for improving critical thinking skills through this exhaustive review?

Materials and Methods:

Search Strategy

We explored IEEE, Elsevier, Springer, RAID, ESCORICS, Google Scholar, ERIC, Wiley and other relevant platforms for related papers in the English language published within a time frame of 2010 till 2022 using keywords and combinations of various index terms like critical thinking skills, elements of critical thinking, theoretical foundations, strategies, techniques, methodologies, inductive deductive reasoning, analyzing, evaluating, assessing arguments, credibility, assumptions, semantics, prediction, logical interpretation, general and domain specific critical thinking abilities, cooperative approaches, collaborative approaches, constructivism, multidisciplinary approaches, interdisciplinary approaches, attributes of critical thinking theory etc. to name a few.

Study Inclusion Criteria

All published articles between 2010 and 2022 related to critical thinking skills were included. To make the study feasible, research specifically focusing on the cutting-edge strategies relating to critical thinking abilities in the educational sector was integrated.

Study Exclusion Criteria

All studies published before 2010 were excluded because the current study solely focused on a specified time frame. All brief or incomplete pieces of material, including abstracts, reviews, documents, and reports, was automatically removed since they lacked the necessary documentation of the full study process. Paid papers that were unavailable were not taken into account either. Moreover, studies that did not address the research questions of the current investigation were also omitted.

Data Collection Strategy

Using broad terms like critical thinking strategies in education, the current survey produced 813 research papers. However, 263 were undoubtedly excluded because they did not pertain to the subject matter of this research. 107 papers were eliminated from the remaining ones after reading their abstracts. Since they were paid pieces, 84 were disqualified. 53 of them were not regarded as having been published before 2010, and 27 of them ended up being reviews, incomplete papers, or only abstracts. 279 studies were eventually included in this study after being filtered.

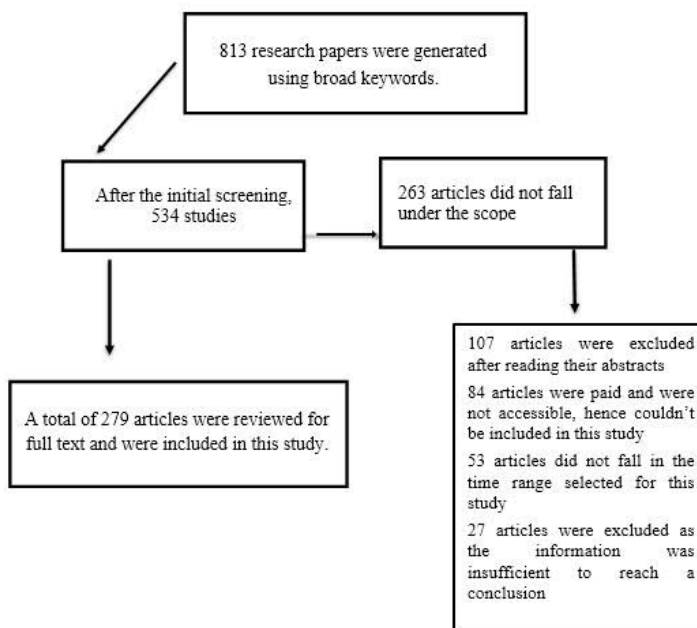


Figure 1: Search algorithm

Results and Discussions:

A systematic review, as depicted in Figure 1, was carried out to address the research objectives. We gained an understanding of the research questions from the review, which enabled us to provide answers.

RQ 1: What fundamental components make up critical thinking skills in education?

Critical thinking is considered as one of the most essential 21st century ability that every individual should harness. One of the greatest challenges before selecting a tactic for promoting this skill is identification of the elements that make up the realm of critical thinking. The following critical thinking components are primarily the focus of studies in the educational sector conducted between 2010 and 2022. These are logical analysis, reasoning, induction, deduction, inferences, prediction, decision-making, evaluation, mental dispositions and metacognition (Zabit, 2010), (Kong, 2014), (AlJaafil, 2019), (Alsaleh, 2020), (Van der Zanden et al., 2020), (Al-Ghadouni, 2021). We were tempted to look for a connecting factor that would explain this outcome. This immediately brought us to the components of widely used globally standardized tests like the Watson Glaser model and the Cornell Critical Thinking Test levels X and Z. Assumptions, analyzing arguments, deductions, inferences and interpreting information are the components of Watson

Glaser Critical Thinking Appraisal [WGCTA] (Sternod & French, 2016). Induction, deduction, credibility, identification of assumptions, semantics, definition and prediction in planning experiments are the components of Cornell Critical Thinking Test [CCTC] (Leach et al., 2020). Comparison of the components of these most widely used standardized tests confirmed the interpretation that the factors that have been included under the critical thinking dimensions in the majority of researches from 2010 till 2022 are those that can be measured statistically. These components also match the elements of WGCTA and CCTC according to a thorough analysis of this review's findings.

RQ 2: What strategies/ methodologies/ techniques have been proven to be successful in enhancing critical thinking abilities in the educational field?

Many different methods have been used in the educational field to help students of all ages develop their critical thinking skills. A vast corpus of research concentrating on a variety of strategies and techniques is present, ranging from primary education through professional courses of great repute. These strategies cater to both domain specific as well as general critical thinking abilities. The survey's findings revealed that the problem-solving learning approach, collaborative learning, cooperative learning strategy, flipped classroom methodology, digital story telling technique, and case study approach were the most often used tactics. Each of these approaches has a special combination of striking elements that contribute to its exceptional effectiveness. By the results of our review, we make an effort to condense these outstanding components of the most popular techniques. The crucial elements that make the problem-solving learning approach an excellent strategy for enhancing critical thinking skills among students include declarative knowledge skills (Zabit, 2010), arguing and providing solutions to realistic challenges (Asyari et al., 2016), reflection and facilitation (Kek & Huijser, 2011), the blending of cognitive, affective and psychomotor domain while attempting to find a solution (Aufa et al., 2021) and active engagement (AmiN et al., 2020). Explorative discussions (Warsah et al., 2021), activity-based learning (Saputra et al., 2019), effective interactions (AmiN et al., 2020), social learning methods (Igel & Urquhart, 2012) and effective group work (Fung, 2014) all contribute to the success of collaborative and cooperative learning strategies. The effectiveness of digital storytelling and case study technique depends heavily on transformative technology (Yang & Wu, 2012) and the application of theoretical principles in real-world situations (Popil, 2011). The flipped classroom technique is very good at instilling critical thinking skills because of peer interactions (Kong, 2014), discussion talks, challenging resources, classroom strategies (Dehghanzadeh & Jafaraghaee, 2018) and increased engagement with content (Rotellar & Cain, 2016).

RQ 3: Can we identify some potentially untested strategy/ methodology/ technique for improving critical thinking skills through this exhaustive review?

The researcher discovered that the strategies offered for enhancing critical thinking abilities were primarily explicit and straightforward in nature while reading through the many research studies that were examined during this examination. Seldom were studies conducted that combined the advantages of different techniques to improve students' critical thinking skills. One of the causes of this can be researchers' preference for critical thinking skills that are domain-specific. Each methodology possesses a unique set of advantages, and if these many strategies are combined as a whole, there is a strong likelihood that a synergistic impact would be observed. Thus, it is necessary to concentrate on an integrated approach, which is undoubtedly a method that is underused but may be more effective.

Similar to this, the field of positive psychology, which is an applied branch of psychology, is currently in demand. Stress management, student wellbeing, attention measures in learning (Waters, 2011), emotional intelligence in students (Bar-On, 2010), and many more are a few of the notable contributions of positive psychology in the academic area. The science of positive psychology is built around numerous foundations. Strengths of character is one of them. This positive psychology tenet emphasizes the need of critical thinking. Hence, positive psychology can also be one of the probable strategies that could help pupils develop their critical thinking abilities. This should be addressed in the future, along with some experiments, as it is undoubtedly a less-explored field of inquiry.

Conclusion:

Critical thinking is the need of the hour. This crucial life skill can be developed over time in many different ways. There are a variety of tried-and-tested approaches and strategies that have effectively made a substantial contribution to improving this skill set. Yet, as educators in the twenty-first century, we should be prepared to examine the underutilized or unexplored methodologies in addition to utilizing the well-established methods in order to contribute meaningfully to this enormous field of critical thinking.

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The Transcendence of Folk Culture: from Centre to Fringes

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Abstract:

The paper analyses lavani and nautanki, a well-known art forms of India, which were once celebrated for their task of embodying cultural values and spreading the rich Indian tradition and values across the society, regardless of class or caste. However, it has since been relegated to the field of low-level entertainment. The performance of lavani and nautanki have gained great popularity in Indian culture because of its ability to record India's historical legacy for the masses. As a result, the artists have gained a considerable amount of respect. The aim of the study is to understand the factors that contribute to this folk art's remarkable marginalisation from its central position. Such folk culture, which had previously played a dual role of providing education and entertainment without creating caste, class or religious division, is now reduced to a mere generic identity associated with 'item numbers' in popular Bollywood cinema. Originally highly respected by passionate fans, nowadays these dance performers are sadly losing popularity and are now subjected to a disobedient audience forcing them to commit to prostitution. The major concern of the paper is to look at the factors that have contributed to the complexity of this artistic decline. There are a few questions to be negotiated with - What factors contribute to the blurry art and artistic identity? Can the limited perception of current 'folk' generations be held accountable for the decline of this artistic tradition? The aim of this paper is to explore the above-mentioned questions and consider such art forms as a broader identity, rather than just a means of erotic dance.

Keywords: performative art, erotic dance, cultural hegemony, social practices, dance performers

Once renowned for its representation of culture and its mission to disseminate the rich traditions of India to all strata of society, irrespective of caste or class, the famed North Indian performing artform known as nautanki has now been relegated to the category of lowbrow entertainment. The nautanki performances are renowned for their ability to chronicle the history of India and hold a significant place in Indian culture. The nautanki artists were held in high esteem and were remunerated generously. The present study aims to elucidate the factors that have contributed to this artform's remarkable and prosperous

relocation from the core to the periphery. The Lavani and nautanki cultures historically fulfilled the dual objectives of providing both educational and entertainment value, while simultaneously avoiding the construction of caste, class, or religious distinctions, have presently been reduced to a mere quantification of their constituent elements. The enthusiastic patrons who previously relished these artists have transformed into impolite spectators, who have coerced the performers into engaging in prostitution. What factors contributed to the obscurity of this particular art form? What factors contributed to the erosion of the identity of art and artists? Can the present generation's restricted perspective of these artforms be held accountable for the decline of this artistic tradition? The objective of this study is to investigate the inquiries and to contemplate the overarching essence of these artforms and other performing arts as a mode of artistic expression, rather than solely as a means of sensual entertainment. The objective is to revive the cultural significance of these artforms, which encompasses more than just physical movements and dance routines.

For more than a century, Lavani and Nautanki have traversed great distances, providing the audience with a combination of entertainment and education through various forms of artistic expression such as music, dance, visual art, drama, and narrative. These artforms are prevalent forms of storytelling in Indian folk traditions and have undergone a transformation in contemporary popular culture. Presently, it is limited to a handful of Bollywood item songs that are erroneously labelled as Lavani, despite bearing little resemblance to the authentic form of the art. This performative culture has a long-standing history spanning several centuries. Upon examining the literary history, allusions to these performances can be traced back to the renowned work, *Ain-e-Akbari*, authored by Abu Fazal during the 16th Century. Such performances were a composite form of folk theatre that incorporated dance, dialogue, music, art, and acting. This beautiful amalgamation had deep roots in the native culture and served to highlight historical knowledge to local audiences. The aforementioned performances served not only as a means of narrative expression, but also as a primary method of directing interpersonal interactions towards validating the socio-political circumstances that existed during that era. The Nautanki performers were regarded with great esteem and received fair compensation for their artistry.

This folk culture, as stated in the introduction, served as a means to convey historical events, depict the lives of notable figures, and showcase current issues through theatrical performances that incorporated acting, dance, and song. The primary objective was to educate the public while simultaneously providing entertainment, as theatre was the sole form of amusement accessible to the general populace. The Lavani and Nautanki culture gained popularity in the royal courts of India during the colonial era in the 16th century. During the latter half of the 19th

century, these traditions emerged as prominent performative art forms that cultivated, instructed, and exhibited primarily at two pioneering centres in North India, namely Hathras and Mathura and in Maharashtra. These centres were renowned for their Swang Nautanki performances. The performers would engage in rigorous practise sessions at these centres, reflecting their unwavering dedication to this artform, which was also evident in their on-stage presentations. The fervent commitment and enthusiasm of the individuals towards these artforms resulted in widespread popularity, ultimately leading to the establishment of a distinguished Nautanki institution in Kanpur, Lucknow, and subsequently in Varanasi. The narrative genres of these artforms were disseminated extensively, resulting in their widespread acclaim and attracted a substantial following, with attendance figures reaching several thousands. Although all four schools of the artform engaged in the practise and pedagogy, there existed nuanced variations in the methodologies and modes of performance that were employed by various performers. The Hathrasi School prioritised operatic performances and vocalisation, while the Kanpuri School exhibited a preference for the incorporation of prose-laden dialogues complemented by musical interludes. The Kanpuri style originated during the colonial era of India, when the country was under British rule.

The prevalence of this artistic genre experienced a surge in the early 1900s, and the folkloric heritage expanded its reach. The increasing popularity of performances led to the emergence of numerous Lavani and Nautanki troupes and Mandalis. These groups not only performed within the regional confines of the state, but also managed to captivate audiences in other parts of the country and neighbouring regions, extending as far as Myanmar. The nautankis that garnered the highest levels of popularity among the populace were the renowned stories of Raja Harishchandra and the portrayal of Jaliawalan Bagh before the spectators.

Like other art forms, these performative practices also underwent a significant decline that adversely affected both the art and its practitioners, ultimately impacting their societal standing. The traditional Indian theatre forms of the Lavani and Nautanki, influenced by the media of cinema, were subjected to political indifference, and their artistic value was weakened by the preconceived notions rooted in public consciousness. The decline of nautanki can potentially be attributed to the lingering effects of colonialism on contemporary elites, who may hold a dismissive attitude towards this traditional art form and its practitioners. This has led to a distortion of the original intent of nautanki, as these elites have taken it upon themselves to manipulate and reinterpret its meanings to suit their own purposes. The extensive historical and cultural heritage of these artforms remains relevant and significant in contemporary society. In contrast to Gulab Bai, the pioneering female Nautanki performer who was able to lead a life of honour

and esteem, contemporary dancers are often compelled to perform in unrefined environments, surrounded by disorderly and disruptive audiences who frequently coerce them into engaging in prostitution. Due of this, the concept of ‘Bar Girls’—which is frequently connected to a lack of dignity and is seen as being identical with prostitution—has emerged. Gulab Bai was portrayed by Bhattacharya to an extent that is unimaginable for performers in the modern era. The culture, which was previously rich, well-known, and educational, has been diminished to a cheap form of amusement. This form of entertainment often involves a rowdy group of individuals who, while under the influence of alcohol, frequently exhibit inappropriate behaviour towards the artists. One notable instance of such an occurrence pertains to the narrative, both fictional and non-fictional, of “Anarkali of Aarah,” who faced challenges in navigating a misogynistic audience during her performances.

The form’s content and style have undergone a significant transformation from informative storytelling in the past to contemporary renditions featuring songs with explicit lyrics and choreographed dance routines. The alteration in both the substance and manner of expression can be attributed to the evolving significance of the conventional culture, denoted by a capitalised ‘C’ (culture) as per Rege (2002). The 20th century witnessed the portrayal of Amar Singh Rathore’s strength and courage to the audience. However, contemporary performances have devolved into renditions of popular songs such as “Bidi jalaile Jigar se piya” or “Kajarare Kajarare” and others with similar lyrical content. The overshadowing of the richness of folk tradition by the glitz and glamour of popular culture can be attributed to the phenomenon of Bollywoodisation of folk culture. Following the emergence of commendable performative art in films such as *Umrao Jaan*, what factors contributed to the decline of cultural concepts, ultimately reducing this art form to lead Bollywood actresses’ portrayal of batting eyelids and singing songs. Alternatively, could the audience be held accountable for attributing significance to these lyrics to the extent that they anticipate the artists to comply with their demands without objection? The portrayal of Lavani and Nautanki dance in Bollywood and Bhojpuri cinema through an erotic lens has contributed to the formation of a particular perception and preference for the artform among the audience. The aforementioned perception is exerting pressure on the performers to conform to the expectations and desires of their viewers, ultimately resulting in the erosion of cultural traditions. The fervour exhibited by the performers of Lavani and nautanki theatres during their earlier years, coupled with the zeal of the audience, appears to have dissipated in contemporary times. The artists have transitioned into professional practitioners who view their performances as a means of sustenance and survival. Meanwhile, the audience has seemingly exhibited a decline in reverence towards the cultural legacy and the

performers. According to Ganesh Numberdar's analysis, there has been a shift in audience preferences over time. Previously, individuals attended these performances for the purpose of appreciating its artistic and musical elements. Currently, there is a perceived decline in the quality or value of art. In contemporary times, individuals who attend such performances may express a desire to procure the female performers. According to Bhattacharya, there was a previous practise of prohibiting visitors from meeting with women. According to Chinha Guru, the era of Lavani and nautanki have come to an end. All female individuals are in complete agreement regarding their viewpoint. According to Bhattacharya, the profession of dance is no longer regarded as honourable as it once was. The utterances of these performers, among others of their ilk, serve as symbolic representations of their emotions and fervour towards this art form that has become increasingly scarce.

The art form of various folk culture traditions has undergone modifications over time and in response to evolving tastes. The folk traditions of Lavani and Tamasha in Maharashtra have garnered significant acclaim as art forms in India. Despite the societal changes and divisions that have occurred, the art form has persevered and maintained its cultural significance. The enduring spark of cultural heritage remains alive in the hearts of those who celebrate it, utilising various means to ensure its survival. Conversely, the phrase 'nautanki mat karo' is often used to dismiss something as irrational or absurd. The significance of language and vocabulary in the deterioration of these artforms cannot be disregarded. The film 'Anarkali of Aarah' portrays a notable juxtaposition between the initial and final introductions of the character Anarkali, highlighting the significant decline in the status of dance performances.

The marginalisation of these artforms as a cultural and artistic form, as well as the peripheral identity of its performers, can be attributed to several issues. One of the primary factors that contributed to its decline was a lack of understanding regarding the culture of dance as performance and the differentiation between 'mass culture' and 'popular culture' (Rege, 2002). The evolving preferences of individuals necessitated the adaptation of artistic expression to align with the tenets of mass culture, a term that was frequently misconstrued as synonymous with popular culture, thereby reinforcing the appeal of widely enjoyed pastimes. The absence of lucidity has also led to the depreciation of the significance of Culture, denoted by a capital 'C'. (Rege, 2002). The contemporary culture that is disseminated through mass media channels is often erroneously conflated with the concept of popular culture. Bollywood, as a significant source of popular culture, has had a detrimental impact on the artistic legacy of individuals such as Gulab Bai and Devendra Sharma, who dedicated their lives to the art of performativity. Rather than relying on the inclusion of erotic

songs and dances to showcase Lavani and nautanki, Bollywood has the potential to offer a more authentic representation of these traditional forms of North Indian and Maharashtrian theatres. By prioritising the preservation of cultural heritage over catering to modern audience preferences, Bollywood could contribute to a more nuanced and accurate portrayal of these artforms. The term “contemporary audience demands” refers to the concept of popularity, which is closely linked to modernity. It is important to acknowledge that modernity has created a distinct separation between the cultural and societal interests of the affluent and rural sectors of society, as noted by Rege (2002). The concept of modernity possesses both liberating and confining qualities. The alteration of the genuine meaning and content of folk tradition and culture, in the pursuit of popularity, results in a social construction of demand, meaning, and supply that places control in the hands of the audience. This practise deprives the creator of the privilege of creation and hence, the transcendence of folk culture from centre to fringes begins.

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Studying Learning Difficulties in Science: A Small-Scale Investigation of the Kumaun Region in Uttarakhand, India

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Abstract:

The present study aims to study the student's learning difficulties in science in selected government, private, and government-aided schools at the high school level in the Kumaon region of the Uttarakhand state, affiliated to the Uttarakhand Board of School Education (UBSE), Government of Uttarakhand. A sample comprises 1000 students from 21 schools (eleven government schools, six private schools, and four government-aided schools) in the Nainital and Udham Singh Nagar districts. The sample was chosen using a stratified random selection procedure. Data was collected with the help of a self-made questionnaire by the researcher. The researcher standardized the questionnaire. The one-way ANOVA, mean, and standard deviation was computed for statistical analysis. The study's findings show a significant difference in the score of learning difficulties in the science of adolescent girls owing to differences in school management types.

Keywords: Learning Difficulties, Science, Highschool Students, Kumaun, Uttarakhand

Introduction:

Science has been an essential part of India's cultural heritage and has significantly contributed to scientific fields throughout history. Today, India has a rapidly growing scientific community and is one of the top countries in the world in terms of the number of scientific publications and patents filed. Despite these

achievements, India still needs to work on science and technology, such as limited funding for research, a shortage of qualified scientific personnel, and a need for coordination between different research institutions. The country also faces challenges in translating scientific research into practical applications that benefit society. To create cutting-edge technologies for a competitive future, today's research must be innovative, forward-thinking, and forward-looking. Therefore, the primary goal of science education and teaching should be to cultivate young people's interest and aptitude for science. Science education can completely transform a child's outlook and attitude, as it provides a deeper understanding of the subject. We can shape the country's future only when the students in our classes are fine learning science; if they do not understand science, they will not make their future in the field of science. Because of this, they will not make their career in the field of science and will be unable to contribute to the nation's development.

Rationale Of the Study:

Learning difficulties in science refer to challenges or obstacles some students may face when learning and understanding scientific concepts. These difficulties may arise from various factors, such as a lack of prior knowledge, poor reading or language skills, problems with abstract concepts, or learning disabilities. Some specific learning difficulties that students may encounter in science include the following: Science uses specialized vocabulary and language that can be difficult for students to understand; scientific texts can be complex and dense, making it challenging for some students to comprehend the material; difficulty with math and calculations, Difficulty in visualizing abstract concepts, Science relies heavily on experimentation, and some students may struggle with designing and executing experiments or interpreting the results. In every classroom, some students face learning difficulties and struggle to grasp the basics of reading, writing, and mathematics in a traditional classroom environment. Teachers, parents, and peers must support these students and facilitate their learning. Factors that influence learning include a student's needs, interests, learning style, the instructional materials used, and the teacher's teaching methods. These difficulties can prevent students from reaching their full potential. It encompasses any situation in which a student struggles and needs help understanding the concept introduced to them through educational intervention. The term "**learning difficulties**" is a general term in our study, which refers to the challenges a child or adult may face while learning a particular subject. In the present times, creating a passion for learning among students is essential, and teachers must understand their students' personalities and implement various teaching techniques in the classroom. It is important to note that learning difficulties can vary from one student to another, regardless of their academic performance. The studies conducted by **Invalid source specified.**), **Invalid source**

specified.,Invalid source specified.,Invalid source specified.Invalid source specified.Invalid source specified.,(Binwal & et.al., 2022)andInvalid source specified. have identified various factors that contribute to learning difficulties. These research efforts have significantly contributed to the field of study. Similarly, the current investigation aims to contribute new knowledge to this field, building upon the previous research findings. In the present study, after knowing the different dimensions of learning difficulties, the researchers have worked on only one dimension in this research. Because of the importance of the problem and the need to boost our children's productivity both now and in the future, researchers decided to carry out a brief study on the subject.

Research Question:

The researcher had the following research query while dealing with the topic:

Is there any impact of the management of schools on the books related dimension of learning difficulties in the science of adolescent girls?

The Objective of the Study:

The study's main objective was to investigate how school management affects adolescent females' learning difficulties in science. To fulfil this objective, only one of the six dimensions of the tool we created is studied here.

Research Hypothesis:

H₀ -There is no significant difference in the books related dimension of adolescent girls 'Learning Difficulties in Science owing to the difference in the type of management of schools.

Research Methodology:

Method of the Study

This research investigation used the descriptive survey method, and a random sampling technique was used to generate the sample.

Tool of the Study:

The researcher created a tool to measure Learning Difficulties in Science in this research work. This tool has six dimensions: Basic **Infrastructure Dimension, Books Related Dimension, Implementation of Prescribed Curriculum Dimension, Teacher and Teaching Related Dimension, Participation and Interest Related Dimension, and Home Related Dimension.**

There are 36 statements in this questionnaire, of which 19 statements are positive, and 17 are negative. The researcher had standardized the above tool.

Sample of the Study:

One thousand students from twenty-one schools in the Kumaon region of Uttarakhand affiliated with the UBSE (Uttarakhand Board of School Education, Government of Uttarakhand) were included in the current study sample. These included eleven government, six private, and four government-aided schools. Eleven schools were chosen from the Udham Singh Nagar district and ten from

the Nainital district. The sample consisted solely of females.

Analysis of Data

To analyze the **H₀** following data, a table and a graph were presented

Table 1: Descriptive: Learning Difficulties in Science of Adolescent Girls According to The Types of School Management in the books related dimension

Learning Difficulties-Books Related Dimension								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Govt.	684	3.10	1.443	0.055	2.99	3.21	0	7
Private	118	2.87	1.278	0.118	2.64	3.11	0	6
Govt-Aided	198	2.64	1.524	0.108	2.43	2.86	0	6
Total	1000	2.98	1.451	0.046	2.89	3.07	0	7

Table 1 shows the mean and standard deviation of Learning Difficulties in Science scores according to the management style of the schools; the mean score for teenage girls is 2.98 ± 0.046 . In contrast, students in private schools scored on the Learning Difficulties in Science (2.87 ± 0.118), government schools (3.10 ± 0.055), and students in government-aided schools (2.64 ± 0.046).

The mean and SD scores are also shown in the graph below according to the management style used in the schools:

Figure 1

Graphical representation of Mean and SD score in Learning Difficulties in Science of Adolescent Girls According to The Types of School Management in the books related dimension

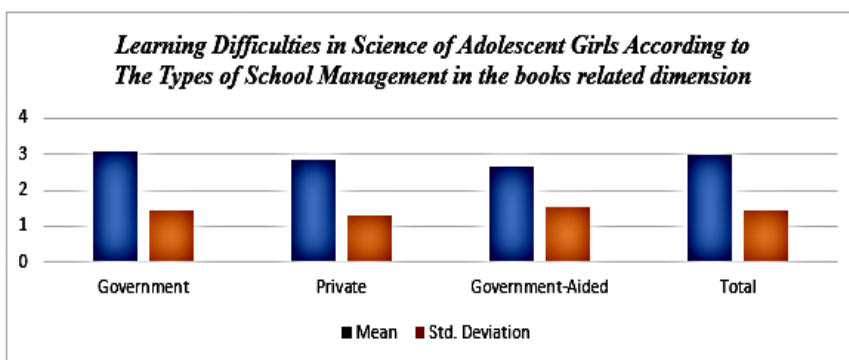
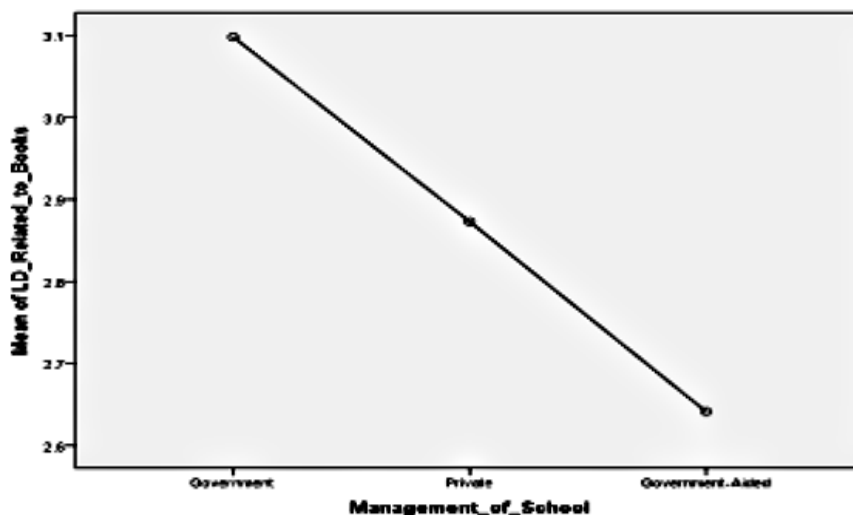


Figure 2

Graphical representation of Mean score in Learning Difficulties in Science of Adolescent Girls According to The Types of School Management in the book related dimension



The above graph shows that Girls studying in government institutions are getting the highest score in Learning Difficulties in Science, which means that the students there face the most difficult and the slightest problem met the students studying in government-aided schools. And further, to test the hypothesis, the one-way ANOVA test was applied, and the results are presented in the following table 2:

Table 2

One-way ANOVA test results of Learning Difficulties in Science of Adolescent Girls According to The Types of School Management in the books related dimension

Type of management of schools	Sum of Squares	Df	Mean Square	F	Sig.	*Level of significance at 0.05
Between Groups	33.568	2	16.784	8.080	.000	Significant
Within Groups	2071.071	99	2.077			
Total	2104.639	99				

From table 2 above, it is observed that the different Types of Management (Government, Private and Government-aided) differ significantly concerning the Learning Difficulties in Science of students in the basic infrastructure dimensions ($F=8.080$, $0.000 < 0.05$, S) at 0.05% level of significance. Hence the null hypothesis is rejected here, and the alternative hypothesis is accepted here. It can be concluded that high school students belonging to the different types of Management (Government, Private and Government-aided) differ in Learning Difficulties in Science scores.

Considering that F is significant, Post ANOVA (Scheffe Test) Multiple Comparisons determine the pair-wise significant differences between distinct management types. The results are shown in table 3 below.

Table 3

Multiple comparisons among different types of school management vs learning difficulties in science

Multiple Comparisons: Scheffe

Dependent Variable: Books Related

(I) Management of School	(J) Management to fSchool	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Government	Private	.225	.144	.294	-.13	.58
	Government-Aided	.457*	.116	.000	.17	.74
Private	Government	-.225	.144	.294	-.58	.13
	Government-Aided	.231	.168	.386	-.18	.64
Government-Aided	Government	-.457*	.116	.000	-.74	-.17
	Private	-.231	.168	.386	-.64	.18

*. The mean difference is significant at the 0.05 level.

1. When the students' learning difficulties in science were evaluated, it was discovered that the mean scores of students attending government schools differed significantly from those of students attending government-aided schools. No significant difference was obtained between the mean scores of government and private school students. Between the mean of pupils attending government schools and private schools, there was discovered to be a 0.225 gap. There was a difference of 0.457 during the same time between students attending government schools and those attending government-aided institutions.

In conclusion, learning difficulties in science scores are the same between students studying in government schools and female students studying in private schools. At the same time, there is a difference in learning difficulties in science scores between female students studying in government schools and female students studying in government-aided schools. There is a vast difference in the mean of the scores because it produces the difference, and it can be said that the score of students studying in government is very high compared to government-aided. Girls in government schools score higher in the Book Related Dimension of Learning Difficulties in Science, which means that they are experiencing more difficulty in learning science than other students.

Therefore, there is a significant difference in the books-related dimension of Learning Difficulties in Science based on the management of different types of schools for students.

Findings Of the Study:

There is a significant difference between the Type of Management in schools (Government, Private and Government-aided) to the Books related dimensions of Learning Difficulties in Science of adolescent girls. Therefore, the score of learning difficulties of girls studying in government schools is the highest, and the score of learning difficulties in science is the lowest for girls studying in government-aided schools. That is, girl students studying in government schools are experiencing the most difficulty in learning science.

Conclusion And Discussion:

As a result, it can be claimed that students in government and private colleges are less scientifically proficient than their classmates in government-aided institutions. Students from the sample claimed that the biggest issue with science teaching was a need for more infrastructure in science classrooms and laboratories, notably a lack of technology. Also, students have said that a significant obstacle to learning is the need for more innovative teaching methods. Despite having the necessary physical resources, only one instructor is assigned to teach science classes in class X in government schools. In contrast, are chemistry, physics, and biology each led by a different teacher in private schools? Science teachers at

government schools often perform additional duties on top of their teaching duties, which reduces their attendance and limits their ability to focus as much on the students. Currently, it has also been observed that most students attending government institutions come from the socially disadvantaged category, many of whom are first-generation college students. Our state's government schools are positioned in unusual geographic regions, where other private institutions and government-aided schools seldom open their doors. Government school students can access significantly fewer resources than their private school counterparts. It is a well-known truth that understanding science and applying the information in daily life improves our quality of life. Government schools also frequently require students to travel long distances to attend class and help with household chores, which exhausts them and reduces their study time. We must improve students' study habits, boost their self-esteem, and expand their learning opportunities to help them overcome science learning challenges. We can offer them some pertinent study materials regarding scientific topics. It's essential for teachers and educators to be aware of these learning difficulties and to provide appropriate support and accommodations to help students overcome them. Strategies such as breaking down complex concepts into more straightforward ideas, using visual aids or diagrams, and incorporating hands-on activities and experiments can help students better understand and retain scientific concepts. According to the statistics above, the school's management style greatly impacts how well pupils study science.

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There are no sources in the current document.

Understanding Happiness

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Abstract:

Happiness is the supreme goal of life that everyone desires to acquire because it has positive impact on the quality of life and well-being of the people. Happy person experiences mental or inner peace, more positive emotions like pleasure, joy, love, enjoyment, and less negative emotions like sorrow, anxiety, fear, and pain. The purpose of the present study is to explore the general concept of happiness and its importance. It also discusses different perspectives of happiness and presents the correlation between happiness and other important life domains. An attempt is also made to address one of the most important questions related to happiness i.e., “should happiness be researched”.

Keywords: Happiness, Importance of Happiness, Hedonic, Eudaimonic, Perspectives of Happiness

Introduction:

Happiness is the supreme goal of life that everyone desires to acquire but in different manners. It has a positive impact on mental health, quality of life, and well-being of a person. The two main important components of happiness are well-being and quality of life. The term “well-being” refers to overall good mental health and doing well socially, academically, physically, and psychologically. It affects the overall performance of a person (Mirasu, 2003). Quality of life has been defined by the World Health Organization Quality of Life as “a person’s perception of their position of life in terms of their culture, value, and relation to their standards, goals, and expectation”. Happiness not only affects positively the mental health of a person but also enhances the quality of life of a person. Lack of well-being leads to problems like stress, anxiety, poor concentration, poor quality of life, depression, feeling of insecurity, poor performance etc (Pillani, 2020).

Importance of “happiness”

Happiness has become a central goal for the governments (Cotofan,

2022). Countries like Venezuela and UAE understood the importance of happiness and created their Ministry of Happiness. Bhutan released its first Gross National Happiness (GNH) report in 2008 and it has 33 indicators categorized under various domains like psychological well-being, health, education, time spent, cultural diversity and resilience, good governance etc. Bhutan and some communities of Japan believe that money is important for good life but people cannot live longer without happiness. Madhya Pradesh is the first Indian state which has initiated its own happiness department and is also planning to introduce happiness as new subject in the curriculum in the upcoming years. In Delhi, the happiness curriculum is already taught in schools. All this shows that happiness and quality of life are now important goals of countries.

Happiness Report (Pillani,2020) considers happiness as a subjective concept. The impact of six components “work and related issues such as earning and growth”, “relationships including family and friends”, “health including physical and mental”, “philanthropy including social concerns”, “religious or spiritual orientation”, and “impact of COVID-19 on happiness” were studied in this report. The report revealed that a nation should focus also on happiness rather than just money and Gross Domestic Product (GDP). It also mentions that happiness is related to mental well-being and lack of mental well-being leads to sickness and poor performance among people. According to the report, happiness and leisure time are positively related to each other. The report also mentions about compassion for happiness, the opposition of happiness, and spiritual orientation. The report suggests focussing on not just measuring the materialistic assets but also should include non-materialistic aspects.

The world happiness report 2021 focused on the impact of the COVID-19 pandemic on happiness. Happiness was studied in relation to aspects like trust, death, mental health, social connections, work, resilience, and the future of work. It measured subjective well-being based on three indicators i.e., life evaluation (how satisfied a person is with life), positive emotions (like enjoyment, smile etc.) and negative emotions (like worry, sadness, anger etc.). Further, the report found that trust, benevolence, and happiness are positively related to each other. Psychological characteristics like grit, extraversion, gratitude, resilience, quality of social relationships etc played a positive role in well-being while intolerance of uncertainty, pre-existing mental health conditions, and poor quality of relationships were the risk factors of well-being.

Perspectives of happiness

Happiness is not only defined by various psychologists but also defined by several philosophers. Although happiness is being studied from thousands of years, no one has yet been able to comeup with a single, canonical definition. In this context, the present section discusses about two perspectives of happiness i.e.,

the Western and the Indian.

The western perspective of happiness

From a Western perspective, there are two major approaches of happiness namely hedonic and eudaimonia. Hedonic approach is rooted in utilitarian theory according to which a person experiences happiness when he feels presence of pleasure and absence of pain. According to this approach, happiness is based on immediate pleasure, enjoyment, comfort, and success (Agrawal, n.d.; Marathe, 2021). It is also related to the present economic conditions, and achievements of a person. Thus, this approach of happiness includes two components i.e., emotional and cognitive, where emotional is related to pleasant and unpleasant emotions and life satisfaction comes under the cognitive component.

On the other hand, the eudaimonia approach of happiness believes that right actions bring happiness (Agrawal, n.d.; Marathe, 2021). Aristotle supported this approach of happiness and claimed that a person feels happy when he feels fulfillment of the purpose of life, lives a virtuous life and grows in life, and happiness lies within us and does not depend upon external things. Gratitude, kindness and helping others are some of the aspects that give happiness to a person.

Eudaimonia perspective of happiness is also rooted in many other theories where they focused more on “real-self”, and realization of self-potential. Seligman (2002) gave three dimensions of happiness- “pleasant life, the good life, and the meaningful life”. Pleasant life is related to joy, comfort, and enjoyment etc. A good life is acquired by gaining knowledge about our strengths and abilities and a meaningful life occurs when a person knows the purpose of life and contributes something to society that is helpful to others also.

Indian perspective of happiness

The concept of the Indian perspective of happiness comes from Indian scriptures and ancient texts like the Vedas, the Upanishads, Buddhism, the Bhagwad Gita etc. “When a person is detached from the external world and attached with inner self then he or she gets happiness, which is everlasting happiness” (Agrawal, n.d.). According to the Vedas, we get happiness when we have mental peace, and we lose it because of greed, fear, and desires. Three types of approaches of happiness found in the Indian context (Kiran Kumar, 2004). Hedonic is similar to the western perspective of happiness and this is even reflected in Charvaaka philosophy which believes that we get happiness through material things. Transcendental or spiritual oriented approach to happiness is rooted in Vedas and the Upanishads which claims that “happiness does not depend on any object or material things because it includes one’s state of mind and body”. This approach is based on ‘karma’ philosophy which means, one gets happiness based on their good karma. “Anandamaya Kosha” or “Blissful Sheath” is the highest kosha among panchakoshas which believes that we get happiness through

self-realization. The third approach to happiness is collective or hybrid approach. This is a mixture of both approaches i.e., hedonic and transcendental.

Happiness and other important life domains

Happiness is the universal goal of life, and everyone strives for it. Happiness has its influence on various life domains like mental health, emotional intelligence, quality of life, decision-making styles, etc. It has a positive relationship with intrapersonal skills such as independence, emotional self-awareness, self-actualization, and assertiveness (Bhatpahari, 2020). Yildiz and Eldelekloglu (2021) found that happiness is significantly related to self-esteem in decision-making and decision-making styles. Gautam (2019) claimed that happiness is positively related to parental acceptance, parental concentration, positive stability, and self-efficacy. Happiness also influences the academic achievement and academic performance of the students (Hashim and Zaharim, 2020). According to Salavera et al. (2017) happiness influences productive coping strategies such as seeking spiritual support, building hope, focusing on positive and social actions and does not influence unproductive coping strategies such as worry, and self-blame. Research studies claim that there is a significant correlation between happiness and the various dimension of personalities such as extraversion, conscientiousness, agreeableness, openness, feelings, and affects, sensation seeking, judgment. Happiness is negatively related to perceived stress, neuroticism, problematic internet usage, and smartphone addiction (Baltaci, 2020). Kindness and gratitude are also positively related with happiness (Polak & McCullough, 2006). Thus, happiness is positively related to many important life domains and is a very important component of our life. It is also a predictor of many of them. Salehi et al. (2014) found that happiness is a significant predictor of academic achievement of students and it is also a significant predictor of resilience among college students. Numerous psychologists support the view that there is positive association between health and happiness.

The above arguments show that happiness is not a static state and can increase through intentional human efforts. Thus, if happiness results in improving many life domains, then pursuing happiness may be an important strategy in prevention of illness and suffering.

Should happiness be researched?

Million-dollar questions that surrounds happiness are, “Is the investigation about happiness worthy or valid?” “Is attempting to increase happiness futile and worthless endeavor?” Everyone accepts the fact that happiness is a multi-dimensional construct and is not independent of external circumstances. According to Norrish & Vella-Brodrick (2008), the study of happiness is a worthy pursuit. Investigating about happiness, its factors help in improving physical, psychological, social well-being of an individual and the

society at large. The developments in the set point theory of happiness (Diener et al., 2006) supports the need for studies on happiness. There is also a growing emphasis universally on the need to explore more deeply about how various individual differences interact and impact dimensions of happiness. Various formulas, diverse definitions and theories of happiness highlight that happiness is a combination of happiness set point, life circumstances, voluntary/intentional activities which are under individuals' control (Lyubomirsky et al., 2005). Of these three, happiness can be deeply studied by focusing on the factors that are under the individual's control and the measurement of happiness is believed to be influenced by the current mood of the respondents, situational factors, and the respondent's most recent experiences (Diener et al., 1999). Self-reporting survey is the most used tool to measure happiness (De Vries, 2022) and filling up such self-assessment questionnaires, noting down good things that happen daily or daily enjoyable events etc. can increase a person's happiness over a period (Seligman et al., 2005). It is also observed that unlike the happiness obtained due to changes in life circumstances, the happiness obtained due to intentional activities is long lasting (Sheldon & Lyubomirskys, 2006). Hence, it is not only worth researching about happiness, its factors, effects etc. but despite methodological concerns, it is possible to measure happiness with valid and reliable instruments (Diener et al., 1999). Thus, happiness studies are moving on a spectrum of not only measuring "here and now" pleasure but also to explore about more lasting eudaimonia forms of happiness. Norrish & Vella-Brodrick (2008) also highlighted about further research areas of happiness like whether happiness interventions have a lasting positive effect on subjective well-being? How various individual differences interact and impact dimensions of happiness? How strategies relating to individual happiness can be made congruent with facets that facilitate the well-being of others (Ryan and Deci, 2000) etc.

Conclusion

Happiness is a state of mind in which a person feels mental peace, more positive emotions, and less negative emotions. It includes two main components, namely quality of life and well-being. Happiness has become important because it is linked to many other life domains and is also predictor of many of them such as intrapersonal skills, decision-making, self-esteem, academic achievement, coping strategies, personality traits, etc. The happiness of the citizens of any nation is much more important than GDP and money because the happiness that comes with the economic growth of the country is not sustainable and such happiness may sometimes have negative repercussions on psychological fulfillments (Norrish & Vella-Brodrick, 2008). When a person is compassionate for others then it gives sense of purpose in life and long-lasting happiness and when a person comes out of a problem or stressful life event, the experiences undergone helps in developing

cognitive empathy skills, optimism, resilience and thus give them long lasting happiness. Happiness is also influenced by many factors such as family, friends, education, sociability, health, entertainment, sensation seeking, quality time spent with peers, self-esteem, kindness, gratitude, and school environment etc.

Thus, the studies on happiness are potentially beneficial not only for individuals but would be helpful at societal and national level. Happiness studies make people realize that the happiness derived through materialistic pleasures is not sustainable and thus encourages them to reprioritize their needs towards effective and sustainable sources of happiness. Happiness just like other human emotions is a very valid emotion and it deserves scientific recognition and scientific inquiry.

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Educational Perspectives & Opportunities of Digital Technologies

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Introduction:

It is widely acknowledged that integrating digital technologies into the teaching and learning process can enhance educational quality and performance. Educational institutions and teachers have been under increasing pressure in recent years to adopt and implement appropriate e-learning strategies due to the conviction that digital technologies are crucial to transformation of education and sustainable growth. According to Blundell et al. (2016), "digital technologies" is widely used to refer to a variety of hardware and software solutions that help with data collection, processing, and storage, as well as communication, collaboration, and problem-solving. Digital literacy and digital competence have been seen as essential components of curriculum development both in India and elsewhere due to the "ubiquitous" nature of the Internet and the growing belief that it is a "fundamental instrument for development in the Third World" (Castells, 2001). The freedom and liberty that digital education gives is it allows both teachers and students to use "their resources of thoughts and feelings to construct understanding" (Kumar, 2021; p. 66) is unimaginable. The Internet provides opportunities for fostering children's cognitive and psychological development, according to a number of studies (Fish and colleagues, 2008; Johnson, 2006; Young, 2007). From a developmental standpoint, the Internet encourages children's cognitive growth, especially in terms of visual intelligence (DeBell and Chapman, 2006), and stimulates cognitive processes involved in processing text and visuals (Johnson, 2006). Along with solving the issue of teacher scarcity in remote areas, it also assists teachers in minimising particular concerns by offering alternative teaching and learning methods and resources (Gohil, 2018).

Despite the aforementioned claims, this view of how digital technology can change education is not widely acknowledged (Wastiau et al., 2013), as its effects on educational performance are frequently disputed and attributed to a variety of interrelated extrinsic and intrinsic factors (Blundell et al., 2016; Ertmer et al., 2012). Castells (2001) asserts that because the Internet is a new kind of communication that differs from conscious communication, such as human language, it will have a greater impact on our communication habits and significantly affect our lives.

'Attitudinal barriers can also be culturally based. In many

cultures which place high value on oral culture, personal communication and strong family and kinship networks, the use of computers for communication purposes will not be a high priority. Such barriers may apply to the lowest socio-economic groups of developed nations, to strongly networked cultural minorities, indigenous groups emerging from an oral culture, and non-literate rural communities throughout the world (Cullen, 2001; pp. 314-315).

Regardless of the debates mentioned above, the severe effect of the COVID-19 pandemic on global education sector, apparently revealed the usefulness and value of digital technologies. No matter how well-prepared educational institutions were to use remote teaching techniques, complete lockdown and school closings obliged them to rely on technology-driven instruction. In India too, in order to sustain academic routines amid this crisis, the majority of educational institutions across all states and levels valiantly accepted the challenge of switching to online education. By providing seamless educational support to 34 crore school-going children who were trying to survive this educational crisis through remote access, efforts were made to reach out to youngsters from varied social and economic strata using alternate platforms and methodologies (IANS, 2021). In spite of the slow pace of digitization, strong attempts were made to build up affordable technologies and use the cost-effective digital platforms in certain states to support teachers and students. Several initiatives such as the National Science Digital Library (NSDL), the Vidya Vahini Project, and the Digital Mobile Library were made to address the issue of the digital divide. Pragyata, guidelines for digital education published by the Ministry of Education (previously known as Human Resource Development), offered a step-by-step manual for utilising digital resources and provided specific instructions for school administrators and teachers, students, parents, and even for physical and mental wellness (Pragyata, 2020). In order to close the achievement gap, organisations like Pratham, "Room to Read," and numerous others concentrated on enhancing educational opportunities for underprivileged children, communities, SMCs, and other local bodies (Cherian, 2021). The general public and the marginalised student population were reached through e-learning platforms like DIKSHA, SWAYAM, and e-Pathshala. Over 90,000 pieces of digital content have been collected by national bodies, including the National Council of Education Research and Training (NCERT) and the Centre Board of Secondary Education (CBSE), which digitised textbooks during this period. In general, schools responded positively to having access to video content on YouTube and DISKHA, the government-created platform.

Invasion of Digital Technologies:

In 2012, the government announced the first national policy on information and communication technology (ICT), which outlined instructions for states on maximising ICT use in school education through increased participation from all spheres of society. A flagship plan called "Digital India" was subsequently introduced in 2015 with the aim of enhancing digital infrastructure, particularly in rural India. This programme's goal was to build high-speed internet networks in the nation's rural areas. Nevertheless, for a variety of reasons, the spread of digital technology in India has been haphazard and exclusive (Kundu, 2020). Even though it underwent rapid and widespread electrification in recent years, some states remained without electricity (IRES, 2020), and even where there was electricity supply in rural areas, it was sporadic and varied from one to twelve hours (Kundu, 2020). There is no denying the importance of constant access to the internet and electricity for universal digital education. Especially, when rural schools even today must contend with difficulties like inconsistent power, shoddy internet connectivity, and limited gadget availability (Centre for Sustainable Development, 2020). Since the country's power distribution serves as a significant barrier to technological access, the Telecom Regulatory Authority of India report shows that only half of the population has access to a respectable broadband internet connection (Cherian, 2021). Just 15% of rural households and 42% of urban households had access to internet services, according to the 75th National Sample Survey report on education (2017–18) (Kundu, 2020). From a socioeconomic standpoint, the percentage of households with internet access ranged from 2.7% for the poorest 20% of families to 50.5% for the richest 20% of households. Das (2020) observed variations among states, noting that this access ranged from less than 20% to more than 40% among the various states. Internet access was equally skewed by gender, with 33% of women and 67% of men having access to the web, respectively. In rural areas, where Internet connection was 72% for men and 28% for women, this disparity was more pronounced (Internet and Mobile Association of India, 2019). Even the information about home computer access hasn't been appealing. Only 2.7% of homes in the bottom 20% of the income distribution had access to a computer, compared to 27.6% of households in the top 20% (Press Information Bureau, 2019).

The Indian educational system comprises more than 15 lakh schools that serve about 25.09 crore children from pre-primary to higher secondary levels of education and can accommodate close to 96.87 crore teachers (UDISE, 2019–20). From the recent UDISE (2019–20) survey data, there have been significant advances to the digital infrastructure in schools, with 83.4 percent of schools having access to electricity, 38.5 percent having computers available, and 22.3 percent having Internet access. The percentage of this availability however, varied according to the kind of school administration and school locale, since access to

these facilities at rural and government educational institutions is even worse when compared to other schools. According to Singh et al. (2020), there are notable disparities between urban and rural environments, government-aided and private contexts, and contexts in which access to electricity and a basic computer is provided. Interestingly, the majority of the schools possessing ICT equipment claimed to have acquired it through corporate social responsibility (CSR) actions (Ocansey & Sharma, 2020). The establishment of the National Educational Technology Forum (NETF), an independent organisation, by the National Education Policy (2020) reemphasizes to support and adopt technologies. It has also pledged to promote technology for teaching and learning, teacher professional development, educational planning, and administrative purposes.

Digital Inequalities:

An information society is a capitalist society that is likely to produce economic and social disparities. Digital inequality is a further example of the inequality that permeates modern society (Miller, 2011). The idea of inequality in a network society has also been interpreted in light of various theories put forth by Marx, Weber, Bourdieu, and others. These theorists drew attention to the fact that caste and class dynamics are crucial in the stratification of social status in India and have been incorporated into network society theory (Venkataswamy, 2015). Accordingly, it suggests that "social inequality and disadvantage are being reproduced and reconfigured within the networked society, specifically as digital divides" (Wessels, 2013; p. 26). In other words, in addition to education, even technology systems of any kind are said to be socially shaped and constructed (Hughes cited in Pantzar, 1997), suggesting that digital inequalities have significant implications for societies that are economically, politically, and socially stratified (Gilbert, 2010). This also signifies that the violation of the right to a free and appropriate education is visible in digital and informational societies. The term "digital divide," is seen as "the gap between individuals, households, businesses, and geographic areas at different socio-economic levels with regard to both their opportunities to access ICTs and their use of the Internet for a wide range of activities." (OECD, 2001; p. 5). When this can also mean an unequal distribution of digital resources, unequal access to computers and the Internet, it cannot not be limited by the dichotomies of stratification and instead be seen as a continuum or spectrum (Venkataswamy, 2015). The traditional binary categorizations of the digital divide, such as "technological haves and have nots," "access and no access," or "use and no-use," must be replaced by "more nuanced discussions of the digital divide that speak of the gradations in access and use among different groups" (p. 109). In spite of being "hailed as emancipatory and freeing individuals from the confines of time and place," the digital society is

criticised for "introducing a type of techno-feudalism of data extraction" (Grimshaw, 2017; p. 2).

In India, where the educational system is profoundly ingrained within the sociological elements of caste, class, and gender, the need for regular debate on spectral digital inequality among school-aged children gets further strengthened (Venkataswamy, 2015). In this regard, Castells (2001) stated that "there is a substantial cleavage in terms of technology among schools because schools are territorially and institutionally (public or private) differentiated by class, gender, and race" (p. 259). Hence, the use of the Internet in both academic settings and the workplace has the potential to exacerbate social divides rooted in class, education, gender, and ethnicity because differential learning capacities are seen to be correlated with family cultural and educational levels under relatively similar intellectual and emotional conditions (Castells, 2001).

In an ideal situation, having access to the Internet does not solve the issue of digital inequalities, where 'the dominant functions and social groups are increasingly organised around the Internet', according to Castells (2001; p. 248). Ilavarasan (2013), used the lens of socioeconomic inequality to study the digital divide in India. He concluded that "the exclusion process is a manifestation of social inequalities and the continuation of class privileges" (p. 142) while researching the underrepresented groups in the ICT industry. In a situation like this, the dominant class is likely to have superior access to and ownership of the Internet—as well as resources, tools, digital literacy, and competency—than the other classes. Similarly, based on local and international statistics, Bates (2021) also found that disparities in internet connectivity between urban and rural areas are influenced by a variety of non-technical factors, including geography, population, armed conflict, level of urbanisation, and governance concerns. Despite being the second-largest internet user base in the world making up 49.80% of its population, India has. Only 25.3% of people in rural areas access to the internet, compared to 97.9% of those in urban areas (Devara, 2020). In addition, the Global System for Mobile Communications (GSM) noted that India has the largest gender disparity in terms of access to technology, with women and men owning mobile phones at rates of 63 and 79%, respectively. When considering those who used mobile internet, their percentage rates were 21% and 42%, respectively. In terms of mobile phone owners and mobile internet users, the gender difference was 20% and 50%, respectively (GSM Association, 2020). The existing inequities are exacerbated when unequal access to technology results in unequal societal involvement, particularly in marginalised and economically disadvantaged contexts like tribal, rural, and urban slum settings in developing countries (Joshi et al. 2020). The structural disparities in regional (rural/urban),

gender (male/female), and socioeconomic status in the digital world have all been fully uncovered by the COVID-19 pandemic.

The sudden switch from traditional to digital platforms during the pandemic has had an uneven effect on especially those with public funding and those with limited resources. Based on a survey conducted by the Centre for Sustainable Development in a particular state, it was found that 91.2% of people had access to the internet, but only 2.7% used broadband. Instead, 87.4% used a mobile network, 5.4% used a dongle, and 3.6% used Wi-Fi. Additionally, 88.2% of the schools reported that their teachers made use of the mobile data feature on their phones. One overall tendency, according to the research, is that teachers' efforts to utilise their own mobile devices to access the Internet appear to be substantially responsible for the success made by schools in increasing their use of ICT in teaching practise (Centre for Sustainable Development, 2020; p. 21). It became clear during the COVID crisis that the majority of teachers used their cell data to access the internet for educational purposes and mainly used the Whatsapp platform for their lectures. Even pupils showed a rural-urban difference, with only 39% of rural teachers stating their students had access to cellphones and 50% of urban teachers. Teachers' on-going concerns included the necessity to provide an equitable (digital and instructional) learning environment for their students in the face of limited access to technology. (Singh et al.,2020).

Challenges for Digital Education:

The success of any technological innovation relies upon the 'social relations between the producer and consumer, and on the mechanisms for communication between them' (Steve Woolgar, cited in Pantzar, 1997 p. 64). Hence, integrating digital technologies in schools can be a complex and complicated process, requiring large-scale transformative changes with the support of education leaders, school authorities and teachers. The COVID-19 pandemic unfolded some of the other unseen challenges that the Indian schooling systems encountered while adopting digital technologies for teaching and learning purposes. During this crisis, although EdTech surged to become a part of mainstream education (Sundar, 2020), its importance and relevance varied across the schools. Teachers did not explicitly deny online classes/ICT enabled teaching as the alternative, but signalled other suggestions for consideration; like reduced syllabus, project-based pedagogy, reduced number of classes, adopting blended learning, and staggered shifts. The rural teachers particularly preferred radio and television/DTH programmes and recommended utilising phone and social media to facilitate student-teacher interaction. In general, urban teachers spent more time on online activities when compared to rural teachers.

The public's ongoing concerns about the widening digital divide and doubts about its suitability for learning and development, in addition to the "wide

gap between the physical and financial resources" (TATA Trusts, 2019), have slowed the adoption of digital technologies in Indian classrooms. The thought of introducing new technology for learning in the early phases of development, especially at the basic level, also appears to be surrounded with enough anxiety. Schoolchildren's access to and usage of new technology has also been impacted by the pervasiveness of innate worries among parents and teachers towards online learning. Parents were also evidently concerned about the potential of the Internet for learning, and many teachers were concerned that their pupils would get addicted to digital devices (Singh et al., 2020; Venkataswamy, 2015). In addition to family background, parental income, socioeconomic level, and community, parents, teachers, siblings, peers, and other family members have an impact on how and when children use the Internet (Venkataswamy, 2015).

The incorporation of digital technologies into education is seen as a way to reform education through changing teacher practise (Hammond, 2013). Unfortunately, prior to the pandemic, a significant portion of school teachers were never given the chance to teach online. The ability of a teacher to adapt technological applications in the classroom was also influenced by the social and cultural context in which they were working. Because most "teachers are trained to teach and not mentor," curating and mentoring in virtual classrooms would become problematic according to Pitroda (2020). Pitroda even asserted that "the existing teacher-centric education and IT-based teaching were not in sync because of the old mindset and vested interests," based on his experience using IT in government-run rural areas. It will would require a fresh mindset and framework, to make the switch from traditional teacher-class instruction to digital education. The reactionary attitude of instructors towards changing their teaching practises has been demonstrated to be the cause of the slow adoption of digital technology (Engen, 2019).

Insufficient training is another factor contributing to the inability to successfully integrate technology into the curriculum and practice (Kimmel & Deek, 1996). A vast majority of teachers are generally dissatisfied with their computer application training. Many from both urban and rural context, admitted they were "not technically sound" and "have very little knowledge with regard to digital technology," and many others also mentioned the lack of proper and systematic training (Singh et al., 2020, p. 18) when asked to assess their professional preparedness. On an average, only one in four teachers was trained to use a computer for instruction, according to the most recent UDISE (2019–20) survey, and the situation is grim in government schools (Radhakrishnan, 2021). According to a survey by ASSOCHAM (2020), a substantial majority of government schools' teachers (80%) lacked training and were less at ease instructing online than their counterparts in private schools. Ocansey & Sharma

(2020) further revealed, 65.4% of the surveyed schools said that they had received training in ICT integration, while the remaining 35.4% said they had not. The tribal schools, followed by rural and urban schools, had the least access to such activities. While some others (40%) claimed the training was merely an introduction to ICT and majority (59%) of tech-savvy training's focus was on incorporating ICT into the teaching and learning process. Despite these gaps, the majority of school teachers in both rural and urban locations managed remote teaching during this pandemic facing several challenges. Most of the teachers showed receptivity to ICT-enabled classrooms and sought upgrades in three specific areas: teaching-learning materials (63%), developing digital resources for teaching (60%), and evaluation and assessment tools (53%). A training need also arose for orientation sessions for parents and teachers to dispel some of the widespread fallacies about online learning.

Reflections:

Globally, access to information has never been equal in any society, and there has always been a divide between those who can use information technology effectively and those who cannot, creating a kind of digital gap that has been a major concern for developing nations (Singh, 2007). The willingness of teachers and students to embrace digital learning ultimately determines how effectively students learn and interact with one another in a digital learning environment. There is broad agreement that accessing the Internet, podcasts, and videos of lectures are not the only components of digital education. Instead, it has a deeper interpretation that calls for a teacher to choose and adopt the appropriate technologies, interface, curation, and resources, while taking into account the students' backgrounds and cultures. According to Kimmel and Deek (1995), educational technologies can only be a useful tool for enhancing teaching and learning if systemic change is made to the educational system and a learning environment is created that encourages creativity and discovery through computer visualisations. The teacher is viewed as the key player or catalyst in this entire implementation process, and unless s/he is prepared to offer instruction utilising digital technologies, the advantages of technology cannot be fully realised.

India is one of the world's economies that is expanding the fastest and has made tremendous advances in science and technology (Noronha, 2021). It is essential for educational systems to train the workforce required for the digital economy as digital education becomes more widely acknowledged as one of the fundamental skills that help students get ready for the future. A robust and assertive inclusive policy framework that improvises and incorporates the voices of the disadvantaged can assist in developing a resilient Indian education system that bridges the nation's digital divide. The need of the hour is for policies that encourage the viability and accessibility of technical resources and develop

institutional capacity to utilise digital learning. In order to effectively implement technology in education, we would fundamentally need to rethink what education is in terms of quality, equity, design, and delivery. According to Marta (2019), incorporating digital technology into learning environments will necessitate that schools create a new generation of learning environments that allow students to adapt to their individual learning needs and pace of learning. These modifications would also have an impact on the social dynamics and architectural layout of a classroom. An educational institution might progressively transition from a traditional to a digital learning environment using a hybrid or blended paradigm. Helping children adjust to and survive in the new electronic environment would no more be challenging when opportunities for sufficient training for teachers, implementing pedagogical innovations in the classrooms, and parental guidance are made.

The fact that "digital is not "free"" and is always linked to "capitalist structures, institutions, circulations, and productions" (Grimshaw, 2017; p. 2) must be understood. When adequate investment is made to sustain ICT infrastructural facilities across the stratified spectrum of schooling in India, digital technologies have the potential to provide better educational solutions at an affordable cost and can be critical enablers for achieving universal access and quality education. Therefore, even though digital learning may call for a variety of platforms for delivering programmes (in-class, blended, online, synchronous, and asynchronous), and even though it may call for an expansion of the role of private-sector companies to design, develop, and host educational products and services (Bates, 2021), it must be ensured that the Internet is made available as a public good and that educational institutions pay no or little money for it. The COVID-19 pandemic has, in some ways, accelerated India's need to convert conventional classrooms to digital classrooms. Although a total switch to digital education may not be viable, it may always be used in conjunction with traditional education (The First Post, 2020). Multi-layered efforts that may extend beyond the classrooms will facilitate the shift from teacher-classroom-based teaching to digital-based education. The idea of universal digital education can be achievable only when sufficient investment is made on digital infrastructure and a robust executive model is used for implementation.

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Impact of Anxiety and Excessive Stress on an individual's life

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Abstract:

Stress is a non-hilarious event of an individual's life it's an event of hellacious job. According to the American Institute of Stress: about 33 percent report feeling extreme stress, 77 % of people experience stress that affects their physical health, 73 % of people have stress that impacts their mental health and 48 % of people have trouble sleeping because of stress, if we talk about India 89% of population suffering from stress; most don't feel comfortable talking to medical professionals. Stress is a global problem with other developed countries reporting the following facts about stress: 91 % of Australians feeling stressed about one or more important parts of their life. About 450,000 workers in Britain believing their stress was making them ill. 86 % of Chinese workers reporting stress. Indians are a stressed lot, but give workplace wellness a high score, there are many researches which are related to workplace stress but this paper demonstrate the impact of stress on every individual's life whether they are child, adolescence or adults. The purpose of the study is to find out the impact of anxiety & stress on individual's life. The study is based on previous research papers, studies, websites and reports, so there is no specific methodology has been used. Result shows that that the individual with low self-esteem has high level of anxiety & those who have high level of self-esteem has low level of stress and these factors also affected the academic achievement of adolescence.

Keywords: Anxiety, Stress, Adolescence, Individual, Lifestyle, Circumstances, Self-Concept, Self-Esteem

Threshold:

Stress is caused just because of your thoughts not the circumstances. If we consider the present state of affairs & comparing it with the lifestyle of our forefathers, it is clear that our lifestyle is more hectic and stressful. The originator of these circumstances is none other than man. The unfulfilled desires of the person cause stress. When a person omit to fulfil those unfulfilled desires, then there is a kind of imbalance in his body and this imbalance turns into a mental disorder which we also known as stress. Anxiety and stress are closely related to each other. Any kind of constant worry gives rise to stress. It is the nature of man to worry about anything because man is a mental and social animal, there is something going on in his mind all the time, so it is instinctively to be worried or anxious, when anxiety gets out of control, it turns into stress. Anxiety disorders are among the most frequent mental health problems in adolescence (Merikangas et al., 2010).

Anxiety:

Anxiety is a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It's a feeling of uneasiness about what's to come.

Stress:

People under stress experience mental and physical symptoms, such as irritability, anger, fatigue, muscle pain, digestive troubles, and difficulty in sleeping.

Nature of Stress:

The word stress has its origin in the Latin words 'strictus', meaning tight or narrow and 'stringere', the verb meaning to tighten. These root words reflect the internal feelings of tightness and constriction of the muscles and breathing reported by many people under stress. Stress is often explained in terms of characteristics of the environment that are disruptive to the individual. Stressors are events that cause our body to give the stress response. Such events include noise, crowding, a bad relationship, or the daily commuting to school or office. The reaction to external stressors is called 'strain'. Stress has come to be associated with both the causes as well as effects. However, this view of stress can cause confusion.

Hans Selye, the father of modern stress research, defined stress as "the nonspecific response of the body to any demand" that is, regardless of the cause of the threat, the individual will respond with the same physiological pattern of reactions. Many researchers do not agree with this definition as they feel that the stress response is not nearly as general and nonspecific as Selye suggests. Different stressors may produce somewhat different patterns of stress reaction, and different individuals may have different characteristic modes of response. Each one of us will see the situation through our own eyes and it is our perception of the demands, and our ability to meet them, which will determine whether we are feeling 'stressed' or not.

Stress is not a factor that resides in the individual or the environment, instead it is embedded in an on-going process that involves individuals transacting with their social and cultural environments, making appraisals of those encounters and attempting to cope with the issues that arise. Stress is a dynamic mental/cognitive state. It is a disruption in homeostasis or an imbalance that gives rise to a requirement for resolution of that imbalance or restoration of homeostasis. The perception of stress is dependent upon the individual's cognitive appraisal of events and the resources available to deal with them. Lazarus and his colleagues propounded a cognitive theory of stress. An individual's response to a stressful situation largely depends upon the perceived events and how they are interpreted or appraised.

Types of Stress:

There are many types of stress which we are facing in day-to-day life some of them are discussed below-

Acute stress:

Acute stress is the type of stress in which a person reacts quickly to the stress. There are some techniques which provide relaxation for instance- deep

breath, mini meditation & progressive muscle relaxation.

Chronic Stress:

The stress that lasts for a long time is called chronic stress, which has a serious effect on the mind and body of the person. Such type of stress can be avoided by doing regular exercise, eating a healthy diet and talking to a doctor.

Emotional stress- It is a state of suffering in which a person experiences a negative effect, Emotional stress commonly occurs when an individual perceives that he or she does not have adequate personal resources to meet situational demands effectively.

Social Stress:

These are induced externally and result from our interaction with other people. Social events like death or illness in the family, strained relationships, trouble with neighbours are some examples of social stresses. These social stresses vary widely from person to person. Attending parties may be stressful for a person who likes to spend quiet evenings at home while an outgoing person may find staying at home in the evenings stressful.

Causes of Stress:

Stress can be generated by a wider range of events and conditions. Several are the most important events of major stressful life, such as death of a loved one, personal injury, the annoying frequent inconvenience of everyday life and traumatic circumstances that affect our lives. Ever since from our birth; big, small, sudden and gradual life events changes our life with in a moment. We learn to cope with small, everyday changes but major life events can be stressful, because they disturb our everyday practice and cause tempest. If several of these life events that are planned (e.g. moving into a new house, switch a job) or unpredicted (e.g. break-up of a long-term relationship, suddenly lay off job) occur within a short period of time, we find it difficult to cope with them and will be more susceptible to the symptoms of stress. Some causes of stress-

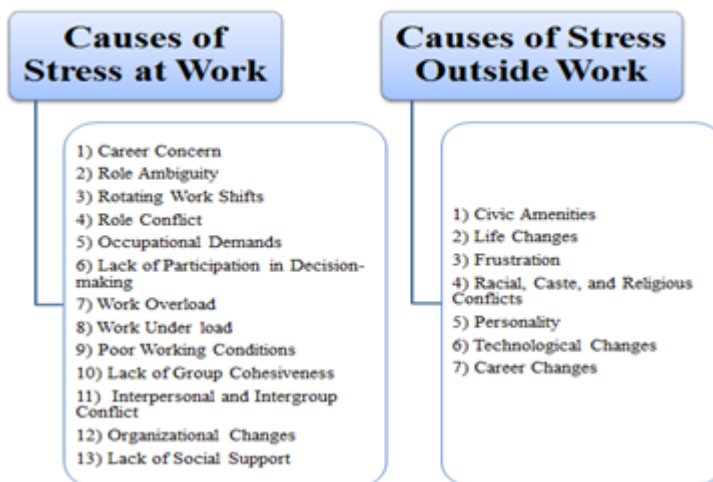


Fig. 1

Stages of Stress:

There are three stages of Stress:

1. Alarming Stage
2. Resistance Stage
3. Exhaustion Stage

Alarming Stage:

When an individual begins to experience a stressful situation or perceiving something to be stressful then psychological and physical changes appear in your body. These experiences or changes disturb our body's normal functioning and balance and it immediately induces your body to respond to these stresses as efficiently as possible.

- **Examples:** Cardiac: increased heart rate, Respiratory: increased respiration

Resistance Stage:

At this stage your body tries to cope up or adapt to the stressors by initiating a process of mending the damage caused by the stressor automatically. Our friends, family or co-workers may notice these changes in ourselves before we do. So, it is important to examine their feedback to make sure you do not reached overburden.

Examples

- Behaviour indicators include: lack of enthusiasm for family, school, work or life in general, withdrawal, changes in eating habits, Insomnia, hypersomnia, anger, fatigue etc.
- Cognitive indicators include: poor problem solving, confusion, nightmares, hyper vigilance etc.
- Emotional indicators include: tear fullness, fear, anxiety, panic agitation, depression, etc.

Exhaustion Stage:

This is the very crucial stage in which the stressors or effected individual is not being managed effectively and the body and mind are not able to repair and heal the damage itself.

Examples:

- digestive disorders,
- withdrawal,
- headaches,
- Tension, Insomnia, loss of temper etc.

Purpose of the Study:

The purpose of the study is to find out the impact of anxiety & stress on

individual's life with the assist of some valuable research papers. This situation was not there before, but the greed of man has created this situation. For the last decade, every human being is going through this situation, whether it is a child, adult or old. This topic is very essential for study because everyone suffer with this condition, it affects people of all ages; all human being influence by this ambience. Human life is very precious, it has been getting by passing through many species, but if a person spends this life under stress or depression, then that life becomes in vain. Today's lifestyle is so exaggerated, so it is impossible to avoid this stress and anxiety, but we should make our routine in such a way that we can be less affected by these circumstances. Therefore, it is necessary to write this research paper so that the precious life of man can be secured and can be made meaningful.

Literature Review:

Çigdem Berber Çelik and Hatice Odacı, 2019 “Does child abuse have an impact on self-esteem, depression, anxiety and stress conditions of individuals?”

The purpose of the study was to determine the direct and indirect effects of child abuse on self-esteem, depression, anxiety and stress levels. 636 students were taken for the research; data was collected through ‘Childhood Trauma Questionnaire’. Results show that child abuse was negatively correlated with self-esteem, while it is positively correlated with depression, anxiety & stress. Maltreatment in the childhood period is correlated with reduced self-esteem, with the increase in self-esteem causing a significant reduction in depression, anxiety and stress. In other words, self-esteem creates a mediating effect between these variables. These negative experiences in the childhood period create a negative reflection in the future. However, the most important finding in this and other studies is that self-esteem has a reducing effect on problems that may be experienced in adulthood.

Intolerance of uncertainty moderates the relation between negative life events and anxiety.

Solfrid Raknes et al, 2017, Negative Life Events, Social Support, and Self-Efficacy in Anxious Adolescents

This study examines the prevalence and correlates of anxiety in a community sample of adolescent's Cross-sectional data about anxiety were collected via a school survey from a community sample of Norwegian adolescents aged 12–17. Results shows that total of 22% of the adolescents were categorized as anxious. Female gender, experienced negative life events, low social support, and low self-efficacy were associated with elevated level of anxiety. Paper concluded that the high prevalence of anxiety in adolescents demonstrates the importance of improved prevention interventions targeting anxious adolescents.

Broeren, S., Newall, C., Dodd, H. and Hudson, J. L. (2014), Longitudinal investigation of the role of temperament and stressful life events in childhood anxiety

The current study investigated the longitudinal relationships between behaviourally inhibited, life events, and anxiety the result shows that the impact of negative life events, were predictive of increases in subsequent anxiety symptoms, the likelihood of having an anxiety disorder, and increased number of anxiety diagnoses over the five-year follow-up period. Therefore, this study seems to indicate that behaviourally inhibited and life events act as additive risk factors in the development of anxiety problems.

Ertugrul Sahin, Yasar Barut, Ercumend Ersanli, Hatice Kumcagiz, (2014), Self-esteem and Social Appearance Anxiety: An Investigation of Secondary School Students.

This study reports on the association between self-esteem and social appearance anxiety in secondary school students. A total of 2222 adolescents aged 11-15 years were selected from Merzifon City, in the central Black Sea region of Turkey.

Self-reporting measures consisting of a Personel Information Form, the Rosenberg Self-Esteem Scale, and the Social Appearance Anxiety Scale were administered to students under the supervision of teachers. Data were analyzed using Pearson Correlation Analyses. Results indicated that there was a significant negative relationship between self-esteem and social appearance anxiety for each gender.

These findings suggest that adolescents with low-self-esteem may exhibit higher levels of social appearance anxiety or vice versa. The implications of these findings, especially for guidance and counseling services in Turkey, and potential applications for guidance counselors and researchers are also discussed.

Cynthia Binelli et al, 2012, Social anxiety and negative early life events in university students

The present study investigated the association between social anxiety symptoms measured using the Liebowitz Social Anxiety Scale. Sample of 581 university students has been taken. The primary goal of this study was to investigate the association between negative life events during childhood and social anxiety disorder in adulthood, using a social anxiety scale. a cross-sectional survey conducted, data was collected through a semistructured questionnaire of sociodemographic variables, personal and family psychiatric history, and substance abuse. Paper assessed the five early negative life events: (i) the loss of someone close, (ii) emotional abuse, (iii) physical abuse, (iv) family violence, and (v) sexual abuse. All participants completed the Liebowitz Social Anxiety Scale.

Result shows through Linear regression analyses, after controlling for age, gender, and family psychiatric history, showed a positive association between family violence and social score ($p = 0.03$). None of the remaining stressors produced a significant increase in LSAS score ($p > 0.05$).

Philip Spinhoven et al, 2011, Personality, Life Events and the Course of Anxiety and Depression

The study had four aims. The first aim was to examine the independent effects of positive and negative life events on the course of depressive and anxiety symptoms in participants. Second aim was to investigate whether neuroticism and extraversion predicted prospective increases in anxiety and depressive symptoms and strengthen the impact of positive and negative life events on affective symptoms. Third aim was to investigate to what extent personality factors influence whether someone is more likely to experience (positive or negative) life events. Fourth aim was to explore whether predicting, moderating and mediating variables differ between depressive and anxiety disorder. Results show that negative life events are predictive of both anxiety and depressive symptoms, while positive life events predict the course of depressive symptoms only. In addition, personality dimensions have significant predictive and moderating effects on the course of affective symptoms, though these effects are rather small. Interventions in persons with anxiety and depressive disorders should be aimed at minimizing or controlling the occurrence of negative events and providing coping strategies in the event that stress occurs.

Ali Fathi-Aahtiani, Javad Ejei, Mohammad-Karim Khodapanahi & Hamid Tarkhorani, 2007, Relationship between self-concept, self-esteem, anxiety, depression and academic achievement in adolescent.

The study is surveying some of personality characteristics of adolescents and their Associations with academic achievement, sample of 1314 students were randomly selected through cluster sampling method of Tehran's High School. For data collection Beck self-concept inventory, coppersmith self-esteem inventory, Spielberger state trait anxiety inventory & Beck depression inventory were used. Results indicate that self-concept is correlated with self-esteem and these two have positive impacts on argument of academic achievement, the increase of self-concept and self-esteem are related to the decrease of anxiety and a negative significant relation exists between self-concept, self-esteem and depression which will ensure decrease in academic achievement. These results are correspondent with the researches result of Kaplan et al (1995) and Dishman et al (2006)

David m. Fresco, lauren b alloy & noreen reilly-harrington, 2006, Association of attributional style for negative and positive events and the occurrence of life events with depression and anxiety

This study examined the relationship of attributional styles for negative

and positive events with depression and anxiety. Using cross-sectional methodology, attributional styles for negative and positive events were compared across current diagnoses of unipolar depression or anxiety.

With respect to attributional style for negative events, individuals with current depression, particularly participants with comorbid anxiety, tended to endorse a more internal, stable, and global attributional style for negative events than individuals with no lifetime history of psychopathology. The cross-sectional findings in the current study also correspond favourably to initial reports from the Temple–Wisconsin Cognitive Vulnerability to Depression Project.

Methodology:

There is no specific methodology has been used to collect data, the study is based on previous research papers, studies, websites and reports. Most of the research papers the researchers used ‘Childhood Trauma Questionnaire’, cross-sectional methodology, survey, questionnaire, self-inventory, etc to collect their data, so the same was used in this study as well.

Ways to cope with stress:

Anxiety or stress is the psychological, physiological, and behavioural disorder experienced by an individual. The person does not reach in this situation suddenly; anyone can reach in this condition by facing stressful activities of daily life. When a person doesn't get what he wants or we can say that this is the situation when lack of equilibration between the expectations placed upon them and their ability to meet those expectations and challenges, which over a period of time, leads to ill health.

Stress Management:

Stress management is "set of techniques and programs intended to help people deal more effectively with stress in their lives by analysing the specific stressors and taking positive actions to minimize their effects".

There are 4 A's of Stress Management:

1. Avoid - learn to say no
2. Alter - make changes that impact your stress level for the better.
3. Accept – To accept things as they are and learn from past mistakes and accept them as “teachable moments.”
4. Adapt – Readdressed the requirement of an individual to get rightness in order to work or perform with less frustration.

Coping with Emotions:

- Try breathing relaxation techniques.
- Try meditating or praying
- Try throwing the negative thoughts away
- Journaling

- Try progressive muscle relaxation or exercising
- Read the story of someone who admires you
- Watch funny programs
- Play with animals/pets
- Reorganize your room
- Make a to do list- of places you want to travel

Result & finding:

Based on previous researches it has been found that every individual suffering from this trauma. Research which was related to children, it was found that child abuse was negatively correlated with self-esteem, while it is positively correlated with depression, anxiety & stress, with the increase in self-esteem causing a significant reduction in depression, anxiety and stress. In other words, self-esteem creates a mediating effect between these variables. These negative experiences in the childhood period create a negative reflection in the future. However, the most important finding in this and other studies is that self-esteem has a reducing effect on problems that may be experienced in adulthood. Some study seems to indicate that behaviourally inhibited and life events act as additive risk factors in the development of anxiety problems in children.

Researches related to adolescence shows that the adolescents were categorized as anxious. Female gender, experienced negative life events, low social support, and low self-efficacy were associated with elevated level of anxiety. It is concluded that the high prevalence of anxiety in adolescents demonstrates the importance of improved prevention interventions targeting anxious adolescents. Adolescents with low-self-esteem may exhibit higher levels of social appearance anxiety or vice versa. Few researches also indicate that self-concept is correlated with self-esteem and these two have positive impacts on argument of academic achievement, the increase of self-concept and self-esteem are related to the decrease of anxiety and a negative significant relation exists between self-concept, self-esteem and depression which will ensure decrease in academic achievement in adolescence.

After seeing the results of previous study, this paper also supports that the individual with low self-esteem has high level of anxiety & those who have high level of self-esteem has low level of stress and these factors also affected the academic achievement of adolescence.

Recommendation

In this fast-paced life, it is as important for a human being to be mentally fit as to be physically healthy. To stay healthy there are some recommendations to be followed; a person should follow some everyday healthy routine in their lifestyle like yogasan, pranayama meditation, some light morning workout,

morning walk etc. Along with following this routine, we should take healthy and complete sleep, if there is stress, then at that time we should take deep breaths and listen to soothing and calming music, events like counselling and stress management should be attended, we should also build a support network of our own with whom we can share our feeling of stress.

Conclusion:

It is really very essential to keep ourselves free from stress as well as to learn how to keep ourselves cool and calm. Need to follow a healthy life style and good food habits to live a balanced and happy life. It is correctly said that a contented person can spread happiness around and a healthy mind and soul lives in a healthy body. Consequently, it has been shows that the individual with low self-esteem has high level of anxiety & those who have high level of self-esteem has low level of stress and these factors also affected the academic achievement of adolescence. It is concluded that if an individual wants to be free or reduce their stress they (he/she) become try to increase his or her self-esteem, confidence and self- acceptance, for this there are many things to do like focus on the positive wipes, be kind & look after yourself, do whatever you like or do the things you enjoy the most.

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Module on Adaptive Physical Education for Health and Wellness of Special Children with Disabilities

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Abstract:

Adaptive physical education was developed on the basis of comprehensive assessment model so that the special children with disability are able to learn the modified forms of games and sports. This also includes ample opportunities for rich leisure, creativity, experience-based activities with a view to enhance their fitness related to their health and wellness too. Aim of this article to develop a module to develop an evaluation process of health, fitness and wellness especially for the special children with disability. The module, in fact, contains the ways to learn the fundamental motor skill and motor fitness components and easy movement skills. The most important objective of this adaptive physical education module is to create social cohesion so that the special children should create interest and motivation for participation. This module is very easy to implement. This article is an outcome of the development of the schedule of *individual adapted physical education* Program (IAPEP) exclusively for the special children with disabilities. However, the experimental process (undertaken for Doctoral study) for validation of the schedule is in progress.

Keywords: Adaptive Physical Education, Module Development, Special Children with Disabilities

Introduction:

The concept of adaptive physical education has a scientific base on the special form of modified physical activities in games and sports exclusively for the special children with disabilities (Block, 2016; Sherrill, 1998). There are many

forms or kinds of disabilities where the adaptive physical education or instructive physical education can be implementing for the betterment of these special children with disability (Conatser and Summar, 2004). The disabilities are as follows: hearing impairment disability, speech impairment disability, visual impairment disability, autism, learning impairment disability, multiple impairment disability, intellectual disabilities (Aija and Kndlacek, 2011). But the thing doesn't end here, as, the adaptive physical education has launched in different schools, educational institution and especially to those institutions who deals with this special child with disabilities. However, based on ample of researches, the activities of physical education have been designed and adapted in the form of curriculum for them.

Adaptive physical education has been considered as an important medium of education for the children who were not especially able. As per NICE declaration in 2000 this form of education has become mandatory for special children who are disabled in some dimensions. Implementation of adaptive education on physical activity among the special children has specifically become challenging.

This subject (adaptive physical education) has become very popular among the worldwide nations and is taught in the form of instructional program at schools (and later it was popular at colleges) with an objective of teaching them how to play games and sports with their disability (Jayakrishnan (2019). Gradually, the activities of adapted physical education (viz., new form of sports and games) are monitored to assess the occurrence of development especially on health, fitness and wellness among the special children.

In this article, the researchers intend to provide a suggestive exercise (physical activities) module especially for the Indian special children.

Principles of Constitution of the Module for Special Children

Based on the findings of various researchers (Auxter, Pyfer, Zittel and Roth, 2010; Sherrill, 1998), following principles have been included towards constitution of the module for the special children with disability:

- Inclusion of activities that lead towards qualitative development;
- Activities must consider the basic forms of learning with easy execution;
- The design of the activities is to be well planned so that the special children can enrich their knowledge in different aspects of their education process;
- The content of adaptive physical education activities must develop their full potentiality especially in the field of sports and games;
- As per declaration of UNESCO, the activities of adaptive physical education must provide a quality education process;

- The curriculum content of adaptive physical education aims to create social cohesion so that along with other people the whole society should create interest and motivation for the implementation of such education program for these special children with disabilities. Thus, the content of such curriculum must have a great scope for developing their fruitful social life.
- The curriculum must be flexible so that alterations of several physical activities, sensorial as well as mental dimensions, limitations body functions including health problems etc. can be feasible.
- The content of the model for Adaptive physical education shall be planned properly to create as well as support their special identification and recognition in the society
- Quality education is the main focus of the curriculum of adaptive physical education. This will motivate the physical education teachers to provide quality education among the special children with disabilities. This education can only be able to create environment so that this special child can face their challenges in form of exercise, sports and games.
- The curriculum of adaptive physical education must provide an excellent way to the physical education teachers for properly handling these special children.

Significance of Adaptive Physical Education, Sports and Games for the Special Children with Disabilities:

- Through this adaptive physical education, the special children will be able to learn the fundamental motor skill and patterns especially in case of motor and fitness components.
- This education system may provide a huge scope of developing the psychomotor components such as- physical and kinesthetic senses of the special children.
- The special children may acquire mastery over the motor skills related or required at the time of performing the games and sports.
- By implementing this form of education, the special children can improve their fine motor skill and gross motor co-ordination that are especially needed for their self-care while performing the play activities.

Genesis of the Module of Adaptive Physical Education for Special children with Disabilities

The genesis on content of the module of adaptive physical education has been modified for the special children from different sports as given below (Conatser and Summar, 2004): Cycling, Five-a-side football, athletics, swimming, aquatics, badminton, basketball, table tennis, volleyball, Kabaddi, kho-kho, water

polo, gymnastics, calisthenics, light apparatus, yoga, major games, swimming, and major games etc.

The authors also consulted vision of Prof. Jaimithra from YMCA College of physical education, Nandanam, Chennai, who suggested physical activities viz., adaptive sports such as- adaptive volleyball, adaptive Kabaddi, adaptive tennis, adaptive kho-kho and adaptive tennis, adaptive athletics and adaptive cricket especially for the blindchildren.

Modification in some areas of sports has done under adaptive physical education which will help the special children, physical education teachers or instruct have many options available while adjusting curriculum to fit the special children with special needs. For the instance, some of the sports may be adjusted as follows:

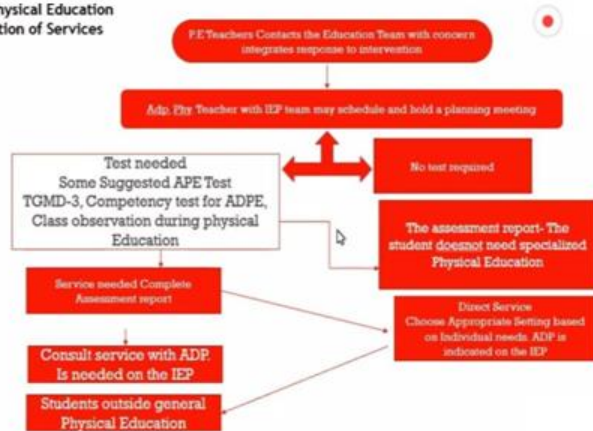
- a. Special children are allowed extra time to move between lines.
- b. Pitching distance is decreased to accommodate the needs of the students trying to hit a baseball or softball.
- c. Special children are allowed to use a batting tee to push or hit the ball.
- d. Special children are allowed to walk or run in a smaller area of play for basketball or soccer.
- e. Special children in wheels may hold the ball in their laps during periods of movement.
- f. The net for tennis or volleyball may be lowered to accommodate a child in a wheel chair or with limited gross motor skill.
- g. Sports equipments for the special children such as larger and softer balls, light weight rackets and clubs and Velcro basketballs and catching mitts may be utilized.

Literature reveals those modifications done under adaptive physical education in sports and games for special children considering four areas viz., Instruction, Rules, Equipment and Environment. Based on literature, the diagrammatic presentation of the Module is as follows:

Module of Adaptive Physical Education for Special children with Disabilities

The module has been formulated on the basis of the reports of various earlier investigators (Conatser, and Summar, 2004; Letitia and Mc Daniel, 2017).

Adapted Physical Education Determination of Services



The possible module of activities is given with photographs:

Sitting Volleyball



Students Performing Calisthenics



Court Measurement



- Same as Normal Volleyball – 18Mts X 9Mts
- All the lines marked with Nylon Tape or Cotton Tape.
- Through Tactile sense they found the court.
- Same Net tied 30 cm above the ground level
- Same multicolor volleyball
- Team Consist of 12 Players.
- 8 (B1) totally blinded and 4 (B2) Partially blinded
- 6 main players , 4 (B1) 2(B2)
- 6 substitutes.
- Scoring as normal Volleyball

Adapted Volleyball Skills



SERVING



BLOCKING



HITTING



PASSING

Conclusion:

Adaptive physical education program for special children with disabilities at the school, college or university is based on individual education program (IEP). An IEP is a written document that principally describes the special children's status of current level of educational achievement, identifies goals and objectives, and lists the educational services to be provided to meet those goals. Disabilities education Act (ADEA) in 1997 has reaffirmed the importance of IEP for appropriate education plans for students with disabilities. The theoretical base of the module as formulated in this article may be called individual physical education Programme (IPEP), which seems to be important to evaluate the current status of health, fitness and wellness of the special children with disabilities. However, the real experimental process for validating the module is in progress by the author (s) of this article.

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Dichotomy between Public and Private: Implications for Feminist Politics

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Based on an empirical study of socialization practices within urban educated middle-class families in the state of Odisha, this paper argues how violence and discrimination is built into the socialization processes and yet escapes scrutiny and critique given the 'naturalness' and 'normalization' of these processes in the public discourse. Socialization processes are largely understood in terms of a binary, that is masculinity and femininity with no space for non-normative or non-binary gender identities. Family is not one but many. However, families by and large are patriarchal and heteronormative. What implications does this have for a feminist politics that for long has questioned this false binary between public and private and for the systemic violations of rights within families?

The dichotomy between public and private that has shaped political theory and practice has serious implications for women. Everything that happens within the four walls of the house is considered a personal matter, an internal affair and no outside intervention is encouraged. The family is treated as sacrosanct and beyond the purview of the state. Glaring inequalities and grave assaults on women are thus allowed to continue. Wife battering, marital rape, girl child abuse both physical and sexual, mental torture of girls and women and general deprivation experienced by girls have till recently remained invisible, undiscussed, and unchallenged. In order to highlight this duality between the public and private and its disastrous consequences for women and society in general the feminist movement coined and popularized the slogan 'the personal is political'. By treating the institution of family as sacrosanct and beyond the purview of state interference, the state in effect strengthens the oppressive relationships within the family.

The institution of family, that basic unit of society is probably the most patriarchal and heteronormative institution. There is a hierarchy in which man is dominant and woman is subordinate. It is in the family that we learn our lessons in hierarchy, subordination, oppression and exploitation. Boys learn to assert and

dominate and girls to submit. Women within the family are denied fundamental rights like right to education, employment, movement, right to property and a complete denial of individuality. (Bhasin 1993). The nature of denial and deprivations that women face within the family is however not universal. There are variations along caste, class, religion and regional lines.

Democracy embodies ideals of liberty, equality, individual dignity, and justice. But these notions of democracy are understood primarily with reference to the public sphere. Since the family has been excluded from the public sphere the protection of vulnerable groups within the family like women and girl children are glossed over. It is indeed ironical that while all human rights instruments reject the principle of non-intervention when violation of rights occur, systematic violence against women whether mental, physical, or emotional is treated as a private matter and the state refuses to intervene. As Rubina Saigol (2003) argues women's systematic exclusion from democratic rights (usually conceived of as being exercised in the public sphere) is often justified by appeals to their duties to the family.

Sexism operates within the family in different ways. Certain forms of discrimination are glaring, blatant and visible like outright discrimination in matters of food, education, health, physical and sexual violence etc. There are other forms of discrimination, which are subtle, hidden, invisible and hence difficult to discern and perceive as instances of sexism. These biases are built into the socialization process, which makes them appear as part of a natural order of things thereby rendering them unquestionable and unassailable. Much of the subordination of women arises from the understanding that gender identities are innate, fixed, and unchanging. Adhering to masculinity and femininity seems so natural that this natural condition strips us of the resources that we need to fight against the system. We do not have to be battered or raped to be able to say that we have been discriminated against. We experience subordination in the daily context of our lives in numerous small ways.

This paper tries to unravel these structures of everyday oppression that operate within urban educated middle-class families. It is based on the findings of an empirical study that was carried out in the twin cities of Cuttack and Bhubaneswar on socialization practices within the family and its implications for the girl child. The focus in the study was on the role of the mother as a socializing agent. The emphasis in the study was not to make mothers responsible for child socialization but to delineate the helplessness of mothers in that endeavor. The question is, whether the biological mechanism that is naturally given to her, to give birth to a child, compels her the child care responsibility or the patriarchal system thrusts this on her as an obligation? In any case within the space of patriarchal system the biology of human reproduction traps women by giving her a major

share in child socialization.

This paper focuses on socialization practices in the context of Odisha and within urban upper caste families with respect to three important and interrelated areas of a person's life i.e marriage, occupational roles and housework. This paper argues that sexism is inherent in the socialization process and it results in polarization, binaries and fractured social identities that lead to constricted social roles for both men and women. (Glenon 1979). This paper rejects any attempt to polarize human qualities into masculine and feminine and argues that this stereotyping is harmful not only for cis women but also for men and other genders as well.

The Family in Orissa:

While we recognize that family structure is not a monolithic and there are variations along caste, class, and regional lines nevertheless among the middle classes in Orissa, one does find a patriarchal and patrilocal family set up that emphasizes the collective well being of all members over the personal desires of any one member and places value upon interdependence rather than upon independence and personal autonomy. A familial system that discourages the development of an autonomous self in women and where women have a vicarious identity (Seymour, 1999). In the absence of independent and objective achievement women derive their identities only from their relationships as wives, daughters, daughters in law and mothers and their self esteem and identity remains dependent on other people's acceptance and love.

Marriage:

We chose to focus on marriage because during our interaction with women in Odisha and also because of our personal experiences we have come to believe that marriage for a woman is seen as the only means of her support and the sole justification of her existence. Marriage is projected as the ultimate inescapable destiny for a girl and the entire socialization process is geared towards preparing her for marriage and motherhood. Marriage is important for both sons and daughters. The only difference is that it becomes an all-obsessive goal in the case of the daughter. For a son on the other hand, marriage is essential for companionship but for the daughter, it is seen as guaranteeing her emotional and economic security. A daughter is considered as 'settled' only when she is married.

Age is a very important criterion in the daughter's marriage. As soon as a girl approaches the "so called marriageable age" which is around 23 or 24, especially in the case of Odisha, the parents start looking for a prospective groom for their daughter. One main cause of anxiety is that chances of getting a suitable groom diminish with increasing age. Second, it is widely believed that late marriages create problems in conceiving a child. Motherhood is central to patrilocal family structure and ideology and is highly elaborated in Hindu

mythology. Motherhood enhances a woman's position in her in laws family. There is always this subtle pressure to start a family as early as possible. (Krishnaraj, 1995) The ideology of motherhood is glorified in India. Motherhood which can be a rewarding and creative experience for women is often experienced as burdensome because it is forced upon them. Hence mothers are very concerned that daughters might not be able to conceive if they marry late.

Third, daughters are still considered as 'parayadhan'. Hence the sooner they are married, the better. At the time of marriage, it is made quite clear through various rituals and ceremonies that the basic rights of the girl are being transferred to the husband's family. The change in the daughter's relationship with her natal home after marriage forms the content of many rituals. In an Oriya wedding, the bride pours rice into the pallu of her mother indicating that now she has returned the rice she had consumed. (Dube, 1998).

Considering the importance of marriage in a girl's life, it is not surprising that the training to be a housewife and a mother begins quite early in a girl's life. Girls are socialized to be obedient, self sacrificing and home loving so that they adjust well and contribute positively as wives and daughters in law in their new households. Mothers are very anxious that their daughters be proficient in culinary skills and housekeeping before they get married. Cooking, serving and distribution of food, familiarity with customs and traditions are important constituents of a valued role for an Oriya woman and contribute to her self-esteem and she is described as 'a good, nice and homely girl'. Whatever her achievements in the public occupational world, her first and foremost identity comes from her role as a homemaker.

For men on the other hand, getting married is not an urgent business. Sons are never prepared for married life. While daughters are given endless discourses on how to be good daughters in law, a mother never trains her son to be a good son in law. Seymour (1999) writes that patrifocal family ideology stipulates that all the 'adjustments' have to be made by the girl. Girls should therefore be reared to be obedient, self-sacrificing, modest, nurturant, hardworking and home loving. They should always show self-restraint and contribute to family harmony. As the mothers themselves pointed out the idea here is that a son 'gets married' and brings his wife to his family whereas a daughter is 'given' in marriage and she goes into a different family, her husband's family and hence she has to adapt herself to her 'new' family.

For the son, education is seen as essential for preparing him for the profession for which he is suited but in the case of the girl education even though important is suddenly relegated to the background once the girl approaches marriageable age. As Friday (1997) points out there is a certain ambivalence that characterizes a girl's socialization. Young women are given ambivalent signals.

They are given this terrific education so that they can compete. On the other hand, they are told that what they really need is a husband. So they are asked to go slow on competition. It's a mixed signal. Compete but do not do it too well. Women are asked to play down their academic and professional achievements and to appear diffident before the husbands' so as not to hurt their ego

Occupational Roles:

Economic independence can prove to be an empowering experience for women and can go a long way in achieving gender equality but for the daughter's financial independence and financial stability before marriage is simply not considered and the issue is dismissed and discounted. For a woman, working, meaning working outside the home to earn money is basically seen as a matter of convenience. If it fits with their husbands in terms of work hours and location its fine, otherwise not. No body ever suggests the opposite. Mothers are neither very enthusiastic nor emphatic about their daughters being well settled with a job before getting married. They emphasize on sound qualifications and recognize the importance of earning an income should it be necessary. But the job, they insist, should be one that does not come in the way of their primary role as homemakers. That a woman should be financially independent before marriage is not an accepted norm. If they wish they could combine marriage with careers, feel parents. But if a good marriage offer came along, parents feel, they should consider it.

Even when a woman works, she is not regarded as supporting the couple in the same sense as a man does. Her income is seen as a source of secondary income. As Gordon writes career orientation is not a part of a daughter's socialization. If we define a career as a way of making one's living and as a source of one's identity which involves a continuous process of upgrading skills and achieving upward mobility, acquiring more status and responsibilities then definitely women didn't seem interested in this. (Gordon,1990; Bambawale,1996)

One main reason responsible for this kind of cavalier attitude with respect to a daughter's occupational career is the pervasive fear that the home and children would be neglected if women get into full time careers. The reason why women have a discontinuous career pattern and are not able to make substantial contribution in the public occupational world is because child care and household responsibilities are thrust upon them. Their reproductive role places limits on their participation in the productive sphere. So far as the concern for child care goes, true the concerns are well founded, especially when in all known societies, women bear the primary responsibility for child care. However, one might as well ask why is child care defined as a female responsibility and why does it interfere with female and not male career development?

Mothers who work full time feel stressed from having to maintain a

traditional maternal role and simultaneously being in full time employment.¹⁷(Duffy, 1989). Neither men nor society in general are willing to provide women with the structural means of handling both roles. (Friedman, 1985)

Another reason for mothers preferring 'soft' options so far as their daughters' professional life goes is that hectic jobs contribute to role overload and stress. A primary source of stress for working women is 'double burden', which is the result of conflicting demands associated with the multiple roles of spouse, parent and career person. Where both husband and wife have substantial commitments to the job world one would expect domestic responsibilities to be shared. (Oakely,1974; Agarwal,2000). But this does not happen.

Housework:

The distribution of household tasks among children is gender based, with girls being asked to help with household tasks like cooking, serving the guests, cleaning, and tidying up the house and boys asked to do outside jobs like getting vegetables, ration etc. Thus, the indoor/outdoor divide is quite prominent. However, this gender-based division of housework is not evident during childhood. It manifests later as children grow older. Mothers train daughters to be homemakers but sons are never given such training. Mothers expect help from their daughters in household tasks, an expectation that is missing in the case of sons. Mothers are ever grateful to their sons if they happen to help with the household tasks but such gratitude is absent in the case of daughters.

Ann Oakely (1974) shows how during childhood girls learn to equate their femaleness with domesticity and female identities are molded round the housewife image. A series of close mother daughter relationships presents an invaluable opportunity for the perpetuation of feminine domesticity. While the intricacies of housework may not be directly taught from mother to daughter, they are indirectly and unconsciously assimilated. The daughter identifies with the mother and this identification instills in her a sense of housework as a feminine responsibility.

However, as Dube (1988) points out what is most striking is the naturalness, which imbues the gender based division of work. The naturalness of the work supposed to be appropriate for girls is conveyed effectively but without generating a feeling of discrimination to little girls. Beginnings with assistance in cooking, serving food, caring for younger siblings, preparing for the worship of family deities, girls learn to take over some of the responsibilities themselves.

Housework is still defined as a 'feminine' responsibility. Women know that housework is their responsibility, whether they do it themselves or arrange for it to be done by others. Men may 'help' but they will never 'share'. The alternate

phrasing, of a woman helping her husband with his household duties does not sound right. It does not accord with our traditions of sex role division of labour and responsibilities. (Wertz, 1977).

Implications:

Discrimination that begins at birth has a cumulative effect in producing the inequality and powerlessness for women in society. When women are denied democracy and human rights in private, their human rights in the public sphere also suffer since what occurs in private impinges upon their ability to participate fully in public arena. A sexist child rearing practice foster dependency, vulnerability, insecurity and helplessness in girls and makes they accept their daily subordination.

Women begin to accept the legitimacy of the unequal order and become implicit accomplices in perpetuating the sex gender system. Or they feel they can do nothing to change the system because they lack the 'necessary support structures. This was a viewpoint that was expressed by some women who were interviewed. They were convinced that girls are made weak through socialization but continue the same pattern considering that the system/social norms are too powerful to absorb any changes in the pattern of socialization. Ultimately may be their own daughters would suffer as 'outsiders' to the system. Neither the state nor the larger community offers support. The state remains an imagined state for many who do not come into direct contact with it. In the absence of such alternative's women depend upon the private, the family for their resources and identity and they follow societal norms and customs without questioning them. One is alarmed and naturally concerned at a 'process' which produces meanings in a society and through this process, the 'given' becomes natural and normal. The consensus thus attained remains unquestioned and unchallenged leading to a sexist social order.

The lack of autonomy that girls experience in most spheres of life from the seemingly trivial (choice of clothes) to the more serious ones (decisions about education and marriage) paves the way to a lifetime of passivity, lack of initiative and unquestioning acceptance of whatever life throws their way. The goal to be a wife and mother is offered to the girl overlooking the obvious costs to a young female through reduced capabilities and horizons. Her mode of being is defined only in terms of her biology, mate and mother. Surely girls need to gain self fulfillment and self esteem in areas other than marriage and parenting.

This paper makes an impassioned plea to discard and root out patriarchal structures and believes that this process must begin in the family. Family is the primary unit of reproduction, child care, health care, socialisation and therefore it has tremendous impact on children's growth and development. Women should develop as self reliant, self propelled and self-directed individuals rather than being continuously protected. We must contest and challenge what has long been

considered as natural, given and inevitable. As Bina Agarwal (2000) puts it, ‘the undiscussed must be brought into the arena of contestation’.

Interventions are required at multiple levels. But first its imperative to gain a nuanced understanding of the complex and myriad ways in which women’s rights are routinely violated. Violence against women is a continuum, something that starts with discrimination at home and moves on to violence perpetrated by the community and the state. Equality as an idea needs to be embodied not just in the laws but also in the institutions and practices of everyday life. The emphasis should be on creating conditions that facilitate access to equal laws. Thus, gender equality is not about sameness with men rather absence of inequities based on gender. Ideas of self-respect, dignity and honour of all human beings irrespective of their gender, caste, and class affiliation need to take root not just within families but also in extra family institutions especially the state, community and media. As Bina Agarwal (2000) puts it “to transform the social institutions within which unequal gender relations are embedded and to reap the rich rewards that such transformation promises will need the combined endeavours of all who seek a just and humane society”.

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Development of Constitutional Value-based Program on Bhagvatgeeta for Student-teachers and Study its Effectiveness

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Abstract:

As most of the people thinks Bhagvatgeeta as a religious book in Hindu religion but after studying Bhagvatgeeta, researcher found that Bhagvatgeeta is not a religious book but a way to guide path of human life. Bhagvatgeeta plays a very important role in today's society as it helps to develop the right perspective towards society and mankind. It is a section of a massive Indian epic named "The Mahabharata", consisting of a summary of 700 concise verses of 18 brief chapters. Verses of Bhagvatgeeta reflect values that play an important role to live a human life in ideal way. After studying Bhagvatgeeta and constitutional value, researcher found that verses of Bhagvatgeeta reflects the values found in our constitution. Indian Constitution rests on 4 pillars-. These are called Equality, Fraternity: Dignity of Individual & Integrity of Nation, Liberty and Justice constitutional values. These values in our constitution ensures that Indian citizens live their life with dignity. In the present research, researcher considered four constitutional values-Equality, Fraternity: Dignity of Individual & Integrity of Nation, Liberty and Justice reflected in the verses of Bhagvatgeeta. The teacher has an important role to play in shaping society. So, the student teacher is expected to assimilate this value in advance. In present research, researcher developed a program based on the values of equality, fraternity, liberty, justice found in verses of Bhagvatgeeta and studied its effectiveness on student-teachers. In the present study, researcher tried to find out whether Bhagvatgeeta is helpful to make a good citizen by inculcating values. For this program, researcher analysed the content of Bhagvatgeeta and developed a rating scale. It was discussed with the scholars and experts of the Bhagavatgeeta and constitutional value. Based on the strongly agreed and agreed ratings given by the experts, pretest, posttest and program were developed by the researcher. In this study, researcher used pretest-posttest single group design. Methods used by the researcher for her research are content analysis and experimental method of research.

Through this research, researcher found that such type of program is helpful to develop a value-based society by providing value-based education to the

students. In this study, researcher has tried to inculcate values in student-teachers which is beneficial to develop a value-oriented society.

Keywords: Bhagvatgeeta, Constitutional Value- Equality, Fraternity, Liberty & Justice, Student-Teachers

Introduction:

Many people consider Bhagvatgeeta as a Hindu religion book but after studying Bhagvatgeeta, researcher found that Bhagvatgeeta is not a religious book but a way to guide path of human life. The Sanskrit meaning of Bhagvatgeeta is 'Song of God'. It is a section of a massive Indian epic named "The Mahabharata", consisting of a summary of 700 concise verses of 18 brief chapters. In this scripture, lord Krishna taught Arjuna about his duties and responsibilities. In the battle of Mahabharata, when great archer Arjuna became confuse to fight to see his relatives and loved ones in his opposite army, lord Krishna made him understood that in the opposite army, there are great archers equal to him and enlightened him about his Swadharma and to do his duties selflessly. In our constitution there are certain values or principles known as Constitutional values which helps to develop a value-based society. There are four main constitutional values i.e., Equality, Fraternity: Dignity of Individual & Integrity of Nation, Liberty and Justice. This program is based on these four constitutional values found in Bhagvatgeeta. Constitutional values help to develop a value-based society.

Title: Constitutional value-based program on Bhagvatgeeta

I. Constitutional value-based program on Bhagvatgeeta:

The Bhagavad Gita is not just a scripture but a scripture that conveys human values to all mankind. The basic principles of citizenship are stated in the Indian Constitution, and these fundamental principles are value based. To introduce student-teachers with four constitutional values found in Bhagvatgeeta verses and tried to inculcate values in student-teachers. Present research is based on four constitutional values i.e., Equality, Fraternity- Dignity of Individual & Integrity of Nation, Liberty and Justice. Introduce the student-teachers with these four constitutional values found in Bhagvatgeeta and develop the activities based on it.

Constitutional Values:

Conceptual Definition:

- a) **Equality:** Equality ensures equality of status and of opportunity and to promote among them all.
- b) **Fraternity:** It consist of two values- Dignity of Individual and Integrity of nation.

It is assuring the dignity of the individual the unity and integrity- It is assuring integration of the nation.

- c) **Liberty:** It ensures liberty of thoughts, expression, belief, faith and worship.
- d) **Justice:** It assures social, economic and political justice.

Operational Definition:

Constitutional values as per verses of Bhagvatgeeta:

- a) **Equality:** In the verses of Bhagvatgeeta, equality defines considering all creatures equal or treating everyone equal. Those verses were considered the value of equality in constitution.
- b) **Fraternity:** In Bhagvatgeeta, those verses which defines dignity of individual and nation's integrity were considered fraternity in constitution.
- c) **Liberty:** Liberty defines in the verses of Bhagvatgeeta which shows freedom of worship, thought and expression. Those verses were considered the value of liberty in constitution.
- d) **Justice:** Those verses which shows a justified behaviour of a person were considered the value of justice in constitution.

II. Programme: A special programme of 85 periods (20 periods of 3 hours each and five full day program-Each day-5 hours, from 18 October to 22 October) were developed by researcher. Researcher used following strategies- Orientation by experts - Group Discussion - presentation – Experts' lecture-Role play – Dramatization- self-learning material – you tube video clips -Constitutional value relevant videos- news articles-movies to inculcate values among student-teachers and make them understand the constitutional value-based program well. Activity based on constitutional values became helpful to inculcate values among student-teachers. Activity included drama, story completion, group discussion, seminar, interview, panel discussion.

III. Effectiveness:

Effectiveness will be studied in terms of achievement in the program and feedback of students to constitutional value-based program on Bhagvatgeeta.

Review of Related Literature:

Balakrishnan T S. (2018) in his paper entitled 'An investigative study of Bhagvatgeeta as a source for executive development' determined that there is a crucial role of country's culture to become fruitful of any developmental programme. The findings of the study reveals that the program was very much influenced by the western culture which became the reason to be unsuccessful of this program.

Rao Venkateswara R. J. (2010) in his paper entitled "Philosophy of humanism in the constitution of India" emphasized the concept of human values

as per the Indian philosophical thought which prepares the base for the social justice in the constitution. The findings of this study show how the constitution of India is based on the thoughts of Bhagvatgeeta, Jainism and Buddhism. The paper enlightens the human values contained in the constitution.

Objectives of the Study:

1. To study the Bhagvatgeeta to find out the content which directly and indirectly mentions constitutional values
2. Development of a constitutional value-based programme on Bhagvatgeeta.
3. Find out its effectiveness regarding inculcation of constitutional values among student teachers.

Research Method: For the present study, researcher used content analysis method and experimental method of research to achieve the objective of the study.

Population and Sample of the Study:

The motive of the study is to find out effectiveness of the program regarding inculcation of constitutional values among student teachers.

Population: Student-teachers of B.Ed. II year class of Pune city

Sample: Incidental sample comprising of 36 student-teachers of B.Ed. IInd year class of Adhyapak Mahavidyalaya, Aranyeshwar, Pune

Tools for the study:

Researcher made following tools:

1. Rating Scale
2. Achievement test (Pretest & Posttest)
3. Observation
4. Feedback

Data Analysis:

1. Rating scale for objective 1: Rating scale developed by the researcher on the basis of those verses which consist of four constitutional values i.e., Equality, Fraternity, Liberty & Justice directly or indirectly. After that, Rating scale was examined and rated by the experts. Rating scale had five ratings viz strongly agreed by the experts, strongly disagree, disagree, neutral, agree and strongly agree. The researcher considered only those verses which were agreed and strongly agreed by the experts.

- Program development for objective 2: Researcher developed the constitutional value-based program on Bhagvatgeeta. The program was implemented on the student-teachers of B.Ed. II year class at Adhyapak Mahavidyalaya, Aranyeshwar. Program was based on four constitutional values i.e., Equality, Fraternity- Dignity of Individual and Integrity of nation, Liberty and Justice.

2. Achievement test for objective 3: Achievement test developed by the researcher on the basis of those verses rated strongly agreed and agreed by the

expertsfor identifying predominant knowledge of student-teachers on Constitutional value &Bhagvatgeeta.

Pretest, posttest and program were developed by the researcher on the basis of those verses rated strongly agreed and agreed by the experts.

The test evaluates the performance of students in pretest and posttest. It comprises of a set of 40 questions of 40 marks related to constitutional values and Bhagvatgeeta.The time allotted to solve the achievement test was one hour. Based on the marks obtain in the pretest and posttest by the student-teachers, the researcher calculated the achievement of the student-teachers of the experimental group.

	Pretest	Posttest
No of students (N)	36	36
Df	35	

The difference becomes clear in the graph showing pretest and posttest scores.

S.No.	Pretest Score Total (O1)	Posttest Score Total (O2)	ΣD	ΣD ²	t test
1	402	1260	858	20974	36.92

For finding the value of t test, researcher has used the following formula (Bansi Bihari Pandit, Education, 2008 pg181)

$$t = \frac{\Sigma D}{\sqrt{\frac{N \Sigma D^2 - (\Sigma D)^2}{N-1}}}$$

The table value of the ‘t’ for 35 df is 2.66 at the 0.01 level. This implies that the difference between pretest and posttest score is significant at 0.01 levels. So, the null hypothesis is rejected and the directional hypothesis is accepted.

Findings:

For objective 3, directional hypothesis was put forth as follows:

In order to check the effectiveness regarding inculcation of constitutional values among student-teachers; the following directional hypothesis has been put forth:

There will be a significant increase in the posttest mean achievement scores as compared to the pretest mean achievement scores at 0.01 level of significance as a result of constitutional value-based program.

It means constitutional value-based program on Bhagvatgeeta became successful as researcher got positive results of the program.

3. Observation: Observation of the student-teachers in the voluntary participation in Constitutional value and Bhagvatgeeta based activities. Researcher observed that how student-teachers are performing the activities, their views on constitutional value and Bhagvatgeeta, how they presented the relationship between Bhagvatgeeta and constitutional value and how much program became effective in value inculcation among student-teachers by comparing their understanding on the social issues before and after this program.

4. Feedback form:

Feedback form developed by the researcher for obtaining reactions of the student-teachers on Constitutional value-based program on Bhagvatgeeta. Researcher provided the google form to the student-teachers for collecting their feedback.

The total no of student-teachers who attended the whole program were 36, but due to network connectivity issue and mobile device unavailability, five student-teachers couldn't submit their responses in the feedback form. 31 responses have been collected and analysed by researcher. The percentage of student-teachers who gave their feedback about the program is 86.11 %.

The total no of question asked in feedback form was 11 and there was one more column i.e., comments to give overall feedback about the program. Time allotted for filling feedback form was one hour.

Two questions per lecture were asked in the feedback form and each question has four options. Student-teachers can choose only one option. As per the responses of the student-teachers, lecture was very good, informative and easy to understand for them. They got this program very much helpful for their life. Student-teachers enjoyed activities like drama, role play, interview, seminar and group discussion a lot. Relationship between Bhagvatgeeta and constitutional values was not much known to the student-teachers before this program, but after attending this program they were familiar with constitutional values and its source. Researcher took their oral feedback also. Student-teachers told the researcher that primarily, they didn't think that this program would be that much good but as soon as they attend lectures, they eager to know more about constitutional values and Bhagvatgeeta. Student-teachers expressed their gratitude to the researcher and lecturers for enlighten them with relationship between Bhagvatgeeta and constitutional values. Student-teachers praised the researcher for her hard work regarding program. They stated the program very much beneficial for their life as well as the society.

Strategies:

Researcher used following strategies- Orientation by experts - Group

Discussion - presentation –Experts’ lecture-Role play – Dramatization- self-learning material–you tube video clips -Constitutional valuerelevant videos- news articles-movies to inculcate values among student-teachers and make them understand the constitutional value-based program well.

Conclusion:

Constitutional value-based program on Bhagvatgeeta is a powerful tool to establish a value-based society. Very few researches have been done on the constitutional value and Bhgvatgeeta. The program that has been developed in the present research is unique. Constitutional value-based program on Bhagvatgeeta is very much effective in learning relationship between Bhagvatgeeta and constitutional value to the student-teachers. This program increased the curiosity of student-teachers towards our constitution and Bhagvatgeeta. All student-teachers participated in the activities related to the constitutional values which is very helpful to inculcate values in student-teachers. The student-teachers found this program very much beneficial for their life. Constitutional value-based program on Bhagvatgeeta is very effective to establish a value-based society. Hence, such type of program should be developed more widely.

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In Search of Nowhere: Narrativizing Trauma and Violence in Tennessee Williams's A Streetcar Named Desire

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Abstract:

This paper attempts to establish how Tennessee Williams's *A Streetcar Named Desire*, critiques and represents the oppressive patriarchal rule that shape the themes of violence and trauma in order to highlight the psychological impact on the mind of Blanche Dubois. Blanche's search for a place in society makes her aware of her shortcomings and estrangement from society. She is alienated and remained desolate for being homeless. Soon she came to stay with her sister Stella, searching for a place for her tormented self. From her arrival to Kowalski, she faces a nothingness of existence resulting in her expulsion. She is a woman who displays merely a profound psychological volatility since she is not able to violate her aspiration as a typical Southern belle. The purpose of the paper is to unveil the hypercritical traditional male-dominated society that can not relinquish Blanche's paralyzed values of American dream. The paper seeks to point out that Tennessee Williams is sensitive towards the mentally affected victimized minority in a male dominated world and seeks to support them.

Keywords: Trauma, Disintegration, Estrangement, Alienation, Violence

A Streetcar Named Desire, Tennessee Williams's most poignant dramatic creation, alludes to how the unstable patriarchal social code becomes instrumental in deciding the fate of a southern belle having shallow desires in life. The broad plot outline of the play is substantially established in the naturalistic convention and a frequent capability to cope with taboo subjects. Williams's craftsmanship is adorned for his romantic idealism. He is often called a dramatist who portrays suppressed victims whether they represent the psyche of isolation, frustration and neurotic passion. The play *A Streetcar Named Desire* reflects the struggles and mental predicament of a woman who confronts both the outer world and her inner self exhibiting humour and psychic trauma.

The Kowalski's apartment is an expressionistic representation of the protagonist Blanche's disorientation and disintegration. Through the character of Blanche Dubois, Williams reflects the concept of alienation and isolation.

Blanche's search for a place in society makes her aware of her shortcomings and estrangement from society. She is alienated and remained desolate for being homeless. Soon she has arrived to stay with Stella to find transient solace. From her arrival to Kowalski, she faces a nothingness of existence resulting in her expulsion. She is a woman who displays merely a profound psychological volatility since she is not able to violate her aspiration as a typical Southern belle. The play has a central incident of a sexual torture against Blanche Dubois, and the incident makes Blanche to loss her trust in males around her. She wants to forget her painful past. Her opponent Stanley is an uneducated Polish who embodies the stereotype of masculinity, physical strength, and dominance. He identifies himself as an American recognizing and respecting his Polish lineage. His character realizes the American identity and culture shaped by the expressionistic arts.

In the very first meeting of Stanley with Blanche, we notice Blanche is an unwelcomed visitor for Stanley. The following sour discourse between the two reflects the arrogant character of Stanley:

Stanley:how long you here for, Blanche?

Blanche: I ____ don't know yet.

Stanley: You going to shake-up here?

Blanche: I thought I would if it's not inconvenient for you all.

(14)

The above delusive conversation indicates how Tennessee Williams pinpoints coexisting attachment of Blanche's disoriented personality. She realizes that she lives with her sister's husband who vexed her. She concludes that they both have been 'yoked like a bullock' and she is a mute-spectator of the nothingness of existence. Blanche muses regarding her life and narrates it which becomes an inevitable truth for the males around her such as Stanley and Mitch. Tennessee Williams's situation as a dramatist in a patriarchal traditional society of America presents Blanche in her act of drinking and talking sharply are the two strands of the plot that are quite entangled with each other and thus detach her true self.

Blanche cannot forget the trauma caused by her husband's suicide. She is unaware regarding the cause of her husband's death. She blames herself for his suicide because she found him involved sexually with a male friend. This may be just because in the early twentieth century, homosexuality and same sex relationship was condemned and considered more heinous act than it is today. Furthermore, a relationship with someone of the opposite sex, was considered legitimate and legal, may be because now it is socially permitted. When Blanche witnesses the erotic meeting of Alan Grey with his male counterpart, she blurts out thus: "I saw! I know! You disgust me (67)

This is yet another because of her alienation as she shares her mental

agony with Mitch and tells him how she caught the two men in the act of sexual intercourse. She saw them and they also noticed her but the three pretended that they had seen nothing. This incident becomes the major paraphernalia as it shattered Blanche from within.

Williams reveals through the play that Blanche Dubois is victim of physical, intellectual, and mental torture and cannot hold on to the moral values. Her pathetic self-sinks into a deep sea of alienation after knowing the reality of her husband. Hence, she runs away from there. Meanwhile a gunshot was heard. Hearing this explosion Blanche came running but the crowd assembled there kept her away from the scene where her husband was shot dead by his own revolver. Now haunted by this guilt and self assertion, Blanche came back to Belle Reve where she sought relief. Thus Blanche moved from pillar to post. She almost broke down in spirit and health as there was none who could console her in the moments of utmost desolation. Her means to survival is nothing hence she struggles to refresh the remains of her lost Southern estate. Blanche's responsibility regarding her husband's suicide leaves her physically, mentally and psychologically broken.

In this way the broken image of alienation surges through the personality of Blanche. Throughout the play, she exhibits humour and romantic illusion, but her hearts is as hollow as an empty dream. When her estate is lost, she decides to live in the Flamingo Hotel, with self-assertive isolation, she goes to the extent of seducing a seventeen years old boy of High school, where she used to teach. Stanley shares with Stella all gloomy aspects of Blanche's life as is evident from the following conversation in Scene VII that enhances Blanche's predicament regarding society's expectations.

Stanley – she is not going back to teach at school! In fact, I am willing to bet you that she never had no idea of returning to Laurel! She did not resign temporarily from the High school because of nerves! No, siree, Bob! She did not. They picked her out of that High school before the spring term ended – and I hate to tell you the reason that step was taken! A seventeen – year – old boy – she'd gotten mixed up with! (72)

The fragmented and broken personality of Blanche Dubois needs comfort and solace but she doesn't get any encouragement from her sister. She thought to have some peace and rest. The alluring personality of Blanche journey is considered a neglected one in society. "She drinks to dim her world, seeks to forget her loneliness and when the real world catches up with her, she retreats into the all out fantasy of madness." (Donahue 83)

Tennessee Williams presents the personality of Blanche Dubois with the multicoloured brush of romantic illusion reflecting expressionistic canvass which does not let her alive. Her engagement with a soldier, her seduction by a high

school boy and her physical enticement to the 'Young Man' (Newspaper boy), in the play exhibits the various aspects of her futile sexual desires. The presence of Mitch in her sister's house during the poker game attracts Blanche. His youth and personality infatuate her and she begins to dream of having Mitch as her life partner. Her first meeting with Mitch changed her lonely life at Stella's house. She converses with him as a companion who is neither good for her nor sympathetic towards her. The poker Scene contains all the images expressive of the emotions exhibit violence in the play. Blanche has a breakdown when all the effects of alienation and the polka music continued. Williams reflects the mental state of Blanche's mind to recapture his dramatic excellence. The place she is seeking to adjust herself illustrated in Scene Five, where Blanche plans to go out for a night date with Mitch and her sister Stella felt jealous of her and thus enquires her:

Stella: Blanche, do you want him?

Blanche: I want to rest! I want to breath quietly again!

Yes – I want Mitch..... very badly! Just think! If it happens! I can leave here and not be anyone's problem.... (55)

She thinks that Mitch will accept her and they both will start a new happy life without Stanley's interference. She expects that Mitch will provide her a place free of all cares. But she is wrong for she regards Mitch sympathetic and tells him about her bleak past and her misfortunes. Blanche's story proves ineffective. Mitch also lost his former beloved, a young lady who died of a fatal disease and left Mitch melancholy and forlorn like Blanche Dubois. Under the effect of alienation (an umbrella term for Blanche), Blanche felt helpless as a lonely bird who does not have any shelter. After hearing all this, Mitch felt sympathetic towards Blanche. He holds her in his arms and romanticises her desire saying: "You need somebody. And I need somebody, too. Could it be – You and me, Blanche?" (67)

This transit relief led Mitch and Blanche to indulge in kissing and the music ended. Blanche had always looked forward for this physical contact but Mitch's inability to indulge in this relationship with Blanche had been discouraging for her. Blanche thinks that Mitch considers her only a plaything. Her uselessness provokes her search for fulfilment through drinking and smoking and having a relationship with others, especially young men.

Williams simply alludes to expressionist use of mirror images by which Blanche deceives herself. However, the hysterical antagonism between Blanche and Stanley throughout the entire play is best portrayed by symbolic contrasts of colours, as colour contrast is used to manifest emotions in expressionist images.

In the play Blanche's predicament isolates her. Her confidence is shaken for she is unsure of the social connections and successful manipulation for

imposing her authority. Both Stanley and Stella are critical about her superior attitude towards others. Blanche's affair with Mitch requires her estrangement to Stella and Stanley in order to avoid their criticism. Stanley calls Blanche a scarlet woman and yet she endures him. Mitch's rejection of Blanche is an expression of male chauvinism. Blanche is a tragic created by Williams. She is like a toy in the hands of men. Stanley's birthday present for Blanche is the bus ticket to return to Laurel, which indicates his rejection of her. These massive ordeals of alienation bring Blanche at logger's head. In Scene VII Stanley admits how he hates Blanche:

She's not stayin' here after Tuesday. You know that, don't you? Just to make sure I bought ticket myself. A bus tickets!

Stella: In the first place, Blanche wouldn't go on a bus.

Stanley: She'll go on a bus and like it.

Stella: No, she won't, no, she won't, Stanley!

Stanley: She'll go! Period. P.S. She'll go Tuesday!

Stella (slowly): What'll – she – do?

Stanley: Her future is mapped out for her. (75)

This twofold communication, Blanche's resonant, passive, equivocal language and Stanley's seemingly harsh speech is based on gender and class discrimination which for a moment favours Blanche but eventually defeats her. Hence Blanche behaves like a slave to males around her, be it – Mitch or Stanley. Her life exhibits a fusion of circumstances that never ends. She has become adjusted to these having no control over adverse situations.

The play reveals that the subaltern women are powerless in the hands of those men who think themselves superior to them. To some extent, Mitch and Stanley's attitude towards Blanche Dubois literally forced the tag of 'whore' and 'lose moral lady' on the fragile woman and made her look poor and helpless. Though Blanche Dubois, Stella and may be American Eunice, all are presented as the suppressed women who can't raise their voice against male dominance. All females are victims of domestic violence as Williams knew about domestic violence while creating the character of Stanley as a typical barterer.

The cycle of violence for the two sisters Stella and Blanche drags them into a state of physical and mental isolation. This violence is recurring, with more catastrophic consequences. In Scene X, Stanley stalks out and lights a cigarette, but this time the violence is not subjected to Stella since she has been to the hospital to fetch her baby, but at Blanche Dubois, whom Stanley rapes. This incident breaks a chain of relations between Stanley and Blanche. Blanche earlier thinks him as her sister's well-wisher and saviour of females in the Kowalski 'Residence', but now he appears as a batterer who shatters Blanche's illusion. Stella submits to Stanley and tells Blanche:

I said I am not in anything that I have a desire to get out of..... He promised me this morning that he was going to quit having these poker parties, but you know how long such a promise he is going to keep. Oh, well, it's his pleasure, like mine is movies and bridge. People have got to tolerate each other's habits, I guess. (42)

Stanley's rude behaviour towards Blanche and Stella doesn't change. This behaviour tends to promote the notion that the breakdown of conjugal relation based on marriage is that of an unhappy one. We know very well that before Blanche's arrival, Stanley and Stella enjoyed an intimate relationship based on good mannerism. Blanche's alienation brings her to a more pathetic end in the house of Kowalski. Since Kowalski household possesses a patriarchal mindset of owing a home as an ideal place, a Heaven, where there is not enough potential conflict until Blanche Dubois enters the house. Stanley believes in the distinction of private and public. He is a man of the present, well-adjusted to an instrumental world which has no time for Blanche's literary discourse. If the environment of Elysian Fields antagonises Blanche, her mere presence antagonises Stanley. This is the reason why Blanche Dubois has become an unwelcoming burden on Stanley. She belongs to nowhere as the search of identity with the ring of truth is an achievement virtually impossible to enact.

The object of Blanche's quest for identity is followed by dislocations. Williams exhibits Blanche's sheer isolation as dramatic, powerful and iconoclastic. Unfortunately, women are more vulnerable to physical threats and sexual exploitation either due to physical frailties or dependence. The impact of human wickedness and also the sufferings of a desolate woman attain deeper meaning when we note the irony that Blanche, after being raped is sent to asylum for the mental rest as she is declared mentally ill. But Blanche is called pretentious and Stanley thinks she wishes to enjoy his house only to violate his private space. He thus tries to justify himself. *Londre* throws light on the same subject:

Tennessee Williams intended a balance power between Blanche and Stanley, to show that both are complex figures whose wants and behaviours must be understood in the context of what is at stake for them. The action proceeds through clashes of these two opposites of the inevitable showdown by which one wins and the other loses...Williams's characters, though often wrongheaded, are not agents of evil intent, but victims of their own limited perceptions (178).

In this way through the presentation of Blanche Dubois's problematic isolation, Williams gives the image of domestic drama that is nowhere more clearly seen than in *A Streetcar Named Desire*. Blanche's false belief attempts to legitimate her stay in asylum as she was proved mentally ill. Moreover, she failed

to forget the trauma of rape, and Stanley's attempt to keep her away from his house. Thus, pain whether experienced as humiliation, as exclusion, or as actual physical violence resulting into trauma, all fulfils a role to display the patriarchal vision of society as an ideal state. The evidence of trauma and broken identity can be extricated in *A Streetcar Named Desire*. Both Blanche and Stella in the play are craving for completeness. They suffer from some consternation within them. Blanche is aggrandized by her 'Belle Reve' image that makes her hungry for the social status. Stella, on the other hand reflects isolation and misery for she does not have courage even to face her husband Stanley who is a recurrent epitome of domestic violence. Blanche's immature dates with stranger induce her to envisage her impulses. At the end of the play, Blanche could not succeed in the process of delimitation and could not realize her broken and tormented self and thus runs mad. The way in which Stella and Blanche isolated is shown through their submission to the old American South which dominates social code.

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An Exploratory Study on Assessment of Children among Elementary Schools

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Abstract:

As a part of everyday classroom practice, assessment is seen as a process that explores the improvement of learning and teaching, providing feedback to students and teachers, respectively. Much research on assessment precisely focuses on the assessment of children in elementary schools. In order to strengthen the understanding of the paradigm of assessment and the perception of students towards assessment this study was taken place. This research study aimed to explore the changing paradigm of assessment in elementary school and to understand the perception of children (class 6-8) regarding assessment provided by teachers. The study was descriptive in nature. Any child studying in a CBSE school in classes 6, 7, or 8 is a part of the sampling population for the study. Forty school students of age 11-13 years, which is equivalent to classes 6-8 took part in this study. 17 students were from private schools and 23 were from public/government schools. Convenient and snowballing sampling techniques were used to select the sample of the study. Data was collected from a self-developed Likert scale. Likert items were thematically categorized, and item-wise analysis was done by the researcher. Analysis of the study indicated that the majority of students agreed with the statements like assessment helps teachers track their progress, is important for students' future, careers, and jobs, keeps schools honest and accountable for learning, and is integrated with teaching and learning practices. It was concluded that assessment helps teachers and students both towards assessment of learning and for learning, responses of students of secondary schools could be categorized under the behavioristic approach of assessment.

Keywords: Assessment, Changing Paradigm, Perceptions, Elementary Schools

Introduction:

Assessment is a major contributor to rising standards in schools to teach, learn and student's achievement. Assessment is gathering, interpreting, recording, and using information (Marshall, 2005) about pupils' responses to the educational

task; the teacher responds and uses the data required for assessment to make judgments for planning for selection for decision-making and other matters. On the one hand, assessment is used for academic enhancement, improved school performance, and curriculum reform, and on the other, political control of teachers, students, and curriculum (McLean, 1988), national-based policymaking for educational selection and determining improvements in life on the challenging market (Okano 1993). It can have a measurable helpful influence on learning properly done with continuity, efficiency, authenticity, and rigidity. It increases students' own comprehension of how they can learn more easily and improve their potential and is used to monitor progress and provide feedback (Black and William, 1998).

The assessment provides information to all stakeholders, parents, teachers, and learners on learning performance and improvement. Students involved in assessment and evaluation are a valuable method for all stakeholders to learn and enhance their learning and achievement. Nevo, (1995) explained that Assessment investigates the progressions of the primary function being used for certification of qualified students for their life beyond School by a boarding pass fails grades and marks and diagnosis identifying a student's particular strengths, weaknesses, difficulties, and needs in order that an appropriate curriculum can be planned. So that the process of assessment has a tremendous influence on students' attitudes which motivates students to attend school properly and timely, have a commitment toward challenging work, and inspire teachers to reflect on how the learning of particular pupils can be enhanced. This study aims to explore the perception of students of secondary schools towards the assessment process.

Conceptual Understanding and various approaches of Assessment:

On the basis of meaning, nature, purpose, orientation, and type of feedback provided by the teachers in classroom settings. The term assessment, measurement, and evaluation are used by teachers to diagnose students' difficulties, motivate students to study, and encourage the tactic of learning disciplinary skills and conventions. Usually, in the traditional or conventional approach of assessment, teachers prefer to use standard tools such as tests, standardized questionnaires, etc. for the assessment. Further, assessment comprises different approaches, i.e., norms-reference, criterion-referenced, formative, summative, and diagnostic, etc. Norm-referenced assessment majors a student's achievement compared to other students, which enables the teachers to put students in rank order of achievement. That is both its greatest strength and its greatest weakness. The Criterion-referenced assessment was brought into the educational area by Glaser in 1963. This test does not compare students with the student but requires the student to fulfill a set of criteria, a predefined and absolute

standard or outcomes (Cunningham, 1998). In this type of test, students are assessed on the extent to which they have met specific criteria, rather than referencing other students' scores. There are minimum competency cut-off levels, below which students are deemed not to have achieved the criteria. Different grades or levels can be awarded for the achievement of criteria. One of the criteria of assessment is diagnostic assessment, which is the foundation for formative assessment and planning informing what a teacher should do next. Though it is often reserved for specialists (e.g., educational psychologists), teachers are constantly diagnosing students' needs, problems, and potential to improve their education. The formative assessment suggests and shapes the contents and process of future plans for teaching and learning. In general terms, formative assessment is concerned with helping pupils to improve their learning and is a self-reflective process that is intense to promote student attendance (Crooks, 2001). Formative assessment is closely linked to the principle of constructivism, where the teacher tries to provide a complete picture of the child's real and measuring cognitive structure and performance and, on this basis, advance the diagnosis of learning difficulties (Allal & Ducrey, 2000). Summative evaluation, on the other hand, differs from formative assessment in both timing and goal. Summative assessment occurs at the end of a program and evaluates students' progress. A summative assessment can provide data on what a student has completed at a specific point of time. It is also a retrospective review of what happened during the course and what was learned.

Changing paradigm of assessment in elementary schools in India

Assessment and examination process in the Indian education system has gone through a lot of reforms in order to be the way that it is now. At first post-Independence, school education was linked with university education and governed by a singular body. Standardized tests were preached for being just and unbiased. But nowadays we are talking about making board examinations optional. Researchers wanted to explore and understand how this big change has happened in assessment and examination and how we have reached the current Examination processes.

The research clearly indicates that though continuous and comprehensive evaluation is a new term, the idea behind it is not. The Mudaliar Commission (1952-53) first proposed the idea of internal assessment being a part of the final assessment and using a symbolic system instead of numerical marking.

Later Kothari Commission (1964-66) also emphasized that internal assessment should be done by the schools in a comprehensive manner to evaluate all aspects of students' growth. It also recommended changing the methods used for assessment such as including oral tests, and modifying question papers to orient them towards objectives rather than simple acquisition of knowledge. It also

emphasized that internal assessment should be comprehensive to evaluate all aspects of student growth.

Yashpal committee report (1993) also known as Learning Without Burden report clearly recommends reforms in assessment and examinations. It argues that the process of memorizing everything in a textbook and reproducing it in the examination is very mechanical and is detaching the learner from the learning process and turning them into passive recipients of the information.

Later, NCF (2005) also proposed examination reforms and emphasized internal assessment. It states:

The Indian examination system is based on rote memory; questions are asked from textbooks and students who are able to reproduce what is written in the textbooks manage to get high scores. As part of examination reforms, many boards have introduced objective type and multiple-choice questions, but these also often test memory more than understanding, analysis and application. The committee recognizes that memory and recall are an integral part of any education system, but is strongly of the view that the focus of education should be more on understanding and the examination system should be geared to test understanding rather than regurgitating textbook script. (6.15.15)

The evaluation of a student should not depend entirely on performance at the end-of-the-year examination. Weightage needs to be given to performance in periodic tests, classroom participation, and quality of assignments throughout the year, for which objective and transparent criteria need to be laid down. (6.15.16)

All these reports and policies have paved the path for a model of assessment where understanding, analysis, and application are given more weightage over reproducing textbook content. Prior to CCE, numerous changes have been done in an attempt to improve the assessment and examination system and to reduce the mental pressure and burden that students go through during examinations. Some of these, as per the CCE Report (2014) of CBSE are:

1. Provision of giving students 15 minutes extra time to read the question paper and plan their answers in class 10 and 12 board examinations.
2. Support materials such as sample question papers and marking schemes are published to familiarize students with all aspects of the examination.
3. Counseling facilities are also provided through telephone, email, and print media before and after examinations and results.

Many reforms have been implemented to increase quality. The government has formulated and issued numerous laws and recommendations to improve the teaching-learning process in the teaching-learning process as well as assessment, such as the non-detention policy. Non-Detention Policy (NDP) comes under the RTE act 2009, which highlighted that no pupil should be dismissed or expelled from school until they have completed their elementary education. The

policy emphasizes the increase in enrolment and helps students get through these crucial years and can even help them finish their studies. This contributes to the expansion of skills that will assist them in obtaining a sustainable livelihood.

NEP 2020 requires all students to take school examinations in Grades 3, 5, and 8 to track progress throughout the school year. These exams will assess foundational concepts and facts from national and local curricula, as well as relevant higher-order skills and knowledge application in practical settings. Exam results will only be used to advance the educational system and for public disclosure of student outcomes. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is proposed to be established as a standard-setting body under the Ministry of Human Resource Development to set norms, standards, and guidelines for student assessment and evaluation.

The critical analysis of the above policies suggested a shift in the Assessment approach and it further classified as traditional, sociocultural, dynamic, etc

Literature Review:

Assessment is a tool for learning (Dochy & McDowell, 1997) evolve conceptualization of a process that teachers and students use in collecting evaluating and using evidence of student learning for a variety of purpose including diagnosis of student strength and weakness monitoring student progress towards meeting the desired level of proficiency assigning grades and providing feedback to parents (Shavelson & Towne, 2002). Brookhart 2011 in his study emphasizes formative assessment, including the aspects of the extent of student engagement, embedded in instructions, & self-assessment, feedback, and the specific instruction corrective or strategies. These aspects of formative assessment are based on contemporary constructivist learning theories and self-regulation theory. Heritage, (2008) explains that when the assessment of learning is emphasized, different teacher competencies are needed, including the need for teachers to clearly understand the cognitive elements that are essential to student learning, such as being able to identify errors in cognitive processing that prevent students from advancing along with a learning progression. Pereira, 2016 finds that continuous assessment helps students to learn better and promotes critical thinking. It was founded by Babaii and Damankesh, (2015) that the examinations influence the student into employing strategies which started a negative influence on their learning as they directed them to what is a measurement-driven approach to learning rather than to the approach focused on the improvement of learning.

Objectives of the Research:

This research study draws upon the context of the assessment of children in elementary schools which aims to explore the following objective-

1. To explore the perceptions of children (class 6-8) regarding assessment in elementary school
2. To investigate the different Assessment Practices used in elementary schools.

Method

The nature of this research is descriptive. The objective is to explore the perceptions of elementary school children toward assessment. Further, triangulation was done by understanding teachers’, and students’, perceptions about various approaches of assessment and different assessment practices used in elementary schools through unstructured interviews with the teachers. A purposive sampling criterion opted and the sample of the study was- 40 **students** of elementary schools belonging to 11-13 years from 6 to 8 level and 5 **Teachers** who were TGT, and of Government Schools. Schools were co-educational (boys and girls combined) 17 students were from private schools and 23 were from public/Government schools. The semi-structured questionnaires were distributed among students through Google forms. A focus group discussion of teachers from elementary schools was conducted. The responses were analyzed through thematic and narrative analysis under different themes.

Data Analysis and Interpretation:

Researcher analyse data on the basis of the objectives of the research

S . N .	Approaches of Assessment	Statements Related to Approaches	Discussion
1 .	Assessment for Learning	6, 12, 13, 14, 15, 16, 19, 20	6. Assessment is an engaging and enjoyable experience for me 12. We should assess each other’s work 13. Assessment is an everyday informal procedure 14. Assessment keeps schools honest and accountable for my learning 15. The teacher asks me questions in the classroom to evaluate me 16. Assessment encourages my class to work together and help each other 19. The assessment provides information on how well schools are doing 20 Assessment is integrated with my teaching-learning practices

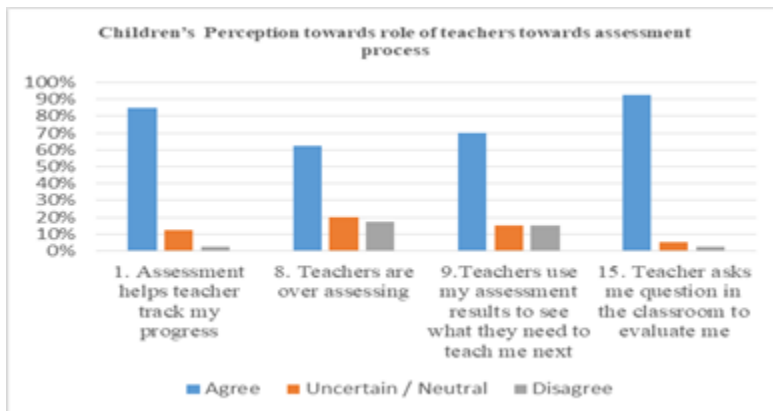
2 .	Assessment of Learning	1, 3, 4, 5, 7, 8, 9, 10, 17, 18	1. Assessment helps the teacher track my progress 3. I feel confident before giving an exam/test 4. Assessment is a way to determine how much I have learned from teaching 5. Assessment is important for my future career or job 7. Assessment brings me a feeling of success/achievement 8. Teachers are over-assessing 9. Teachers use my assessment results to see what they need to teach me next 10. I feel anxiousness/fear after giving an exam/test 17. Assessment measures the worth or quality of schools 18. Assessment is only the graded work
3 .	Assessment as learning	2, 11	2. I find myself learning better when I am assessed 11. Assessment is an accurate indicator of my learning

Objective: 1- Perception of children (class 6-8) regarding assessment provided by teachers

Perception of children (class 6-8) regarding assessment:

Researchers observed the perception of students regarding assessment from different perspectives, such as how assessment helps both teachers and students in teaching-learning practice as well as how assessment includes the idea of assessment of learning, for learning and as learning including normative settings in classroom practices. Students' views on the relation between quality education and the assessment process, Children's perception regarding the relation between Quality of school and Assessment, Children's perception regarding different techniques of assessment, and Children's perceptions regarding different approaches of assessment have also been examined.

Children's Perception towards the role of teachers in the assessment process:



Out of 20 items, item no. 1, 8, 9, and 15 represent the role & purpose of teacher and assessment shown in fig- 1 which indicate in response to item no. 1 i.e., categorized as assessment of learning: Assessment helps teachers track my progress, 85% students agree, 2.5% disagrees and 12.5% remain uncertain.

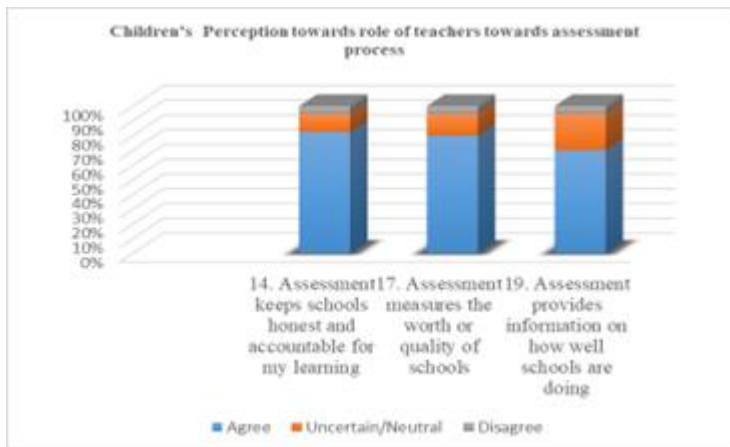
The general understanding of students is that teachers track their academic progress and level of learning through assessment. This is one of the major roles that assessment plays as per the sourcebook of assessment, NCERT. This is clear that assessment helps teachers and students both but the approach reflected towards assessment of learning and for learning both.

In response to item no. 8: Teachers are over-assessing; 62.5% of students agree while 17.5% disagree. 20% of students are uncertain regarding this statement. Students claimed that they have to write weekly unit tests, prepare for half-yearly and annual exams as well as do assignment/project work. All of this puts a burden on them. The Yashpal committee (2009), the report emphasized that learning should be enjoyable and not burdensome.

In response to item no. 9: Teachers use my assignment results to see what they need to teach me next, 70% of the students agree with the statement. They believe that their current level of learning will decide the next step that needs to be taken by the teacher.

In response to item no. 15: Teachers ask me questions in the classroom to evaluate me. 92.5% of students agree while 2.5% disagree and 5% are uncertain. A large majority agrees with the statement. They are sure about the fact that teachers ask questions only because they want to assess students and not to clear their doubts. They are very habitual of assessments.

Children's perception regarding the relationship between Quality of school and Assessment:



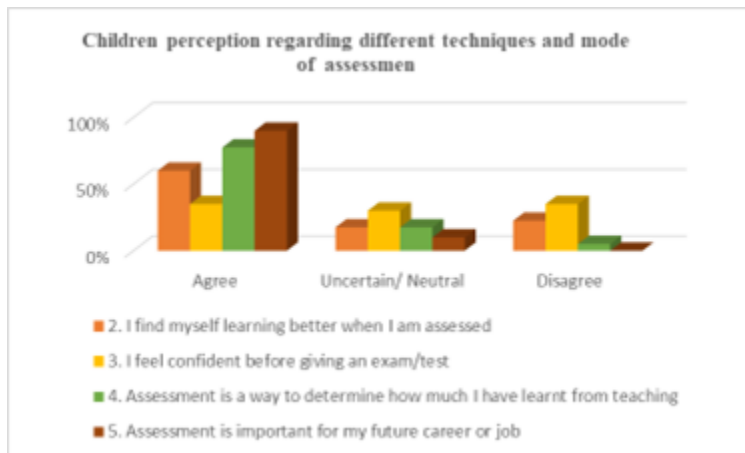
Out of 20 items, item no. 14, 17, and 19, represents the relation between the school's credibility/success and assessment.

In response to item no. 14: Assessment keeps the school honest and accountable for my learning, 82.5% of students agree while 5% disagree. This means that the majority of students believe that assessment results hold the school accountable and keep them motivated to work better/improve.

In response to item no. 17: Assessment Fig.2 Children's perceptions towards the role of teachers in the assessment process measures the worth or quality of the school, 80% of students agree while only 5% disagree and 15% are uncertain. This shows that students link the quality of school and the education it provides with assessment results. The better the assessment results are, the better school is.

In response to item no. 19: The assessment provides information on how well schools are doing, 70% of students agree, and only 5% disagree. "How well schools are doing" is how good schools are at teaching, at providing education, which links students with assessment.

Children's perception regarding different techniques and modes of assessment:



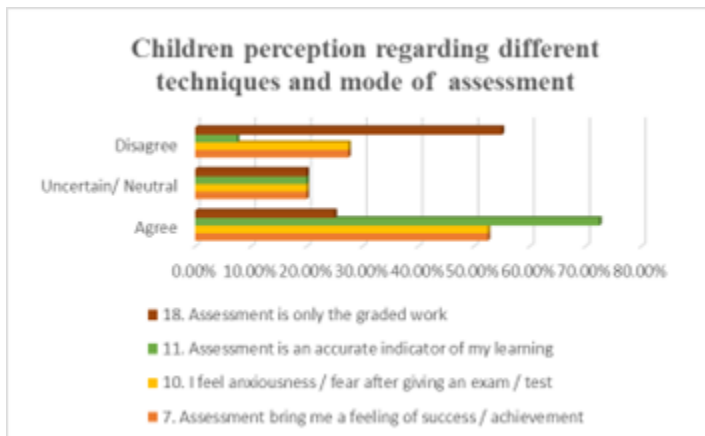
Assessment unlike evaluation is an ongoing process. No sense of judgment is included in the assessment.

In response to item no. 2: I find myself learning better when I am assessed; 60% of students agree, 22.5% disagree and 17.5% remain uncertain. Students feel that when they are told that they have to give a test that is a part of their final grades, they prepare more enthusiastically and learn better.

In response to item no. 3: I feel confident before giving an exam/test, 35% of students agreed and 35% disagreed while 30% remained uncertain regarding the statement. This depicts that we have a diverse group of learners with their own different learning styles and pace. While it is easier for some to understand the content and feel like they are up to give a test, others find it difficult to cope and feel like they need to be more motivated and confident before giving the exam.

In response to item no. 4: Assessment is the way to determine how much I have learned from teaching. 77.5% of students agree, and only 5% disagree. They believe that their level of learning gets reflected in their assessment results or academic achievement. Although it is more like rote memorization for the test rather than learning/understanding the context.

In response to item no. 5: Assessment is important for my further career/job, 90% of students agree & no one disagrees. This shows that they understand that they receive grades/ marks after being assessed which will further help them in getting better opportunities for further studies or employment. They wish/want to get good marks so that they can get into a good job with enough salary to live comfortably and nobody disagreed with the statement.



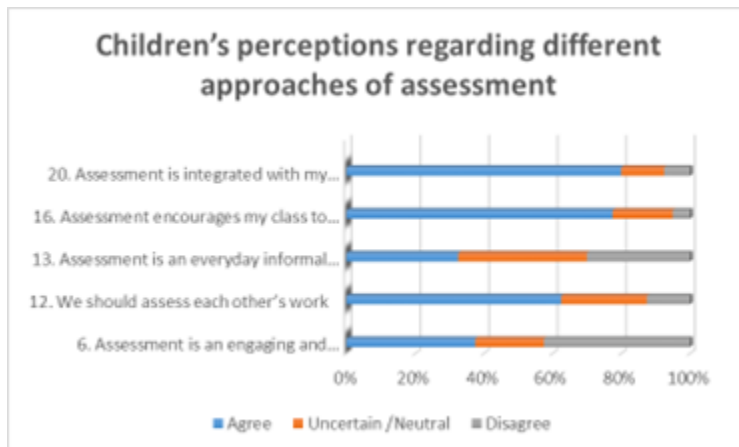
In response to item no. 7: Assessment brings me a feeling of success/achievement, 52.5% of students agree while 27.5% disagree. Assessment makes students feel good and confident about their learning. They feel good since their hard work paid off.

In response to item no. 10: I feel anxiousness/fear after giving an exam/test; 52.5% of students agree while 27.5% disagree. This shows that more than 50% of students feel like they have not given their best or worked as much as they could have done for the test/exam. Only 27.5% of students felt satisfied with their performance before the results came.

In response to item no. 11: Assessment is an accurate indicator of my learning; 72.5% of students agree while 7.5% disagree. “Whatever tests/assignments were given, whatever questions were asked in these exams/tests truly check their level of understanding/learning of the content and its intended objectives” is a commonly accepted fact.

In response to item no. 18: Assessment is only graded work, 25% of students agree while 55% disagree, and 20% are uncertain. The majority of the students disagree with the statement and believe that assessment is more than graded work. Providing grades to students’ performance is a function of assessment. It also helps teachers in planning their lessons and students in improving their learning and providing feedback regarding their learning attainment.

Children’s perceptions regarding different approaches of assessment:



In response to item no. 6: Assessment is an engaging and enjoyable experience for me, only 37.5% of students agree and 42.5% disagree, and 20% of students remain uncertain regarding the statement. Rather than agreeing, more students disagree with the statement. This shows that CCE, sold for making the assessment process engaging, enjoyable, and part of classroom teaching, didn't really make the impact that is offered/promised.

In response to item no. 12: We should assess each other's work; 62.5% of students agree and 12.5% disagree. They believe that while you check each other's work in classrooms, you get exposure to doing one thing in different ways, which could be a great learning experience.

In response to item no.13: Assessment is an everyday informal procedure; 32.5% of students agree and 30% disagree. There is no consensus among the students regarding the statement. 67.5% of the students do not perceive assessment to be an everyday procedure. To them, assessment is a formal procedure where students must work on an assignment/project or do/pass a test/exam.

In response to item no. 16: The assessment encourages any class to work together and help each other; 77.5% of students agree, 5% disagree and 17.5% remain uncertain. Students tend to help each other while facing any stressful or anxious activity. Assessment is one such activity. When they engage/indulge in the assessment they wish to perform better and get good grades. And so, they willingly help each other.

In response to item no. 20: Assessment is integrated with my teaching-learning process; 80% of students agree while 7.5% disagree and 12.5% are uncertain. This represents that students understand the fact that there is a relationship between assessment and the teaching-learning process. Teachers constantly observe and assess students to provide them with appropriate feedback to help them improve.

Perceptions of teachers on different Assessment Practices used in elementary schools.

Result and Discussion

On the basis of analysis and interpretation of data, as per the objectives following conclusions may be drawn according to different approaches of assessment

S. No.	Approaches of Assessment	Statements related to approaches	Discussion
1	Assessment for Learning	6, 12, 13, 14, 15, 16, 19, 20	<p>In contrast with Item number 6, Simpson, (2016) defined that teachers sometimes express their concern that the assessment process is not enjoyable whereas students spend on testing related activities that result in lost instructional times. So it can be defined that assessment is a process that is responsible for the selection, elimination, and rejection level of the learner in a hierarchical sense which is not just natural but promotes traditional and sophisticated theoretical understanding in the classroom.</p> <p>Item number 13 expresses the unawareness of students towards different assessment approaches are the assessment of learning, as learning, and for learning teachers and school heads with important information for making decisions regarding students' progress (Jones and Tanner 2008).</p> <p>item no 14 analyses that, there is a relationship between assessment and a school's accountability expressed categorized as a sociocultural paradigm of assessment.</p> <p>item no 15 majorities of the students are sure that asking questions by the teachers is the strategy of assessment in a different perspective as teachers wanted to know the previously existing knowledge and to recapitalize the total content talked by the learner.</p> <p>items no 19 and 20 provide information on how schools are doing in relation to assessment. So, in a school where the learner can be inferred as an active participant rather than a passive recipient, the school environment becomes democratic and the learner is shaped according to the community.</p>

	Assessment of Learning	1, 3, 4, 5, 7, 8, 9, 10, 17, 18	<p>Item no. 1 explained teachers use various methods and approaches during classroom interaction (Jones and Tanner (2008) where teachers and school heads provide information with important information for making decisions regarding students' progress.</p> <p>Item no. 3 depicts that the majority of students felt full of confidence when they were assessed and were satisfied with their performance before the result came.</p> <p>item no. 4 The majority of learners reflect that teaching is a qualitative phase of assessment that is meant to be good, better, and best.</p> <p>Item no 5 reflects that assessment created a bridge between the marking system and job-oriented education opportunity supported by Simpson, (2016) where he explored that testing and assessments play a major role in most students' educational careers as most students in the public school system take state-mandated standardized tests. These tests serve as an overall academic assessment of the student, teachers, school district, and curriculum development which is the result of standardized testing in which outcomes of the examination can be scrutinized at the high-performance level.</p> <p>item number 7 defines success as the accomplishment of good marks and related success ideas with vocational opportunity in the form of social mobility, for example, an auto-rickshaw son gets ranked in the civil services examination.</p> <p>item number 8 is supported by the critique of the CCE (2009) approach in which student during the formative assessment faces the number of tests frequently in the form of FA₁, FA₂, FA₃, half yearly test, and annual examination which rays burden and pressure on them rather them making assessment process as enjoyable act.</p> <p>Item number 9 assessment is a cyclic process in which feedback is used by both learners and teachers to control and initiate the learning process.</p> <p>In support of item no. 10 Simpson, (2016) found that many teachers, parents, and students perceive testing as being stressful and often express concerns about the impact of testing on students' physical and emotional well-being, engagement in school, and self-efficacy.</p> <p>item number 17 expresses a better School</p>
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			environment and culture responsible for the better assessment process.
	Assessment as learning	2, 11	

Conclusion:

The study aims to explore and attempts to understand students' perception regarding assessment. Students understand that assessment is important for the teaching-learning process as it helps their teacher in tracking their progress and further planning their lessons. However, they also believe that teachers often over-assess them whether formally or informally. The frequency of assessment troubles them. Students feel that whenever a teacher asks a question in the classroom and asks a student to answer, her intention is to evaluate the student. Students acknowledge that there is a relationship between school and assessment. They believe that assessment results motivate schools to work better. They claim that a school is as good as its result in public examinations. It is also a reflection of the quality of education that the school provides and its teaching-learning experience. Students realize that assessment is more than only graded work. It has its own functions such as providing certification, helping teachers in planning their lessons, and improving their learning. Assessment is very much integrated with the teaching-learning process and it also helps teachers in providing appropriate feedback to students. Students believe that the assessment result is a clear reflection of their own learning. They also understand that achieving good grades or marks will further help them in getting better opportunities for further studies or employment. They feel that when they know that a particular test or exam is going to be a part of their final assessment, they prepare and learn better for that exam or test. They claimed that reading, sharing, or assessing each other's work provides them the exposure to looking at various responses that could begin given for a particular question which proves to be a great learning experience for them. Students believe that assessment results are a learning indicator for their parents. Students believe that the feedback teachers provide helps them in improving their learning and be more informed. Most students feel that because of frequent assessments they have to maintain a particular pace that is not in sync with their own learning style and pace. An international perspective on assessment reveals that at one extreme is the burgeoning Rise of the closed multiple-choice, close procedure style and 'tick box' form of assessment which focus on low-level recall of actual knowledge where content has elevated our skills and where assessment is largely undertaken by written examination. The negative aspects of some examination forms of assessment are the demonizing of education to training and brilliant students to perform certain prescribed behaviors. The emphasis on the outcome rather than process; the passive nature of learning the damage of self-esteem and learning the elevation of trivial observable measurable short-term behavior over serious high-order and measurable, creative person-oriented, open-ended, holistic lifelong aspects of education.

Further suggestions:

This particular study was introductory research on children's perception of assessment and feedback where researchers have taken written feedback as an aspect of the study. All the aspects of the study cannot be studied in one research. There is a lot of scope in this area for further research. Some of the research areas are as follows:

- 1 Assessment procedures of different types of schools can be compared.
- 2 Teachers' perceptions regarding the assessment process can be explored.

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Digital Learning During COVID-19: Exploring the Issues and Challenges Encountered by Visually Impaired Students

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Abstract:

The COVID-19 pandemic has caused a disruption in ordinary schooling throughout the world which leads to drastic changes in the lives of people. The impact of pandemic on education is yet to be measured many children were unable to reach school and others were facing the constraints of digital learning. Through all children have gone through difficulties during pandemic but the worst affected during the period were Person with Disabilities (PWDs). The challenges during pandemic were numerous for the PWDs such as restricted mobility reduced access to healthcare services and higher risk of suffering from depression. The Academic loss caused to PWDs along with the emotional difficulties was additional to the challenges in the context of pandemic. Visual impairment is one condition under the disability and it was indicated through literature that visually impaired people were amongst those who were severely affected during pandemic academically. During Covid-19, visually impaired children faced major challenges in their education. Access to digital learning was emerging as a bigger challenge for the visually impaired students during pandemic because they didn't have the access of requisite software and visual aids at home supporting effective participation in digital learning. Therefore, a study has been planned to explore the challenges and issues faced by the visually impaired students in learning during pandemic. The study also suggests some practical measures for resolutions of challenges faced by the visually impaired students during pandemic in case of emergence of such situation in future too.

Keywords: Covid-19, Education, Visually Impaired, Digital Learning

Introduction:

Education plays a significant role in developing an individual's potential, especially in an era of global economic change. Similarly, the global educational

field has also suffered and is still suffering due to the emergence of the Covid-19 pandemic, which has impacted the teaching-learning process all over the world (Reuge, 2021). It is a fact that, education develops individuals into productive and contributing members of global society. However, the low budget for education and health exacerbates the disadvantaged status of lower income countries. In future, education will emerge as a leading sector in the future due to its impact on changing economies. Only 6% of rural households and 25% of urban households had access to a computer, according to statistics from the National Sample Survey (NSS, 2017). As a result, it is critical to assure educational quality in order to provide quality instruction to students (Noor, Ali & Husnine, 2020). Undoubtedly, pandemic situations have halted the functioning and outcomes of education systems. It has affected children across the world, though to varying degrees depending on factors including their age, area, family background and how much access they had to substitute education during such conditions (UNESCO, 2021). Person with disabilities were affected in different ways by the pandemic. As well as not having daily access to schools and the basic support they provide, these children also missed out on therapies and early interventions. Through the rapid transition to e- learning, millions of children have been left without adequate access to education. The educational environment of the world is facing many challenges and issues during pandemic situation that must be solved in the meantime. Visually impaired children faced major challenges in their education during Covid-19. For visually impaired students, access to digital learning was becoming increasingly challenging because they were lacking the requisite software and visual aids at home to support effective participation. Moreover, those with visual impairment must also be provided with quality education, including higher education, in order to maximize their potential. In addition, this pandemic has increased the challenges faced by pupils with disabilities in acquiring education since the startling shift from traditional to digital learning (Dianito, 2021). Various studies reveals some considerable limitation on academic literature conditions of visually impaired and issues faced by them. In which, researchers were appears a lot of discussion on the rights of person with disabilities, but the involvement of these people was little in research (Hill, 2013).

Digital Learning:

Digital learning is classified into four categories, according to (Keane, 2012): digital instructional materials, digital tools, digital delivery, and autonomous learning. It focuses on the personal autonomous and self-directed learning in order to progress further in their learning tasks. Digital learning is that content that is constantly available to students with complete freedom, allowing them to choose the ideal hours and amount of study time for themselves, as well as access to a worldwide community. There are various problematic features of

digital learning which are supposed and highlighted by visually impaired students such as; assessing course content, assessments, lack of learning management, exams, and formation of course material (Kharade & Peese, 2012). Through the responses given by the respondents' shows that they have faced an abundance of challenges during Covid-19, it was really a uphill task for them to overcoming their challenges. During the pandemic phase students with visual impairment suffered a lot. Students with visual impairment reveal that there was inadequate access to ICT facilities among them and it badly affects their learning process (Bhardwaj & Kumar, 2017).

Visual Impairment:

Visual impairment is the functional and transitory loss occurs at external or tissue level, and is caused mostly by ocular, general diseases and injuries. Visual impairment can lead the visual disability and it depends upon the degree of impairment and societal reaction. For their academic success, student with visual impairments have required special education needs for their excellence. Individual with vision impairment has a significant impact on the educational achievement, career choices and social life of the affected individuals. In order to meet their special needs, they must have specialised and appropriate services, books, materials and equipments.

Significance of the Study

The outbreak of Covid -19 has a great impact on students, families and educators. Undoubtedly, the true extent of the impact of the Covid -19 pandemic on education is yet to be measured but all indications show that it will be sever, since many children are unable to attend school and many are facing the constrains of digital learning (Gutte, 2021) The quick shift from remote education to advanced education presented significant challenges for the students with the visual impairments hence widening the gaps in educational equality. During Covid-19, visually impaired children faced major challenges in their learning related to mobility impairment, content access impairment, lack of supportive equipments, etc. Access to digital learning was emerging as a biggest challenge for the visually impaired students during pandemic because they didn't have the access of requisite software and visual aids at home supporting effective participation in digital learning. Therefore, a study has been planned to explore the challenges and issues faced by the visually impaired students in learning during pandemic. The study also suggests some practical measures for resolutions of challenges and issues faced by the visually impaired students during pandemic in case of emergence of such situation in future too.

Objective of the Study:

Exploring the issues and challenges encountered by visually impaired students in digital learning during Covid -19

Methodology:

In the present study researcher used qualitative method. Self constructed Semi – structured thematic interview tool was used for collection of the data on the basis of themes. The purposive sampling technique was used to select the sample of thirteen visual impaired students (n=13). These students were enrolled in different secondary and higher secondary schools. Interview was conducted keeping in view the objectives of the research. The sampled group was probed on the themes depicted in figure below:

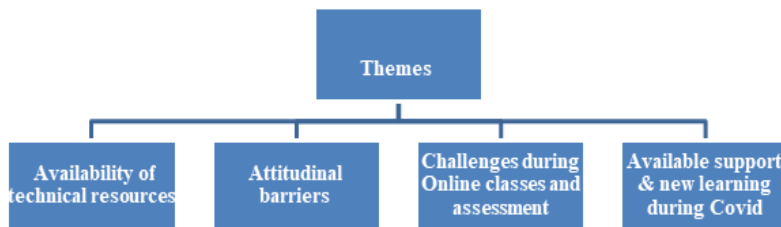


Figure.1 themes for interview

To obtain in-depth understanding, respondents with visual impairment were asked open-ended questions. Thematic content analysis was used to analyze the qualitative data.

7.0 Findings of the study

The findings of the study are described in this section, which compiles with the themes with the themes derived from data analysis. The researcher elaborates the findings with proper responses from the participants in the study. Before discussing the major finding of the study researcher tried to investigate about the general issues and challenges of the visually impaired students encountered during pandemic which are as follow:

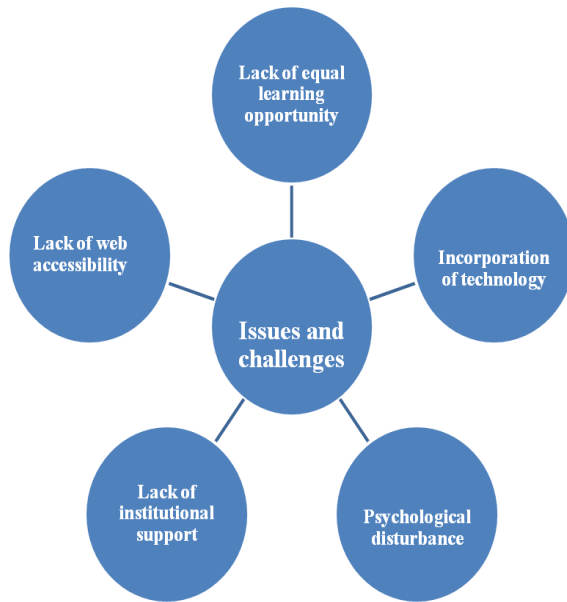


Figure 2 Major concerns shared by the sampled group

7.1 Thematic Analysis

7.1.1 Availability of technical resources

It was found that most of the students with visual impairment faced the technical challenges while attending the online classes. Majority of visually impaired students were not competent to handle assistive technologies such as Insta recording, triple talk USB mini speech Synthesizer, Braille Note Apex which were used in online classes. Most of the students reported screen reading as the most challenging factor for them. One of the students reported,

“Mere gaon mein network nhi hota tha jiski wajah se mujhe ider uder Jana padta tha aur mera vision na hone se mujhe bhut problem hoti thi mere saath kise ka hona jauri hota tha aur wo bhut kam hota tha jiski wajah se mein pad nhi pati thi online classes mein”

Translation: “In my village due to poor network, I couldn’t attend my online classes properly. Because of my low vision I faced lots of problem. I was unable to move without support of other family members and many times they were not with me, due to which I was not able to attend online classes properly. So, it was clear that during online classes students with visual impairments were faced more technology related problems. And they also demanded that the digital resources must be available in accessible formats such as, alternative text with recordings and graphics displayed digitally for the partially sighted students with easy-to-read versions.

7.1.2 Attitudinal barriers

Attitudinal barriers faced by students with visual impairments also existed. Majority of the students with visual impairments indicated that, their teachers have no idea how to deal with them and they were unaware of their special needs and limitations of assistive technology during online classes. Teachers were annoyed with the students whenever there was some delay in submission of the assignments. One of them said

“Jab humari classes online chalti thi toh teacher jaisa content dusre students ko send karte the toh mujhe bhi wasa hi send kar dete the jaise photos send kar dena aur youtube links send kar dena.. mein photos se nhi pad pati thi. Teachers chahte toh blind students ke liye audio record karke bhi send kar sakte the but teacher asa nhi karte the jiski wajah se mein apna homework nhi kar pati thi”

Translation: “In Covid during online classes, teachers sent me the same content as sent to other students like they sent me photos or youtube links. I was not able to read that photo. If teachers were interested, they would me the recordings but they didn’t send. Because of that I was not able to complete my homework.”

Though learners have access to online education, but person with disabilities faced additional challenges like comparison with other learners. They are at high risk and ignored due to the absence of accessible reading materials (screen reading software & keyboard to read and navigate accessing books), and support (UN, 2020; World Bank, 2020).

7.1.3 Challenges during Online classes and assessment

It was highlighted through various studies that technological collaboration is very important in education of the learners with diverse needs including computer access, assistive technology and different web accessibilities. In the present study, it was found that most of the students with visual impairment faced lots of problem during online classes. Lack of application being used during online learning and incorporation of technology was shown. One of them reported.

“Mere pass mobile phone nhi tha online classes attend karne ke liye mujhe kise kise se phone magna padta tha help magni padti thi. Mein humesha yhi bolta tha ki mein kab school jaunga ache se pdunga aur sabse jada mushkil toh Hume papers dene mein face karni padi. Papers ke liye sheets lana bhut mushkil tha jiski wja se bhut preshani hoti thi”

Translation: “I was not having mobile phone for attending online classes and for that I had to meet someone for help. I always wished ‘when will my school get open and I will be able read well’. The most problematic thing that I faced during exams was that it was to bring

sheets from the market, for this I had faced lots of problems”.

Regarding assessment most of the students reported that online examination has created immense challenges for them such as assessing the paper, converted into PDFs etc.

One of them further said

“Worst time tha Covid ka time humare liye.... offline padna itna mushkil tha toh online toh aur bhi jada mushkil tha..... kabhi teachers’ kehte the zoom se hogi class kabhi kehte the Google meet se toh yeh sab matlab blinds ke liye mushkil hota tha”

Translation: “It was the worst time that I had faced during Covid.

Even to study through offline mode is difficult for us, so to study through online mode in is really an uphill task. Sometimes teachers asked us to join the class through goggle meet and sometimes through zoom platform..... Such things were difficult to handle for us as a blind person. In addition, majority of the students reported that they felt difficulty while switching between different windows such as zoom meeting, Google meet and how to use Gmail etc”.

7.1.4 Available support & new learning during Covid

Children with the visual impairments were the most affected by the pandemic in which severe visual impairment has a strong impact on the child development (Fazzi, 2010). Support system should be mandatory for the visual impaired students with special specific needs. Majority of the students reported that there was insufficiency in technical resources as well as technical support like lack of traning in online learning and teaching. One of the respondents reported. Most of the students reported that there was lack of support from the sides of their teachers. Students said that they have no prior knowledge or traning for handling the online classes. However, partially sighted students can learn these things incidentally but for blind person it was even more difficult for that they need proper traning.

“Mere parent’s ka support thoda bhut rha kyuki jo mujhe ghar mein padhana unke liye mushkil tha kyuki ghar per blind bacho ke liye itne resources nhi hote jaise Braille... jo text bejte the teacher’s ki handwriting wo bhi wo unko Samaj nhi ati thi..badi mushkil se unki recording bna pate the fir mein likhti thi. Mujhe technology ki itni knowledge nhi thi.na teachers achi tarh se pda pate the... bass time nikal rhe the”.

Translation:“There was little bit support of my parents with me because it was hard for them to teach me at home

because of lack of resources such as Braille for blind students ...Also teacher's handwriting was not properly readable in text sent by them. Parents were unable to read that text properly and record it with great difficulty. After that I wrote my homework. I was not good in technology and teachers were not teaching in right way they are just wasting time".

As we know that every coin has two phases, one is positive and other one is negative. It is extremely clear on the basis of various studies that the negative consequences emerged during pandemic had greatly affected the child's development and their learning. But as usual, person with disabilities has strongly proved themselves even in such pandemic situation. Most of them reported that they have learnt a lot during Covid. One of them said"

"Ki chahe Hume agar kuch karna hai Na life mein toh Hume kaise bhi karna hai... Hume yeh nhi dekhna hai ki wo kitna mushkil hai... Hume bass use karna hai jaise ki mere pass source nhi the per maine kisi-kisi ki help leke maine unse pada aur notes bnaye... technology ko sikha. But agar mein bolti ki Na network hai... yha Na kuch, kya hai rehne deti hun, Aram karti... But nhi maine asa nhi kiya maine problems ko face kiya aur aage bhadi"

Translation: "If we truly want to do something in our life...we will try our best and do it on any cost...We don't have to see how hard it is, we just go for that... Like I hadn't sources but I managed to learn by seeking help from others and prepared my notes... learned technology well. Otherwise, if I had said that there is no network... Nothing is there, doesn't matter ... leave it... Just relax... but I didn't think like that... I faced problems with confidence and went ahead".

It was found that majority of the students reported that they learned technology well during Covid, it means now they feel more competent. One of them further said

"Covid mein mine mobile phone mein kafi new features sikhe jisse mujhe jada knowledge Hui. Aur mine apne dusre blind dosto ko bhi mobile ke new features sikahiye jinse unki help ho sake"

Translation: "During Covid I have learnt so many new features in mobile phone that has increased my knowledge and I taught new learnt features of mobile phones to my blind friends also to help them out".

7.1.5 Overall reflections

It is observed through the findings that the visually impaired students have faced

a lot of challenges pertaining their learning through online mode in pandemic situation. They find themselves incompetent in terms of technology usage. Teachers were also not able to deal with the students in terms of their individual differences and needs. Lack of resources and assistive devices was also a major issue faced by all the students. Despite of all these challenges, the visually impaired students tried their best to enhance their learning and competence in technology during Covid.

8.0 Suggestions

For overcoming the challenges of the visually impaired students, it may be necessary to consider the amount of supposed visual content in specific subject by the teacher while designing the learning task. Following suggestions are made to ensure and enable effective learning environment for learners with visual impairments:

1. There should be education with proper training of online learning for the visually impaired students and make them ready for the future consequences. So, training programmes must be offered to the students based on their needs and requirements.
2. Institutions must ensure their support and guidelines for students with visual impairments in terms of provision of technical resources (IT) and related facilities with training (technical support). Learning material should be ready and available in various assessable formats such as Braille converted books, enlarged books digital books etc.
3. Teacher should consider the diverse learning style of the students because the students with visual impairments feel isolated in digital learning environment. Therefore, it is responsibility of the teachers to create a comfortable environment for them and try to consider all their needs and requirements while developing and designing online learning with the surety of accessibility.
4. Try to develop and prepare content in electronic format (with text recordings). So that students with visual impairments can easily access that content. Teachers should ensure their active participation which is based upon their strengths and preferred style of learning.
5. Students with vision impairments are generally slow readers. Teachers should provide the reading lists (audible lists) well before starting the course so that readings can begin earlier and student can compete with their peers.
6. There should be a provision and proper guidelines regarding the extension of assignments. It may be necessary to provide extra time in the examinations and space to the visually impaired students because it is difficult for them to arrange reader (scribe). It would be better to conduct oral examination or provide them audio-taped questions or large print papers.

7. There should be cooperation of teaching staff, peers and families with the students of visual impairments so that they can easily share and handle their problems.
8. There is need to develop awareness pertaining the initiatives that are taken by NCERT during Covid for the needed person such as E-content development, E- VIDYA programmes etc. It ensures special content for visually and hearing-impaired students through radio, podcasts, revamping of curriculum and pedagogy assessment for learner with disabilities.
9. There is need for the long-term inclusive solutions with best practices and recommendations and not taking it as short-term consequences.

9.0 Conclusion:

Definitely visually impaired students faced immense consequences in online learning during the emergence of Covid- 19 and still they are suffering. Various challenges limit the learning of the visually impaired students such as technical, attitudinal, difficulties faced during online learning and lack of support of teachers during Covid. They also faced problems in accessing online learning apps and assessments. Parents and peers, on their part have tried best to support the learning of visually impaired students but there were certain limitations in terms of resources. Despite of these issues and challenge, in between pandemic, persons with visually impairment has strongly proven themselves with their extra efforts in order to come up with the required standards.

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A Study on Awareness of Massive Open Online Courses (Moocs) Among The University Students

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Abstract:

The Government of India initiated MOOCs, where the objective is to take the best teaching & learning resources to all with no costs. The purpose is to get an idea about the awareness of MOOCs, so that MOOC platforms can take necessary actions for the betterment of learning among the learners. The data is collected from the Postgraduate (PG) and Undergraduate (UG) students of Teerthanker Mahaveer University (TMU), Moradabad, India. The findings demonstrate that students having basic idea about MOOCs.

Keywords: MOOCs (Massive Open Online Courses), Awareness

Introduction:

The term MOOC was introduced in 2008 by Dave Cormier by the University of Prince Edward Island and Bryan Alexander of the National Institute for Technology in Liberal Education. "A MOOC is an online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study." (McAuley, Stewart, Siemens & Cormier 2010, p.10)

1. Massive - enrolment numbers
2. Open - no mandatory qualifications Online - fully
3. Course - structured, temporal

The figure below offers a brief description



Figure 1. Critical elements of MOOCs (Adopted from Yousef et al., 2015)

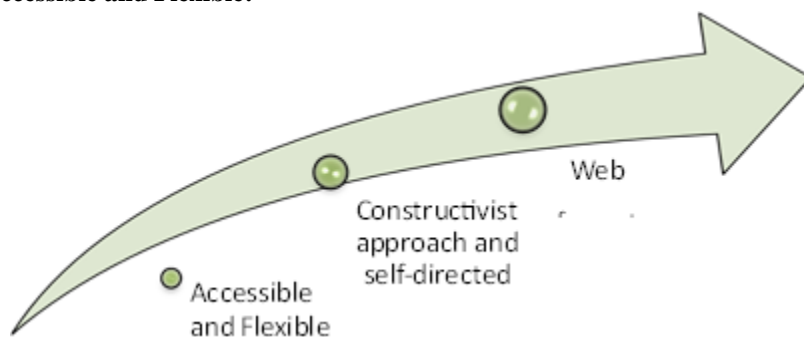
Characteristics:

Web formats- MOOCs courses completely designed in web formats. It means students can access the MOOCs with the availability of internet.

Constructivist approach and self-directed learning:

In MOOCs an individual is responsible for their own learning. In MOOCs Learners manages, structured and organize their own learning.

Accessible and Flexible:



The courses in MOOCs can be easily accessed as it is available in web format. Learner need only mobile or laptop with internet connection and he join from anywhere, anytime according to his or her convenience.

Brief History of Indian MOOCs:

The first MOOC experiments in India took place in 2012 with a course offered by Dr. Gautam Schroff of Tata Consultancy Services (TCS) and an adjunct faculty at Indian Institute of Technology (IIT), Delhi. Also Larks Learning (Downes 2012a) as well

as Sunstone (Sunstone Business School 2012) independently came up with the first indigenous MOOCsin the private sector in 2012. IIT, Kanpur developed an indigenously built mooKIT platform in 2014;IIT BombayX, acustomization of the open-source edX platform, came up in 2014-15 and NPTEL content is being delivered through Google Course builder since 2014. The Swayam platform was inaugurated in July 2017.

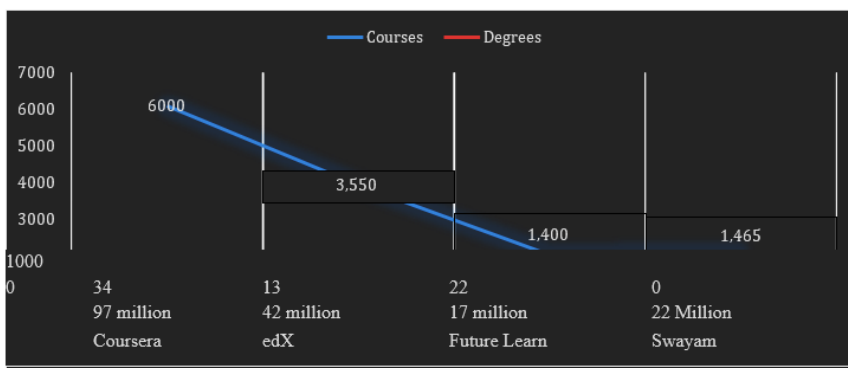
Initiative	Year of Launch	Institution behind Platform	Website Link
NPTEL	2003	IIT Madras	nptel.ac.in
Mookit	2012	IIT Kanpur	www.mookit.co
IITBX	2014	IIT Bombay	iitbombayx.in
SWAYAM	2016	MHRD and Microsoft	swayam.gov.in

Table-1 Historical Development of MOOCs in India.

Current state of the MOOCs in international context

“Now the modern MOOC movement crossed 220 million learners in 2021”. As per Class Central list the top fourMOOC providers by registered users are as under (Shah, 2021):

SN.		Learners	Courses	Degrees
1	Coursera	97 million	6000	34
2	edX	42 million	3,550	13
3	Future Learn	17 million	1,400	22
4	Swayam	22 million	1,465	0



By the end of 2021, 19.4K MOOCs will be announced or launched by around 950 universities worldwide. In 2021 alone, around 3.1K courses were added. (Shah, 2021)



Figure 1 <https://www.classcentral.com/report/mooc-stats-2021/>

Relevance:

There are a number of courses being offered online but our students are not enrolling for the same. In this digital era students need to be motivated to adopt this as a major avenue of learning. This study attempts to explore the awareness of MOOCs.

Objectives of the Study:

To examine the awareness level of MOOCs among the UG & PG students of Teerthanker Mahaveer University, Moradabad.

Operational Definitions:

Awareness of MOOCs According to Dourish “awareness is an understanding of the various activities of others, which provides a context for your own activity”

In this present study awareness of MOOCs is defined as having knowledge or being aware of or well informed about the concept of MOOC courses by UG & PG

students.

Need for the Study:

MOOCs act as a remarkable platform that provides e-learning through online video courses in various streams. It is important to examine whether MOOCs helps students improve their subject knowledge in Higher Education Institutions (HEI).

Description of the Tool:

For the purpose of the study the researcher adopted self-made questionnaire which was used for the current study.

Sampling technique:

The sample of the study covered 225 students from UG and PG Programme of Teerthanker Mahaveer University.

Data analysis techniques:

Based on the filled-up questionnaire received from the students, the data was analyzed and tabulated. For data analysis, the percentage technique was adopted, and all the results are presented in the form of tables and graphs. Microsoft Excel 2010 software was used to calculate the data and making graphs.

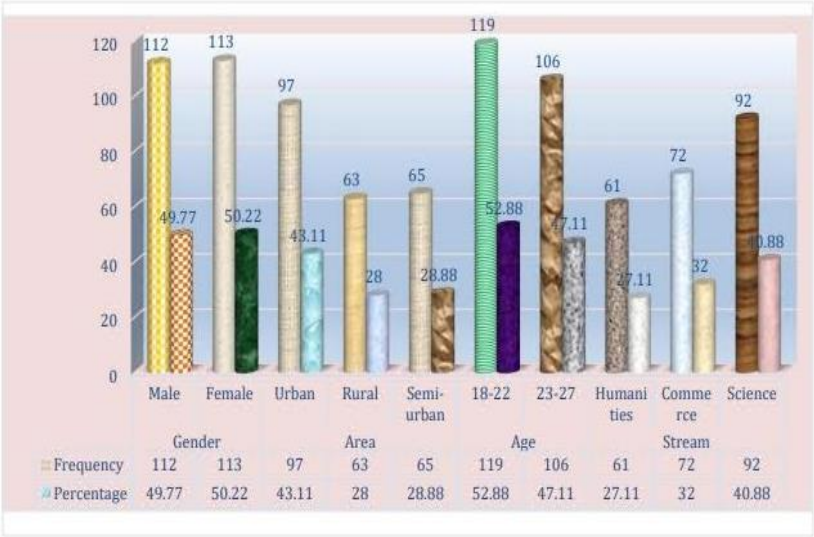
Nature of distribution:

In this section, the nature of distribution of 225 under graduate students on the awareness towards Massive Open Online Courses (MOOCs) is presented.

Demographics	Aspects of no of students	Frequency	%
Gender	Male	112	49.77
	Female	113	50.22
Area	Urban	97	43.11
	Rural	63	28.00
	Semi-urban	65	28.88
Age	18-22	119	52.88
	23-27	106	47.11
Stream	Humanities	61	27.11
	Commerce	72	32.00
	Science	92	40.88

Interpretation:

Table indicate that 50.22% of the respondents are female and the remaining 49.77% are male, 43.11% belongs to the urban area, 28% to rural area & 28.88% to semi-urban area. 52.88 % are in the age group of 18-22 years followed by 47.11% to the 23-27 years. The analysis reveals 40.88% belong to science background, followed 32.00% to the commerce and remaining 27.11% to humanities.



GRAPH1.1 Line graph showing the percentage of demographic variables

Data Analysis: A total of 225 students responded to the survey questions.

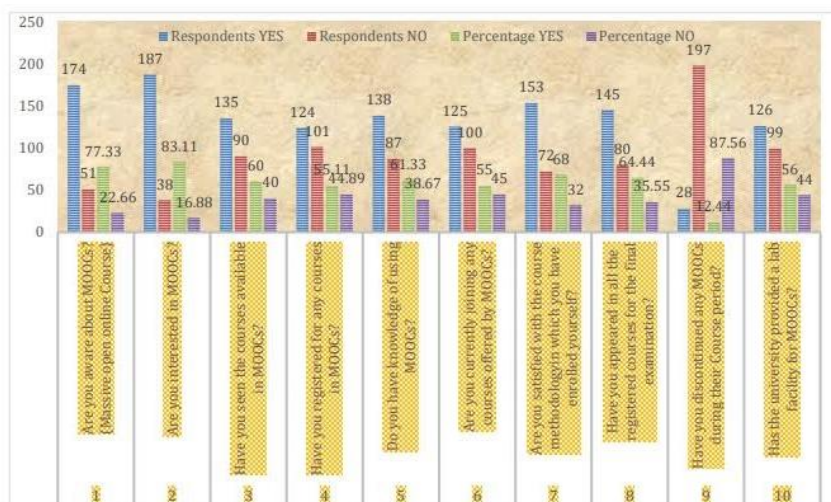
S. N.	Statement	Respondents		Percentage	
		YES	NO	YES	NO
1	Are you aware about MOOCs?	174	51	77.33	22.66
2	Are you interested in MOOCs?	187	38	83.11	16.88
3	Have you seen the courses available in MOOCs?	135	90	60.00	40.00
4	Have you registered for any courses in MOOCs?	124	101	55.11	44.89
5	Do you have knowledge of using MOOCs?	138	87	61.33	38.67
6	Are you currently joining any courses offered by MOOCs?	125	100	55.00	45.00
7	Are you satisfied with the course methodology in which you have enrolled yourself?	153	72	68.00	32.00
8	Have you appeared in all the registered courses for the final examination?	145	80	64.44	35.55
9	Have you discontinued any MOOCs during their Course period?	28	197	12.44	87.56
10	Has the university provided a lab facility for MOOCs?	126	99	56.00	44.00

Interpretations:

1. The analysis shows that a good number of respondents 174 (77.3%) replied positively, remaining 51(22.7%) are unaware. Results indicate that awareness about the MOOCs is high.
2. The interest of students regarding MOOCs shows that a good number of respondents 187(83%) replied positively remaining replied negatively.
3. It is evident from the table that out of 225 respondents 135 (60%) students respond positively and 90 (40%) students have not seen any course available in MOOCs platform.
4. The distribution of the respondents enrolled courses their choice of subject which displays, out of 225 respondents, 124 (55.11%) of respondents are enrolled course and 101 (44.89%) of the respondents of them not enrolled in any courses.
5. It is depicted that out of 225 respondents 138 (61.33%) students have knowledge of using MOOCs and remaining 87 (38.67) students don't have any knowledge of using MOOCs.
6. The analysis shows that out of 225 respondents, 125 (55%) of respondents are currently enrolled and 100 (45%) of the respondents of

them not enrolled.

7. The satisfaction level is good enough i.e., 72 students are satisfied with the adopted course methodology.
8. 68.44% of the students appears in the final examination of the registered course.
9. Only 12.44% of the students discontinues the course during the course period, which is reasonably low.
10. The analysis shows that 126 (72.9%) replied their university providing lab facility for MOOCs courses remaining 99 (44%) replied negatively.



GRAPH1.2 Line graph showing the percentage of awareness of U.G & P.G students

Suggestion for further Research

- a. Similar studies can be conducted by adding more variables in the study and more universities.
- b. A comparative study can be conducted among different country students.

Conclusion: MOOC is changing the pattern of learning, particularly in higher education. It gives a platform for the students for continuous learning, to update and upgrade their knowledge and skills from anywhere in the world. It is also helping the learners to select the suitable course offered by different prestigious universities as it is open and free. This qualitative study reveals that MOOCs have been successful in meeting the learning goals of the learners and complementing their learning in the University.

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Blended-Learning: A Pedagogical Approach for Inclusive Classroom

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Abstract:

Inclusive education is bringing all the children into one classroom irrespective of caste, class, gender, disabled, etc., and providing equitable educational opportunities to all. Various policies like SDGs, NEP 2020, etc. are focusing on inclusive education. Since the last decade, a new realm has been evolving in the education paradigm, which is the use of technology in the teaching-learning process, and the blended learning approach is one of the approaches. This article discusses that the blended learning approach is an effective approach for an inclusive classroom that meets the unique needs of all students, including students with disabilities. Blended learning combines traditional classroom instruction with online resources and technology, allowing teachers to provide personalized instruction, flexible learning options, and a variety of resources to support students learning. Therefore, by leveraging the power of technology, a blended learning approach can help create a more inclusive learning environment that supports the success of all students, and it is the need of the hour in the present scenario.

Keywords: Inclusive Education, Blended Learning, Online Learning, Face-To-Face Learning

Introduction:

Education is a process for the growth and development of an individual like cognitive, affective, psychomotor, and moral development etc. It is very important for an individual and nation's development. Our society is diverse and inclusive. Therefore, excluding any section of society from the educational system is not beneficial for society and the nation, as some sections of society cannot develop properly. Because of that, education is a fundamental right under Article 21-A in Indian Constitution. This article recommends that every child has the right

to receive free and compulsory education without any discrimination. However, many researchers point out that some sections (SC, ST, persons with disabilities etc.,) of our society cannot receive equal opportunities and exclude from the mainstream education system (Bandyopadhyay, 2006; Chand, & Karre, 2019; MoE, 2020). Over the last twenty decades, the stakeholder of our education system has been focusing on inclusive education. Inclusive education accommodates all children in a common classroom irrespective of caste, class, religion and disabilities, etc. Therefore, there are so many diversified needs of students in an inclusive classroom. Many approaches have been followed from time to time to fulfill the diversified needs of all students. Blended learning is one of the effective approaches that can cater to the diversified needs of all children.

Blended learning

In recent decades, the use of technology has been increasing day by day in the education system. After the pandemic, researchers, administrators even the government focused more on the use of technology in the education system. However, we should not be fully shifting our education system into digital education because it hampers the overall development of the learners, and it also has limitations like technology cannot fully replace human teachers. Therefore, all the stakeholders of the education system think about the blended teaching-learning approach. Blended learning can be defined as the combination of the traditional classroom (face-to-face classroom) and computer-mediated classroom with online learning. The term hybrid learning is synonymously used with Blended learning. Hybrid learning means the combination of face-to-face learning with online learning. So, these two terms hybrid and blended are used synonymously.

Therefore, the blended learning approach incorporates the advantages of both modes, online learning and face-to-face learning. The advantages of traditional face-to-face learning are developed social skills, communication skills, etc., among all children, whereas the advantages of online learning are the increase in academic engagement, promoting self-paced learning, improve learning outcomes, catering to the diverse need of all children, etc. The main purpose of combining both modes is to make learning more flexible, enjoyable, and students friendly, which are the key aspect highlighted in NPE 2020.

Inclusive Education:

Inclusive education is an approach to education that values diversity and seeks to provide all students with an equal opportunity to learn and succeed. Inclusive education recognizes that every student has unique strengths and challenges, and these differences should be celebrated and accommodated in the classroom. The goal of inclusive education is to create a supportive and welcoming learning environment that meets the needs of all students, irrespective of caste, class, gender, disabilities, etc. By promoting equality, equity, respect, and

understanding, inclusive education helps to build a more inclusive society that values diversity and supports the success of all its members. Recently, all the national and international policies, i.e., SDGs, NEP 2020, etc., are focusing on inclusive education (Dey, & Bika, 2023).

Findings and Discussion

The blended learning approach provides a conducive learning environment to support all learners in an inclusive classroom with respect to the following points;

Self-paced learning:

In an inclusive classroom, there is so much diversity. Some students are slow learners, average learners, fast learners, some students have learning disabled children, etc., and every individual has their own capacity to learn anything. Therefore, by the use of the computer or online learning, students can learn independently according to their own pace (Greer, Rowland, & Smith, 2014) and achieve the learning objective. In addition, teachers also can use different models of blended learning like the flex model, individual rotation model, etc., so that students can learn independently according to their own pace, and the classroom will be more inclusive.

Cater to the need of special needs learners and ensure equal access and participation in curricula:

In an inclusive classroom, special needs learners can face different kinds of difficulties like communication gaps, lack of equal participation in the teaching-learning process, lack of accessibility of information and study materials, etc. In the blended learning approach, through the use of ICTs can resolve the problem of students with disabilities. Computers with associated Braille embossers help to convert soft copies to text into Braille, and some speech software like JAWS and Dolphin Supernova programs convert text into speech. In addition, videos along with text are helpful to the learning of hearing-impaired students. Therefore, through the use of ICTs, teachers can cater diverse needs of students with disabilities, and students also can access information, participate in the teaching-learning process, etc.

Blended learning caters to the diverse needs of all learners:

Blended learning approach is a very much flexible approach, and teachers can use different modalities according to the learning objectives and needs of the learners. The blended learning approach enables the teacher to address the diverse needs of all students by using different ways such as the use of online or computer mediate learning, the use of various online platforms, use of different software, use of multimedia devices, assistive technologies which help to create an effective and meaningful learning environment and ensure diverse needs of all learners. Therefore, by the use of the blended learning approach, every learner learns

accordingly and achieves their learning outcome and the classroom will be made more inclusive.

Personalized instruction for each student:

Blended learning approaches enable teachers to provide more personalized instruction to students. Online tools and resources can be used to create customized learning plans for each student, taking into account their individual learning styles, strengths, and weakness. In addition, the blended learning approach helps to develop individualized education plans for students with disabilities to identify their specific needs and provide appropriate accommodations and support. Therefore, this can help ensure that all students are able to access the curriculum and make progress at their own pace.

Increased academic engagement and improve academic performance for all learners:

Many research studies point out that, students learn with fun in online learning or computer-mediated learning (Okada & Sheehy, 2020). When students learn with fun or engaged with academics, then students' academic performance will increase. Because, there is a relationship between academic engagement and academic performance. Some studies found that the blended learning approach helps to improve learning outcomes or academic performance like Behjat et al. (2012) found a significant difference in reading comprehension in students those was enrolled in a blended English course and some researchers also found out that students had less failure in blended learning classroom (López-Pérez, Pérez-López, & Rodríguez-Ariza, 2011).

Increase motivations, and self-confidence:

Many research findings indicated that there was a direct relationship between motivation, learning, and academic achievement. Zainon and Yamat, 2020 research pointed out that after the use of blended learning, students' motivation levels improved as well as their academic achievement increased. Some other researchers same point out that blended learning develops motivation and also increases academic performance among students (Ibrahim, & Nat, 2019; Islam et al., 2018).

Promote Social Inclusion:

In the blended learning classroom environment, students will communicate with other students through the use of ICT devices. Various ICT devices, i.e., computers, phones help students to communicate with other students through text, video conferences, etc. Even it also helps for students with disabilities because they face many difficulties in communicating with other students. Therefore, a blended learning environment promotes social inclusion and helps to develop the holistic development of every student.

Overall development of the learner:

Blended learning combination of both face-to-face learning and online learning. In a traditional classroom, students interact with each other and also learn in face-to-face mode. Therefore, it helps to develop social skills like friendship, leadership, etc., and through the use of online, students can learn their content independently and master over their content. Therefore, it helps overall development such as cognitive development, emotional development, social development, etc., among the students.

Conclusion:

Blended learning is an effective approach for inclusive classrooms, providing flexibility, self-paced learning, personalised instruction, and collaboration. During the pandemic and the post-pandemic, some research studies basically conducted in the Indian context, and all the research studies found that, most students and teachers preferred the blended/online-based learning approach instead of the conventional teaching-learning approach (Bordoloi et al., 2021; Muthuprasad et al., 2021). Recently, UGC also recommended implementing the blended learning approach in Universities and Colleges. However, the reality is that in the Indian context, there are lots of challenges to implementing the blended learning approach in the education system, such as lack of government funding, lack of trained teachers, lack of digital infrastructure, etc. Therefore, all the stakeholders come forward and should make proper planning, develop curriculum, give training to in-service teachers, provide funding etc., to successfully implement blended learning on the ground level and ensure that all students have access to high-quality education and the opportunity to achieve their full potential.

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A Comparative Study on Personality Traits between Male and Female Adolescents

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Abstract:

Personality Traits can predict key aspects of life, such as happiness, longevity, and success in both love and at work. The development of these characteristics during childhood and adolescence is linked to significant biological, social, and health effects. The distinctive sets of actions, thoughts, and sensitive patterns resulting from genetic and environmental influences are called personalities. The majority of theories emphasize motivation and emotional connections with the environment, despite the fact that there isn't a single, generally acknowledged definition of personality. Adolescence is a very important stage of life. Whatever a person acquires in adolescence stage, affects him for the rest of his life. In this research, the personality traits of adolescents have been measured. In this research, 30 boys and 30 girls have been taken, who are students of 9th and 10th. NEO Five-Factor Inventory-3 (Paul T. Costa and Robert R. McCrae) has been used to measure Personality Traits.

Keywords: Personality Traits, Adolescents

-Introduction:

Characteristics and personality are two different words with distinct differences. Despite their interrelationship, the terms personality and attributes cannot be used interchangeably. The distinctive sets of actions, thoughts, and sensitive patterns resulting from genetic and environmental influences are called personalities. The majority of theories emphasize motivation and emotional connections with the environment, despite the fact that there isn't a single, generally acknowledged definition of personality. According to Raymond Cattell's formulation of trait-based personality theories, personality is defined as the characteristics that predict a person's behavior. On the other hand, systems that are more behaviorally focused use learning and habits to determine personality. The basic notion of moral foundations and how it relates to people's personalities,

values, well-being, and resilience, there is a strong correlation between personality characteristics and each person's moral principles as well as between values and psychological well-being. The ancient Greeks thought that a person's personality depended on the type of fluid, or humor, that was present in their bodies the most. The four senses of humor that the ancient Greeks identified—blood, phlegm, black bile, and yellow bile—were used to classify people's personalities. Sanguine/Blood: Happy and fervent, Phlegmatic: Lifeless and emotionless, Melancholy/Black bile: Downcast and unhappy, Angry and short-tempered; choleric/yellow bile. The Latin word "persona," which explains a theatrical mask that artists use to either present several characters or hide their identity, is the source of the English word "personality". A person's personality can be defined in many ways, but the majority places a strong emphasis on the characteristics and behaviors that can be used to predict and comprehend their behavior. How we interact with others most clearly reflects our personality, emotions, attitudes, and opinions. The distinctive thought, feelings, and behavior patterns that characterize a person are what is meant by their personality at its most basic level. In psychology, personality traits refer to the characteristics that make you unique from others. These are generally developed during life and may be accurate under a variety of situations. The two primary areas of study in personality are as follows: One is realizing how different people are from one another based on their unique personality traits, such as friendliness or impatience. The second is to comprehend how a person's numerous components work together to form their overall being. It is considered that over the course of a lifetime, a person's personality changes from inside to outside and hardly ever changes. Characteristics of the mind imply consistency and reliability. The first thing that hits us when we observe those around us is how unique each individual is. Some people enjoy talking a lot, but others would rather remain silent. While some people exhibit active behaviour, others may lead more sedentary lifestyles. Some people worry a lot, while others don't seem to worry very much at all. Every time we characterize someone around us using one of these adjectives, such as "talkative," "silent," "active," or "anxious," we get insight into that person's personality. Expressing how individuals differ from one another in particular ways.

Related Work:

Research by Gerhard Blickle titled "Personality Traits, learning strategies, and performance" was published in December 1996. The goal of this study is to examine the connections between performance, learning styles, and personality factors. Path analyses revealed that the learning strategies mediated the relationships between fundamental personality factors and grades. "The happy personality: A meta-analysis of 137 personality traits and subjective well-being" is the title of research by DeNeve, Kristina M., Cooper, and Harris published in

September 1998. In this meta-analysis, 137 different personality characteristics were looked at as correlates of subjective well-being using 9 literature search techniques (SWB). A research paper by Brent W. Roberts, Nathan R. Kuncel, Rebecca Shiner, Avshalom Caspi, and Lewis R. Goldberg entitled "The Power of Personality: The Comparative validity of Personality Traits, Socioeconomic Status, and Cognitive Ability for Predicting Important Life Outcomes" was released in December 2007. Due to the supposed marginal effects of personality, the ability of personality traits to predict important life outcomes has long been called into question. In this investigation, we evaluate the relative importance of personality characteristics in predicting three significant outcomes: death, divorce, and professional success. Franziska Leutner, Gorkan Ahmetoglu, Reece Akhtar, and Tomas Chamorro-paper, Premuzic's "The Relationship Between the Entrepreneurial Personality and the Big Five Personality Traits," was released in June 2014. According to meta-analyses (Brandstätter, 2011), success, goal, and establishment of a business are all predicted by the Big Five personality traits, but they also demonstrate that specific personality traits, such as innovativeness, predict these outcomes more accurately than general traits like conscientiousness and extraversion (Rauch & Frese, 2007).

Methodology:

NEO Five-Factor Inventory-3 (Paul T. Costa and Robert R. McCrae) has been used to measure Personality Traits. In this research, 30 boys and 30 girls have been taken, who are students of 9th and 10th.

I. Operational Definition:

Personality Traits - The distinctive sets of actions, thoughts, and sensitive patterns resulting from genetic and environmental influences are called personalities. The majority of theories emphasize motivation and emotional connections with the environment, despite the fact that there isn't a single, generally acknowledged definition of personality. According to Raymond Cattell's formulation of trait-based personality theories, personality is defined as the characteristics that predict a person's behavior.

Adolescents- The stage of development between childhood and adulthood is known as adolescence. Any person between the ages of 10 and 19 is considered an adolescent on behalf of the World Health Organization (WHO).

II. Purpose of the study:

To study the Personality Traits among male and female adolescents.

III. Aim:

To find the difference in Personality Traits among male and female adolescents.

IV. Hypothesis:

There will be significant differences between male and female

adolescents inPersonality Traits.

V. Variable:

Age (Adolescence 14-17 years)

Male/Female

Class 9th & 10th

VI. Sample of the study & Procedure of data collection:

The sample size will comprise 60 from Rajasthan and Punjab. A purposive sampling method will be used. Online data was collected by creating a Google form of NEO-FFI3.

The sample size of Adolescence is 60 (Ages 14-17) both Male/Female.

VII. NEO Five-Factor Inventory-3 (Paul T. Costa and Robert R. McCrae):

The NEO-FFI-3 is a 60-item version of the NEO-PI-3 that offers a rapid, trustworthy, and precise assessment of the five personality domains. (Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness).

VIII. Statistical Analysis: After scoring, several statistical procedures were used to obtain the mean, standard deviation, and "t" test.

IX. Result & Discussion:

Table comparing the Subjective Happiness of male and female adolescents by Mean, SD, and "t" value.

Personality Traits	Group	N	Mean	SD	Df	t	Significance level
Neuroticism	Female	30	22.63	2.68	58	15.14	.01
	Male	30	31.77	1.92			
Extraversion & Introversion	Female	30	22.87	4.04	58	7.02	.01
	Male	30	29.47	3.19			
Openness	Female	30	26.73	4.50	58	2.50	.01
	Male	30	29.30	3.35			
Agreeableness	Female	30	25.00	2.83	58	2.51	.01
	Male	30	27.87	5.56			
Conscientious	Female	30	32.27	5.55	58	2.44	.01
	Male	30	29.33	3.52			

In the preceding table, the average scores of Neuroticisms for males and females are 31.77 and 22.63, respectively, with respective SDs of 1.92 and 2.68.

The “t” value is 15.14 with df 58 which is significant at a .01 level of confidence.

The average scores of Extraversion and Introversion for males and females are 29.47 and 22.87, respectively, with respective SDs of 3.19 and 4.04. The “t” value is 7.02 with df 58 which is significant at a .01 level of confidence.

The average scores of Openness for males and females are 29.30 and 26.73, respectively, with respective SDs of 3.35 and 4.50. The “t” value is 2.50 with df 58 which is significant at a .01 level of confidence.

The average scores of Agreeableness for males and females are 27.87 and 25.00, respectively, with respective SDs of 5.56 and 2.83. The “t” value is 2.51 with df 58 which is significant at a .01 level of confidence.

The average scores of Conscientiousness for males and females are 29.33 and 32.27, respectively, with respective SDs of 3.52 and 5.55. The “t” value is 2.44 with df 58 which is significant at a .01 level of confidence.

The result table shows a considerable difference between the mean scores for males and females in five personality traits (Neuroticism, Extraversion and Introversion, Openness, Agreeableness, and Conscientiousness). Therefore, the hypothesis that there will be significant differences between male and female adolescents in Personality Traits was accepted.

Conclusion of study:

The data analysis and interpretation revealed the following findings:

Male adolescents scored higher than female adolescents on the four personality traits of neuroticism, extraversion and introversion, openness, and agreeableness. While the mean score of one personality trait, conscientiousness, was found to be higher in female adolescents than in male adolescents. In the Study, we can say that four personality traits of neuroticism, extraversion and introversion, openness, and agreeableness are higher in male adolescents because male adolescents have more exposure to the outside environment than female adolescents, due to which they have more self-confidence. Due to self-confidence, they enjoy life more and are less prone to depression than female adolescents. Male adolescents become accustomed to the outside environment because they are exposed to it more than female adolescents do, and they enjoy being outside and interacting with others. Female adolescents have less exposure to going out due to which they lack confidence they prefer to be alone. They usually have fewer friends. Due to outside exposure, male adolescents do all the work carefully and cautiously because they are faced with more cases, As a result, they have more experience making decisions. The Conscientiousness score of female adolescents is higher than that of male adolescents because the external exposure of female adolescents is very less, they never perform any task in haste but think twice before acting. They are extremely cautious and self-disciplined. Male adolescents can move out of the house easily as compared to female adolescents. Male adolescents

have fewer restrictions than female adolescents. Female adolescents' freedom is hampered by restrictions, which has an impact on their personality traits. The logical conclusion is that once female adolescents' rights improve, their personality traits score will increase.

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Cybercrime Awareness among the College Students of West Bengal, India

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Abstract:

A fast growth of World Wide Web leaves the digital society open to cybercrime that increases at a rapid rate which now affects the college students most. Cybercrime awareness is something which will make it easier for the students to avoid falling victim to cyber security threats in the future. Mainly the present study tries to discuss various types of cybercrimes and cybercrime awareness programmes in India, to study cybercrime awareness level of the college going students, to study the difference in cybercrime awareness of them on the basis of gender, locality and stream and lastly to determine the relationship between social media usage and cybercrime awareness of the college going students. The study is qualitative and quantitative both in nature. Required information is gathered from research papers and books. A sample of 200 students was selected through random sampling method. Keeping in mind the objectives percentage statistics, graphical representation, t-test and correlation were employed. The study finds a significant difference was there in cybercrime awareness on the basis of location and urban students were more aware of cybercrime than rural students. The study also indicated that there is a positive relationship between cybercrime awareness and social media usage.

Keywords: Cybercrime, Cybercrime Awareness, Cyber Stalking, Cyberbullying, Defamation, Phishing, Identity Theft, Spoofing.

Introduction:

In the twentieth century, a fast growth of World Wide Web leaves the digital society open to new vulnerabilities like cybercrime that increases at a rapid rate with emerging digital technologies. The common types of cybercrimes taking place frequently in India range from petty online frauds to lottery scams and sexual harassment. According to a report by Statista, more than 27 thousand cybercrime cases were reported here in 2018. Among the Indian states, Uttar Pradesh alone with almost 6,300 registered cybercrime cases tops the list. A majority of these cases were under the IT Act with having the motive to sexually exploit or defraud people. It is to be noted that cybercrime is not limited to private sectors only. In

2018, over a billion Indians" unique citizen identification system- the Aadhaar issued by UIDAI (Unique Identification Authority of India) got hacked. During the last decade in India an incredible increase has been noticed in cybercrime. Cybercrime now affects the college students most. Cybercrime awareness is something which will make it easier for the students to avoid falling victim to cyber security threats in the future.

Objectives of the Study

The objectives of the study were as follows-

- i) To identify various types of cybercrimes in recent days;
- ii) To discuss Cybercrime Awareness Programmes available in India;
- iii) To study the level of cybercrime awareness of the college going students;
- iv) To study the difference in cybercrime awareness of college students on the basis of gender, locality and stream;
- v) To determine the relationship between social media usage and cybercrime awareness of the college going students.

Statement Of Hypotheses

On the basis of the objectives the hypotheses of the study were as follows-

H01: There would be no significant difference in cybercrime awareness between male and female college students;

H02: There would be no significant difference in cybercrime awareness score between the college students of arts and science stream;

H03: There would be no significant difference in cybercrime awareness score between the rural and urban college students;

H04: There would be no significant relationship between social media usage and cybercrime awareness of the college students.

Methodology:

The study is both qualitative and quantitative in nature.

Sample:

The researcher selected the random sampling method for the present study. A sample of 200 Govt. Degree College students of 5th semester from two districts of West Bengal (South 24 Parganas and Kolkata) was selected randomly.

Table-1: Distribution of Sample on the basis of Demographic Variables

Variables	Sub variables	No. of respondents	%
Gender	Female	110	55
	Male	90	45
Stream	Arts	109	54.5

	Science	91	45.5
Location	Urban	97	48.5
	Rural	103	51.5

Tools:

Two standardized tools like Social Networking Usage Scale developed and validated by Gupta & Bashir (2018) and Cyber-crime Awareness Scale developed and validated by Dr. S. Rajasekar (2011) were used by the investigator.

Collection Of Data:

For the present study data was collected in online as well as offline mode. A Google form was created and sent through E-mail and WhatsApp to the 5th Semester students of selected Colleges. They were requested to respond with honesty and were assured about the confidentiality of their identity and response too. All the questions were marked required or mandatory to answer and no time limit was there to complete the questionnaire conveniently. The investigator also visited tuition centres and collected data for almost 10 weeks. Respondents received the questionnaire individually which contained questions on social media usage and cybercrime awareness. It was told that no answer was going to be considered as right or wrong. It was also requested to students not to leave any question un- responded. At the end, the questionnaires after being answered were collected from the students. Scoring was done according to instructions given in the manual.

Data Analysis & Data Interpretation:

Common Types of Cybercrime: Some of the common types of cybercrime are discussed below

Cyber Stalking: Cyber stalking basically means harassing people through using Internet or other type of digital communication to threaten a person, a group of people or even an organization. Cyber stalking most often involves sending text messages, emails or social media posts containing abusive words and actions to humiliate someone. A stalker may be familiar or stranger to the target.

Cyberbullying: As the digital space has expanded and technology is now at its pick and unfortunately no specific law exists in India which addresses cyberbullying, especially among teenagers, the act of cyberbullying increases a lot. When someone intentionally and repeatedly bullies or dominates others in public platform on internet and social media sites it may cause a long-term problem for victims. Victims may go through traumatic experience, lower self-esteem, increased suicidal thoughts, negativity and emotional imbalance.

Defamation: Defamation is a legal term that indicates any false statement

made by an individual intending to harm another person’s reputation or character or position. In case of writing or printed, it is considered as „libel“ and when spoken it is considered as „slander“. Freedom of speech means right to express personal opinion but at the same time it draws a fine line between making right statements and defamatory statements that may prove abusive or harmful to others. Defamation is not treated as a crime, but a civil wrong. But in some jurisdictions, defamation is considered as a criminal offence rather than a mere civil wrong like in Saudi Arabia. Here defamation of any past or present ruler or defamation of state is punishable under terrorism legislation.

Phishing: Phishing is a fraudulent act to gather someone’s personal information such as login information, online account name, username, password, credit card records etc. to steal money and order products using the target’s credit cards details by communications while disguising and pretending to be from the trustworthy parties such as executives, websites, bank managers, auction sites, online payment processors or IT administrators. They instruct users to enter personal information by clicking a given link or at a fake website which looks almost same as the original site. Phishing is conducted by email spoofing, instant messaging in social media sites, text messaging and other internet related systems.

Identity Theft: The term „identity theft“ was introduced in 1964. This criminal act occurs when someone steals and uses another person’s personal identifying information without permission for the purpose of getting access to his/her financial resources and then enjoy his/her money, credit or even insurance benefits. Personally identifiable information generally encompasses an individual’s name, date of birth, bank account or credit card numbers, PINs, electronic signatures, fingerprints, social security number, passwords, driver's license number, or any kind of information connected to the person's financial resources.

Spoofing: Spoofing is a situation in which an unknown source as being known successfully communicates by falsifying data. It is done basically to spread malware through links or attachments, gather the victim’s personal information or even redistribute traffic and shut down the network (denial-of-service attack). Referrer spoofing, Caller ID spoofing, E-mail address spoofing, Geo location spoofing, GPS spoofing are some of the common types of spoofing.

Table-2: Cybercrimes through social networking sites mentioned in the IT ACT 2000

Cybercrimes	Details	Provisions Applicable in India
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Harassment via fake public profile on social networking site	An individual's fake profile on a social networking site is intentionally created with the real name, real address or residential information and even real contact details but marked him/her as a prostitute or a person of loose character which causes harassment of the victim.	Section 509 of the Indian Penal Code and Sections 66A, 67 of IT Act.
Online Hate Community	Online hate community is created to attack a person or a group of people based on their race, religion, creed, ethnicity, nationality, disability or gender by making objectionable remarks or offensive comments.	153A & 153B of the Indian Penal Code and Section 66A of IT Act.
Cyber Terrorism	Virtual storage media like Google Drive, FTP sites and physical storage media like USB, hard drives are used by many cyber terrorists to hide all details and records of their illegal business.	Conventional terrorism laws may be applied along with Section 69 of IT Act.
Cyber Pornography	Pornography, the largest online businesses may not be illegal in many countries, but child pornography is. So, production of child pornography may be considered as a crime in many jurisdictions.	Sections 67, 67A and 67B of the IT Act and Section 354 A in Indian Penal Code.

Source: Network Intelligence, 2000

Cybercrime Awareness Programmes:

IT Act of India, 2000:

The Information Technology Act (also known as IT Act) of India was enacted by the Indian Government on 9th June 2000 and commenced from 17th October 2020. The Act is divided into 94 sections, 13 chapters and 4 schedules. The law mainly deals with cybercrime and e-commerce. The laws under this act apply to all over India and even if a crime committed by persons of other nationalities which involves a computer or network located in India, they will also be accused. The Act defines various types of cybercrimes, contains various laws for cybercrime offences and also states penalties for them. This Act makes minor changes to several sections of the Indian Penal Code (1860), the Indian Evidence Act (1872), the Banker's Book Evidence Act (1891) and the Reserve Bank of India

Act (1934) to make them flexible with new technologies.

National Cyber Security Policy, 2013:

This act was released on 2nd July, 2013 by the Indian Government. The purpose of it is to ensure a secure cyberspace for Indian citizens and Indian government and for this reason, the policy aims to curb cybercrimes, protect the public and private infrastructure from cyber-attacks, safeguard personal information and secure financial and banking information. The Cyber Security Policy also ensures to minimize the damage from cybercrimes.

Cyber Swachhta Kendra:

In line with the desired goals of the „National Cyber Security Policy“, Cyber Swachhta Kendra was launched on Feb 21, 2017 by the Government of India. It detects botnet infections and targets to clean and secure Internet system of the users with close assistance of various Internet service providers and antivirus companies. It basically notifies the users about the bot infection related information in their computer or mobile and also helps to clean their systems. It also aims to generate public awareness regarding malware infections and the preventive measures of malware infection.

National Cyber Crime Reporting Portal:

National Cyber Crime Reporting Portal (www.cybercrime.gov.in), launched in 2018 by the Ministry of Home Affairs (MHA), Government of India is a new hope. It is a dedicated platform where victim can directly file cybercrime complaint from anywhere across India. Though it is an online portal for reporting all types of cybercrimes, it specially focuses on cybercrimes against women and children. A registered complaint is forwarded to the relevant law enforcement agency. The portal also contains a helpline number at 155260 which functions from 9 AM to 6 PM. Cyber cells in different cities of India train police and government employees for this purpose to increase cybercrime awareness publicly and to protect online private information.

Cybercrime Awareness Level:

Table-3: Cybercrime awareness level of college going students

S. N.	Range of Scores	Levels of Cybercrime Awareness	N	(%)
1	143 & above	Excellent Awareness	50	25
2	133-142	High Awareness	46	23
3	123-132	Above Average Awareness	53	26.5
4	108-122	Moderate/Average Awareness	39	19.5

5	99-107	Below Average Awareness	9	4.5
6	88-98	Low Awareness	3	1.5
Total			200	100

Interpretation:

From table-3, it had been found that 26.50%, most of the respondents had above average level, 25% of them had excellent level and also 23% of them had high awareness level of cybercrime awareness which indicated that the college students had a good knowledge about cybercrime. A least number of participants (6%) had below average level and low level of cybercrime awareness. College going students having moderate/average level of cybercrime awareness was 19.50%. The results were also shown through the following pie diagram.

Cybercrime Awareness Level

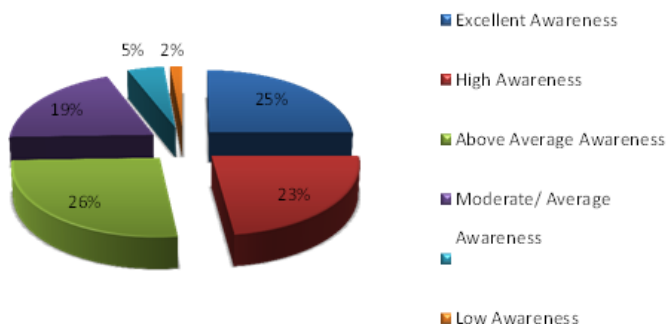


Figure-1: Cybercrime awareness level of college going students

Cybercrime Awareness on the basis of Gender

H01: There would be no significant difference in cybercrime awareness between male and female college students.

Table-4: Mean and Standard Deviation value of cybercrime awareness in female and male college students

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean

Cybercrime Awareness	Female	110	131.67	12.452	1.187
	Male	90	131.73	17.163	1.809

Table-5: „t“ value and the significance level of the cybercrime awareness in female and male college students

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Cybercrime Awareness	Equal variances assumed	12.870	0.000	-0.029	198	0.977	-0.061	2.097	-4.197	4.076
	Equal variances not assumed			-0.028	158.203	0.978	-0.061	2.164	-4.335	4.213

Interpretation:

In was seen from the above Table-4, the Mean and S.D. of the difference in female and male college students were 131.67, 131.73 and 12.452, 17.163 respectively. In Table- 5 it was also seen that variances were not homogeneous, $F=12.870$, $p<0.05$. Hence, equal variances were not assumed. The result indicated that there was no statistically significant difference in cybercrime awareness of female and male college students, $t(158.203) = -0.028$, $p>0.05$. It was concluded that no significant difference existed in cybercrime awareness between the male and female college students. Therefore, the null hypothesis “There would be no significant difference in cybercrime awareness between male and female college students” (Hypothesis H_{01}) was accepted. Cybercrime awareness scores of male and female students were similar.

Cybercrime Awareness on the basis of Stream

H₀₂: There would be no significant difference in cybercrime awareness between the college students of arts and science stream.

Table-6: Mean and Standard Deviation value of cybercrime awareness in the college students of arts and science Stream

Group Statistics

Stream		N	Mean	Std. Deviation	Std. Error Mean
Cybercrime Awareness	Arts	109	132.95	13.943	1.335
	Science	91	130.20	15.544	1.629

Table-7: „t“ value and the significance level of the cybercrime awareness in the college students of arts and science stream

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Cyber crime Awareness	Equal variances assumed	0.822	0.366	1.321	198	0.188	2.756	2.086	-1.358
	Equal variances not assumed			1.308	182.785	0.192	2.756	2.107	-1.400
								Upper	
								6.870	

Interpretation:

It was seen from the above Table-6, the Mean and S.D. of the difference between the college students of arts and science stream were 132.95, 130.20 and 13.943, 15.544 respectively. Also, It was seen from the above Table-7, variances were homogeneous, $F=0.822$, $p>0.05$. Hence, equal variances were assumed. The result indicated that there was no statistically significant difference in cybercrime

awareness between the students of arts and science stream, $t(198) = 1.321$, $p > 0.05$. It was concluded that no significant difference was there in cybercrime awareness between the students of arts and science stream. Therefore, the null hypothesis “There would be no significant difference in cybercrime awareness between the college students of arts and science stream” (Hypothesis H_{02}) was accepted. It may be concluded that no difference existed in cybercrime awareness scores of the students of arts and science stream.

Cybercrime Awareness on the basis of Location

H₀₃: There would be no significant difference in cybercrime awareness between the rural and urban college students.

Table-8: Mean and Standard Deviation value of cybercrime awareness in the rural and urban college students

Group Statistics

Location		N	Mean	Std. Deviation	Std. Error Mean
Cybercrime Awareness	Rural	102	123.93	13.506	1.337
	Urban	98	139.79	11.183	1.130

Table-9: „t“ value and the significance level of the cybercrime awareness in rural and urban college students

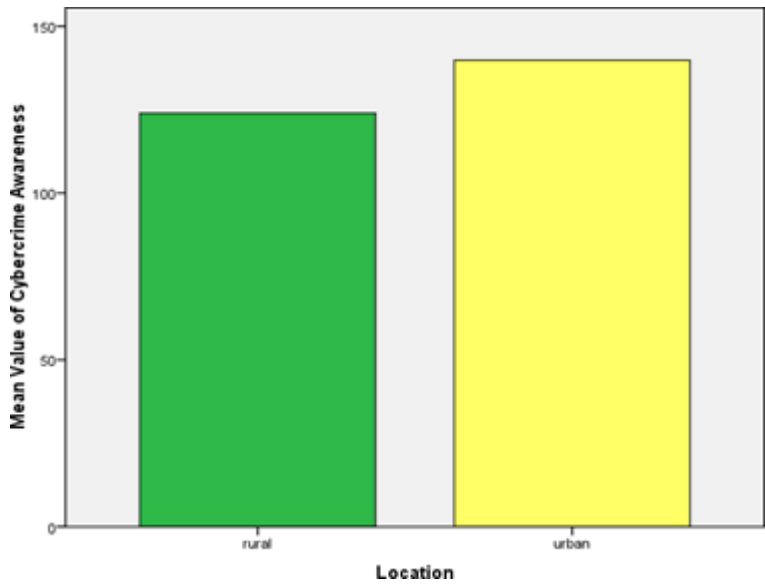
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
											95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	Lower	Upper	
Cyber crime Aware ness	Equal variances assumed	3.607	0.059	-9.023	198	0.000	-15.854	1.757	-19.319	-12.389	
	Equal variances not assumed			-9.057	193.811	0.000	-15.854	1.751	-19.307	-12.402	

Interpretation:

In the above Table-8, the Mean and S.D. of difference between rural and urban college students were 123.93, 139.79 and 13.506, 11.183 respectively. Also, It was seen from the above Table-9, variances were homogeneous, $F=3.607$, $p>0.05$. Hence, equal variances were assumed. A statistical difference was evident between the urban and rural students, $t(198)=-9.023$, $p<0.05$. In the case of difference between rural and urban college students regarding cybercrime awareness it was seen from the Mean value that urban students obtained more cybercrime awareness score than the rural students. Also, it was seen that in a 95% confidence interval the level of Significance in the Two-tailed test was 0.000 ($P<0.05$). It was concluded that there was significant difference in cybercrime awareness between the urban and rural college students. Therefore, the null hypothesis "There would be no significant difference in cybercrime awareness between the rural and urban college students" (Hypothesis H_03) was rejected. So, cybercrime awareness scores of urban students were higher than rural students.

Figure-2: Comparison of mean value between awareness of urban and rural students



The bar graph (Figure-2) also supported the interpretation regarding the mean difference between rural and urban students in the cybercrime awareness.

Relationship between Social Media Usage and Cybercrime Awareness

H₀₄: There would be no significant relationship between social media usage and cybercrime awareness of the college students:

Table-10: Relationship between social media usage and cybercrime awareness of the College Students

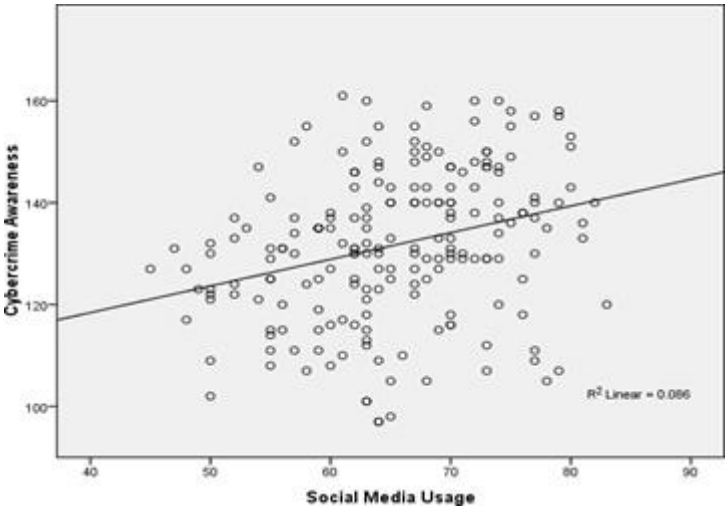
Sl. No.	Variables	N	Mean	S.D.	Product Moment coefficient of correlation (r)	Sig. (2-tailed)
1	Social Mediausage	200	65.35	8.278	0.294**	0.000

2	Cybercrime Awareness	200	131.70	14.720		
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** Correlation is significant at the 0.01 level (2-tailed).

Interpretation: In table-10, the relationship between social media usage and cybercrime awareness among the college students was tested by using the Correlation Test. The results indicated that obtained Product Moment Correlation – coefficient was significant at 0.01 level of significance. It referred to the rejection of formulated null hypothesis “There would be no significant relationship between social media usage and cybercrime awareness of the college students” (Hypothesis H₀₄). Hence it was concluded that there existed a positive and significant correlation between social media usage and cybercrime awareness of the college students ($r= 0.294^{**}$, $p<0.01$).

Figure 3 Graphical Representation of correlation between social media usage and Cybercrime awareness of the college students



The scatterplots (Figure-3) also supported the interpretation regarding the positive correlation between social media usage and cybercrime awareness.

Conclusion:

Social media has both positive as well as negative aspects. Nowadays, college students being the youth icon of the nation have to use social media to manifest their thoughts and ideas to get optimum utilization from it. It is very common that people of rural area use internet and social media less than the urban people due to socio-economic inequality, lack of infrastructural facility and internet inaccessibility. But many risk factors or threats are there in using social media. So, it is important for the students to be aware of cybercrime occurred through social media. The study finds a significant difference was there in cybercrime awareness on the basis of location and urban students were more aware of cybercrime than rural students. The study also indicated that cybercrime awareness decreases as their social media usage decreases or cybercrime awareness of them increases as their social media usage increases. From the findings, it is very clear that teachers and curriculum makers should take more initiatives to make the students aware of cyber security.

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Addressing Burnout among Senior Secondary School Teachers in Jaipur: Causes, Symptoms, and Strategies for Well-being and Teaching Efficiency

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Abstract:

The impact of burnout on teaching efficiency and overall well-being of teachers has become a significant concern in the education sector. This review aims to identify the causes, symptoms, and impact of burnout on senior secondary school teachers in the Jaipur district of Rajasthan and develop effective strategies to address this issue. Burnout is a state of mental tiredness resulting from prolonged exposure to stressors in the workplace. Workload, lack of support, and poor working conditions are some of the causes of burnout.

This study examines the symptoms of burnout, which can lead to decreased motivation, job dissatisfaction, and poor performance in the classroom. It also discusses the effect of burnout on the teachers, including depression, anxiety, and cardiovascular disease. Burnout can lead to increased absenteeism and decreased job satisfaction, which can have a adverse effect on the overall well-being of teachers.

The review highlights the need for effective strategies to prevent or mitigate the impact of burnout on senior secondary school teachers in Jaipur. These strategies include workload management, social support, and professional development opportunities. By implementing these strategies, it may be possible to improve the teaching efficiency and overall well-being of teachers in the region.

In conclusion, this review paper emphasizes the importance of addressing burnout among senior secondary school teachers in Jaipur. By understanding the causes and symptoms of burnout and implementing effective strategies, quality of education and overall wellbeing of teachers can be improved.

Keywords: Burnout, Teaching Efficiency, Senior Secondary School Teachers, Strategies for Addressing Burnout, Well-Being Of Teachers

Introduction:

Teacher burnout has become a significant global concern, impacting both their well-being and the quality of education they provide. According to Belinda Agyapong et al.(Agyapong et al., 2022) , burnout is characterized by acute exhaustion from prolonged exposure to work-related stress. Annemaree Carroll et

al. (Carroll et al., 2022) further highlight that teachers experience burnout due to various stressors such as heavy workloads, unfavorable work environments, and lack of support. Jerome Flores et al. (Flores et al., 2022) emphasize the detrimental effects of burnout on teachers' wellbeing and job satisfaction. Moreover, it can negatively impact their instructional effectiveness, leading to compromised academic achievement and reduced student motivation.

Several studies have recently focused on teacher burnout in India, particularly among secondary school teachers. Rajasthan, a state in India, possesses one of the largest educational systems globally, with over 28,000 senior secondary schools as documented by Ruchi Payal et al. (Payal, 2022). Within Rajasthan, the district of Jaipur stands out due to its high population density and a significant number of senior secondary schools. Despite the importance of teacher well-being and productivity, limited knowledge exists regarding the impact of burnout on senior secondary school teachers in the Jaipur region.

This literature review aims to explore the underlying causes, symptoms, and consequences of burnout among senior secondary school teachers in Jaipur, Rajasthan. Debyani Mukherjee Rawal et al. (Rawal, 2023) emphasize the need to examine the existing information on teacher burnout and its implications for instructional effectiveness. Additionally, the review will suggest preventive measures or strategies to mitigate the negative effects of burnout. The findings of this review will be valuable for policymakers, school administrators, and teachers in developing effective approaches to address burnout among senior secondary school teachers in Jaipur, as emphasized by Prateek Jain et al. (Jain, M. P. 2021). Specifically, the implications for senior secondary schools in the Jaipur district will contribute to clearer awareness of teacher burnout in India. Understanding the concept of burnout and its impact on instructional efficiency in the Jaipur region is crucial for enhancing teaching practices and supporting teacher well-being.

Burnout and Stress among Teachers:

Secondary school teachers are among the occupational groups that experience a significant number of sick days due to work-related stress, as highlighted by the research conducted by Marina G.C. et al. (García-Carmona et al., 2019). However, there has been limited research on burnout specifically among secondary school instructors. The current research aims to study dominance of burnout syndrome's three components among secondary school teachers and explore potential variations in prevalence using different measurement techniques.

In a separate study by M. Zhu et al. (Zhu et al., 2018), the researchers investigated the relationship between teacher efficacy, self concept and burnout. They examined whether teacher efficacy acts as a mediator between teacher self-concept and burnout, and whether this relationship remains consistent across different groups of teachers based on gender and teaching experience. The study

was guided by a model that conceptualized teacher efficacy as a cyclical process.

A self-reported questionnaire was administered to a sample of 1892 teachers from seven distinct geographic regions in China. Structural equation modeling revealed that teacher efficacy influenced the three aspects of burnout: lower personal accomplishment, depersonalization, and emotional exhaustion. A further analysis using a multi-group approach indicated that this relationship held true across different levels of teaching experience and gender.

Gupta and Rani (Surekha Rani, 2017) examined the relationship between gender, location, type of school and burnout among secondary school teachers. Their findings indicated that gender, location, and type of school had significant main effects on the levels of burnout experienced by secondary school teachers. Notably, gender and location showed a significant interaction effect on teacher burnout. However, there was no discernible interaction effect between type of school and gender, or type of school and location, on burnout among secondary school teachers.

Dagar and Mathur (Dagar & Mathur, 2016) examined the extent of burnout among school teachers in Haryana, considering their gender and geographic location. The sample consisted of 300 secondary school teachers from rural areas and 300 from urban areas in Hisar, Kurukshetra, Rohtak, and Faridabad districts of Haryana. The results revealed significant difference in burnout levels between male and female school teachers, although no noticeable variation was found between teachers in rural and urban settings.

Dimpy Sachar's research (Sachar, 2016) emphasizes the importance of job satisfaction in organizational performance. Job satisfaction is crucial for fostering a healthy and supportive academic environment, and attracting and retaining highly qualified university lecturers. This study aims to identify the primary factor influencing job happiness among university professors. Intrinsic and extrinsic elements are taken into account to assess the degree of job satisfaction, considering factors such as gender, marital status, education level, length of employment, organizational culture, and work environment. Additionally, this study ranks the factors influencing teacher job happiness in order of significance and offers strategic solutions for enhancing and sustaining it.

Harpreet Sidhu's study (Kang & Sidhu, 2015) primarily focuses on assessing the stress level and burnout in university level teachers. The objectives include identifying characteristics of job that leads to stress, determining the health status of university teachers, exploring coping mechanisms employed by teachers, evaluating the effect of emotional intelligence on stress and burnout, and examining the moderating factors. This study aims to bridge the knowledge gap concerning stress and burnout among university teachers in India, considering the substantial number of universities, colleges, professors, and students.

As of September 2016, there are a total of 769 universities in India, categorized as Central universities, state universities, Deemed and private universities. Additionally, there are 36,671 colleges, 1,209,211 professors, and 29,629,000 enrollments in college and universities in India as of 2014, according to Educational Statistics from the Ministry of Human Resource & Development.

Results of this study can provide valuable insights for university administrators and the University Grants Commission in formulating employment policies that create a stress-free and burnout-free work environment. These outcomes can assist teachers in effectively managing stress and burnout by enhancing their understanding of the various factors contributing to these conditions.

Puhan, Dash et. al. (Ranjan Puhan, 2015.) supervised a study on signs, causes and symptoms of burnout among teachers of secondary level. The primary focus was to compare the potential causes and symptoms of professional burnout between teachers in publicly funded and privately managed schools. This study also revealed the diverse causes and symptoms of burnout among teachers of secondary level in the Khurdha district. The results indicated that a noticeable number of teachers of secondary level in the district experience burnout, primarily due to factors such as inadequate pay and excessive workload. Furthermore, it was observed that secondary school instructors in private schools exhibit higher emotional exhaustion compared to their counterparts in public schools.

Recognizing teachers as crucial components of a successful educational system, Nagar et. al.(Nagar, 2012.) examined burnout among university faculty members. Organizational commitment plays a vital role in retaining qualified experienced staff, dedicated employees are more likely to maintain their relationship with the organization and strive towards its goals. This study investigated the potential predictors of job satisfaction among 153 university teachers, focusing on three burnout characteristics, as well as the effect of job satisfaction on employees' loyalty to their employer. The findings revealed that depersonalization, lack of personal accomplishment, and emotional exhaustion—all components of burnout—contribute to decreased job satisfaction.

Different studies on burnout among teachers and their findings

Age and gender were examined in relation to burnout among elementary school teachers by Bungawati et.al. (Bungawati & Taqwin, 2022). The study found a significant difference in burnout levels between younger and older age groups of teachers, as determined by an independent sample t-test. The younger group of participants exhibited higher level of burnout compared to the older group. Female teachers reported significantly higher levels of burnout than male teachers. Gender was inversely associated with personal accomplishment, while emotional weariness and depersonalization showed strong positive correlations. Age and

gender were found to be positively and strongly correlated, and they emerged as important predictors of burnout characteristics in the multiple regression analysis.

A comparative study between teachers in public and private schools was conducted by Goel S. et.al. (Goyal & Goel, 2009). Given the increasing number of roles and responsibilities that teachers are expected to fulfill, it is understandable that teacher stress and burnout are on the rise. This article aims to understand pressure experienced by teachers in both public and private sector and to identify primary factors contributing to this pressure. The analysis revealed a noticeable difference in burnout levels between public and private sector school teachers, with private educators being more prone to burnout.

Shukla et.al.(Shukla & Trivedi, 2008) investigated teacher burnout in secondary schools and found that teachers experience severe burnout symptoms that directly or indirectly hinder their ability to teach. Burnout was described as the inability to show appropriate concern for service users, characterized by emotional exhaustion, detachment, physical deterioration, lack of energy, inappropriate anger, hopelessness, and lack of personal accomplishment. The study aimed to determine the dominance and severity of burnout among secondary school teachers in India.

Reddy, G. L. (Reddy, 2007) aimed to measure job satisfaction, professional burnout, and occupational stress among special teachers in the states of Andhra Pradesh and Tamilnadu. The study involved sample of 177 special educators from different organizations. The important findings showed significant differences in job-related demands among special educators in schools for visually impaired (VI), hearing impaired (HI), and speech and auditory wounded (SAW) students. Moreover, professional burnout and job satisfaction varied significantly among teachers in schools for VI, HI, mentally retarded (MR), orthopedically handicapped (OH), and special needs students.

Suhail (Suhail, 2012.) examined burnout syndrome among 250 primary school teachers in Haryana. The study revealed substantial differences in burnout aspects between male and female teachers. Experience was not found to significantly influence burnout, but it was observed that female teachers with more experience had achieved greater personal success. On the other hand, male teachers with more experience showed lower emotional exhaustion.

Ferreira et. al. (Ferreira & Martinez, 2012) discovered a link between organizational structure and teacher burnout. The study aimed to determine the relationship between physical and human school structures and burnout among female elementary grade teachers. A sample of 456 female instructors from elementary schools was selected, and standardized surveys were used for data collection. The findings indicated that schools with weak hierarchical structures had a higher number of burnout female teachers, while schools with weak human

and physical association structure had a lower level of burnout among female instructors.

Joyce et.al.(Mathews, 2013)researched workplace stress, mental health issues, and socioeconomic status among 400 primary school teachers in Haryana. The study revealed that factors such as occupational stress, mental health issues, socioeconomic status, marital status, educational background, teaching experience, and place of residence could independently or collectively impact burnout and its various dimensions among primary school teachers.

According to Azeem et.al. (Azeem & Nazir, 2008), individuals involved in professions that require interaction with people may experience burnout, characterized by depersonalization, emotional exhaustion, and diminished personal achievement. Teacher burnout was investigated by researchers Friedman et. al. (Friedman & Farber, 2010), with a focus on how teachers perceive their professional selves and how they believe others in the education system perceive them in relation to burnout.

In a study involving 641 teachers from 40 Israeli elementary schools, an aggregate measure of professional self-concept and a modified version of Maslach Burnout Inventory (MBI) were administered. The findings revealed that professional satisfaction, reflecting teachers' feelings about the fulfillment they derive from teaching, showed the strongest negative correlation with burnout among the dimensions of professional self-concept. The study emphasized the importance of teachers recognizing their own accomplishments, even small ones within the classroom, as a means to prevent burnout.

Capel (Capel, 1991) defined burnout as a negative reaction to prolonged and excessive demands placed on individuals in their professional lives. The term originated in the USA in the mid-1970s and has since been used to encompass a wide range of social and psychological issues affecting workers. It specifically describes a dysfunction experienced by helping professionals due to unreasonable demands on their time, energy, and resources. Burnout manifests as an inability to sufficiently care for and engage with those receiving their services, despite the absence of a universally accepted definition.

Burnout often leads to emotional detachment from workplace responsibilities. In addition to physical exhaustion and indifference, it can result in psychosomatic illnesses, increased use of alcohol and drugs, cynicism, inappropriate hostility, despair, and a lack of personal achievements. Teachers are increasingly exhibiting symptoms of burnout which directly or indirectly impact their effectiveness as educators. These factors prompted researchers to investigate the prevalence and severity of burnout among secondary school teachers, particularly among Indian educators.

Factors Affecting Teacher Efficiency:

Mishra (Misra, 1986) conducted a study on stress, burnout, and the sense of meaning in life among secondary school teachers in Calcutta. The findings revealed that secondary school teachers had a relatively lower level of burnout. Furthermore, it was observed that male and female teachers exhibited varying degrees of burnout, with those experiencing higher stress levels also reporting increased emotional exhaustion and depersonalization. Shukla (Shukla & Trivedi, 2008) defined burnout as loss of concern for one's colleagues, describing it as a syndrome characterized by cynicism and emotional exhaustion resulting from sustained interpersonal engagement. She emphasized that long term stress could be emotionally draining and lead to burnout, particularly for individuals constantly engaged in close and extensive interactions with others, addressing the psychological, social, and physical challenges faced by their clients. Burnout, as defined by Freudenberger (Freudenberger, 1977), is the physical and emotional exhaustion that arises from extreme burden on one's time, liveliness, or assets. He asserted that when dissatisfaction, stress, or nervousness continue stress transforms into a condition known as burnout. Additionally, he observed that individuals experiencing burnout often do not perceive themselves as negative or gloomy. They tend to complain about the organization, react negatively to suggestions from others, and find fault with everything and everyone around them. Factors strongly associated with teacher effectiveness are:

- Teaching experience
- Professional knowledge
- Content knowledge
- Teaching behaviors
- Opportunities for learning
- Classroom management skills.

Teachers play a vital role as one of the most critical school-based resources in predicting students' long-term academic success. Consequently, efforts have been directed towards enhancing teacher effectiveness as a means of improving student learning.

Meta analysis of teacher's effectiveness:

Smart Teachers, Successful Students: A Study by Bardach et. al. (Bardach & Klassen, 2020) conducted a comprehensive literature review on teachers' cognitive abilities and their effectiveness. The research aimed to provide a thorough analysis of the literature in this area.

The findings of the study indicated that there was no significant correlation between teacher effectiveness and scores on intelligence tests. However, there was a very slight positive correlation, at most, between teacher effectiveness and proxies of cognitive ability.

In a meta-analysis by Verena et al.(Kim et al., 2019), the Big Five personality traits of teachers (openness, conscientiousness, extraversion, agreeableness, and emotional stability) were examined along with two job-related outcomes: teacher effectiveness and burnout. The analysis included a sample of 6294 participants. The study also evaluated the impact of three moderators, namely the source of personality reports, the instructed educational level, and the type of teacher effectiveness measure (such as teaching evaluations, student performance self-efficacy, classroom observation, and academic accomplishment).

According to the findings, teacher effectiveness showed a positive correlation with the Big Five personality dimensions (except for agreeableness), particularly in relation to teaching evaluations. Additionally, emotional stability, extraversion, and conscientiousness were inversely correlated with exhaustion among teachers. Personality reports from sources other than self-reports showed stronger associations with the outcomes. The correlations between different educational levels were equally robust.

Teacher Effectiveness: A Self-Report Study on Secondary School Teachers was conducted by Roy and Halder(Roy et al., 2018.). The primary objective of this study was to examine how gender, school location, and job title of secondary school teachers influenced their teaching ability. The findings indicated that teaching strategies and social aspects of teaching effectiveness were similar across genders and school locations. However, significant differences were observed in the personal, professional, intellectual, and overall teaching efficacy of teachers based on their gender and school location. Furthermore, variations in teaching effectiveness and other related factors were observed among teachers based on their job titles.

In another study by Biswas(Biswas, 2017)titled "A Study of Secondary School Teachers' Effectiveness in Relation to Gender, Locality, and Academic Stream," the performance of teachers in secondary and higher secondary schools was evaluated. The data were analyzed using mean, standard deviation, and t-test. The study revealed no significant differences in teaching efficacy between male and female teachers. However, substantial differences in teacher effectiveness were observed among school staff members based on the school location, the level of education (secondary or higher secondary), and the academic field (arts or science) they taught.

Dash and Barman (Dash et al., 2016) conducted a study in the Purba Medinipur district of West Bengal, focusing on teachers in secondary schools. The study found no significant differences in the level of teaching effectiveness based on factors such as gender, academic stream, training status, and qualification. However, a significant difference was observed based on the location of the school.

In their article, Kini and Podolsky(Kini & Podolsky, 2016) critically analyzed recent research on the impact of teaching experience on student outcomes in K–12 public schools in the United States. The study examined 30 research papers published within the last 15 years that investigated the relationship between teaching experience and student results. The objective of the article was to provide scholars and decision-makers with a comprehensive and timely evaluation of this body of research. By employing teacher fixed effects in their analyses, researchers were able to compare the performance of teachers with varying years of experience. The study highlights the importance of reevaluating this topic due to advancements in research techniques and data systems that enable more precise answers to be obtained.

In a study by Alina et al.(Kola et al., 2015), the impact of teacher effectiveness on students' learning was investigated. The study emphasized that teachers' efficacy is crucial for student learning and proposed a qualitative research methodology to assess it. The research suggested that maintaining a professional focus in one's work necessitates the absence of distractions, opportunities for professional growth, positive interpersonal relationships, and punctuality.

1. Factors contributing Teacher Efficiency and Effectiveness:

According to Chetty et al. (Chetty et al., 2014), students taught by highly effective teachers, as measured by student growth percentiles (SGPs) and value-added measures (VAMs), experience a range of positive outcomes. These students are more likely to enroll in college, earn higher incomes, reside in wealthier areas, save more for retirement, and have fewer children during their adolescent years. Therefore, it is crucial for researchers and policymakers to thoroughly understand the factors that contribute to teacher effectiveness, as highly successful teachers have the potential to significantly improve their students' lives.

Kumar A(Kumar, 2013) emphasizes the importance of understanding the variables that influence differences in teachers' self-efficacy, job stress, and emotional quotient. This understanding leads to effective pedagogy, sustainable mental health support for teachers, and comprehensive student development. The study examined educators from diverse backgrounds working in colleges, secondary schools, and elementary schools in Haryana, India. The research focused on Emotional Intelligence, Job Stress, and General Health of the Teachers, and also aimed to enhance understanding of gender differences. Educational facilities in Bhiwani, Hisar, Rohtak, and Jind were visited, and important information such as the number of educational institutions and the number of teachers employed in each establishment was collected.

In a study conducted by Dash et.al. (Dash & Barman, 2016), the effectiveness of secondary teachers in the Dibrugarh district of Assam, specifically graduate and post-graduate teachers, was compared. The study found no

significant differences in teacher effectiveness between graduate and post-graduate teachers in the Dibrugarh area of Assam.

Parvez et.al. (Parvez et al., 2013) investigated how teachers' job satisfaction, emotional resilience, and ability to handle challenging situations influenced their effectiveness as educators. The study also examined the impact of demographic factors such as gender, marital status, and teaching experience. The findings highlighted the importance of psychological and personal factors, which undoubtedly affect teachers' ability to educate effectively. The investigation on the impact of demographic characteristics on teaching effectiveness revealed that these variables had varied effects on students' learning. While marital status and prior teaching experience had an impact, gender did not affect a teacher's ability to effectively instruct students. Single teachers with more than ten years of experience were found to be more effective compared to their counterparts.

According to Mercer et al.(Mercer et al., 2010), improving the quality of the teacher workforce is essential to raising educational standards. It is crucial to identify the factors that enhance teachers' performance in order to achieve this goal. Teacher performance management plays a vital role in recognizing, evaluating, and developing teacher effectiveness, as it ensures the successful completion of objectives and tasks aligned with high-quality educational standards. It is widely recognized that human resources significantly impact the performance of educational institutions. To enhance teacher quality, a robust performance management system is required, one that effectively plans, monitors, and supports the needs of schoolteachers.

Boyd et al.(Boyd et al., 2009) conducted a study on 31 teacher preparation programs in the New York City School District. They found that programs successful in preparing teachers for one subject were also successful in preparing them for other subjects. The study highlighted the importance of classroom practice, teaching emphasis, and opportunities for teachers to learn about effective classroom management. Additionally, programs with a final project component were found to produce more effective teachers.

Glatfelter (Glatfelter, 2006) addressed the issue of enhancing the effectiveness of substitute teachers in the classroom. The study aimed to explore the best methods for supporting teachers as effective instructors, analyzing the perspectives of administrators, classroom teachers and substitute teachers themselves. The research investigated the views of permanent teachers, substitute teachers, and school administrators regarding the professional growth of substitutes. The findings revealed that permanent teachers expressed doubts about the ability of substitutes to effectively teach the curriculum and highlighted their lack of classroom management and teaching skills. However, substitute teachers demonstrated a willingness to learn and improve despite their perceived

shortcomings.

Rice (Rice, 2003) conducted a comprehensive review of literature on factors influencing teacher effectiveness. The study revealed that the selectivity of undergraduate institutions and the quality of teacher preparation programs can impact student achievement, especially for high school students and those from high-poverty backgrounds.

Woods et.al.(Woods & Montagno, 1997) conducted a comprehensive investigation into the relationship between teacher absences and academic performance in the classroom. They analyzed the changes in students' ITBS scores from the third to fourth grades and categorized teacher absences into three groups: 0-4, 4.5–11, and 11.5–29 days absent. The study revealed that students with fewer teacher absences made progress at a grade-level rate, whereas those with instructors who had more absences showed significantly slower academic growth. Singh et.al. (Singh & Attri, 2020) explored the correlation between Teacher Effectiveness and the Higher Secondary Stage in Himachal Pradesh. The key findings were as follows:

- i) There was no noticeable difference in mean effectiveness scores between male and female teachers
- ii) There was no noticeable difference in mean adjustment scores of male and female teachers in terms of IQ.

Rani et.al.(Rani et al., 2012) examined the connections between teaching effectiveness, student learning outcomes, and teaching style. The key findings were as follows:

- i) In general, teachers with an indirect teaching style displayed stronger intellectual volume, advanced ego, less domination, superego weakness, alexithymia, sagacity, intolerance and group devotion.
- ii) It was discovered that teachers with a typical teaching style exhibited an average position in terms of the eleven personality traits.

Halder et.al. (Halder & Roy, 2018) investigated the job happiness and instructional efficiency of secondary school teachers. The primary findings were:

- i) Nationally, 72% of teachers expressed dissatisfaction with their jobs.
- ii) There were no significant differences between male and female teachers in terms of overall job satisfaction and dissatisfaction.
- iii) Personality traits identified by Cattell may have a significant impact on job satisfaction
- iv) Overall, teachers expressed contentment with certain aspects of their jobs, while dissatisfaction was observed among principals, suitable pupils, and co-teachers regarding policy issues, physical facility management policies, and other matters.

Conclusion:

Based on the literature reviewed, burnout is a prevalent concern among

teachers, particularly in secondary schools. Several factors contribute to burnout, including low self-efficacy, high job demands, inadequate leadership, socio-demographic and lifestyle factors, and teacher's efficacy. To anticipate burnout, it is crucial for educational institutions to prioritize job satisfaction by fostering a positive work environment and supporting teachers. Burnout affects teachers across all educational levels, ranging from primary to university education, and is related with job environment, mental wellbeing and socio-economic status.

Numerous studies have demonstrated that teacher effectiveness is influenced by various factors such as school location, academic stream, locality, professional focus, emotional intelligence, hardiness, job satisfaction, and teaching experience. Highly effective teachers have a significant impact on their students' lives, leading to higher college enrollment, increased earnings, residence in higher-income communities, greater financial savings, and fewer children. Hence, it is essential for policymakers and researchers to comprehend the factors that contribute to teacher effectiveness, and implementing teacher performance management can enhance teacher quality and educational standards.

In conclusion, the studies underscore the importance of addressing burnout among teachers in India and improving teacher effectiveness to ensure students' academic success. Policymakers and administrators should utilize these findings to develop interventions and policies aimed at mitigating burnout among teachers. Additionally, teachers can leverage the results to identify stressors and adopt effective coping strategies for managing their stress levels. By prioritizing teacher well-being and enhancing their effectiveness, the educational system can create an environment conducive to both teachers' professional growth and students' educational achievements.

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Role of CSR in Achieving Climate Justice

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“There is difference between a good company and great company. A good company offers excellent products and services. A great company also offers excellent product and services but also strives to make the world a better place”. -**William Clay Ford Jr.** (Chairman of the board and CEO of Ford Motor Company)

Introduction:

CSR is a new mandate under the companies Act 2013. In today's era profit making is no longer the only goal of a business without taking into account the society where they operate its business. Today it is indispensable for the business units to achieve sustainable goal to exist in the long run and to serve the society at large. The basic concept of CSR is based on the principle of give and take. While the company in its own turn receives resources from the society in the form of raw materials, human resources etc it has also corresponded duty to give something in return to society and thereby contributing to the holistic development of the economy.

The glorious history of India indicates that its citizen had always been empathetic towards the environment in which they lived in. But with the passage of time these moral values were degraded, consequently the law maker imposed a legal duty on its citizen to protect environment under Art. 51(g) of the Indian Constitution. In fact, the basic concept of CSR was introduced in corporate law keeping in view the right to free environment and the constitutional duty to protect and improve the environment. As rightly quoted by Mahatma Gandhi “business entrepreneurs are trustees and the owner of the social wealth, and they have to spend a part of it for social causes. To describe the principle of trusteeship he said that enjoy the wealth, take the minimum which you need, leave the rest to the welfare of community.”

Today the concept of CSR goes beyond charity and requires the business enterprises to act ethically considering the parameters of economic, social, and environmental sustainability. The corporations should manage its business in such a way that along with making profit simultaneously contribute towards resolving

the various social issues.

Statutory Provision of Corporate Social Responsibility:

Generally, CSR is referred to as a corporate initiative to assess and take responsibility for the company's effects on the environment and impact on social welfare. However, the legislative provision of CSR is covered under section 135 of the Companies Act. 2013.

It provides that **companies with an annual turnover of 1,000 crore** and more, or a **net worth of Rs. 500 crore** and more, or a **net profit of Rs. 5 crore** and more is bound to **set up a CSR committee** which shall recommend a Corporate Social Responsibility Policy to the Board of Directors and also monitor the same from time to time. It is also mandatory on the part of such companies to **spend 2% of their average net profit** in the previous three years on CSR activities.¹⁸

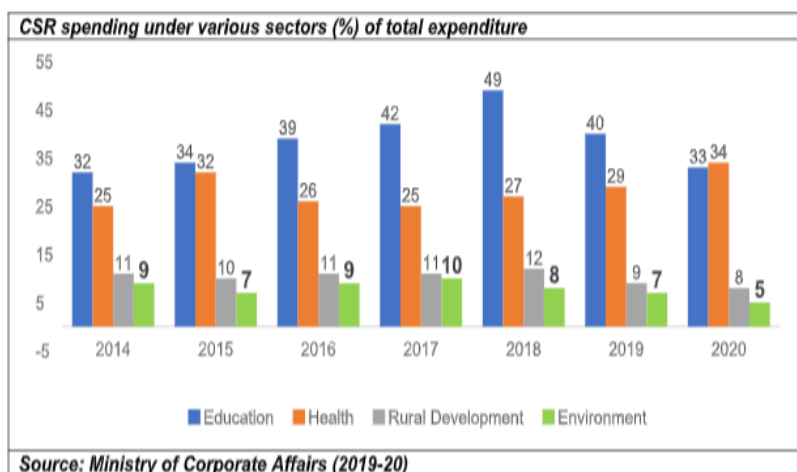
Activities on which CSR Fund can be Utilized: Schedule VII of Companies Act 2013 provides the various activities on which CSR fund of the companies can be effectively utilized which are as follows:

- Eradicating extreme hunger and poverty.
- Promotion of education, gender equality and empowering women.
- Combating HIV-AIDS and other diseases.
- Ensuring environmental sustainability.
- Contribution to the PM's National Relief Fund or any other fund set up by the Central Government for socio-economic development and relief.¹⁹

In spite of this statutory mandate the evidence shows that the role of corporation in maintaining environmental sustainability and eliminating the social issues through CSR is very limited as shown in the following data given by the Ministry of Corporate Affairs.

¹⁸Sec 135, Companies Act 2013

¹⁹Schedule VII Companies Act 2013



The above data shows that, India has witnessed the remarkable increase in CSR spending after the corporate mandate of CSR which requires to spend 2% of average net profit over the previous three years. The CSR spending in 2015 was \$126.4 million which increased to \$297.2 million in 2021 indicating approximately 15% increase over the past seven years. However, the data reveals that share of CSR funds towards climate change and the environment have formed the lowest share, averaging about 9% between 2014 to 2020.

Climate change and its effect in India:

Climate Change and global warming is the living issue of the current time. It is not only the responsibility of the State to think over it rather everyone whosoever is enjoying the environment whether a natural person or a corporation should come forward with an open hand to contribute towards minimising the further ecological depletion. CSR in one of such programs under the banner of which business could play a significant role in improving our eco system.

Climate change refers to the change in environment over a long period of time resulting in shift in temperature, rainfall, and other weather pattern. This climate change is mainly the result of burning fossil fuels like coal, oil and gas. All the living creatures and flora and fauna is the ultimate victim of this climate change. Climate change is a universal problem. India's rank 10th in the Climate Change Performance Index. Although India's contribution in green gas emission is not that much in comparison to other developed countries of the world but it is the second largest population of the world and therefore more susceptible to this climate change. Few of the impact of gradually degrading environment in India are as follows:

1. **Rise in temperature:** The average temperature on the earth has increased about 1.62 degrees Fahrenheit (0.9 degrees Celsius) since the end of 19th century. The last five years has witnessed the warmest temperature record in India. Its main reason was the increase in carbon dioxide level and other human made gas emissions in the atmosphere.
2. **Warming of Ocean:** The rise in the temperature also has devastating effect on warming of the ocean. The data shows that since 1969 the top 700 meters i.e., 2,300 feet of ocean showing warming of more than 0.4 degrees Fahrenheit.
3. **Decrease of Ice Sheets: The global warming has also resulted in Shrinking of ice sheets of** Greenland and Antarctic. NASA's Gravity Recovery and Climate Experiment reveal that Greenland and Antarctica has lost an average of 286 billion tons and about 127 billion tons of ice per year respectively between 1993 to 2016.
4. **Glacial Retreat:** The glaciers all around the world like Himalaya, Alaska, Rockies Andes and Africa are retreating due to the global warming. In India Himalaya is considered a long-time protector against drought is at a great risk and anticipated that by 2010 one thirds of the glacier in this region will be disappeared. Glacial melting due to high temperature intensified the chance of both flood and drought in India.
5. **Rise in Sea Level: The sea level is rising every year due to global warming. The rise in sea level in last century is 8 inches which is approximately** double that of the last century. Such rise in sea level will result in intrusion to saltwater in the coastal area thereby impacting the agriculture, degrading groundwater quality, polluting drinking water, and there is also possibility of cholera outbreak also because bacteria of cholera diseases survive longer in saline water.
6. **Droughts: South Asia Countries are becoming drier since** 1970 as per the data resulting in a number of droughts. In India also in the year 1987 and 2002 - 2003 more than fifty percent crop area became affected due to droughts. Some of the area in India like north-western India, Jharkhand, Orissa, and Chhattisgarh are more droughts prone. It is expected that Crop yields would fall significantly because of extreme heat by the 2040s.
7. **Adverse effect on India's GDP:** The Indira Gandhi Institute of Development Research revealed a harsh truth that if global warming continues to increase it will result in natural calamities which would decrease in India's GDP to decline by about 9%, with a decrease by 40% of the production of the major crops. It is also estimated that 2 of 2° C

increase in temperature would displace seven million people covering the major cities of India like Mumbai and Chennai.

8. **Cyclone:** Global warming has also increased the possibility of hurricanes and cyclone every year. Since India has a long coastline of 800 km therefore more vulnerable to cyclonic activity. Cyclone frequency in Bay of Bengal is higher than the Arabic Sea therefore vulnerable to cyclonic activity. States of West Bengal, Orissa, Andhra Pradesh, and Tamil Nadu along the Bay of Bengal are the most sufferers by this affecting more than a million people.

Climate Justice:

Climate justice identifies that the impact of climate change is distributed unequally, unevenly and in a dis-appropriate manner leading to the other form of diversified injustice like recognitional, distributional, cognitive, and procedural. It also emphasises that the burden of climate change falls unequally on those countries which are least responsible for this change. India is expected to become the global climate hotspot in coming future because first its population is equivalent to 17.7% of the total world population and secondly being an emerging economy, it will also become the largest sources of greenhouse gas (GHG) emissions globally. It is very easy to do business in India due to its weak environmental regulation resulting in diversion of forest land and coastal commons for industrial activities. India had always been advocated for the principle of common but differentiated responsibility meaning thereby that already economically advanced countries should take on the burden for historic emissions also because they have contributed much more in environment degradation in compassion to the emerging developing countries.

International Commitments towards Climate Justice:

Paris Agreement or COP 21: COP 21 was the 21 Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC). Actually, it was a summit of 196 countries from around the world coming together to discuss the problem of climate change and considering how they could collectively address it. It took place in Paris in December 2015 and is generally regarded as being a positive step forward to tackling climate issues.

One of the main objectives of COP 21 was to come up with a roadmap for all countries to agree on binding targets with regard to their emissions and environmental activity, with an overarching aim of limiting global warming to a maximum of 2°C (and a preferable threshold of 1.5°C) compared to pre-Industrial Revolution levels. While it did achieve the latter, it remains to be seen whether it was successful in outlining the former.

However, the recent COP26 Conference held in Glasgow revealed that though the measures taken by states to improve environment quality are

remarkable but not up to the mark and need more to be done. The recent report of IPCC²⁰ also shows that nations' commitment under Paris Agreement is not satisfactory to reduce the global warming to 1.5°C. It was also anticipated that if the situation is not controlled, the average increase in temperatures could touch 3.5°C by 2100. Such a prediction if comes true; it will pose a serious threat to humanity and other living creatures.

Judicial Interpretation on Recognizing Corporate Liability:

Earlier it was very difficult for the judiciary to establish the criminal liability of a corporation because of the applicability of legal maxim in criminal case “*actus non facit reum, nisi mens sit rea*”, which means that in order to impart liability, the act should be committed with a guilty mind. Since a company being an artificial person incapable of possessing criminal mind, the above principle could not be applied on it and company could not be punished when the statutes prescribed punishment is both imprisonment and fine. However, in *Standard Chartered Bank & Ors. v. Directorate of Enforcement*,²¹ the court changed its perspective for the first time and held that “when a company is found guilty of committing an offence and the punishment for the offence is both imprisonment and fine, the punishment of fine can be imposed on it.”

Again, in case of *Iridium India Telecom Ltd. v. Motorola Incorporated & Ors*,²² the Supreme Court relied on the ratio of the case of *Standard Chartered Bank* and held that a corporation can like a natural person be held criminally liable for committing a crime within the ordinary course of its business by a person who has control over the affairs of the company.

In India CSR is the result of expansion of right to life under Article 21 of the Indian Constitution though it took many years for the apex court to pronounce explicitly that the right to life under article 21 of the Indian constitution contains a right to healthy environment also. In addition to it the 42nd amendment to the constitution by adding article 48 A to the directive principle of state policy and 51 A (g) as a fundamental duty has imposed the duty on the state and the citizens to protect and improve the environment. Such changes are in fact the grounds for building up environmental jurisprudence in the country.

The Supreme Court of India in case of *M. C. Mehta v Union of India*²³ for the first time originated the doctrine of absolute liability as against the doctrine of strict liability for the harm caused by the hazardous and inherently dangerous

²⁰ Intergovernmental Panel on Climate Change (IPCC) is the United Nations body for assessing the science related to climate change.

²¹ A.I.R. 2005 S.C. 2622

²² 1994 AIR 1418 1994 SCC (1) 73 JT 1993 (6) 69 1993 SCALE (3) 845.

²³ (1987) 1 SCC 395

industry where the any corporation if proved guilty shall be penalized without any excuse. The court in this case interpreted the scope of the power under article 32 to issue directions and orders, 'whichever may be appropriate' in 'appropriate proceedings'.

In another case of *M. C. Mehta*²⁴, the SC held that right to an unpolluted environment includes under right to life under Aer. 21 and therefore it is our responsibility to maintain and protect nature's bounty.

Not only the court, NCLT is also playing an important role as protector of CSR mandate as reported by the Govt. of India in the fiscal year 2014-15, it sanctioned prosecution of 366 cases for non-compliance with CSR norms.

In case of *M/s. Hira Power and Steels Limited*²⁵ the NCLT held that the determination of the amount of CSR responsibility can only be determined after the finalization of accounts at the close of the Books of Accounts of a particular financial year.

The company Act 2013 provides penalty for not complying with the mandates under sec 135 read with sec 450. It provides that every officer of the company, who is in default, shall be liable to be punishable with fine which may extend to ten thousand rupees and such further fine of one thousand rupees for every day during which the contravention continues.

The government of India from the FY 2020 released a new format for the annual report on CSR activities which is to be included in the board's report. CSR committee requires the companies to provide the executive summary along with the weblinks of impact assessment of CSR projects carried out. In addition, it requires the companies concerned to provide details about the CSR amount spent against ongoing projects and those other than ongoing projects. Other requirements include disclosure of composition of the CSR committee, CSR policy and CSR projects approved by the board on the company website, among others.

Remarkable work done under CSR mandate in India: In India there are around 11,90,000 companies providing goods and services other than financial services that comes within the bracket of corporate business. These companies play a significant role in building the economy and contributing to India's GDP. India is the first country which has made CSR mandatory for companies. Since these companies draws various benefit from the society in the form of roads, educated workforce, railways, electricity, water resources and land, it is also duty bound to contribute towards eradicating the social issues. In fact, CSR is a model or form of corporate self-regulation. It is pleasing to mention that some of the

²⁴ (1997) 3 SCC 315

²⁵ CP No.: 2707/441/NCLT/MB/MAH/2018

companies like Godrej Consumer Products Limited, ITC Limited, Wipro Limited, Reliance Industries Limited, Hindustan Unilever Limited, Infosys Limited etc. has really done tremendous job and helped in the development of the countries through CSR activities. Some of CSR activities towards environment sustainability are as follows: `

Godrej Consumer Products Limited: The company has spent Rs. 34.08 crore on CSR initiatives in FY 2020-21. Among its other CSR activities, it also ensured the safe disposal of 100% of the post-consumer plastic packaging waste generated by the sale of products across India as part of its extended Producer Responsibility in this financial year. It also secured 'A' rating in climate disclosure, and occupied place in top 15 in India in the leadership index of the Climate Disclosure Project.

Karnataka Bank Ltd: The bank has spent 0.54 Cr under its project Green Initiative. The purpose of this project is to maintain ecological balance in Karnataka and Delhi respectively.

Cummins India Ltd: This company under its project 'Creating Oxygen Hubs' planted more than 35000 trees and also looked after their sustainability. Since Pune city has become highly polluted due to rapid urbanization and emits 46 lakh tons of carbon in one year as per report, so the company decided to spend CSR funds for "Creating Oxygen Hubs" i.e. (Converted Non-Forest land to Forest).

Tata Sponge Iron: The Tata group under its project Plantation and Afforestation initially planted species like acacia, bakain, chakindi, etc. Later the plantation work was changed to fruit bearing plants and hard wood trees like sandalwood, rosewood, mahogany, teak & bamboo. Tata Sponge planted more than 1100 trees, in the nearby village. The plantation is expected to bring much required economic benefit to the local community in the region.

Bharat Heavy Electricals Ltd: BHEL under its "Forest Based Sustainable Livelihood Project" has been carried out Afforestation activities such as mass tree plantation and development of green belts. Cumulatively, it has resulted in development of million square meter of green coverage and plantation of millions of trees till date.

Rallis India Ltd: Since the company was committed towards climate change initiatives, it has planted thousands of trees at seven different locations across Maharashtra and Gujarat. The company under its Greening Project – Afforestation spend INR 0.0981 Cr CSR funds to create green cover area by plantation.

Conclusion and Suggestions: Global warming due to climate change is a major issue in the entire globe. It is high time that the whole world has to work on an equal footing in order to achieve emission reduction targets through business entity by adopting low-carbon strategies. Today the economy enters the fourth industrial

revolution, and it is crucial for business to recognize and attempt to reduce the adverse impact of industrialization on the environment. Corporations as the key player will have to bridge the gap of financial need which is required to mitigate the environmental issues. A pollution-free environment is the fundamental right of everyone, and it can be achieved only by realizing common but differentiated responsibility in every section of society. Corporations through CSR funding can fulfil this ethical duty and can become a join hand for protecting our environment.

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Why Digital Pedagogy for School Education? An Overview

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Abstract:

In India, the trend of online and ICT-based tools and technologies in the education system has increased significantly immediately following the Covid-19 pandemic. Along with this, the concept of Digital

Pedagogy as an innovation has come in front of all of us. However, it cannot be denied that due to the sudden shift of the entire education system to online mode during the pandemic, many problems have come to the fore at different levels of education. Certainly, these problems can be reduced by the successful use of digital pedagogy. The NEP 2020 has also officially recognized the role of digital pedagogy in the Indian education system (primary to post graduate). Special provisions have also been made for its promotion and implementation in the NEP 2020 and the Union Budget 2022-23. At present, the way the trend of online and ICT-based tools and techniques is increasing rapidly in the field of education, digital pedagogy is about choosing the right online and ICT-based tools and techniques carefully and using other beneficial educational techniques from the educational point of view. Digital Pedagogy emphasizes the intelligent use of online and ICT-based tools and techniques in the educational process and monitors how these tools are affecting learning. This is such an innovation that when used in the educational process, it gives new learning experiences to the teacher, student, and the entire class. Where new possibilities arise for learning in which learning is not limited to students or teachers but is collaborative, in this article, the researcher has tried to explain in simple words the prevalent digital pedagogy educational innovation since the Covid-19 pandemic and to clarify its need and relevance at present.

Keywords: Digital pedagogy, Meaningful Learning, School Education

Introduction:

According to an estimate, there are about 15 lakh schools in India. About 18 lakh teachers are doing teaching work in these schools. India has more than 900 universities, more than 50000 colleges, and around 10 million teachers working at all levels of education across the country. In such a situation, because of the increasing trend of online and ICT-based tools in the field of education and

understanding its need in the future, the NEP 2020 has included in its document to promote digital education in India and train a large number of teachers for it. Special provisions have been kept. The NEP 2020 has said in its report that every teacher should develop as a digital teacher so that according to the requirements of the 21st century, communication, cooperation, and critical thinking can be used in the educational process and the process of problem-solving can be doubled. In India's Union Budget 2022-23, the financial allocation has been ensured for the inclusion of digital pedagogy in the courses of different levels of education and its effective implementation. In the budget, special attention has been given to the fact that keeping in mind the needs of the present time, facilities like Virtual Labs, 3-D Modeling, Google Cloud, Flip Classroom, crossover teaching, etc. will be provided to the students and digital pedagogy should be used for this. For example, there are many experiences for students that may be risky or not environmentally friendly for them to experience in the field. For example, going to the mouth of an active volcano to see and experience the whole process of an active volcano's eruption can be risky. Similarly, to understand the nature and structure of the internal organs of a frog in a biology class, it has to be dissected under experiment, which is not compatible with the environmental values. The use of such virtual labs as a component of digital pedagogy reduces the potential risk to students in learning and understanding new knowledge and enables them to have a personalized experience within the classroom. Similar other online and ICT-based tools can be chosen by the teachers wisely according to the need of the students.

Linguistically, there is a wide diversity in India, according to a report, more than 1700 languages are spoken in India and there are 5 different language families. The NEP 2020 has proposed that the primary education of children should be in their mother tongue so that the speed of learning can be increased. Digital Pedagogy In this context, to teach students of different languages in their language, to choose the right tool from a variety of online and ICT-based tools (such as OneNote, Google Jamboard, Miro, Heilama, DeepL, etc.) and assist teachers in developing new tools to create new opportunities to facilitate and accelerate learning that may be able to provide new experiences to students as well as teachers.

The real objective of promoting digital pedagogy is that our teachers and students can meet global standards keeping in mind global needs. Teaching through digital pedagogy in a blended mode in the educational process by judiciously choosing appropriate online and ICT-based tools and striking the right balance between other beneficial educational activities such as critical thinking, collaborative learning, individual learning, etc. to enrich the learning process. Recently U.G.C. released a document to promote Blended Learning in which UGC has proposed to include 60% physical and 40% digital pedagogy in the educational

process. This proportion of pedagogy is proposed to be extended from nursery to tertiary and from pre-primary to higher education.

Historical overview of digital pedagogy:

Historically, the beginning of digital pedagogy can be seen in the development of distance education. In 1858, the University of London conducted its first distance degree course. Since then, till the early 1970s, similar courses started running in other universities in Europe and America. Such courses paved the way for online education with the rise in popularity of the Internet in this era. In the 1980s and 1990s, various workshops on humanities and computer education were organized by mutual cooperation of computers and humanities. The national endowment for the humanities was established in 1965. Under which the office of digital humanity was established in 2008. Since then, the conference on Digital Pedagogy is organized annually in different countries.

The theoretical background of digital Pedagogy:

We find the roots of digital pedagogy in the **social approach of constructivism**. In the process of teaching-learning, teachers try to provide opportunities to the students in which they can make their own understanding of the concepts by choosing online and ICT-based tools according to their convenience and follow up the discussion and collaboration with peers as well as teachers.

Criteria for exclusion and inclusion of articles

In the presented article, keeping in mind the following points, articles have been selected for review.

- a. Articles, books and documents were selected in which digital pedagogy was at the center.
- b. Since digital pedagogy is an emerging field, priority was given to articles related to its theoretical background and conceptual background.
- c. Only articles related mainly to digital pedagogy and school education were included in the review.
- d. Those articles from the year 2020 to the year 2022 were included in the study which fulfill the above-mentioned points.
- e. Only those articles were included for the study which were in English language.
- f. The articles were selected from journals, books and documents of international and national repute.

Selection Process

The articles listed in Table 1 below have been shortlisted for review for this research.

Table 1: List of shortlisted articles for review:

N o.	Title of the Article	Author	Source	Year	Methodology/Tools	Context/Participants
1.	The Emerging Concept of the Digital Pedagogy	Cabanero, E. J et al.,	International Journal of Academic Pedagogical Research (IJAPR) ISSN: 2643-9123 Vol. 6 Issue 4, April - 2022, Pages:63-67	2022	Critically evaluates the research on digital pedagogy that is available in various databases starting in May 2020.	Review based article, secondary data was used for analysis
2.	The educational response to Covid-19 across two countries: a critical examination of initial digital pedagogy adoption	Greenho, C, et al.,	Journal of Technology, Pedagogy, and Education, Taylor&Francis Online	2021	An interpretive paradigm approach to qualitative case study.	Articles, columns, and editorials about K-12 education that appeared in print or online news media were also included.
3.	Digital Pedagogy for Sustainable Learning	C Nanjundaswamy Baskaran Subburaman and M H Leela	Shanlax International Journal of Education, Vol. 9, Issue:3, pp. 179-185	2021	Analysis of secondary data	Conceptual Study the secondary data was sourced from websites, eBooks, and publications.
4.	Conceptualizing dimensions and a model for digital pedagogy	Vaataja, O. J & Ruokamo, Heli	Journal of Pacific Rim Psychology, Volume 15: 1-12. Sage Publication	2021	Critically examine the researches available in the different databases related to digital pedagogy from May 2020 onwards	Review based article based on secondary data

5.	Digital Pedagogy: Problems and Solutions	Liliia V. Volkava, Larisa R. Lizunova And Iuliia A. Komarova	Revista on line de Politica e Gestao Educacional , Vol. 25, Esp. 5, 2021	2021	Analysis of scientific literature related to digital pedagogy	Secondary data related to digital pedagogy were used
6.	Narrativizing Digital Pedagogy	Aaron R. Gierhart and Robyn Seglem	International Journal of Qualitative Studies in Education Published by Taylor & Francis(Routledge)	2021	Narrative research methods	Conceptual article based on narrative research method
7.	Digital Pedagogy with ICT and Learning Technologies	Das, A & Bag, R	Book, CBS Publishers, 978-93-89688-47-4	2020	Theoretical framework established with ICT and Learning Technologies	Primary and Secondary source of data used as well as phenomenological approach
8.	Digital Pedagogy Analysis, requirements and experience of implementation	Toktarova, V. I & Semanova, D. A	Journal of Physics: Conference Series, IOP Publishing	2020	Content analysis and discursive analysis	Based on secondary data source across the online mode.

For this article, we went through these articles which are listed in Table 1. We can say there are a variety of articles that covers different dimensions related to digital pedagogy. Researcher analysis each and every article and based on their understanding try to explain the concept of digital pedagogy through their lens. A few important recent articles are cited below.

Jerwin E. Cabanero et. al, (2022) conducted a study on the emerging concept of digital pedagogy in their research work researchers explained the concept of digital pedagogy for this they used secondary data sources and online resources. Christine et. al. (2021) explicit in their research work critically examines the initial use of digital pedagogy during the covid-19 pandemic. In this research work qualitative case study was done of print and media articles that were shortlisted for the study. C. N. B. S. and M. H. Leela (2021) conducted a study based on secondary data in their research work they were focused on conceptual understanding of digital pedagogy. Das, A. and Bag, R, (2020) published a book on digital pedagogy because we know that digital pedagogy is an emerging field of research. So for understanding the theoretical and conceptual background of digital pedagogy this book really helpful for k-12 teachers as well students.

What is digital pedagogy?

The use of online and digital technologies, such as augmented reality, virtual reality, networked computers, mobile technologies, artificial intelligence, etc., has become more prevalent in the field of education at the moment. These include Socrative, Scratch, Storybird, Animoto, Cahoot, Prezi, Selfcad, Quizlet, Google Classroom, Adobespark Video, Khan Academy, Seesaw, Classdojo, Flexibility, etc. Additionally, numerous online and ICT-based tools for education have been developed.

How can online and ICT-based tools and techniques be used in the educational process even today? Scholars do not have a single opinion on this, so it remains an important topic of discussion even today. On the other hand, there is a sizable number of professionals and academics who think that using digital tools and technology in education might help students gain access to new knowledge structures and ways of knowing (Kelly, 2010). On the other hand, there is a lot of criticism about how educational institutions adopt online and ICT-based tools and techniques for teaching-learning. Researches shows that online and ICT-based tools and technologies have the transformative power to enhance learning, but we must not forget that online and ICT-based tools and technologies are not yet delivering the results we were hoping for. In the context of India, we all have experienced this in the last almost three years when the entire education system was converted into an online medium during the Covid-19 period. Our experiences show that the sudden shift of the entire education system to online mode has brought many challenges in front of students, teachers, parents, school heads, and policymakers. Therefore, before utilising online and ICT-based tools and strategies in the teaching-learning process, one should give the matter some serious thought. To ensure that we properly choose online and ICT-based tools and strategies for the educational process, the notion of digital pedagogy has caught the attention of students and teachers in this situation. In order to attain the learning results we want.

Digital pedagogy is still a young academic discipline (Baldick, 2016). There is no universally accepted definition of digital pedagogy. Different experts have given different definitions of it. It is also known by many other names such as e-learning pedagogy, online pedagogy, e-pedagogy, etc. Digital pedagogy is not completely different from online and I.C.T. Based education. It offers a guide for implementing online and ICT-based resources in the classroom to ensure that both students and teachers face the fewest obstacles possible. If we talk about some inclusive definitions of digital pedagogy, then they are as follows-

According to **Tan & Subramaniam, (2013)** the purpose of digital pedagogy is to achieve effective learning through the appropriate and careful use of online and ICT-based tools and techniques.

According to **Vataja & Rukamo, (2021)** the use of online and ICT-based tools and approaches while keeping in mind the pedagogical requirements is known as digital pedagogy.

Simply put, digital pedagogy is the study of how to effectively use online, digital, and ICT-based resources, which are being used in large numbers in the field of education at present. It is necessary for teachers to be trained in digital pedagogy because by using digital pedagogy, they understand which online and ICT-based tools they have to choose to achieve a particular educational objective? And In what quantity? And how will it impact education? Digital pedagogy can be applied in face-to-face, hybrid, and online settings.

Digital pedagogy encompasses access to or selection of online and ICT-based tools from a critical pedagogical perspective as well as the use of online technologies and tools in the educational process. It involves using online and ICT-based technologies responsibly and choosing when to use and when not to use them. How can the intended learning outcomes for a class be easily attained by the appropriate usage of various online and ICT-based tools? Through the thoughtful selection of online and ICT-based tools in a blended learning environment with online, hybrid, or face-to-face modes of instruction, digital pedagogy seeks to bring learning closer to an experience-based environment. Aiming to create a learning environment where there is greater collaboration, a more enjoyable learning experience, the potential for greater asset creation, as well as a greater personalised and more purposeful learning experience can be provided to each student, digital pedagogy uses online and ICT-based tools in the classroom with the appropriate choice and proportion of other teaching methods. Where pupils may hear and observe learning being done. The idea of digital pedagogy is not simply restricted to enhancing student learning experiences; it is also capable of offering teachers new and exciting learning opportunities. Simply put, we may say that when digital pedagogy is used in the classroom, both the teacher and the student encounter new types of learning.

An article on digital pedagogy published by Oxford University Press (2022) highlights that when students learn through devices and used online and ICT-based tools, their learning speed, and methods are different. In such a situation, the role of digital pedagogy emerges, which works to provide a personalized experience to the students through mixed media by choosing the right online and ICT-based tools keeping in mind the educational approach and individual differences, and in harmony with other beneficial teaching methods.

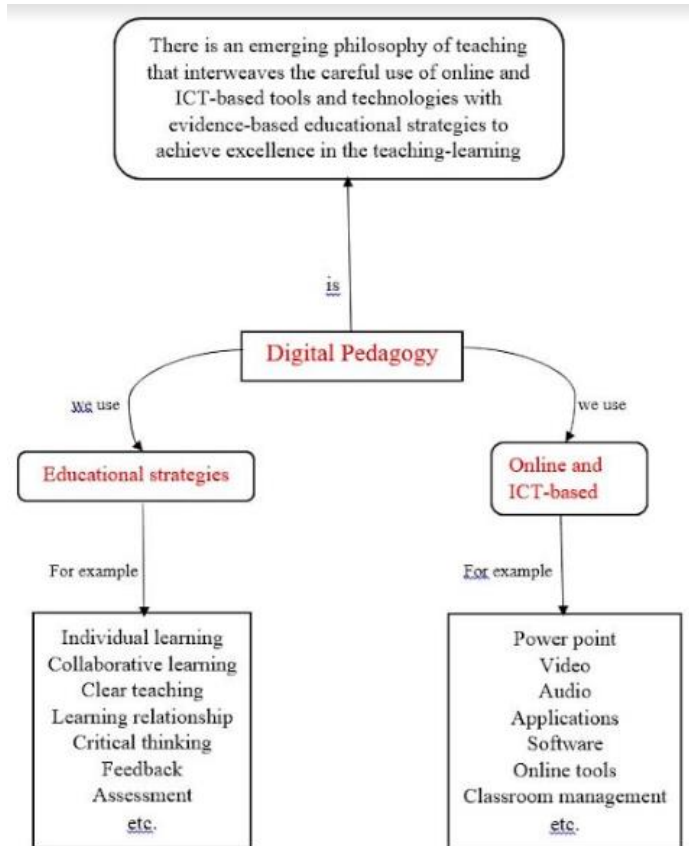


Diagram: 1 Concept map of Digital Pedagogy

Diagram: 1 Concept map of Digital Pedagogy

(Source: The researcher has prepared this diagram himself.)

Key Features of Digital Pedagogy

The characteristics of digital pedagogy in the educational process are mentioned below point-wise-

- In digital pedagogy, online and ICT-based tools for the educational process are selected preserving the pace of learning and the students' demands.
- It uses a combination of other collaborative learning methods along with the choice of the right online and ICT-based tools to personalize student experiences.

- In the process of teaching-learning, special care is taken for the association and cooperation of the students with each other and with the teacher so that the learning becomes collaborative.
- Through digital pedagogy, teachers not only collect new learning experiences for themselves but also work to provide new experiences for the whole class.
- In this type of pedagogy, students use questions for learning and engage in a dialogue process that is dynamic and constantly changing.
- Digital pedagogy promotes engagement and collaboration in the educational process by choosing the right digital technologies and tools such as web 2.0, virtual laboratories, 3-D modeling, etc. to provide personalized experiences to the students.

Key Principles of Digital Pedagogy

As we have already understood what is Digital Pedagogy? And how it is different from online and I.C.T. based education? The objective of digital pedagogy is to strengthen the educational process by further enriching meaningful learning with the help of internet tools. Digital Pedagogy mainly works on three principles which are as follows-

1. Offering Choices
2. Identifying the level of Difficulties for the students
3. Opportunity for Collaboration

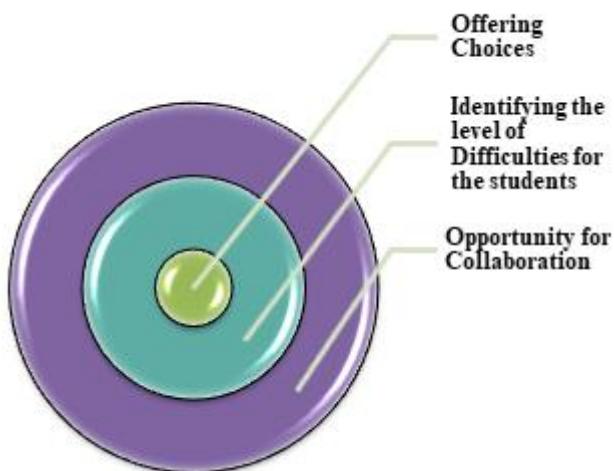


Diagram: 2 Principles of Digital Pedagogy

(Source: The researcher has prepared this diagram himself.)

1. Offering Choice

The learning styles of students differ in the educational process. Researches in neuroscience suggest that just as the fingerprints of each person are different, in the same way, the learning style of each student is also different. Students use different learning styles to learn different subjects. Keeping this variability in the learning of students, it is not justified to teach them with one method or one internet tool. Digital Pedagogy provides a simple opportunity for students through which students can choose their online and ICT-based tools to learn according to their ability and their choice, due to which the learning process of the student is more enjoyable and interesting. For example, teachers can provide subject matter to students in their mother tongue by the use of a variety of tools, show an event happening through Virtual Labs, and develop such online tools for evaluation which different students can choose according to their convenience, etc.

2. Identifying the level of Difficulties for the students

As we know that the learning style of each student is different, in the same way, during the process of teaching-learning, while solving a task or a problem, students have to face different levels of problem. For example, a student may find a problem difficult in the beginning while another student may find the same problem easy in the beginning, in the same way, a student may find some steps at the beginning of a problem easy while the middle Or the end stages may seem a bit difficult, so it is not a good idea to provide the same scaffolding for all the students in any class. Therefore, digital pedagogy emphasizes that the individual learning styles of students and their learning problems should be understood by the teachers in the educational process so that meaningful learning can take place in the educational process.

3. Opportunity to Collaboration

Research suggests that when students learn in groups, they are most likely to learn meaningfully, so digital pedagogy emphasizes that the educational process should not be one-sided, that is, one-way an environment should be created in which both students and teachers get new experiences and move forward with cooperation in the process of learning.

How does meaningful learning happen?

We know that the whole thrust of digital pedagogy is on doubling the speed of learning, facilitating learning, and providing new learning experiences by engaging students and teachers collectively in the learning process. So before we discuss the subject of digital pedagogy it is necessary to know how does meaningful learning take place?

According to the famous psychologist David Ausubel's Meaningful Verbal Learning Model 1960, meaningful learning occurs only when the students are

involved in the process of learning new concepts in the educational process and they make a strong connection between the new information and the old information. Students understand this relationship according to their ability and convenience or see it being made. To promote meaningful learning, the following processes are included which are as follows-

- Teaching should be inquiry-based, with a sense of reward involved.
- Learning should be experiential and collaboration should be encouraged during the process.
- Teaching should be linked to the social and emotional background of learning.
- Teaching should be multimodal and collaborative.

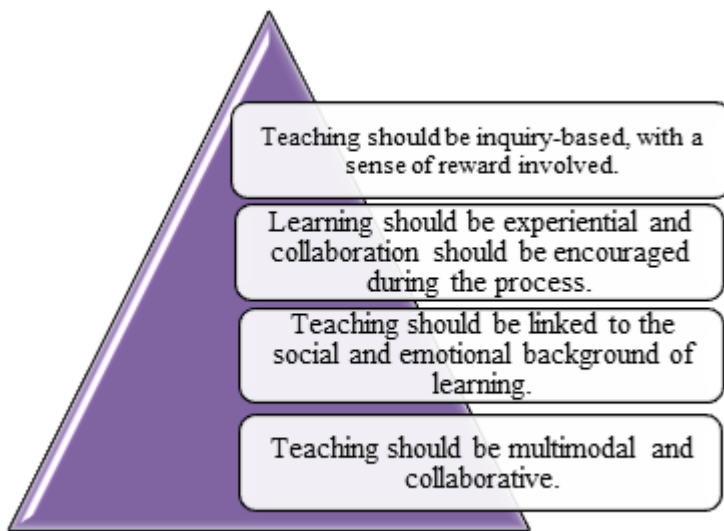


Diagram: 3 Activities for meaningful learning

(Source: The researcher has prepared this diagram himself.)

Through digital pedagogy, the above-mentioned activities are included in the process of teaching-learning by careful selection of different types of online and ICT-based tools so that simple learning can be taken towards meaningful learning.

Role of Teacher in Digital Pedagogy

Knowing that the function of the instructor in face-to-face instruction is not diminished by incorporating digital pedagogy into teaching and learning is essential to understanding the notion of digital pedagogy. The importance of teachers in the educational process hasn't changed over time. The shift has been

brought about by the employment of digital pedagogy in the educational process. Through the careful selection of online and ICT-based tools and approaches from the standpoint of education, an effort is being made to make learning more thorough and purposeful. So that we can use different online and ICT-based tools as per the requirement of the nature of the subjects and the learning experience can be made comprehensive, accessible, and personalized by using online and ICT-based tools. UNESCO-MGIEP Delhi, and C.I.E.T. (NCERT) has taken steps for the promotion and implementation of digital pedagogy proposed in National Education Policy-2020. NCERT has successfully organized a 5-day training program on Digital Pedagogy in the last week of July 2022. UNESCO-MGIEP, category 1 research institute at Delhi is also currently conducting a certificate course in India called Digital Teacher, in which the main emphasis is on how teachers can effectively use digital technologies.

How can school teachers use digital pedagogy?

We are aware that digital pedagogy goes beyond the simple use of online and ICT-based tools in the educational process (such as 3-D Modelling, Tingling, TED-Ed, ClassDojo, Web 2.0, Virtual Labs, etc.); rather, it is a pedagogy that aims to move learning towards meaningful learning and give students and teachers new experiences. It is obvious that there will be greater use of digital pedagogy at the elementary level in the future given how the NEP 2020 and the Government of India have fought to encourage its usage in the educational process. If we talk from the point of view of school teachers, digital pedagogy can be helpful in many ways to promote meaningful learning in classes at the school level in the future, which are written point-wise below-

1. By carefully choosing a variety of digital equipment

We understand that digital pedagogy helps teachers to choose tools in the educational process keeping in mind the educational objectives. In today's time, new online and ICT-based tools and techniques are being invented in the field of education for example Socrative, Scratch, Prezi, Selfcad, Quizlet, Storybird, Animoto, Cahoot, Google Classroom, Adobe Spark Video, Khan Academy, Seesaw, dojo, flexibility, etc. which tools to use in such a situation? And for how long? This is important. In such a situation, digital pedagogy helps teachers choose the right online and ICT-based tools keeping in mind the educational objectives.

2. Promoting dialogue and discussion in a learning environment

A major quality of digital pedagogy is that the learning process is never one-sided, that is, teachers and students learn from each other by using online and ICT-based tools in the process of teaching-learning, communicating, and discussing them. The misconceptions about the concepts in the minds of the students are revealed and clarified with the help of suitable examples.

3. By providing new experiences to the students

Using digital pedagogy, a variety of online and ICT-based tools can be used in the classroom to explain a concept at a time keeping in mind the need of the students and their pace of learning which provides a new experience to both student and teacher. Especially students can choose digital equipment according to their convenience. For example, if students from different linguistic backgrounds are present in a class, the teacher can provide them with the translation of the content and lectures in their mother tongue which certainly provides new personal experiences to the students and empowers the learning process.

4. By promoting collaboration in the learning process

Collaboration has its special place in the learning process because through this we can get many students to participate in the learning process which positively refines the learning environment. By using digital pedagogy, a sense of cooperation is promoted in the process of teaching-learning, so that learning becomes multimodal rather than self-centric. This new experience is capable of leading the students toward meaningful learning.

Conclusion:

It cannot be denied that in today's time technology has reached a new level. In various sectors, the technology has proved its efficacy in terms of quality. In the field of education also, in the last two decades, the trend of new technologies has increased a lot, in which online and I.C.T.-based technology has carved a niche for itself. In the educational process at the time of the covid-19 pandemic in the whole world including India, suddenly online and I.C.T. based devices has grown tremendously as well as the need for such devices in the future is better understood. Digital Pedagogy provides a better option for how to use online and ICT-based tools keeping in mind the psychological rules in the process of learning. Digital pedagogy is capable of accelerating the pace of learning in the educational process and providing new educational experiences to students while learning. It focuses on the selection of online and ICT-based tools in a classroom taking into account individual differences and differences in student learning speeds. Digital Pedagogy works to empower meaningful learning by providing new experiences to teachers as well as students at the various level of education. The trend of digital pedagogy will increase in the coming times and it will also helpful in providing new learning opportunities to teachers and students.

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Menstrual Dysfunction in Female Athletes

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Abstract:

Menstrual cycle is one of the integral parts of women's biological system and any female can be suffered from menstrual dysfunction. Studies suggested that female athletes are more likely to develop menstrual dysfunction. When an athlete participates in professional sports, they have to prepare themselves according to requirement of sports. Some sports like endurance sports and all aesthetic sports require specific physique and to achieve the ideal physique female athletes train hard with low caloric intake, which leads to menstrual dysfunction in female athletes. **Davison et al.** revealed in their longitudinal study that athletes of aesthetic sports reported higher weight concerns than girls in the no-aesthetic and no sport groups. Menstrual dysfunction is unlikely to develop as a result of exercise alone, nor does there seem to be a specific body fat percentage below which regular period stop. Studies have shown that female athletes who have low energy availability and doing high intensity training with high volume are at increased risk of menstrual dysfunction (**Loucks**). A combination of factors such as disordered eating, intense training, low body fat level and physical and emotional stress are usually led to it. The more the risk factor an athlete have, the greater the chance of developing menstrual dysfunction. Resistance training reduce the bone deformation in female athletes but high intensity training with lack adequate supplementation may lead to it, hence it is important to prepare a customized resistance training with blend of proper rest and nutritional supplementation to avoid the menstrual dysfunction in athletes.

Keywords: Menstrual Dysfunction, Resistance Training, Aesthetic Sports and Energy Availability

Introduction:

Menstrual function and dysfunction conversations have long been stigmatized both in the general population and in sport settings (**O'Flynn**). Typically, menstrual function or normal menstruation is described as a regular 28-day menstrual cycle or having 10 or more menstrual cycles in a given year (**Gordon & LeBouff**). Whereas menstrual dysfunction is most often identified or categorized by irregular or an absence of menstruation and is often linked directly to low energy availability/relative energy deficiency in women athletes. Menstrual dysfunction characterized by delayed menarche, irregular menses, or secondary amenorrhea often affects women who compete in athletics over a prolonged time. Long-distance running and other sports may lead to alterations in gonadotropins, androgens, estrogens, progesterone, or prolactin, which in some women may directly or indirectly result in amenorrhea or infertility. The effects of running and strenuous exercise on the menstrual cycle and reproductive hormones remain controversial. Reported incidences of menstrual dysfunction vary widely, and many factors have been implicated in the onset of this problem. Exercise associated menstrual dysfunction seems to occur more frequently in nulliparous athletes, in athletes with delayed menarche, and in athletes with low body fat. Menstrual dysfunction is not unlikely to develop as a result of exercise alone, nor does there seem to be a specific body fat percentage below which regular period stop. Studies have shown that female athletes who have low energy availability and doing high intensity training with high volume are at increased risk of menstrual dysfunction (**Loucks**). A combination of factors such as disordered eating, intense training, low body fat level and physical and emotional stress are usually led to it.

It is important to realize that disruption of the menstrual cycle, ranging from mild changes in flow to amenorrhea, is a relatively common problem for the female athlete engaged in strenuous endurance sports and since women have become more involved in physical fitness and competitive endurance sports, the incidence of menstrual dysfunction has increased. So it becomes relevant to find out the myths around it and possible management of menstrual dysfunction so that it could be efficiently managed by players, their coaches and trainers.

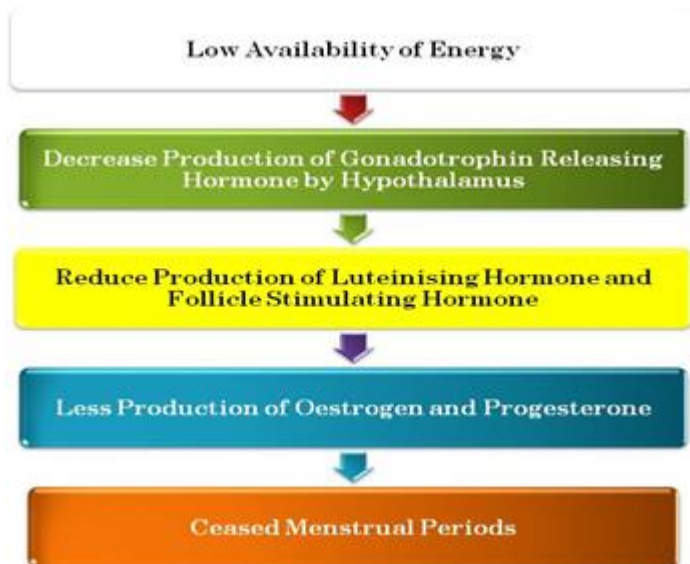
Possible Cause of Menstrual Dysfunction: When menstrual dysfunction occurs in sportswomen in combination with low bone mass and energy deficit, the syndrome is termed the “female athletic triad.” This is a complex and poorly understood disorder seen in females who exercise intensively. Athletes in lightweight sports (distance running, gymnastics, lightweight rowing) are at high risk, although the syndrome can arise in relation to any sport. The energy deficit is usually related to eating disorders and is partly influenced by peer pressure. Genetic, neurochemical, and psych developmental factors may also contribute, along with the physical and psychological effects of training and competition. The

long-term effects tend to be greatest in young girls who start intense exercise before menarche.

A combination of factors such as disordered eating, intense training, low body fat level and physical and emotional stress are usually lead to it. The more the risk factor an athlete have, the greater the chance of developing menstrual dysfunction. Technically relative energy deficiency plays a pivotal role in it because, as it is common in female athletes participating in sports where emphasis is placed on being lean or attaining very low body weight. To achieve this goal, many female athletes undertake an intense and excessive training and combine it with restrictive diet. It has been observed in sports where low body weight, low body fat or thin physique is perceived to be advantageous trigger disordered eating in female athletes, this fact is supported by the research conducted by **Sundgot, Borgen and Torstveit in 2004** on 1620 male and female Norwegian elite athletes they claimed that 42% female athletes competing in aesthetic sports and 24% in endurance events were met clinical criteria for an eating disorder.

Physiology of Menstrual Dysfunction: Studies suggest that menstrual dysfunction is common among female athletes who consistently have low energy availability, it is energy conservative adaptation by the body in other words body tries to conserve energy for its survival on cost of menstruation ceasing.

When body sensed low availability of energy and fat than hypothalamus decreases the production of gonadotrophin releasing hormone that act on pituitary gland and it reduce the production of luteinizing hormone and follicle stimulating hormone which cause to produce less oestrogen and progesterone and due to deficiency of oestrogen and progesterone menstrual periods ceased.



Ben, A. (2017)

Effect of Menstrual Dysfunction on Sports Performance and Health:

One of the most severe effect is the reduction in bone density. Osteoporosis in female athletes refers to premature bone loss and inadequate bone formation, resulting in low BMD, microarchitectural deterioration, increased skeletal fragility, and increased risk of stress fractures (Ackerman, 2011 & Beals, 2002). Physical exercise has a positive effect on bone accrual and architecture, and healthy athletes may have a higher BMD than nonathletic individuals (Lambrioudaki). However, it is known that amenorrheic athletes have lower BMD than their eumenorrheic counterparts. Therefore, factors contributing to menstrual dysfunction can put athletes at risk for compromised bone health and for the development of abnormally low BMD (osteopenia) and osteoporosis. Athletes suffering from menstrual cycle disturbances are especially at risk for stress fractures, whose incidence has been reported to be higher among amenorrheic and oligomenorrheic as compared to eumenorrheic athletes (Beals & Manore).

Due to lack of relative energy availability and adequate amount of Fat, body stops secretion of estrogen hormone. Estrogen helps to the maintenance of BMD by influencing calcium absorption, bone formation and remodeling. Estrogen has a direct effect on osteoblasts by increasing cell proliferation and proteins that alter bone remodeling, and also inhibits the production of cytokines associated with bone reabsorption (Brunet). In addition to a decrease in hormone concentration, other components of the FAT may directly or indirectly affect bone mass. Thus,

low energy availability or restricted energy intake may result in an inadequate intake of macronutrients, such as essential amino acids and fatty acids, or mineral and vitamins, such as calcium and vitamin D, which are required for bone health (Nazem). Low energy availability may also impair bone formation through effects on other hormones such as cortisol and leptin.

Prevention and Management: An athlete should definitely seek advice if she has suffered amenorrhoea for longer than six months. Screening of the athletes for disordered eating, amenorrhea and other patterns of menstrual irregularity, history of stress fractures, training intensity, and lifestyle behaviors, are essential. For correct screening, it should start with a detailed history, including aspects regarding diet and eating behaviors, menstrual history, physical activity and injuries. To maximize therapeutic effectiveness, treatment requires a multidisciplinary approach with support from primary care and/or sport physicians, as well as nutritionists or dietitians, psychiatrists or psychologists, coaches, and family members (Warr). Team members must identify conditions that may have contributed to the symptoms and try to address these issues. The first step should be to help eliminate the “win-at-all-costs mentality”, and the modification of the diet and exercise regimes. Because energy availability is the key aspect, it is very important to determine if intake energy is insufficient in order to increase total calories intake

Treatment will centre on attaining normal body weight and body fat, and reducing or changing athletes training programme. Athlete may reduce training frequency, volume and intensity or she may change her current training programme.

Conclusion: In Indian society peoples have taboo to talk about menstruation specially females, in such situation if athletes will not aware about their physiological health particularly about their menstrual regularities it may negatively affect their health and sport performance and on top of that it may lead to premature end of their sports carrier. Majumder and et al. (2022) revealed in their research that knowledge and communication about the MC were found to be poor in Indian endurance athletes, who reported that the MC significantly influenced their sleep quality, readiness to train, training quality, fitness, and performance. While literature suggested that along with standard skill and fitness training, proper nutritional interventions and rest also play a significant role in regulation of menstrual cycle and overall performance of female athletes. As now day's sports is offering various new carrier avenues for female athletes in India and making them financially independent. It has been observed that female athletes has given their carrier best performance even during their menstrual cycle, on the flip side menstrual dysfunction is blocking carrier path of female athletes, while it can be efficiently managed through right guidance.

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Cultural Intelligence and Emotional Adjustment of Post Graduate Students: An Empirical Analysis

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Abstract:

The present study intends to analyze the relationship between cultural intelligence and emotional intelligence of post graduate students of different states studying in Central University of Punjab. In this context the objectives of the study were to find out the level of cultural intelligence and emotional adjustment of post graduate students of Central University of Punjab and the relationship between of cultural intelligence and emotional adjustment of the students belonging to different states i.e., Jammu & Kashmir, Odisha, Kerala and Punjab separately and as a whole. The investigator collected data from 127 post graduate students by through google forms with the help of standardized cultural intelligence scale developed by Kaur & Pany (2020) and Bell's adjustment inventory developed by Ojha (2006). The analysis of data was done with the help of percentage analysis and Karl Pearson coefficient of correlation statistical technique. The main results of the study revealed that the post graduate students of Central University of Punjab were having moderate levels of cultural intelligence and low levels of emotional adjustment. The cultural intelligence and emotional adjustment of students belonging to Jammu & Kashmir and Kerala have significant relationship whereas Odisha and Punjab have no significant relationship. Furthermore, there is no significant relationship between cultural intelligence and emotional adjustment post graduate students of Central University of Punjab as a whole.

Keywords: Emotional Adjustment, Empirical Analysis, Cultural Intelligence

Introduction:

The uneven distribution of population and educational infrastructure coupled with lack of access to quality education is one major reasons of migration in search of education as every student wants to study in the best institution of the country to get the quality education and learn the best skills so that they can become successful in their life. Privatization of education, concentration of educational infrastructure in certain areas, increased cost of higher education and the availability of opportunities influence the prevalent trends. Reputation of institutes, scholarships, security and future options are also some of the factors that people look into before migrating in search of better education. Therefore, every year many students move from their native places to different places for higher studies. When students migrate from one cultural state to another state, during the transition and early settlement period most students experience some degree of cultural shock, change and unfamiliarity that influences their own emotional adjustment and participation in new environment, no matter whatever may be their previous travel experience, psychological outlook, maturity, or knowledge of that place. Initial adjustment issues like anxiety, depression and uncertainty are the normal part of the students studying outside their hometown. But individuals with higher cultural intelligence level usually suffer less cultural shock (Chen, Lin & Sawangpattanakul, 2011) and show better adjustment with the new situation. The culturally intelligent individuals can minimize the uncertainty and anxiety that is created in culturally different environment (Malek & Budhwar, 2013). But as the time passes people get emotionally stable and their emotional adjustment gets better. The students who were emotionally stable and socially bold were found to adjust better to university (Lidy and Kahn, 2006). The person having higher levels of emotional stability are found to have higher levels of adjustment (Leikas, Mäkinen, Lönnqvist, & Verkasalo, 2009). The success of the people beyond their home environment is dependent upon the extent of their psychological comfort to which one becomes more open to the new culture and is willing to assimilate new norms and behaviours, in turn affects their overall adjustment with various challenges of the visited state. In other words, it can be said that one's emotional and cultural intelligence plays a significant role in one's degree of adjustment in the new environment (Lin, Chen & Song, 2012). Cultural intelligence develops the ability to deal effectively with people from various cultures and makes easy to forget the different perceptions and perspectives of people which in turn helps to recognize one's own emotions and those of others. So, that a person has better emotional adjustment. Thus, it is expected that students with high cultural intelligence have better emotional adjustment in new cultural environment.

In Central University of Punjab students belonging to different states are pursuing their post-graduation and staying together. They all have different

cultural background in respect to geographical features, climates, values, customs, religion, language, food habits, behaviour, lifestyle and different mind sets etc since they belong to different remotely established areas. So, the level of cultural intelligence and emotional adjustment of students also varies from one state to other. Therefore, cultural intelligence and emotional adjustment plays a crucial role in the success of an individual in a multicultural community like Central university of Punjab to live happily with each other, cherishing and appreciating each other culture and adapt to the environment. Such adaptation is very much desired with respect to the students' overall success. Several studies shows that cultural intelligence has a positive effect on individual's adjustment in a different cultural environment (Lin, Chen & Song, 2012; Ramalu, Rose, Uli, & Kumar, 2012) which means if an individual have better cultural intelligence, then they also have better adjustment in different cultural setting. Thus, it is expected that cultural intelligence may act as an important accelerating factor to emotional adjustment of post graduate students. In present scenario many students have the desire to study in the best reputed colleges and universities of our country. Hence there are many times when they have to move from their native places to different places for getting higher education. But initially most students experience some degree of emotional adjustment problems when they move to the new place. A period of mild disappointment or depression is a normal part of studying outside the hometown and one that passes quickly for most students as one's cultural intelligence plays a significant role in one's level of adjustment with the new environment (Lin, Chen & Song, 2012; Ramalu, Rose, Uli, & Kumar, 2012). Only a few studies have been conducted on Indian students to measure the influence of cultural intelligence on adjustment. The reason of deficiency of research on cultural intelligence is that the construct is still rather new, especially as it relates to educational settings (Ang, Van Dyne, Koh, Ng, Templer, Tay, & Chandrasekar, 2007).

Although some studies on cultural intelligence and adjustment in cross cultural settings were conducted in foreign countries but there is a dire need to conduct such studies in Indian educational institution in order to know the adjustment related issues of the Indian students studying outside their native place. In Central university of Punjab students belonging to different states are pursuing their post-graduation and staying together. They all have different cultural background and different mind sets since they belong to different parts of the country with a lot of socio-cultural-economic and geographic variations. Therefore, it generates curiosity in the mind of the investigator to find out how cultural intelligence effects the emotional adjustment of the students belonging to different states in central university of Punjab. On the basis of the result of this study valuable suggestions to university can be given to make their students

culturally intelligent, which will help the students to make better emotional adjustment. Therefore, the purpose of the study was to find out the relationship between cultural intelligence and emotional adjustment of the students of Central University of Punjab belonging to different states and to explore the levels of cultural intelligence as well as emotional adjustment of the post graduate students.

Objectives:

The study under investigation has the following objectives;

1. To determine the levels of Cultural Intelligence and Emotional Adjustment of post graduate students of central university of Punjab
2. To find the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Jammu & Kashmir
3. To examine the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Odisha
4. To find the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Kerala
5. To study the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Punjab
6. To examine the relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of central university of Punjab

Hypotheses:

The study under investigation has the following hypotheses;

1. The post graduate students of central university of Punjab will have moderate levels of cultural intelligence
2. The post graduate students of central university of Punjab will have moderate levels of emotional adjustment
3. There is a significant relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Jammu & Kashmir
4. The Cultural Intelligence and Emotional Adjustment of students belonging to Odisha will have significant relationship
5. There is a significant relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of Kerala
6. The Cultural Intelligence and Emotional Adjustment of students belonging to Punjab will have significant relationship
7. There is a significant relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of Central University of Punjab

Method And Procedure:

The purpose of the study is to find out the relationship between cultural intelligence and emotional adjustment of the post graduate students of Central University of Punjab belonging to different states. The investigator has collected

comprehensive quantitative data from a large sample, therefore it comes under the survey method of descriptive type research. Due to the COVID19 pandemic, the investigator could not collect the data from all respondents as proposed earlier. Therefore, in the present study, the investigator collected data from only 127 post-graduate students belonging to different states i.e., Jammu & Kashmir, Odisha, Kerala and Punjab through online Google form. For the collection of data on the variables such as cultural intelligence and emotional adjustment a standardized cultural intelligence scale developed by Kaur & Pany (2020) and the modified version of Bell's adjustment inventory developed by Ojha (2006) was used. In order to interpret the hypotheses of the study, the investigator applied both descriptive and inferential statistical techniques.

RESULT AND DISCUSSION

1. Level of cultural intelligence of students of different states in central university of Punjab

One of the objectives of the study was to determine the levels of cultural intelligence of the post graduate students of central university of Punjab belonging to different states like Jammu & Kashmir, Punjab, Odisha, and Kerala. The results pertaining to this aspect has been presented in table 1.

Table 1 Level of cultural intelligence of students of different states in central university of Punjab

States	Cultural Intelligence			Total
	High	Moderate	Poor	
Jammu & Kashmir	2 (7%)	23 (74%)	6 (19%)	31
Punjab	9 (26%)	23 (66%)	3 (8%)	35
Odisha	4 (10%)	28 (68%)	9 (22%)	41
Kerala	1 (5%)	18 (90%)	1 (5%)	20
Total	16 (13%)	92 (72%)	19 (15%)	127

The analysis of the data presented in table 1 reveals that maximum percentage of kerala students (90%) possess moderate level of cultural intelligence followed by Jammu & Kashmir (74%), Odisha (68%) and Punjab (66%). As a whole out of 127 post graduate students 72% possess moderate level of cultural intelligence which was also hypothesized earlier in hypothesis that is the post graduate students of central university of Punjab will have moderate levels of cultural intelligence.

2. Level of emotional adjustment of students of different states in central university of Punjab

The first objective of the study was also to determine the levels of

emotional adjustment of the post graduate students of Central University of Punjab belonging to different states like Jammu & Kashmir, Punjab, Odisha, and Kerala. In this context data through Google form were collected from 127 post graduate students of different states. The analysis of the data as collected has been presented in table 2.

Table 2 Level of emotional adjustment of students of different states in central university of Punjab

States	Emotional Adjustment			Total
	High	Moderate	Poor	
Jammu & Kashmir	2(6%)	13(42%)	16(52%)	31
Punjab	0	15(43%)	20(57%)	35
Odisha	3(7%)	13(32%)	25(61%)	41
Kerala	2(10%)	8(40%)	10(50%)	20
Total	7(5%)	49(39%)	71(56%)	127

The analysis of the data presented in table 2 reveals that maximum percentage of Odisha students (61%) have poor level of emotional adjustment followed by Punjab (57%), Jammu & Kashmir (52%) and Kerala (50%). As a whole out of 127 post graduate students 56% have poor level of emotional adjustment. Therefore, the hypothesis that is the post graduate students of central university of Punjab will have moderate levels of emotional adjustment is rejected.

3. Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Jammu & Kashmir

The second objective of the study was to find the relationship between cultural intelligence and emotional adjustment of the students belonging to Jammu & Kashmir and for this data was collected through Google form from 31 post graduate students of the state Jammu & Kashmir. The analysis of the data as collected has been presented in table 3.

Table 3 Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Jammu & Kashmir

Variables	N	Mean	SD	r	Sig.
Cultural Intelligence	31	83.83	11.10	0.41	Significant at 0.05 level
Emotional Adjustment	31	14.32	7.00		

The analysis of the table 3 reveals that when the correlation between the

cultural intelligence and emotional adjustment of the post graduate students of the state Jammu & Kashmir was calculated the coefficient of correlation was found to be 0.41 which indicates significant substantial correlation between the two variables. Therefore, the hypothesis that is there is a significant relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Jammu & Kashmir is accepted and it can be concluded that there exist significant relationship between the cultural intelligence and emotional adjustment of students belonging to Jammu & Kashmir.

4. Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Odisha

The third objective of the study was to examine the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Odisha and for this data was collected through Google form from 41 post graduate students of the state Odisha. The analysis of the data as collected has been presented in table 4.

Table 4 Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Odisha

Variables	N	Mean	SD	r	Sig.
Cultural Intelligence	41	81.04	14.11	0.14	not significant at 0.05 level
Emotional Adjustment	41	14.51	7.27		

The analysis of the table 4 reveals that when the correlation between the cultural intelligence and emotional adjustment of the post graduate students of the state Odisha was calculated the coefficient of correlation was found to be 0.14 which indicates poor level of correlation between the two variables. Therefore, the hypothesis that is the Cultural Intelligence and Emotional Adjustment of students belonging to Odisha will have significant relationship is rejected and it can be concluded that though there exist relationship between the cultural intelligence and emotional adjustment of students belonging to Odisha but the relationship is not significant.

5. Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Kerala

The fourth objective of the study was to find the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Kerala and for this data was collected through Google form from 20 post graduate students of the state Kerala. The analysis of the data as collected has been presented in table 5.

Table 5 Significance of relationship between Cultural Intelligence and

Emotional Adjustment of students belonging to Kerala

Variables	N	Mean	SD	r	Sig.
Cultural Intelligence	20	85.25	10.25	0.51	Significant at 0.05 level
Emotional Adjustment	20	13.5	7.68		

The analysis of the table 5 reveals that when the correlation between the cultural intelligence and emotional adjustment of the post graduate students of the state Kerala was calculated the coefficient of correlation was found to be 0.51 which indicates significant substantial correlation between the two variables. Therefore, the hypothesis that is there is a significant relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Kerala is accepted and it can be concluded that there exist significant relationship between the cultural intelligence and emotional adjustment of students belonging Kerala.

6. Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to the Punjab

The fifth objective of the study was to study the relationship between Cultural Intelligence and Emotional Adjustment of the students belonging to Punjab and for this data was collected through Google form from 35 post graduate students of the state Punjab. The analysis of the data as collected has been presented in table 6.

Table 6 Significance of relationship between Cultural Intelligence and Emotional Adjustment of students belonging to Punjab

Variables	N	Mean	SD	r	Sig.
Cultural Intelligence	35	89.54	14.27	0.24	not significant at 0.05 level
Emotional Adjustment	35	13.77	5.19		

The analysis of the table 6 reveals that when the correlation between the cultural intelligence and emotional adjustment of the post graduate students of the state Punjab was calculated the coefficient of correlation was found to be 0.24 which indicates positive correlation between the two variables. Therefore, the hypothesis that is the Cultural Intelligence and Emotional Adjustment of students belonging to Punjab will have significant relationship is rejected and it can be concluded that there exist positive relationship between the cultural intelligence and emotional adjustment of students belonging to Punjab but the relationship is not significant.

7. Significance of relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of Central University of Punjab

The eighth objective of the study was to examine the relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of Central University of Punjab belonging to different states and for this data was collected through Google form from 127 post graduate students of different state. The analysis of the data as collected has been presented in table 7.

Table 7 Significance of relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of Central University of Punjab

Variables	N	Mean	SD	r	Sig.
Cultural Intelligence	127	84.73	13.21	0.16	not significant at 0.05 level
Emotional Adjustment	127	14.10	6.69		

The analysis of the table 7 reveals that when the correlation between the cultural intelligence and emotional adjustment of the post graduate students of the different states was calculated the coefficient of correlation was found to be 0.16 which indicates positive correlation between the two variables but not significant. Therefore, the hypothesis that is there is significant relationship between Cultural Intelligence and Emotional Adjustment of post graduate students of Central University of Punjab is rejected and it can be concluded that there exist relationship between the cultural intelligence and emotional adjustment of post graduate students of Central University of Punjab but the relationship is not significant.

Findings of the Study

The main results of the study revealed that the post graduate students of central university of Punjab were having moderate levels of cultural intelligence and low levels of emotional adjustment and there exist positive relationship between the cultural intelligence and emotional adjustment of post graduate students of Central University of Punjab but the relationship is not significant. Firstly, there exist significant relationship between the cultural intelligence and emotional adjustment of students belonging to Jammu & Kashmir and Kerala. Secondly, there exist relationship between the cultural intelligence and emotional adjustment of students belonging to Odisha but the relationship is not significant. Thirdly, there exist positive relationship between the cultural intelligence and emotional adjustment of students belonging to Punjab but the relationship is not significant.

Conclusion:

On the basis of the findings of the study it is concluded that the post graduate students of central university of Punjab were having moderate levels of cultural intelligence and low levels of emotional adjustment. The cultural intelligence and emotional adjustment of students belonging to Jammu & Kashmir and Kerala have significant relationship whereas Odisha and Punjab have no significant relationship. Furthermore, there is no significant relationship between cultural intelligence and emotional adjustment post graduate students of Central university of Punjab. However, in view of such mixed result it can be concluded that proper intervention programmes can be provided to improve the level of emotional adjustment as well as the cultural intelligence of the post graduate students.

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Teaching Competency among Senior Secondary School Teachers of Sikkim

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Abstract:

The current study examined the level of teaching competency among the senior secondary school teachers of Sikkim. Furthermore, the study investigated differences in study variable across selected demographic variables, namely management and experience. The Descriptive survey research method was used for the study. 310 randomly selected senior secondary school teachers were the respondents of this study. The majority of teachers demonstrated high level of teaching competency, according to the findings. Furthermore, teachers in government and private schools did not differ in their overall teaching competency; teachers with varying levels of teaching experience did not differ in their teaching competency.

Keywords: Teaching competency, senior secondary school teachers, management, experience.

Introduction

To fulfil the various changing demands of students and society, the role of teachers is evolving. They must therefore possess the required teaching competence. Teacher competence is the ability of a teacher which includes their knowledge, skill and attitude in their teaching performance (Nijveldt et al., 2005). Competency of the teacher is essential for bringing excellence in their teaching performance (Nessipbayeva, 2012). Wordu and Isiah (2020) placed a strong emphasis on the general teaching competencies of teachers that are necessary for effective teaching, including the teacher-student relationship, lesson planning, use of various teaching strategies, dealing with various learning styles, use of various assessment techniques, ability to collaborate with colleagues, and ability to communicate with parents of students (p. 236). These fundamental components of teaching competence are essential for teachers to possess in order to carry out their duties successfully (Vidushy, 2020). As a result, successful teaching is achieved by teachers who have a high degree of competency in all the components

of teaching competency. Teachers in senior or higher secondary schools have extremely challenging and complex job. They must therefore have a high level of teaching competency. After conducting a study on teaching competency of teachers in higher secondary school, Justin Antony (2014), Raj and Verma (2018) found teachers possess high level of teaching competency, whereas Nirmala Devi (2014) discovered that high school teachers have an average level of teaching competency. Previous studies also found no significant influence of management and experience variables on higher secondary school teachers' teaching competency (Selvam, 2012; Nirmala Devi, 2014), whereas Justin Antony (2014) discovered a significant influence of management and teaching experience variables on higher secondary school teachers' teaching competency. So far, very little research has been conducted in this field in the state of Sikkim. Hence, an attempt was made to conduct a study on teaching competency among senior secondary school teachers in Sikkim with regard to the variables of management and teaching experience. The current study will assist policymakers and administrators in developing and implementing more appropriate and effective pre-service and in-service training programmes for teachers. Additionally, it will be beneficial for the concerned authorities to organise ongoing professional development programmes for teachers working in government and private senior secondary schools in Sikkim.

These programmes will assist teachers in enhancing their teaching competency, which is crucial for boosting the standard of instruction.

Objectives of this Study:

1. To study the level of teaching competency among the senior secondary school teachers.
2. To determine the overall and dimension-wise difference in teaching competency among senior secondary school teachers based on management.
3. To explore the overall and dimension-wise difference in teaching competency among senior secondary school teachers based on teaching experience.

Hypotheses:

H₀₁ There is no significant difference between mean scores of governments and private senior secondary school teachers in (a) Planning lessons; (b) Classroom management; (c) Knowledge of subject; (d) Interpersonal relationships; (e) Development of teaching Learning material; (f) Time management; (g) Evaluation process during teaching and learning; (h) Competencies related to working with parents, community and other agencies and (i) Overall teaching competency.

H₀₂ There is no significant difference in the mean scores in (a) Planning lessons;

(b) Classroom management; (c) Knowledge of subject; (d) Interpersonal relationships; (e) Development of teaching learning material; (f) Time management; (g) Evaluation process during teaching and learning; (h) Competencies related to working with parents, community and other agencies and (i) Overall teaching competency among senior secondary school teachers with respect their teaching experience.

Research Method and Procedures:

Keeping in mind the nature and objectives of this study descriptive survey research was adopted to conduct this study. A sample of 310 teachers teaching in class XI and XII were selected randomly from 51 Senior Secondary schools in the state of Sikkim. Teachers’ teaching competence scale developed by Vidushy and Nand Kishor (2021) was used for the data collection. For data analysis, both descriptive and inferential statistics have been employed.

Analysis and Interpretation:

To achieve the first objective, the teachers were divided into different categories according to various level of teaching competency using the norms developed by Vidushy and Nand Kishor (2021) in the following table no 1:

Table 1: Levels of teaching competency among senior secondary school teachers

Levels	Range of Raw Score	Range of z scores	Number of Teachers	Percentage of Teachers
Extremely High	142 & above	+2.01 & above	173	55.81
High	131-141	+ 1.26 to +2.00	91	29.35
Above Average	119-130	+0.51 to +1.25	41	13.23
Average	103-118	-0.50 to + 0.50	5	1.61
Below Average	91-102	-1.25 to 0.51	0	0
Low	80-90	-2.00 to -1.26	0	0
Extremely Low	79 & below	-2.1 & below	0	0
Total			310	100

Table no. 1 presents the percentage of teachers in each category (level) of teaching competency. It reveals that 55.81% of teachers have an extremely high level of teaching competency, followed by 29.35% with a high level, 13.23% with an above average level, and 1.61% with an average level. In light of this, it can be concluded that the majority of teachers in senior secondary schools possess high level of teaching competency.

To realise the objective two and to test H0₁, ‘t’ test was computed and the

result of the analysis has been presented in the following table no. 2

Table 2: Mean comparison of Teaching Competency between Male and Female Senior Secondary School Teachers						
Dimensions of Teaching Competency	Govt. (215)		Private (95)		t (308)	p
	M	SD	M	SD		
PI	16.99	2.62	17.58	1.87	1.99	.047
CM	34.02	3.46	34.26	3.07	0.59	.553
KS	11.44	2.07	12.41	1.62	4.07	.000
IPR	7.83	1.28	8.18	1.36	2.18	.030
DTLM	20.57	2.46	20.48	2.08	0.30	.762
TM	8.42	1.16	8.27	1.10	1.07	.287
EPDTL	23.61	2.72	23.99	2.55	1.16	.249
CRWPCOA	19.75	2.76	19.97	2.80	0.64	.521
TC	142.62	11.94	145.15	10.37	1.78	.075

Note: PL= Planning Lessons, CM= Classroom Management, KS= Knowledge of Subject, IPR= Interpersonal Relationships, DTLM= Development of Teaching Learning Material, TM=Time Management, EPDTL= Evaluation Process During Teaching and Learning, CRWPCOA= Competencies Related to Working with Parents, Community and Other Agencies, TC= Teaching Competency (Overall).

Table no. 2 shows that, except for the Planning lessons, Knowledge of subject and Interpersonal relationships dimensions, no significant difference was revealed between Govt. and private senior secondary school teachers in the other five dimensions of teaching competency. Significant difference was found between Govt. and private senior secondary school teachers in planning lesson with $t(308) = 1.99$ and $p = .047$ ($p < 0.05$). Similarly, significant difference was found between Govt. and private senior secondary school teachers in knowledge of subject with $t(308) = 4.07$ and $p = .000$ ($p < 0.05$). Furthermore, significant difference was found between Govt. and private senior secondary school teachers in interpersonal relationship with $t(308) = 2.18$ and $p = .030$ ($p < 0.05$). Finally, no significant difference was found between Government and Private senior secondary school teachers in their overall teaching competency with $t(308) = 1.78$ and $p = 0.075$ ($p > 0.05$). So, the result indicated that, H_{01} was failed to be rejected for parts b, e, f, g, h, and i. On the contrary, it was rejected for part a, c and d.

To realise the objective three and to test the H_{02} , One-way ANOVA (F-test) has been used and the result of this test has been presented in the following table

no. 3.

Table 3

Results of one-way ANOVA examining the difference in Teaching Competency of Senior Secondary School Teachers with regard to their Teaching Experience										
Dimensions of Teaching Competency	Below 5 years (74)		5-10 years (108)		11-16 years (61)		Above 16 years (67)		F (3, 306)	p
	M	SD	M	SD	M	SD	M	SD		
PL	17.45	3.58	17.08	1.85	17.13	2.09	17.03	1.95	0.44	.723
CM	33.92	3.40	34.20	3.38	34.38	3.42	33.85	3.18	0.37	.776
KS	11.80	2.05	11.56	1.95	11.70	2.12	11.99	1.88	0.67	.570
IR	7.86	1.57	7.99	1.28	7.93	1.18	7.93	1.20	0.14	.939
DTLM	20.50	2.40	20.56	2.28	20.67	2.57	20.45	2.24	0.11	.955
TM	8.36	1.22	8.52	1.06	8.15	1.17	8.37	1.13	1.39	.246
EPDTL	24.05	2.78	23.35	2.76	24.03	2.45	23.69	2.58	1.36	.256
CRWPCOA	19.68	2.71	19.94	2.90	19.77	2.84	19.82	2.62	0.13	.940
TC	143.62	11.63	143.20	11.77	143.77	12.10	143.12	10.62	0.05	.984

Note: PL= Planning Lessons, CM= Classroom Management, KS= Knowledge of Subject, IPR= Interpersonal Relationships, DTLM= Development of Teaching Learning Material, TM=Time Management, EPDTL= Evaluation Process During Teaching and Learning, CRWPCOA= Competencies Related to Working with Parents, Community and Other Agencies, TC= Teaching Competency (Overall).

In table no. 3, the result of one-way ANOVA shows that teachers having various years of teaching experience did not exhibit any significant difference concerning overall teaching competency with $F(3, 306) = 0.05$ and the $p = 0.984$ ($p > 0.05$). Similarly, the results indicate that there was no significant difference among the four groups in all the eight dimensions of teaching competency. Thus, H_{02} is failed to be rejected for all the parts and it suggests that there is no significant difference in Teaching Competency among senior secondary school teachers regardless of their years of teaching experience.

Findings and Discussion:

The majority of senior secondary school teachers, according to the study's findings, possess high level of teaching competency, and there was no significant difference between Government and Private senior secondary school teachers in terms of their overall teaching competency. The findings of this study corroborate those of Justin Antony's (2014) and Raj and Verma's (2018) studies, which showed

that high school teachers possess a high level of teaching competency. The results of the study conducted by Selvam (2012) and Nirmala Devi (2014), which revealed that management variables had no discernible impact on higher secondary school teachers' teaching competency, are likewise in agreement with the results of the current study. The outcomes of dimension wise analysis revealed that teachers did not differ in Classroom management, Development of teaching learning material, Time management, Evaluation process during teaching and learning, and Competencies related to working with parents, community and other agencies based on management whereas they differed in Planning lesson, Knowledge of subject and Interpersonal relationship based on the management. Another finding of this study was that teachers did not differ according to their various years of teaching experience in any of the eight dimensions of teaching competency and overall teaching competency. This finding is consistent with research by Selvam (2012) and Nirmala Devi (2014), which found no significant relationship between instructors' experience and teaching competency for higher secondary school teachers.

Conclusion:

Effective teaching and learning depend on teachers having high level of teaching competency. As a result, it is necessary to conduct in-service training programmes and continuous professional development programmes for teachers who possess average level of teaching competency in order to improve that level. To improve teaching competency, senior high school teachers should be more aware of the benefits of reflective teaching practises. It is necessary to provide training sessions and refresher courses on lesson preparation, subject knowledge improvement, and interpersonal relationship building for teachers in Government senior secondary schools in order to reduce the differences in terms of management variable in planning lessons, knowledge of subjects, and interpersonal relationships as revealed by this study's findings. Teachers in government schools can participate in professional development programmes that focus on the use of reflective practises. Teachers must advance all facets of their teaching competency if they are to successfully adapt to changing situations and needs and implement effective teaching learning processes.

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A Study on Collection Development and Services of E-Resources Among the Deemed to Be University Libraries in Bangalore, Karnataka

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Abstract:

Academic library is a vital part of a higher education system, and it is very important that libraries have acquire adequate information resources and which relevant and make them to access easily library users. The present study focuses on the awareness and it's usage of e-resources by the students of selected deemed to be universities in Bangalore. The study reveals the problems encountered while using e-resources as well as the satisfaction level of the students. A total of 300 Questionnaires were distributed to the students. 259 (86.33 %) fully completed questionnaire were returned back. A survey was carried out and suitable methods and technologies were used for data collection and analysis. This paper findings shows that the majority of users were aware about the availability of E-resources and they are satisfied with available e-resources.

Keywords: Collection development, Deemed Universities-resources, Information communication technology, Library services

Introduction:

Generally, e-resources has improved library services. Since most current information is stored electronically, digitalization has significantly assisted librarians in their jobs such as cataloguing, reference, circulation, and serial control. The library as a service-based institution is not left out since new technology has modified many library services and operations. For example, information storage mediums have evolved to include Flash drives, CD-ROMs, hard drives, and cloud storage. Certainly, some libraries have been able to keep up with the advancements in technology, while others still need help.

According to Omekwu (2004), information technology has created new libraries and ways of spreading information. Libraries today include automated, polymedia, electronic, virtual, and digital libraries. Each kind of IT-driven library system has its own characteristics, needs, service model, and issues. According to

Nwalo (2000), the use of IT in library services has greatly improved and expanded services. Mosuro (2000) emphasises the importance of IT in library functions: IT advancements have allowed libraries and information centres to acquire, organise, store, and distribute information more efficiently. New information technologies are altering libraries and librarianship and have the ability to change the status quo. Computers and other information technologies now play a major part in data management. No academic library can operate successfully without adequate IT usage. Libraries are vital in meeting users' information requirements. Considering the relevance and roles it plays in information dissemination, university libraries and libraries need to use ICT in their everyday library operations.

Library collection development is moving towards electronic documents and networked information sources. The concept of collection development, which involves building, expanding, dealing with selection and purchase of library items, is evolving towards collection management. Libraries and librarians are now struggling with combining print and electronic information resources including CD-ROM, online, and internet, Shahnaz (2012) A variety of actions connected to the establishment of a library collection are described in the American Library Association's (1983) glossary of library and information science as "determining and coordinating selection policy, assessing user and prospective user requirements, conducting collection usage studies, conducting collection evaluation, identifying collection needs, selecting resources, preparing for resource sharing, and maintaining and updating the library collection." Shipman (1975) defines it as "the whole of a library's collections; books, pamphlets, manuscripts, punched cards, serials, government papers, microfilm, and computer tapes.

Related Studies:

Tiamiyu (2000) listed the benefits of ICT in collection development as: reducing duplication in data entry, improving control and speed of operations; increasing range and depth of service; reducing staff costs; improving staff morale and prestige, and improving the ability to share bibliographic data and resources with other libraries. Research conducted at Pakistani academic libraries by Ramzan and Singh (2009) revealed that there was a low degree of IT availability, particularly in the lack of computer equipment and email and internet access. Standard library software should be used in order to completely automate the responder libraries. Online resources, on the other hand, were discovered to be numerous and comprehensive. According to Anaeme (2006), the rapid growth of ICT applications in libraries, particularly academic libraries, has changed the design and nature of library services. The public used to have to go to a library to get information that was easy to understand and comprehensive. According to the International Federation of Library Associations (2012), electronic resources are

"materials accessible by computer, whether by personal computer, mainframe, or mobile devices." to a lack of financing, the availability and usage of electronic information resources has increased dramatically during the last two decades. As a consequence, university libraries have turned to ICT and partnerships with other libraries and information centres to keep their collections relevant to their users. Online databases and public access catalogues include print, pre-print, and archived materials. In the opinion of Heidorn (2011), computer technology and telecommunications have transformed the ways of gathering information, storing it, analysing it, and communicating that information. Academic librarians must therefore look outside the usual collection development methods. According to Ogogua, Emerole, and Egwin (2007), the use of ICT in collection growth would lead to less focus on physical library space and more on paperless or electronic information services.

Objective of the Study:

The primary objective of this study is to determine the degree to which information technology environments are used in collection development and services in deemed to be university libraries.

1. To examine the different deemed to be university library users.
2. To know the purpose and frequency of usage of the e-resource
3. To find out the utilisation of library resources and services.
4. To assess user satisfaction with library resources.
5. To Study the Awareness and Use of E-Resources in Libraries.

Statement of the Problem:

E-resources is progressively essential to service delivery, particularly in university libraries. Because technologies allow sharing of resources between university libraries, enhance the effectiveness and efficiency of service delivery, reduce time, and allow quick and simple access to networked resources and web-based services, university libraries will provide more up-to-date information to their users.

Scope and Limitation of the Study:

According to UGC, 14 were deemed to be universities in Karnataka, out of which six universities were selected for this study. This study surveyed the use of e-resources in collection development in selected deemed universities in Bangalore, which are shown in table

Sl. No	Name of University	University Address	Library Website Address
1	Christ	Library Path, Bhavani Nagar, S.G. Palya, Bengaluru, 560029	http://library.christuniversity.in
2	Indian Institute of Science	IISc Campus, Gulmohar Marg, Devasandra Layout, Bengaluru, 560012	https://library.iisc.ac.in/
3	International Institute of Information Technology	26/C, Electronics City, Hosur Road, Bengaluru 560100	https://www.iiitb.ac.in/library-collection
4	Jain	44/4, District Fund Road, behind Big Bazaar, Jayanagara 9th Block, Bengaluru, 560069	https://www.jainuniversity.ac.in/library-resource-center/
5	Jawahar Lal Nehru Centre for Advanced Scientific Research	Rachenahalli Lake Rd, Jakkur, Bengaluru, 560064	http://lib.jncasr.ac.in/
6	Swami Vivekananda Yoga Anusandhana Samsthana	Eknath Bhavan, #19, Gavipuram Circle, Kempegowda Nagar, Bangalore Agrahara, Bangalore-560018	https://svyasa.edu.in/library.html

Data Analysis and Interpretation:

Table 01: University wise distribution of questionnaire.

Deemed-to-be-University	Questionnaire Distributed	Received
Christ	50	43
Indian Institute of Science	50	46
International Institute of Information Technology	50	41
Jain	50	40
Jawaharlal Nehru Centre for Advanced Scientific Research	50	45

Swami Vivekananda Yoga Anusandhana Samsthana	50	44
Total	300	259

Table 1 shows that all six universities were distributed equally with 50 questionnaires. The Indian Institute of Science returned 46 filled questionnaires, followed by the Jawaharlal Nehru Centre for Advanced Scientific Research with 45, Swami Vivekananda Yoga Anusandhana Samsthana 44, Christ 43, International Institute of Information Technology 41, and Jain 40.

Figure 01: Gender wise distribution of the respondents

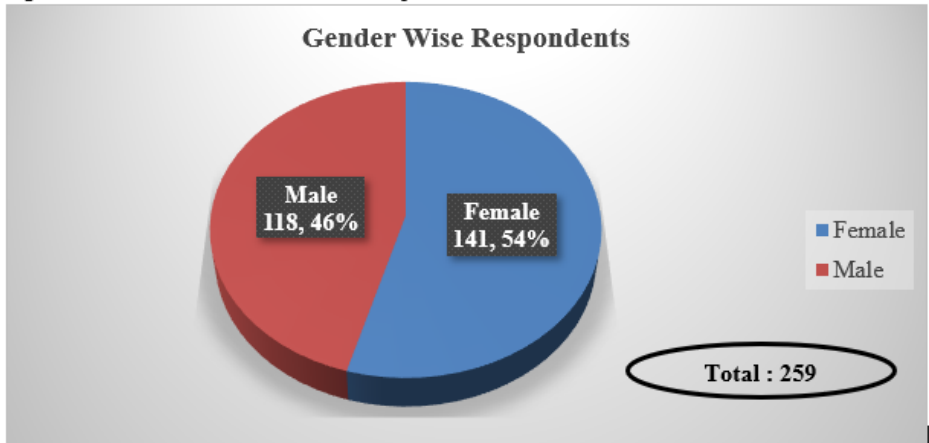


Figure 1 describes the gender distribution of respondents. There are 141 (54%) female respondents and 118 (46%) male respondents out of a total of 259 respondents.

Table 2: Awareness and Usage of Electronic Resources

Resources	Awareness		Usage	
	Yes	No	Yes	No
E-Audio / Video Lectures	187 (72.2 %)	72 (27.8 %)	134 (51.74 %)	125 (48.26 %)
E-Books	236 (91.12 %)	23 (8.88 %)	169 (65.25 %)	90 (34.75 %)
E-conference proceedings	169 (65.25 %)	90 (34.75 %)	142 (54.83 %)	117 (45.17 %)
E-Journals / Magazines	227 (87.64 %)	32 (31.67 %)	203 (78.38 %)	56 (21.62 %)
E-Research reports / Projects	177 (68.33 %)	82 (34.75 %)	157 (60.62 %)	102 (39.38 %)
E-Dissertation / Thesis	169 (65.25 %)	90 (34.75 %)	138 (53.28 %)	121 (46.72 %)
Open Access resources	209 (80.7 %)	50 (19.3 %)	183 (70.65 %)	76 (29.35 %)

Table 2 describes the respondents' awareness and usage of the electronic resources. It is evident from the table that 187 (72.2 %) are aware of the E-Audio/Video Lectures resources, while 72 (27.8 %) respondents are not aware of the resource. Pertaining to the usage of the E-Audio/Video Lectures resources, 134 (51.74 %) are using the resource, while 125 (48.26 %) are not using this resource.

236 (91.12 %) respondents are aware of the E-books resources, while 23 (8.88 %) respondents are not aware of the resource. Pertaining to the usage of the E-books resources, 169 (65.25 %) respondents are using the resource, while 90 (34.75 %) respondents are not using it.

169 (65.25 %) respondents are aware of the E-conference proceedings resources, while 90 (34.75 %) respondents are not aware of the resource. Pertaining to the usage of the E-conference proceedings resources, 142 (54.83 %) respondents are using the resource, while 117 (45.17 %) respondents are not using it.

227 (87.64 %) respondents are aware of the E-Journal/Magazine resources, while 32 (31.67 %) respondents are not aware of the resource. Pertaining to the usage of the E-Journal/Magazine resources, 203 (78.38 %) respondents are using the resource while 56 (21.62 %) respondents are not using it.

177 (68.33 %) respondents are aware of the E-Research reports / Projects resources, while 82 (34.75 %) respondents are not aware of the resource. Pertaining to the usage of the E-Research reports / Projects resources, 157 (60.62 %) respondents are using the resource while 102 (39.38 %) respondents are not using it.

169 (65.25 %) respondents are aware of the E-Dissertation / Thesis

resources, while 90 (34.75 %) respondents are not aware of the resource. Pertaining to the usage of the E-Dissertation / Thesis resources, 138 (53.28 %) respondents are using the resource while 121 (46.72 %) respondents are not using it.

209 (80.7 %) respondents are aware of the Open Access resources, while 50 (19.3 %) respondents are not aware of the resource. Pertaining to the usage of the Open Access resources, 183 (70.65 %) respondents are using the resource while 76 (29.35 %) respondents are not using it.

Figure 02: Sources of awareness about e-resources

Figure 02 shows that respondents knew about the availability of e-resources from the library through a variety of sources. Through library staff and library website (25.87 % and 23.55%), respectively, are the main sources by which respondents come to know about e-resources. 22.39% got aware through library visits, 18.53 % from faculties, and only 9.65 % got aware through their friends. The study's findings show that library staff's efforts to make students aware of e-resources are adequate.

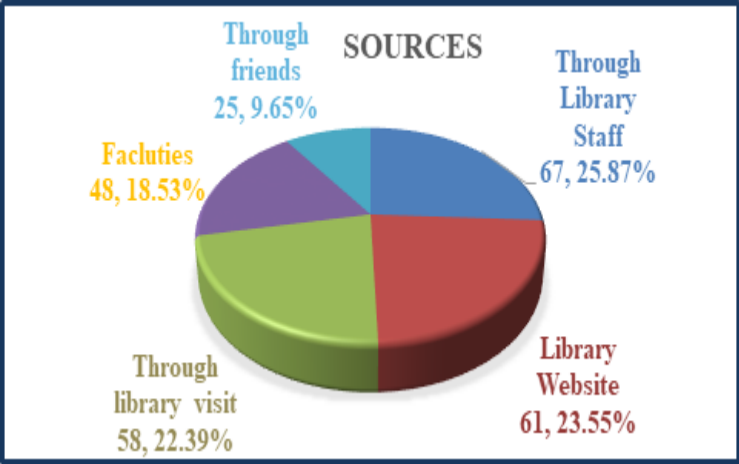


Figure 03: Methods of learning to use

The respondents were asked a question on how they learned to use e-resources. The obtained responses are shown in Figure 02.

The respondents learned to use e-resources mainly by "guidance from library staff" 95, (36.68 %), "User trainings programs" 87, (33.59 %), "Self-learning / trial and error" 46, (17.76%) and at last through "guidance from friends" 31, (11.97%).

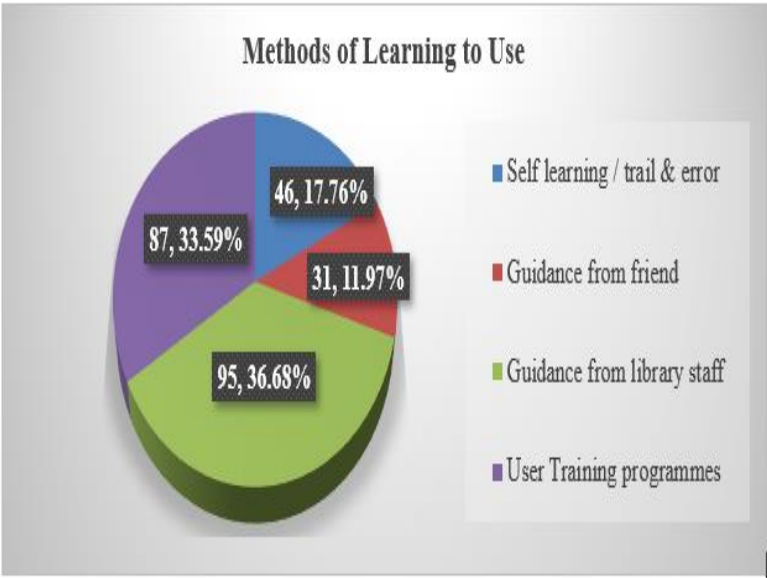


Table 03: Purpose of Using E-resources

Purpose	Responses	Percentage
To update knowledge	134	51.73
For studying	93	35.91
For writing research paper	79	30.5
Preparation for seminar/ conference/ workshop	81	31.28
For general information	138	53.28
Any other works	43	16.6

Note: The total sample exceeds the required size sincethe questions are framed in multiple choice formats

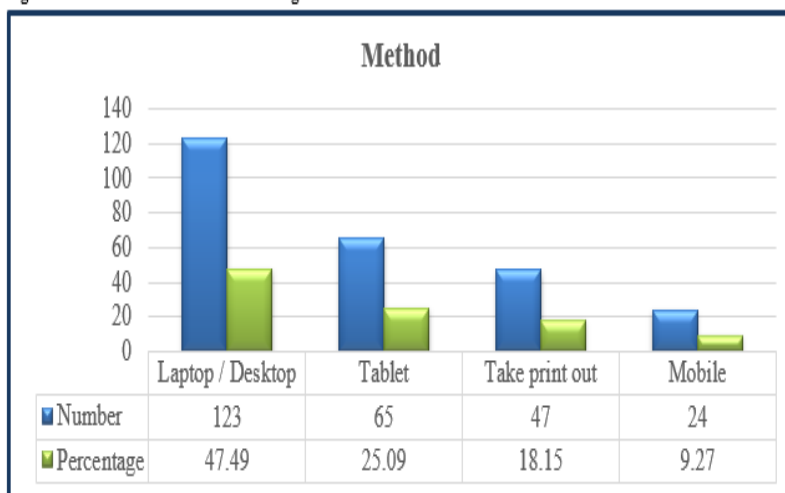
From the Table 03, it is clear that 138 respondents (53.28%) use e-resources for general information followed by 134 respondents (51.73 %) who use e-resources for update knowledge, 93 respondents (36.91%) who use e-resources for studying, 81 respondents (31.28 %) who use e-resources for preparation for seminar/ conference/ workshop, 79 respondents (30.5%) who use e-resources for writing research paper while only 43 respondents (16.60 %) use e-resources for other works like taking exams, etc.

Table 04: Frequency of access e-resources

Frequency of Access	No. of Respondents	Percentage
Daily	97	37.45
Weekly	64	24.71
Fortnightly	46	17.76
Monthly	33	12.74
Occasionally	19	7.34
Total	259	100

The table 04 shows the frequency of use of e- resources by the respondents. Majority of the respondents show that 97 (37.45%) use e-resources daily, followed by 24.71% weekly, 17.76% fortnightly, 12.74% monthly and only 19 of them use e-resources occasionally.

Figure 04: Preferred Method for Reading E-resources



Respondents were asked to mention how they use e-resource content. It was observed from the analysis that 47.49% of respondents Laptop / Desktop, 25.09% of respondents through tablet, 18.15% of respondents take printouts from e-resources and less than 9.27% of respondents read through mobile.

Table 05: Satisfaction towards E-resources

The respondents were asked to rank their satisfaction with their library' e-resource services as fully satisfied, satisfied, undecided, partially satisfied, or not satisfied. Table 05 displays the responses collected.

Respondents level of satisfaction with E-Audio / Video Lectures. 17.76% are

fully satisfied, 25.48% are satisfied, 33.21% are undecided, 12.74% are partially satisfied, and 10.81% are not satisfied with regards to e-journal availability in the libraries.

E-books are the next most satisfying resource. 20.94% are fully satisfied, 40.15% are satisfied, 18.92% are undecided, 10.04% are partially satisfied and 6.95% are not satisfied with E-books.

The satisfaction level towards e- conference proceedings shows that 19.69% are fully satisfied, 29.34% are satisfied, 32.05% are undecided, 10.81% are partially satisfied and 8.11% are not satisfied.

Satisfaction towards E-resources	Fully Satisfied	Satisfied	Undecided	Partially Satisfied	Not Satisfied
E-Audio / Video Lectures	46 (17.76 %)	66 (25.48 %)	86 (33.21 %)	33 (12.74 %)	28 (10.81%)
E-Books	62 (23.94 %)	104 (40.15 %)	49 (18.92 %)	26 (10.04 %)	18 (6.95 %)
E-conference proceedings	51 (19.69 %)	76 (29.34 %)	83 (32.05 %)	28 (10.81 %)	21 (8.11 %)
E-Journals / Magazines	47 (18.15 %)	113 (43.63 %)	62 (23.94 %)	18 (6.95 %)	19 (7.33 %)
Institutional repository	54 (20.85 %)	119 (45.95 %)	51 (19.69 %)	22 (8.49 %)	13 (5.02 %)
E-research reports / Projects	53 (20.46 %)	91 (35.14 %)	48 (18.53 %)	39 (15.05 %)	28 (10.82 %)
Open Access resources	41 (15.84 %)	87 (33.59 %)	67 (25.86 %)	33 (12.74 %)	31 (11.97 %)

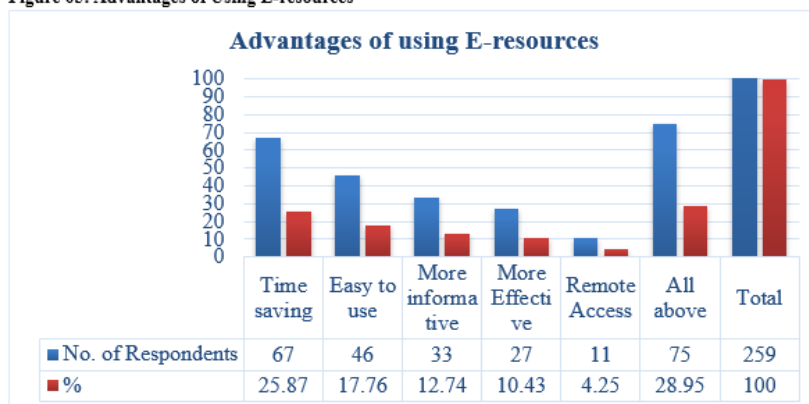
For satisfaction towards E-Journals / Magazines 18.15% are fully satisfied, 43.63% are satisfied, 23.94% are undecided, 6.95% are partially satisfied and 7.33% are not satisfied.

Institutional repository satisfaction level is 20.85% are fully satisfied, 45.95% are satisfied, 19.69% are undecided, 8.49% are partially satisfied and 5.02% are not satisfied.

As regards to other e-resources, E-research reports / Projects, 20.46% are fully satisfied, 35.14% are satisfied, 18.53% are undecided, 15.05% are partially satisfied and 10.82% are not satisfied. Respectively for Open Access resources 15.84% are fully satisfied, 33.59% are satisfied, 25.86% are undecided, 12.74% are partially satisfied and 11.97% are not satisfied.

As a result, it was revealed that respondents are generally satisfied with the availability of electronic resources in their libraries. The highest levels of satisfaction were observed for e-journals, E-books, and institutional repositories.

Figure 05: Advantages of Using E-resources



The figure explains that the majority of respondents prefer electronic resources over print resources because 75 (28.95%) believe that e-resources save time, are easier to use, are more informative, efficient, and offer remote access. followed by 67 (25.87%) who find it time-saving, 46 (17.76%) who find it easy to use, 33 (12.74%) who believe e-resources are more informative, and 11 (4.25%) who believe remote access to e-resources is a great advantage.

Table 06: Problem Faced will using E-Resources

Problems	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Credibility and quality issue	15 (5.79 %)	69 (26.64 %)	60 (23.17 %)	101 (39 %)	14 (5.4 %)
Difficulty in finding relevant information	20 (7.72 %)	92 (35.52 %)	37 (14.29 %)	97 (37.45 %)	13 (5.02 %)
Discomfort in online reading	19 (7.34 %)	104 (40.15 %)	31 (11.97 %)	84 (32.43 %)	21 (8.11 %)
Do not have remote access	67 (25.87 %)	110 (42.47 %)	27 (10.42 %)	47 (18.15 %)	8 (3.09 %)
Information overload	19 (7.34 %)	95 (36.68 %)	54 (20.85 %)	81 (31.27 %)	10 (3.86 %)
Lack of guidance from library staff	13 (5.02 %)	23 (8.89 %)	72 (27.79 %)	135 (52.12 %)	16 (6.18 %)
Lack of IT knowledge	14 (5.41 %)	43 (16.6 %)	45 (17.37 %)	129 (49.81 %)	28 (10.81 %)
Limited number of titles available	44 (16.99 %)	104 (40.15 %)	45 (17.37 %)	54 (20.85 %)	12 (4.64 %)
Slow download speed	23 (8.88 %)	59 (22.78 %)	36 (13.9 %)	98 (37.84 %)	43 (16.6 %)

Respondents were asked a question about barriers or problems they encountered when accessing and using electronic resources. When gathering

information from the Respondents were asked to indicate the problems they encountered when searching for information using electronic resources. Table-06 reveals that 104 respondents (42.47 %) agreed that they face problem related to do not have remote access, followed by 104 (40.15 %) who found discomfort in online reading, further followed by 95 (36.68 %) information overload, 92 (35.52 %) 22 (12.23%) difficulty in finding relevant information.

Table 07: Overall Satisfaction level of using E-resources and Services

Level of Satisfaction	No. of Respondents	Percentage
Satisfied	98	37.84%
Very Satisfied	43	16.60%
Extremely Satisfied	46	17.76%
Partially Satisfied	29	11.20%
Dissatisfied	43	16.60%
Total	259	100%

Table 07 depicts that majority of the respondents are satisfied with the subscribed e- resources and services, 37.84 % were satisfied, followed by 16.60% were very satisfied, 17.76% were extremely satisfied, 11.20% were partially satisfied. 16.60% of respondents were dissatisfied.

Conclusion:

In this era of information overload, electronic resources play a vital role in acquiring up-to-date knowledge. A wide variety of electronic resources, information is available in different formats. The major challenge to the librarian is to identify the relevant electronic resource among the many available and select the relevant one, making it available to users. The research clearly shows that e-resources are accepted by users, and usage is increasing over time. The study concludes that e-resources are aware to the majority of students. Students increasingly depend on electronic resources to access relevant information for their studies. Based on the findings of this study, it is suggested that library staff try to educate users about subscribed e-resources by organizing training and orientation programs for them.

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A Comprehensive Study on Bhagavad-Gita and its Impact on Modern Management Education System in Bharat

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Abstract:

The Bhagavad Gita, a sacred Hindu text, has had a significant impact on modern management education in Bharat. This ancient scripture is a profound source of wisdom on leadership, decision-making, and human behavior, which has been utilized by management scholars and practitioners to develop a unique approach to modern management.

The Bhagavad Gita's teachings emphasize the importance of self-awareness, detachment and detachment and the attainment of one's goals through a holistic approach to life. These principles align with the contemporary management philosophy that focuses on ethical leadership, employee empowerment and social responsibility.

The Gita has been widely used in management education in Bharat to teach students how to lead with empathy, foster collaboration and make ethical decisions. It has also been instrumental in developing courses on leadership, organizational behavior and business ethics, which are now integral to many management programs.

Moreover, many successful business leaders in Bharat attribute their success to the lessons they learned from the Bhagavad Gita. This ancient text has influenced their management style, decision-making process and organizational culture.

In conclusion, the Bhagavad Gita's impact on modern management education in Bharat is immense. Its timeless wisdom and practical insights inspire generations of students and leaders to develop a more holistic and compassionate approach to management.

Keywords: Bhagavad Gita, Decision-Making Process, Ethical Leadership, Human Behavior and Social Responsibility

Introduction:

The Bhagavad Gita is a sacred Hindu text that has been a profound source of wisdom on leadership, decision-making, and human behavior for over 2,000 years. The Gita's teachings are highly relevant to modern management education in Bharat, where management scholars and practitioners have utilized them to develop a unique approach to management that emphasizes ethical leadership, employee empowerment and social responsibility. The following are some reasons why the Bhagavad Gita's teachings are important for modern management education in Bharat.

Leadership:

The Bhagavad Gita emphasizes the importance of leadership and provides valuable insights into what constitutes effective leadership. The Gita stresses the importance of leading by example, developing self-awareness, and cultivating a deep understanding of followers' needs and motivations. These principles are highly relevant to contemporary management theory and practice, where effective leadership is essential for organizational success.

Ethical Leadership:

The Bhagavad Gita's teachings on ethical leadership are highly relevant to modern management education in Bharat. The Gita emphasizes the importance of ethical conduct and moral values in leadership, stressing the need for leaders to act with integrity, fairness and compassion. This emphasis on ethical leadership is highly relevant to contemporary management education, where there is growing recognition of the need for organizations to act in socially responsible and ethical ways.

Self-Awareness:

The Bhagavad Gita stresses the importance of self-awareness and self-realization as key components of effective leadership. It emphasizes the need for individuals to understand themselves, their motivations, and their goals to be effective leaders. This emphasis on self-awareness is highly relevant to modern management education, where there is growing recognition of the importance of emotional intelligence and self-awareness in leadership and management.

Holistic Thinking:

The Bhagavad Gita's teachings on holistic thinking are highly relevant to modern management education in Bharat. The Gita stresses the importance of taking a holistic approach to life, considering all aspects of an issue before making a decision. This emphasis on holistic thinking is highly relevant to contemporary management theory and practice. There is growing recognition of the need for organizations to take a more holistic approach to business.

Employee Empowerment:

The Bhagavad Gita's teachings on employee empowerment are highly

relevant to modern management education in Bharat. The Gita emphasizes the importance of empowering employees and providing them with the tools and resources they need to succeed. This emphasis on employee empowerment is highly relevant to contemporary management theory and practice, where there is growing recognition of the importance of employee engagement and motivation.

Social Responsibility:

The Bhagavad Gita's teachings on social responsibility are highly relevant to modern management education in India. The Gita stresses the importance of acting in socially responsible ways and considering the impact of one's actions on others. This emphasis on social responsibility is highly relevant to contemporary management theory and practice, where there is growing recognition of the need for organizations to act in socially responsible ways.

Background:

The Bhagavad Gita is a 700-verse Hindu scripture that is part of the epic Mahabharata. It is a dialogue between Lord Krishna and Arjuna, a warrior prince, who is facing a moral dilemma before the battle of Kurukshetra. The Gita's teachings emphasize the importance of self-awareness, detachment and the attainment of one's goals through a holistic approach to life. These principles align with the contemporary management philosophy that focuses on ethical leadership, employee empowerment and social responsibility.

The Bhagavad Gita's teachings have had a significant impact on modern management education in India. Many management scholars and practitioners have used the Gita to develop a unique approach to management that is grounded in Indian philosophy and spirituality.

Literature Review:

The Bhagavad Gita's teachings have been the subject of numerous academic studies, which have explored their relevance to modern management. One such study is "The Bhagavad Gita and Leadership," by Mukund R. Dixit, which argues that Gita's teachings provide a powerful framework for ethical leadership. The study emphasizes the importance of self-awareness, detachment, and empathy in leadership and argues that these qualities are essential for building trust and inspiring followers.

Another study, "The Relevance of Bhagavad Gita in Modern Management," by Shalini Arora and Pratiksha Kukreti, explores the impact of the Gita on modern management education in India. The study argues that the Gita's teachings provide a holistic perspective on management, which emphasizes the importance of balancing material and spiritual goals. The study also highlights the Gita's emphasis on ethical leadership, employee empowerment and social responsibility, which have become integral to modern management education in India.

Methodology:

This research paper utilizes a qualitative research methodology, which involves a systematic analysis of existing literature on the Bhagavad Gita and its impact on modern management education in Bharat. The literature review is based on a comprehensive search of academic journals, books and online databases.

Results and Discussion:

The Bhagavad Gita's teachings have had a significant impact on modern management education in Bharat. The Gita's emphasis on self-awareness, detachment and the attainment of one's goals through a holistic approach to life has helped to develop a more compassionate approach to management in Bharat. The Gita's teachings have also influenced the development of courses on leadership, organizational behavior and business ethics, which are now integral to many management programs in Bharat. Moreover, the Gita's teachings have influenced many successful business leaders in Bharat.

Case studies:

Many successful business leaders in Bharat attribute their success to the lessons they learned from the Bhagavad Gita. For example, the founder of the Tata Group, Jamsetji Tata, was deeply influenced by the Gita's teachings. He believed that a business should not only make a profit but also serve the community and promote social welfare. This philosophy is still integral to the Tata Group's culture and values.

Another example is the Bharat software company Infosys, which has incorporated the Gita's teachings into its leadership development program. The program emphasizes the importance of ethical leadership, employee empowerment and social responsibility. It also includes mindfulness and meditation practices to help employees develop self-awareness and reduce stress. Some important shlokas useful for present management education:

“Karmanye Vadhikaraste Ma Phaleshu Kadachana” (Chapter 2, Verse 47)

Meaning: "You have a right to perform your prescribed duty, but you are not entitled to the fruits of action. Never consider yourself to be the cause of the results of your activities, nor be attached to inaction."

This shloka emphasizes the importance of focusing on one's duties rather than being attached to the outcomes of those duties. In management education, this shloka can be used to teach students about the importance of working hard and doing their best without worrying about the immediate results of their actions.

“Samatvam Yoga Uchyate” (Chapter 2, Verse 48)

Meaning: "Yoga is the practice of maintaining equanimity in all circumstances."

This shloka teaches the importance of maintaining balance and equanimity in all aspects of life. In management education, this shloka can be used

to teach students about the importance of emotional intelligence and maintaining a calm and composed demeanor even in high-pressure situations.

"Yogah Karmasu Kaushalam" (Chapter 2, Verse 50)

Meaning: "Yoga is a skill in action."

This shloka emphasizes the importance of skill and expertise in one's actions. In management education, this shloka can be used to teach students about the importance of developing specialized skills and expertise in their chosen fields of work.

"Sreyan Svadharmo Vigunah Paradharmat Sv-anusthitat" (Chapter 3, Verse 35)

Meaning: "It is better to do one's duty imperfectly than to perform another's duty perfectly."

This shloka emphasizes the importance of performing one's duties to the best of one's abilities rather than trying to perform someone else's duties perfectly. In management education, this shloka can be used to teach students about the importance of focusing on their strengths and abilities, rather than trying to imitate others.

"Sa taylor abhedha-yuktah dharmi visheshah yogi san" (Chapter 5, Verse 7)

Meaning: "A yogi who is united with the Supreme Lord and who no longer has any material desires has attained the state of being 'established in dharma'."

This shloka emphasizes the importance of being united with a higher purpose or goal, rather than being motivated solely by material desires. In management education, this shloka can be used to teach students about the importance of having a higher purpose or goal in their work and how this can lead to greater fulfillment and success.

These shlokas from the Bhagavad Gita can provide valuable insights and wisdom to students of management education. They teach important values such as detachment, equanimity, expertise, focusing on one's strengths and being united with a higher purpose, all of which are essential for success in modern management.

Conclusion:

In conclusion, the Bhagavad Gita's teachings have had a significant impact on modern management education in Bharat. Its emphasis on self-awareness, detachment and holistic thinking has influenced the development of a more compassionate and ethical approach to management. The Gita's teachings have also influenced the development of courses on leadership, organizational behavior and business ethics, which are now integral to many management programs in Bharat. Additionally, many successful business leaders in Bharat have incorporated the Gita's teachings into their leadership practices. This research paper highlights the relevance of the Bhagavad Gita's teachings to modern

management education and suggests that they could provide valuable insights for business leaders and managers around the world.

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ChatGPT as an Emerging Tool for Sustaining Higher Education in the light of NEP- 2020

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"Google may be only a year or two away from total disruption. AI will eliminate the Search Engine Result Page, which is where they make most of their money." - Mr Buccheit, 1st DEC, 2022

Abstract:

In recent years, the integration of Artificial Intelligence (AI) into various industries has been a major driver of technological advancements and innovation. Education is no exception to this trend, and the use of AI in education has the potential to transform teaching and learning processes. The recently released National Education Policy (NEP) 2020 in India outlines a vision for the country's education system over the next decade, with a focus on digitalization and technological integration. In this context, ChatGPT, a cutting-edge AI language model developed by OpenAI, has the potential to play a significant role in supporting the implementation of NEP 2020 and in revolutionizing higher education in India. This research paper will explore the capabilities and potential implications of ChatGPT in digitalizing higher education in India, and the role it can play in transforming the education sector in line with the goals outlined in NEP 2020.

Keywords: ChatGPT, Sustaining Higher Education, Access & Use, NEP-2020

Introduction:

National Education Policy (NEP) 2020 is a recently released policy document in India that outlines the country's vision for its education system over the next decade. It includes several key provisions aimed at transforming the education sector in India and improving the quality of education at all levels. ChatGPT and other AI (Artificial Intelligence) language models have the potential to play a role in supporting the implementation of the NEP 2020. For example, AI

language models can be used to generate educational content, provide personalized learning experiences, and assist with grading and feedback. Additionally, the use of AI in education can help to address some of the challenges faced by the education sector in India, such as shortage of qualified teachers, lack of resources, and difficulties in reaching remote or underserved populations. It's important to note, however, that the use of AI in education also raises a number of ethical and practical concerns, such as the potential for bias in AI systems, the need for transparency and accountability, and the risk of job displacement. These issues should be carefully considered and addressed as AI continues to be integrated into the education sector in India and around the world. Overall, ChatGPT and other AI language models have the potential to be valuable tools for supporting the implementation of the NEP 2020 and for transforming the education sector in India. However, it's important to approach their use with caution and to carefully consider the implications for students, teachers, and society as a whole.

Rational of the Study

Digitalization of higher education has been an emerging issue of increasing importance in recent years, particularly in the wake of the COVID-19 pandemic and the need for remote learning solutions. The National Education Policy (NEP) 2020 emphasizes the need for quality education that is accessible, equitable, and inclusive for all students in India. The use of technology, particularly AI, is seen as an important means of achieving this goal. ChatGPT, as a cutting-edge AI language model developed by OpenAI, has the potential to transform the way higher education is delivered in India by providing students with access to high-quality educational resources, improving student engagement and outcomes, and enhancing the overall educational experience. However, the use of ChatGPT and other AI language models in higher education is a relatively new and rapidly evolving in the field of educational technology. The study will contribute to the broader field of education technology by providing insights into the potential of AI language models like ChatGPT for enhancing the quality and accessibility of higher education in India. It will also provide important insights into the attitudes and perceptions of students, teachers, and educational leaders towards the use of AI in higher education, and the challenges and opportunities associated with the integration of ChatGPT into the Indian education system.

Objectives:

To study the concept of ChatGPT in Digitalization in education.

To find out the importance ChatGPT in context of NEP-2020.

To explore the access of ChatGPT in Education system.

Methods and Approaches:

Research involves the elements of observation, description and the analysis of different aspects and dimensions of every research problem. Thus, we

find three types of research in the field of Education. The study in hand broadly followed the 'Descriptive Analytical Method'. In view of its nature, data collection for the study were mostly of Qualitative kind and hence different method of qualitative analysis were employed for making an in-depth study and analysing it.

Sources of Data:

Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, books, or articles found in scholarly journals that discuss or evaluate someone else's original research. In the present study the researcher has consulted with secondary sources of data for the purpose of the research. Data mainly from several books, articles, and journals newspapers are collected from Secondary official sources.

Findings and Discussion: The concept of ChatGPT in Digitalization of Educational sector

Concept of Chat GPT in Education:

ChatGPT in education refers to the integration of a state-of-the-art natural language processing model, known as ChatGPT, into educational settings to facilitate learning and enhance student engagement. ChatGPT is a cutting-edge artificial intelligence technology that employs deep learning techniques to generate natural language responses to input text or speech, enabling students to interact with it in a conversational manner. This innovative technology has the potential to revolutionize the traditional classroom setup by providing students with personalized, interactive learning experiences that are tailored to their individual needs and preferences. Furthermore, ChatGPT can be utilized to analyze and provide feedback on student work, enabling educators to identify areas of improvement and provide targeted support. The incorporation of ChatGPT into education has the potential to revolutionize the way we teach and learn, paving the way for a more efficient and effective educational system.

Chat GPT In Digitalization of Education:

The digitalization of education has led to the paradigm shift in pedagogy, leading to the incorporation of technology in the classroom. With the advent of virtual learning environments and online platforms, the traditional modalities of imparting education are being disrupted. This transition has resulted in the democratization of education, as learners now have access to vast reserves of information and resources beyond the confines of their physical classrooms. The utilization of artificial intelligence and machine learning algorithms have facilitated personalization of learning, enabling the augmentation of student-teacher interaction and the optimization of the educational experience. Furthermore, gamification and simulation techniques have become integral components of modern education, engendering engagement, motivation, and

critical thinking among learners. Despite the plethora of benefits, the digitalization of education has also engendered new challenges such as privacy concerns, equitable access to technology, and the need for digital literacy. It is incumbent upon educators and educational institutions to embrace these challenges and leverage technology to foster a more comprehensive and enriching educational experience for learners.

Additionally, the digitalization of education has also transformed the assessment and evaluation processes, enabling real-time feedback, objective grading, and reducing the administrative burden on educators. The gamification of assessments and the utilization of online quizzes and exams have increased the efficiency and accuracy of evaluation while also providing a more engaging experience for students. Furthermore, the advent of massive open online courses (MOOCs) has allowed for the democratization of higher education, providing learners with access to a vast array of educational resources from prestigious universities worldwide. However, the digitalization of education also requires new competencies and skills among learners such as digital literacy, critical evaluation of online information, and the ability to collaborate and communicate effectively in virtual environments. This highlights the need for educational institutions to provide students with a holistic education that prepares them not just for their academic pursuits but also for the challenges and opportunities of the digital age.

ChatGPT, as an AI-powered language model developed by OpenAI, can play a significant role in the digitalization of higher education in several ways:

1. Personalized learning: ChatGPT can be integrated into virtual learning environments to provide students with personalized learning experiences by answering their questions, providing feedback, and offering explanations in a conversational manner.

2. Automated assessment: ChatGPT can be used to automatically grade essays, short answer questions, and other written assignments, reducing the burden on educators and providing faster and more objective feedback to students.

3. Virtual tutoring: ChatGPT can be utilized as a virtual tutor that can interact with students, providing them with explanations, guidance, and support in real-time.

4. Content creation: ChatGPT can be used to generate educational content such as summaries, outlines, and study guides, allowing educators to save time and focus on other aspects of their teaching.

5. Research assistance: ChatGPT can assist students and researchers in their academic pursuits by providing information, suggesting sources, and even generating original research insights and ideas.

By leveraging the capabilities of ChatGPT, educational institutions can provide students with more engaging, efficient, and effective learning experiences,

enabling them to succeed in the digital age.

Importance of ChatGPT in Educational Field in the context of NEP-2020:

The importance of ChatGPT in education is becoming increasingly apparent in the context of the recently introduced National Education Policy of 2020 (NEP-2020), which emphasizes the need for the integration of modern technologies in education to enhance the quality of learning. ChatGPT is a powerful natural language processing model that employs deep learning techniques to generate text and speech-based responses, enabling a conversational interface for interaction with students. The integration of ChatGPT in the education sector can provide students with personalized and engaging learning experiences that are tailored to their individual needs, in alignment with the NEP-2020's emphasis on promoting student-centric and personalized learning. Furthermore, ChatGPT can be used to provide immediate and constructive feedback on student work, supporting the NEP-2020's focus on continuous and formative assessment. In addition, ChatGPT can assist in breaking down language barriers by providing real-time translation services, thereby promoting the NEP-2020's vision of promoting multilingualism and inclusivity in education. The incorporation of ChatGPT in education can thus play a crucial role in realizing the goals of the NEP-2020 by providing a more interactive and immersive learning environment that supports the holistic development of students.

Moreover, the use of ChatGPT in education can help bridge the digital divide by making quality education accessible to all students, regardless of their location or socio-economic background. The NEP-2020 recognizes the need for promoting digital infrastructure and technologies in education, and the integration of ChatGPT can facilitate this objective by providing a platform for remote learning, particularly in the wake of the COVID-19 pandemic. The use of ChatGPT can also enable the creation of virtual classrooms that can be accessed by students from anywhere in the world, enabling the NEP-2020's vision of promoting internationalization and global citizenship in education. Additionally, ChatGPT can be employed in the development of intelligent tutoring systems that can provide students with personalized guidance and support, thereby promoting the NEP-2020's emphasis on promoting critical thinking, creativity, and problem-solving skills. The incorporation of ChatGPT in education can thus provide a range of benefits that are aligned with the goals of the NEP-2020, making it a crucial tool for the modernization of the education sector in India.

Furthermore, the incorporation of ChatGPT in education offers a viable solution to the issue of teacher scarcity, as it can function as a virtual aide in providing individualized assistance to students. Routine duties such as grading, answering questions, and supplying feedback can be automated through ChatGPT, allowing educators to allocate more time to imaginative and inventive tasks, like

designing captivating learning experiences. NEP-2020 recognizes the indispensable role of teachers in advancing quality education and underscores the significance of their professional growth. By providing a means for teacher training and support, ChatGPT can aid in fulfilling this objective. A centralized knowledge database accessible to both pupils and educators can be created using ChatGPT, fostering continuous learning and upskilling as envisioned by NEP-2020. Hence, we can say, ChatGPT's integration in education can have a profound impact on India's education sector, paving the way for a more adaptable, tailored, and comprehensive approach to education.

Relationship between ChatGPT and Digitalization of Higher Education in NEP-2020

The National Education Policy (NEP) 2020 envisions a comprehensive transformation of the Indian education system, with a focus on digitalization and technology-enabled learning. In this context, the relationship between ChatGPT and the digitalization of higher education is both symbiotic and seminal. On the one hand, ChatGPT's advanced natural language processing capabilities and AI-powered decision-making can facilitate the implementation of the NEP's goals, such as personalized learning, virtual tutoring, and real-time assessment and feedback. On the other hand, the NEP's emphasis on digitalization and technology-enabled learning creates a conducive environment for the deployment and utilization of ChatGPT in the education system. The integration of ChatGPT into the Indian higher education system, in accordance with the principles and objectives of the NEP, can result in a more inclusive, equitable, and effective learning experience for students and a more streamlined and efficient educational system for educators and administrators. This symbiotic relationship between ChatGPT and the NEP highlights the significance of technological advancements in facilitating the realization of a modern, globally-competitive, and technologically-savvy education system.

Furthermore, ChatGPT's ability to generate and analyze large amounts of data can provide valuable insights into student learning patterns, preferences, and challenges. This data can inform the design and implementation of educational programs and initiatives, helping to ensure that the NEP's goals of student-centered, competency-based learning are achieved. Additionally, ChatGPT can also help to address some of the challenges facing the education system, such as unequal access to quality education and the shortage of skilled educators. For example, ChatGPT can be used to provide remote and rural students with access to high-quality educational resources and support, helping to close the digital divide and ensuring that all students have the opportunity to succeed. Moreover, ChatGPT's virtual tutoring capabilities can help to alleviate the shortage of skilled educators in remote and rural areas, providing students with access to qualified

and experienced instructors. In conclusion, the relationship between ChatGPT and the digitalization of higher education in the context of the NEP-2020 is characterized by mutual benefits and opportunities for innovation, providing a foundation for the transformation of the Indian education system into a world-class, technology-enabled learning environment.

Accessing Procedure of ChatGPT in Education System:

Accessing the ChatGPT system in the education sector can be a complex process that requires technical expertise and a deep understanding of the underlying technologies. The first step in accessing ChatGPT is to obtain the necessary infrastructure and hardware required for running the model. This typically involves setting up a high-performance computing system, with specialized processors and memory capacity that can support the intensive processing demands of the model. Once the hardware is in place, the next step is to configure and install the software required for running the ChatGPT model, which involves setting up a suitable programming environment and installing the required libraries and dependencies. After the software is installed, the model must be trained using a large corpus of data that is relevant to the education domain, which requires significant computational resources and expertise in machine learning algorithms. Once the model is trained, it can be integrated into the education system through the development of an application programming interface (API) that can provide a user-friendly interface for interaction with the model. The API can be integrated with various educational tools and platforms, such as learning management systems, chatbots, and virtual assistants, to provide a seamless and engaging learning experience for students. Overall, accessing the ChatGPT system in the education sector requires a significant investment in infrastructure, software, and expertise, but the potential benefits of using this technology for personalized learning and assessment make it a promising avenue for modernizing the education system.

Aside from technical challenges, ethical considerations must also be taken into account when accessing and utilizing the ChatGPT system in education. These ethical considerations involve issues surrounding privacy and security, as the system processes vast amounts of student data. It is crucial to implement adequate measures to protect student data from unauthorized access and misuse. Furthermore, concerns about fairness and bias of the ChatGPT model arise since it is trained on a large corpus of data that may contain inherent biases or inaccuracies. Regular audits and evaluations of the model must be carried out to guarantee that it is bias-free and produces unbiased and accurate outcomes. Lastly, the integration of ChatGPT in education can impact the traditional teacher-student dynamic, posing new roles and responsibilities for educators. It is essential to ensure that teachers are appropriately trained and supported in the use of ChatGPT,

and that the technology is employed to complement, rather than substitute, the critical role of teachers in promoting quality education.

The ChatGPT system's continued relevancy and efficacy in the dynamic education sector necessitate constant updating and refinement, informed by the latest research in natural language processing and machine learning. Adaptability to the evolving needs and preferences of learners is paramount, requiring collaboration with stakeholders, including educators, pupils, and parents, to align with educational objectives. Ethical utilization of ChatGPT demands establishment of transparent guidelines and policies, and upholding the principles of impartiality, justice, and inclusivity. Despite challenges, ChatGPT's potential to foster customized learning, improved access and flexibility, and teacher training and support, propels education towards progress in the contemporary era.

How to Use ChatGPT in Education

The use of ChatGPT in education has gained significant attention in recent years due to its ability to create a dynamic and immersive learning environment, where students can engage with the material and receive immediate feedback. With the power of deep learning and natural language processing, ChatGPT can analyze large amounts of data and identify patterns to provide personalized learning experiences to students. By utilizing machine learning algorithms, ChatGPT can adapt to the learning styles and preferences of individual students and provide them with relevant and engaging content. In addition, ChatGPT can provide instant answers to students' questions, saving time and increasing their understanding of complex topics. The incorporation of ChatGPT in education has the potential to revolutionize the way we approach learning and provide students with a more interactive and engaging learning experience.

Moreover, ChatGPT can also be utilized to create educational chatbots, which can provide students with a conversational interface to interact with educational content. These chatbots can be customized to address specific learning objectives, providing students with a personalized learning experience that meets their individual needs. Additionally, the use of ChatGPT in education can help overcome language barriers by providing translation services in real-time, allowing students from different cultural backgrounds to learn together in a more inclusive environment. The integration of ChatGPT in education has the potential to change the way we approach teaching and learning, providing a more personalized and inclusive experience that can empower students to achieve their full potential.

There are several ways to use ChatGPT, including the following:

OpenAI API: The OpenAI API is a cloud-based service that allows developers to integrate ChatGPT into their applications and use its capabilities to generate text responses. To use the API, you'll need to sign up for an API key and

follow the API documentation to make requests and retrieve responses.

OpenAI playground: The OpenAI playground is an interactive website that allows you to try out ChatGPT for yourself. To use the playground, simply type in a question or statement and ChatGPT will generate a response.

Pre-trained models: OpenAI also provides pre-trained models that can be used for specific tasks, such as question-answering or language generation. These models can be fine-tuned or integrated into applications to provide more customized results.

Regardless of the method chosen by the user, using ChatGPT typically involves the following steps:

Input: Provide ChatGPT with a prompt or question in natural language text.

Processing: ChatGPT processes the input and generates a response based on its training data and algorithms.

Output: ChatGPT returns the generated response, which can be text or other forms of output such as audio or images.

In general, using ChatGPT is relatively straightforward and can be done with minimal programming knowledge. The API and pre-trained models provide a high level of flexibility and customization, allowing developers to integrate ChatGPT into a wide range of applications and use cases.

Steps involving to Access ChatGPT Platform: Design and Diagram

ChatGPT can be accessed through a web portal, eliminating the requirement for any downloads. Despite the multitude of imitation apps flooding app stores, OpenAI has yet to introduce an authentic official app, hence caution is advised when opting to utilize them. An alternate option is to locally acquire ChatGPT through Github, although it isn't imperative for operation.

The utilization of ChatGPT chatbot is quite straightforward, as one merely needs to type in their inquiry and await the response. Nonetheless, OpenAI mandates a user account for availing its services. To create an account, you can either opt for a seamless sign-up using a Google or Microsoft account, or manually enter your email. Post that, a valid phone number must be provided (excluding virtual phone numbers). Upon receiving a confirmation code, simply enter it on the registration page to finish the process. Familiarizing yourself with ChatGPT's guidelines, including possible data inaccuracies, data collection practices of OpenAI, and ways to submit feedback, indicates a successful registration.

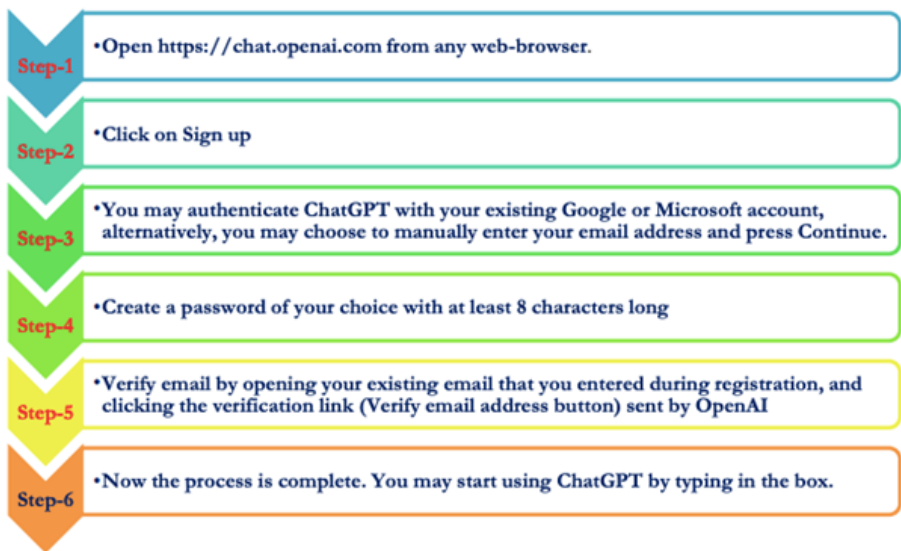


Fig-1: Create an Account in ChatGPT -Step by Step

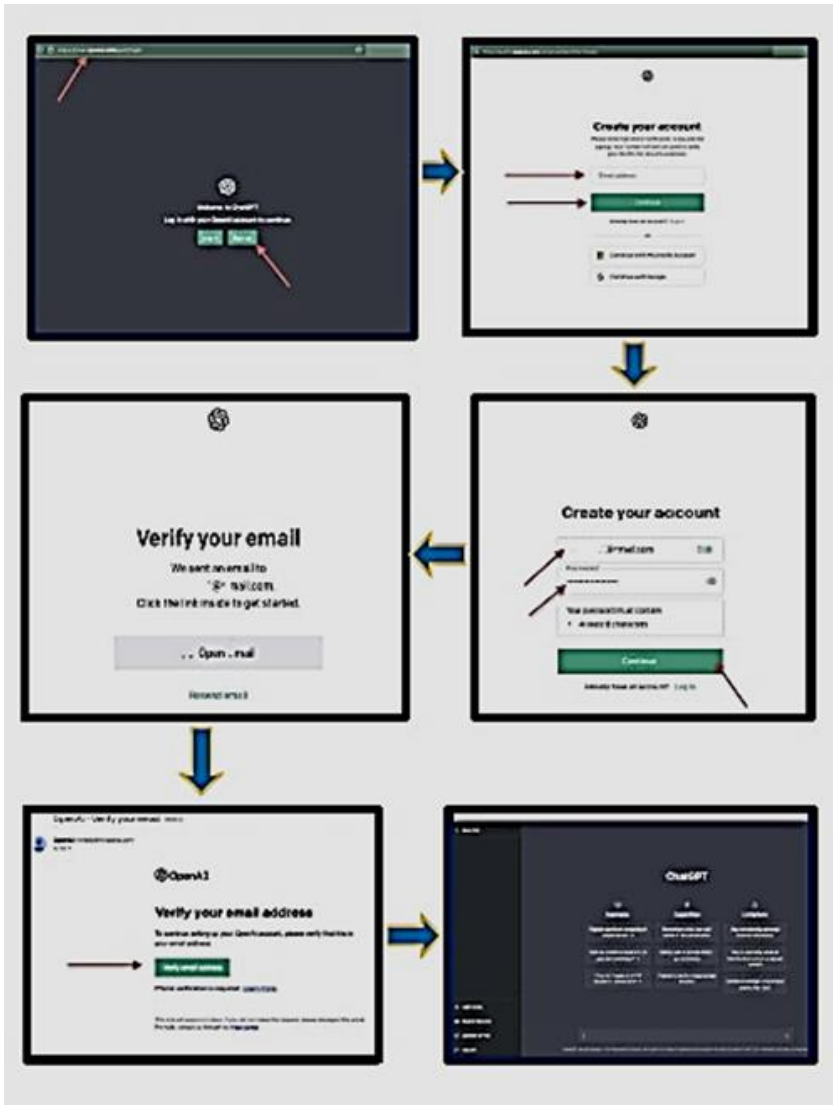


Fig-2: Process of Access to ChatGPT

Why ChatGPT is different from Google

ChatGPT and Google are both AI-powered systems that provide information and answers to users, but they differ in a few key ways:

Functionality: Google is a search engine that helps users find information on the internet. ChatGPT is a language model that can answer questions and engage in conversation with users.

Approach: Google uses a combination of algorithms and manual indexing to

retrieve information from the web. ChatGPT uses deep learning algorithms to generate text responses based on a large corpus of training data.

Focus: Google's focus is on providing information and answers to users, while ChatGPT's focus is on generating human-like text responses.

Accuracy: Google's search results are generally considered highly accurate, but its answers can sometimes be limited by the quality and relevance of the information available on the web. ChatGPT's answers are generated based on the patterns and relationships it has learned from its training data, which can sometimes result in incorrect or misleading responses.

In summary, while Google and ChatGPT both have the potential to provide information and answers to users, they differ in their functionality, approach, focus, and accuracy.

Conclusion:

The influence of ChatGPT in education is unparalleled, as it represents a metamorphic power that has the potential to revolutionize pedagogy. By harnessing the potency of artificial intelligence and natural language processing, ChatGPT can bestow a more bespoke, interactive, and captivating academic experience upon pupils. Moreover, its adeptness to scrutinize voluminous data and furnish instantaneous feedback can ameliorate scholars' performances and encourage the formation of proficiency-based learning models. Besides, ChatGPT can offer educators and administrators valuable perspectives into pupils' learning designs, inclinations, and obstacles, empowering them to adjust their instructional strategies and schemes to cater to the individual requirements of learners. Furthermore, ChatGPT's virtual mentoring abilities can alleviate the paucity of proficient instructors in isolated and rural areas, guaranteeing that all pupils access adept and seasoned mentors. To conclude, assimilating ChatGPT into the educational system can engender an all-embracing, equitable, and efficacious educational milieu, with momentous gains for pupils, instructors, and the wider community.

Finally, we can say, ChatGPT's automation of menial tasks can augment education's effectiveness and efficiency, liberating educators to focus on more consequential activities like instructing and mentoring. Furthermore, ChatGPT can promote the cultivation of modern skills such as logical thinking, problem-solving, and cooperation, which are fundamental to achieving professional triumph in the current workforce. Moreover, it can provide educators with opportunities for perpetual learning and professional development, assisting them in keeping up with the newest technological advances and pedagogical methods. Additionally, ChatGPT's virtual learning capacity can alleviate the impact of chaotic events like pandemics and natural disasters on the education system, ensuring that students have access to high-quality educational resources and support. Ultimately,

ChatGPT is a vital element of the education system of the future, delivering an exceptional blend of versatility, efficiency, and innovation that can significantly enhance education's accessibility and quality.

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Performative Level in Comprehending Denotative Meaning in English Language of non-English-Speaking Students

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Abstract:

Language is the prominent factor in our everyday life be it in our daily communication purpose or of official use. Mother tongue or mother language is adapted by a learner from the birthtime. Gradually in school education system he/she has to learn more languages other than this one and it is called as second language, third language respectively. A language teacher can assess the difficulty and easiness of a learner in learning a new language other than mother tongue. In Indian country English is considered as a second language in most of the areas. This study aims at finding the performative level of comprehending Denotative Meaning of English language by non-English speaking students. Thus, researchers have conducted a phenomenological study and the research shows that word vocabulary, subject understanding, content understanding plays a vital role in finding meaning of a new word in English.

Keywords: English language; Denotative meaning; Second language; Word vocabulary

Introduction:

Language plays a pivotal role in our life. Language learning has been emphasized with utmost care. Understanding the necessity of language learning, Kothari Commission first necessitated and implemented the "Three Language Formula". Learning a mother tongue or first language is as natural as mother's milk, similarly, Indian education system felt the necessity of introducing a modern European language- English, a vernacular discipline dominantly got introduced. It has been observed that English language is been introduced mostly as Second Language in Indian education system where students generally learn any other Indian languages, i.e., mother tongue as their first language. Sometimes students find it challenging to learn a new language and try to maintain a distance from it, especially in case of English as a second language at various levels. This practice leads to incompetency in their understanding, and gradually, they become

alienated from learning and comprehending the second language. The present study focuses on the meaning techniques of English language learning, corroborating the ideas of denotative meaning. This study practically will help measure how far a learner can explain any piece of literature of their own.

Students from different streams at the UG level are taken as samples. Their interpretation ability will be assessed on how far they can find connotative meaning through denotative meaning from selected unseen texts. This study will bring out strengths as well as weaknesses of the learners regarding their language acquisition and comprehension ability of English as a second language. Undergraduate students from B.A., B.Sc., and B. Com. streams are being considered for the present study where their comparative and correlational ability in language learning will also be explored and gauged.

Denotative meaning is the ordinary dictionary everyday meaning of a word or expression. In denotative usage, words refer to thing and point to factual variable situation. (Udafot,1999). Connotative meaning on the other hand can tell us the implicit meaning that hidden in words, sentence or phrase (Gigir,2009).

Theoretical Background:

Denotative: A denotation is called as the core aspect of a meaning, means it is called as the literal meaning, as the meaning written in dictionary. People generally agrees about the denotative meaning. It can also be defined as the basic meaning. For example, the word 'Table' has no other meaning except a kind of furniture. Another example 'Mango' is a kind of fruit that is popular in summer season.

Denotative meaning is commonly been explained as a meaning that is based on sight, smell, listen, feeling, taste and other experiences. This kind of meaning an inferred through factual information.

This study aims to explore the performative attitude of learners in comprehending denotative meaning from an unseen passage.

The study emphasis the following objective:

To find the performative level in comprehending Denotative meaning from the unseen passages on Biography, Historical event, Digital education of non-English speaking students.

Method: Here the researcher will adopt scientific approach of non-experimental type research in broader sense. And in this method, the researcher will do a Phenomenological study through Qualitative analysis.

Research setting and design:

The study was conducted at Department of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur, C.G. The study aimed at the performative level of denotative meaning of B.Ed. students coming from different background of study. An interpretative qualitative study was conducted by giving them few unseen

passages from different genre.

Author has conducted this study at UG level students of science, social science, commerce streams by providing them some unseen passages on biography, historical event, digital education for finding denotative meanings.

Participants:

The participants for this study were selected through purposive sampling to cover the heterogeneous characteristics of the students and to obtain a rich and in-depth data through maximum variation (Merriam,2002) by considering different streams, language speakers and gender. The population was 20 in B.A., 20 in B.Sc., and 20 in B. Com. At first participants were invited to fill the open-ended questionnaire having six unseen passages from three different genre. There was no such time bound. Participants were assured about maintaining the confidentiality. The detailed participants are shown below.

Data collection: The data of this study were taken through open-ended questionnaire. The questionnaire was developed based on the previous learning experiences on English language. Students were all possess minimum qualification of graduation degree, on the basis of that the unseen passages were selected. The questionnaire was formed by instructing the respondents to find out maximum meaning they could find from the passages without anyone's assistance. After getting permission from the university authority and specific departments, the questionnaire was distributed to the participants with the assistance from the faculty administrative staff.

Data Analysis:

As it was a phenomenological study the data was analysed through interpretative way. After going through the filled answer sheet by students' descriptive analysis was done. A deep insight was applied while going through the responses provided by the students. Finally interpretative method was used for assessing the responses or meanings provided by students from those unseen passages.

Findings: After going through the responses provided by the students on the specific passages, it was observed that

Most of the students have chosen selective words from the unknown passages.

They tried to find denotative meanings from there by understanding the passage.

As the passage was from different field of knowledge; they tried to understand the passages and then created meanings.

Respondents are basically from on-English speaking sectors; so, while giving responses some of them find it difficult to find meaning from the passages.

B.Com. stream students were much quick in giving responses.

Students tried to connect those words to their cognitive level of understanding and then created meanings as instructed.

While analyzing the data it was found few more responses were of common words and few were uncommon words.

Their responses are shown below-

Table 1: Passage wise average responses

Study Program	Average Responses on Biography	Average Responses on Historical Event	Average Responses on Digital Education
B.A.	8	12	8
B.Sc.	11	10	10
B.Com.	9	8	7

Discussion: The passages were unknown and unseen to the respondents. Whatever understanding they have got from the passage, became their reason for meaning creation. Overall, students were able to understand the passage and find out Denotative meaning. The main reason behind this is the effect of word vocabulary, their locality, subject knowledge, context understanding, mental ability. Samples were taken from different streams. It was found that B. Com. students performed better than other streams. It might be the effect of their subject knowledge. It can be seen that B.A. students are able to find 8,12 & 8 denotative meanings on average from respective passages, B.Sc. students are able to find 11,10 & 10 denotative meanings on average from respective passages and B.Com. students are able to find 9,8 & 7 denotative meanings on average from respective passages. Respondents were from both Hindi speaking and non-Hindi speaking background. Overall performance of B.Sc. students is found better than other streams.

Conclusion:

At the very end it could be said that finding denotative meaning from an unseen passage depends on some facts such as subject knowledge, content understanding, mental ability. As non-English speaker student whenever they go through any unknown piece of passage, they try to grasp the content through their understanding process and then finds meaning according to the context. The meaningfulness of unseen passages makes it easier to the respondents. Different stream students have their own subject understanding

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The Women Empowerment and E-Governance: Problem & Prospect

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Abstract:

Achieving independence is not only the main objective of development but also its main approach. When understanding the true form of development, it is associated with affordability, economic wealth and the ability to live as you wish. Today, the Millennium Development Goals adopted by the United Nations in 2000. Right-centered development and empowerment have given a different dimension to the issue of development, from poverty alleviation to primary education, maintaining biological and environmental balance. Most of the countries of the world have linked the position of women with development plans and poverty alleviation programs. The world of 21st century is the age of information technology revolution. So, E-Governance where information technology is used as a means of empowerment. So, the extent to which e-governance is helping in the current debate is a process of women empowerment as well as discussion which is influencing how will be discussed.

Keywords: Empowerment, women empowerment, E-governance, Relationship between e-governance and empowerment, various stages of e-governance implementation and empowerment

From the world of thought to the world of matter there is a constant progression through a conflict. This is the core of Plato's dialogues to Hegel's conflictual or later Marx's conflictual materialism. We therefore have to adopt this dialectical approach in explaining the development process at the threshold of the twenty-first century. Whereas today the concept of development is not only associated with economics, but elimination of the main sources of lack of freedom is one of its main goals. Therefore, today's Millennium Development Goals (United Nations Millennium Development Goals in 2000) or Amartya Sen's concept of development and self-empowerment (educational opportunities and health care system) mainly when emphasis is placed on freedom, the rights-centered concept plays an important role in development thinking. In Amartya Sen's discussion on development and self-empowerment [Sen Amartya, translated by Arvind Roy (2005), page 15] said, basically the narrow view of development i.e. the increase of national wealth, the goal of development should be to eliminate the main sources of loss of freedom, excluding individual noses. These are poverty

and tyranny, lack of economic opportunity, deprivation at regular social levels, economic growth, industrialization, technological progress or modernization in social spheres, neglecting welfare, intolerance or impermissible activities of the state. Basic liberties such as access to primary education or health care are the ultimate form of development. Achieving independence is not only the main objective of development but also its main approach. When understanding the true form of development, it is associated with affordability, economic wealth and the ability to live as you wish. Today, the Millennium Development Goals adopted by the United Nations in 2000 (detailed discussion can be found at (<http://mdgs.un.org/und/mdg>)) Right-centered development and empowerment have given a different dimension to the issue of development, from poverty alleviation to primary education, maintaining biological and environmental balance. Now the concept of development is not just about legal rights, but more about the formation of these socio-economic conditions. Emphasis is given which helps the country to enjoy these legal rights. Most of the countries of the world have linked the position of women with development plans and poverty alleviation programs. The world of 21st century is the age of information technology revolution where information technology is used as a means of development. The extent to which e-governance is helping in the current debate is a process of development as well as discussion who is influencing how will be discussed.

The main objectives of the research lesson are:

1. Discussing electronic governance.
- 2 Discuss the role of e-governance in empowerment.
3. To discuss how effective e-governance is in enhancing the decision-making capacity of rural common people.
4. To discuss how effective e-governance is in improving the status of common people and establishing their rights.

Research Methodology:

Data was collected from various papers – magazines, articles, working papers, NGO reports etc. Accordingly, the present discussion highlights the problems of e-governance and its potential.

Literature Review:

Armatya Sen in his book Development and Self Power [2005] shows how different aspects of "freedom" are explained depending on the individual's own power and competence. A person's self-efficacy depends on the individual's personal character and social system. Again, Linda Maysk in her Women's Empowerment on Micro Finance Program, Strategy deployment is much more dependent on communication and economic sustainability. Jaya Iyer in his The Impact of E-governance in Public Utility Service Sector in India highlights the importance of e-governance in public services. Again, World Bank [2001]

provides information not only good governance can be built, it needs feedback [feedback] system. to stay By making citizens responsive to government, bureaucratic corruption is eliminated, government is informed about citizens' needs, and citizens feel a sense of responsibility towards society.

Empowerment:

The World Bank [Sarumathi1 and Dr. K. Mohanby (Sept. 2011)] defines empowerment as the process of making choices to increase the capabilities of individuals or groups and converting those choices into desired actions and outcomes. Central to this process are actions that create both individual and collective resources and improve the efficiency and fairness of the organizational and institutional contexts that govern the use of these resources.

According to Sen, [1993] empowerment is reflected as a person's self-efficacy, depending on a variety of factors, including individual characteristics and social systems. Empowerment is the ability to perform this power and not just the choice to do so. Sen's view of empowerment is indicated in his discussion of the measurement of empowerment (Sen 1990). According to him, the main goal should be towards some universally valued activities, which are related to the fundamentals of survival and well-being. These include proper nutrition, good health and shelter. If there are gender differences in the achievement of these basic functional goals, these can be taken as inequalities in underlying abilities.

Women Empowerment:

Women empowerment means increasing and improving the social, economic, political and legal power of women, ensuring women's equal rights and making them confident enough to demand their rights. For example

- Will be able to live their lives freely with a sense of self-worth, self-respect and self-dignity.
 - They have complete control over their lives both inside and outside the home and workplace.
 - Being able to express their own preferences and make decisions
 - Equal right to participate in any public activities, social, religious
 - Having equal social status in the society.
 - Equal rights for social and economic justice
 - Determining financial and economic choices,
 - To provide an environment of equal opportunities for education.
 - Providing equal employment opportunities without any gender bias,
 - Providing safe and comfortable working environment,
- This thought will dominate the present discussion.

Electronic Governance:

Concept of E-Governance There is no socio-economic field that has not been touched by the e-revolution. The government has also been quick to adopt

this approach to provide better information and services to the public. The trend towards e-governance can be seen across the globe, be it global or regional. Government has improved its information and service delivery system by applying information and technology. As a result, improved governance has become desirable in all areas. But e-governance is not just about e-mail-based government or connecting government services through the Internet. It is changing how people relate to each other rather than how people relate to government.

This e-governance aims to achieve the goals of good governance. So his dream will be to form a SMART (Simple Moral Accountable Responsive & Transparent) government. It strives to create communication within the government, people to government, business groups to government, with emphasis on regional languages. In particular, information and technology are used at various levels and in democratic spheres to enhance the quality of government's objectives. In fact, information and technology is the use of electronic technology associated with the processing, storage and distribution of information. It involves all human activities related to information. Services are provided to the public or to business groups and institutions. Information and technology work depends on information and knowledge. It depends on volume growth and scope growth. The concept of electronic governance is associated with the concept of using electronic devices for action and feedback. It is used to maintain internal communications between government and public, business groups and government. It is used to democratize governance, improve and simplify all areas of government and business.

There is a need to collect and exchange various information to find solution of the problems faced in the empowerment. Along with this, to eliminate the mistakes in the implementation of the empowerment plan. Enhancing the scholarly and communicative skills of empowerment agents so that they can speak with people more effectively. Use of communication and technology in training and extension programs at the grass root level which enhances their quality.

Thus e-governance plays an important role in the concept of rights-based development and women empowerment. The current discussion will highlight how e-governance plays an important role in the rights-based concept of rural development [food, clothing, shelter, health awareness and water] and what benefits and challenges are being faced in this context.

E-governance brings huge changes in the functioning of government especially by automating processes in various aspects of the workplace. It provides information at various times to make decisions, implement decisions and maintain communication. It also brings innovation in service delivery by providing new types of information. This results in some changes in governance for empowerment. They are [R. Heeks, 2001, p. 3] governance systems can do things

less expensive, faster, more, better, innovative.

Different stages of implementation of e-governance and its problems

Government of India has adopted various schemes at central, state and regional levels to implement e-governance. To see how far these schemes have been successful in implementation, their position at different levels will be judged. Following Mrinalini Shah [Mrinalini Shah, 2007, p-125-137] here explaining the different stages, we get-

First Level: Information

At this level, government information is provided so that citizens can access various government information through websites. It is government-to-citizen information transfer. Government policy changes to provide timely information. In this case the technical advantage is the main one. In India, the Center and each state government have their own website to provide information. Policy and regulation, information for various departmental functions is provided through the website.

Second level: Transaction

Two-way communication is established at this level. Can establish online interaction with government. This communication takes place in various forms filling, banking system, election commission, insurance and income tax department, colleges and universities, railway system etc. Online service delivery, online transaction, information based online transaction [money], e-mail, various inquiries through e-mail, online optional polls etc. continue.

Third Level: Vertical Integration (Interdepartmental Integration)

At this level vertical communication continues between central and regional, local systems by establishing smooth and effective linkages with each other. This action may be upward or downward. This communication continues in banks, railways and income tax departments.

Fourth Level: Horizontal Integration (Revolution)

At this stage it will be possible to communicate at all levels. In 2007, State Bank of India and Bharti Airtel jointly worked to enable money transactions through mobile phones. Through this it is possible to change the life of people all over the world, regardless of socio-economic, geographical location. Through this project, an unbanked village called Pithoragarh in the remote Himalayas of Uttarakhand state can be seen. The concept of one stop shopping will expand communication between citizens through information technology in the field of government and administrative services.

It is clear from the present discussion that e-governance in India has clearly manifested its contribution to development in almost all areas. This development path has become clearer through the concepts of e-governance, e-citizen and e-services, e-society. But some problems still remain in implementing

e-governance. Lack of technical infrastructure, lack of practical knowledge and skills in the use of advanced technology, lack of education and training, resources, lack of appropriate personnel have hindered the full development of e-governance in rural areas.

But in a developing country like India, citizens' interaction with the government dares to go to the third stage. The spread of e-governance ideas even in remote villages reveals the success of rights-based development ideas like equality and freedom. Therefore, judging from that point of view, the positive relationship between e-governance and the concept of rights-based development is clear.

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Information Literacy Programmes Carried by Different University Libraries: A Study

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Abstract:

This study examines the importance of Information Literacy in academic life and how technology is influencing education and learning. It aims to present analytical insight of the information literacy programmes carried by the university libraries of Kamrup (Metro) in order to achieve an information literate society. Information Literacy is the ability to find, evaluate, organize, use and communicate information in all its various formats. To achieve library goals and transform customers into lifelong learners and critical thinkers, information literacy programmes need to be administered primarily by the library staff in schools, universities, public libraries, and other libraries. It is important to remember that these programmes would be more successful if the library staff could also secure the support of the teaching and support staff.

Abbreviations: ADBU- (Assam Don Bosco University), ADTU- (Assam Down Town University), ASTU- (Assam Science and Technology University), CU- (Cotton University), GU- (Gauhati University), MSSV- (Mahapurusha Srimanta Sankardeva Viswavidyalaya), RGU- (Royal Global University), TISS- (Tata Institute of Social Science)

Keywords: Information Literacy, Assam, Libraries, User education, Universities

Introduction:

The capacity to locate, assess, organize, use, and transmit information in all of its varied forms is known as information literacy. The speed at which we work in the modern digital age makes us more and more reliant on reliable, high-quality information. Information literacy is becoming increasingly important in today's user education and university libraries. The capacity to recognize the information that is required, comprehend how the information is organized, select the best sources of information for a particular need, locate the sources, critically assess the sources, and disseminate that information is known as information literacy.

People from all areas of life can fulfil their personal, social, professional, and academic objectives by efficiently seeking out, evaluating, using, and creating information. The foundation of information literacy is user education, or instruction. In large academic institutions, guided library tours, demonstrations, and written instructions were used to introduce readers to the services offered by the libraries or by the user services. This study mainly forecasts the information literacy programs carried out by university libraries of Kamrup (metro), of Assam.

Review of literature:

Aharony and Bronstein (2014) studied Israeli librarians' perspectives on major components of Interlibrary Loan (IL). The study focused on three main components: definitions of IL, IL instruction, and the effect of Web 2.0 on IL. Findings showed that technological changes have not changed a librarian's traditional definition of IL, but they associate it with digital literacy and expand the definition to include collaborative aspects.

Anunobi and Udem (2015), the study focused on a review of related literature as it relates to the concept of IL, competency, and IL competency. It is necessary for the students as well as the scholars of Library and Information Science (LIS) who may want to be exposed to the concepts and elements of IL.

Ciftci and Knautz (2016), carried out a study how Facebook allows users to develop skills and abilities concerning the correct use of information (e.g., knowing how to find information, correctly dealing with information on Facebook, and adhering to privacy, as well as legislation governing Internet policies). And determines that Facebook has a relevant role.

Cordell (2013), in a study stated that Digital literacy is a recent concept compared to IL and can relate to multiple categories of library users in multiple types of libraries. Identifying the relationship between information literacy and digital literacy is essential before revision of the ACRL Standards can proceed. IL and digital literacy are not competing concepts; they are complementary areas for students in higher education.

Lloyd (2017), in a study shows that IL research tends to fall into one of two spaces. In the conceptual space, the research concern rests with understanding the experience and core elements of the practise and how it emerges, and in the practical space, the execution and outcome of the practise as markers of successful teaching and learning is the focus.

Majid, Khine, Chi Oo, and Lwin (2012), in a study focuses on the availability of Web 2.0 applications and how they can be used to teach IL skills. It uses the Big6 information literacy model to analyse IL videos on YouTube, which has the potential to reach the whole society on a 24/7 basis. It found that many libraries, especially academic libraries, were using YouTube for teaching different IL skills, but many videos were not of good quality.

Naibei and Namand (2021), In his study discussed IL programs' existence at the Kibabii University Library. However, the programs do not provide adequate IL skills for postgraduate students to be successful in their academic activities. Online databases, Online Public Access Catalogue (OPAC), Referencing and citation, Information Search Techniques, Information Retrieval, Evaluation of information and its sources, Library orientation/tour session, General use of the library, demonstrations, bibliographic instructions, user education guided tours and a variety of other IL programmes are available in the university library.

Statement of the Problem:

The information required for a person to belong to any of the disciplines of a domain is highly scattered and diversified. Again, due to the advancement of technologies, information is now distributed on different platforms, discoverable and accessible by ICT tools. As a result, it is expected that a certain percentage will develop some level of familiarity with understanding and using ICT tools and the related platforms so as to access, harvest, distribute, and redistribute the information to meet their endeavour. While accessing, retrieving, and using information, it is expected that the source of information should be reliable and authentic.

Objectives of the Study

1. To find out about the information literacy programmes carried out by the libraries of different universities.
2. To know the interest level of students against information literacy programs.
3. To find out the interest level of librarians in carrying out information literacy programmes.

Importance of the Study:

Information literacy is crucial for today's learners because it encourages problem-solving techniques and critical thinking abilities. It also helps students become successful students, productive employees, self-assured people, and responsible citizens by encouraging them to ask questions, look for information, form opinions, evaluate sources, and make decisions. Information literacy is becoming a crucial component of all education, particularly higher education. Therefore, it is essential to conduct a user survey of several universities while keeping this viewpoint in mind. An information literate society will result from it. This poll will allow us to learn more about how the students behave when looking for information.

Scope And Limitations of the Study:

The present study is limited to the selected university libraries of the Kamrup (M) district, of Assam state in NorthEast region of India. The study includes both government and private university libraries. There are a total of 9 universities in Kamrup (M), but Assam Science and Technology University and

Srimanta Sankardev University of Health Sciences are not included in this study. Both the universities only have affiliated institutions and do not run their own course curriculum. Besides, Mahapurush Srimanta Sankardeva Viswavidyalaya (MSSV) Guwahati and Krishna Kanta Handique State Open University (KKHSOU) are not included in the study as (KKHSOU) is a state open university, and Mahapurush Srimanta Sankardeva Viswavidyalaya Guwahati is the extension campus of Mahapurush Srimanta Sankardeva Viswavidyalaya, Nagaon, situated in Nagaon district of Assam state.

So only five university libraries were studied that presently exist in Kamrup (M) for the study. The scope of the study is to learn about the different programmes of information literacy of these university libraries. **The Scope Of The Study Is Limited To The Following Five University Libraries:**

Assam Don Bosco University

Assam Down Town University

Cotton University

Gauhati University

Royal Global University

Methodology:

For the data collection, qualitative and quantitative measures have been approached to find out the outcome of the study with a structured questionnaire where a personal library visit for a survey has been conducted and to find out the relevant information. Data gathered by the methods has been analysed by the statistical softwares such as Ms excel. The following are the methods that have been adopted for the aggregation of data for the study.

The personal interview method has been used for assembling observations from the librarians of the selected university libraries in Kamrup (M), Assam.

A survey method was applied to carry out the study.

Importance of Information Literacy:

Information literacy is very essential for today's learners because it promotes problem-solving approaches and thinking skills—asking questions and seeking answers; finding information; forming opinions; evaluating sources; and making decisions—fostering successful learners, confident individuals, effective contributors, and responsible citizens. Information literacy is becoming a crucial component of education at all levels, especially in higher education. Information literacy is necessary for people to engage in personal, professional, and recreational activities. The necessity for information skills training and teaching at all educational levels has recently come to the attention of educators, librarians, technologists, and some policymakers.

Results and Discussion:

It is the most important part of survey research. This study collected data from two respondent groups, librarians and library users, by distributing separate questionnaires. The questionnaire was individually distributed to the librarians of the university libraries in Kamrup (M), Assam and the category of library users of the university library. The purpose of the study was to explore the status of information literacy programmes with different applied methodologies.

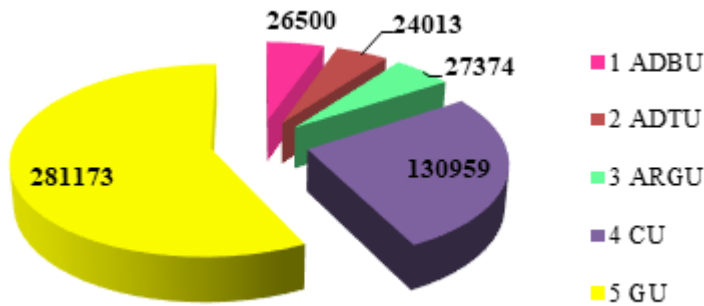
Basic information of the libraries:

Table: Basic Information of the University

University Name	Library Name	YoE	URL
Assam Don Bosco University (ADBU)	Central Library	2008	https://www.dbuniversity.ac.in/Library.php
Assam Down Town University (ADTU)	Hari Narayan Dutta Baruah Central Library	2010	https://library.adtu.in/
Assam Science and Technology University (ASTU)	Central Library	2018	http://astu.ac.in/?page_id=12586
Cotton University (CU)	Dr. Surya Kumar Bhuyan Library	1901	http://skblibrary.cottonuniversity.ac.in/#
Gauhati University (GU)	Krishna Kanta Handiqui Library	1948,	https://www.gauhati.ac.in/academic/library/kk-handiqui-library
Mahapurusha Srimanta Sankardeva Viswavidyalaya (MSSV)	Central Library	2017	https://mssv.ac.in/frontendpages/index/library
Royal Global University (RGU)	Central Library	2017	https://rgu.ac/learn.php
Tata Institute of Social Science (TISS)	Sir Dorabji Tata Memorial Library, Guwahati Campus	2012	http://library.tiss.edu/

YoE= Year of Establishment

Status of Library Collection:



The collection of the university libraries, as stated by the university librarians, is shown as under.

Fig: Collections of Libraries

From the study it has been found that the Gauhati University library has the highest (2,81,133) number of collections and Cotton University has been found the second highest number of library collections (1,30,959) in comparison to ADBU, ADTU, and ARGU libraries.

Status Of Information Literacy Programmes:

The main focus of the present study is information literacy programmes organised by the university libraries for students. University librarians were asked about whether they are organising the information literacy programmes. The data obtained against the survey is tabulated below.

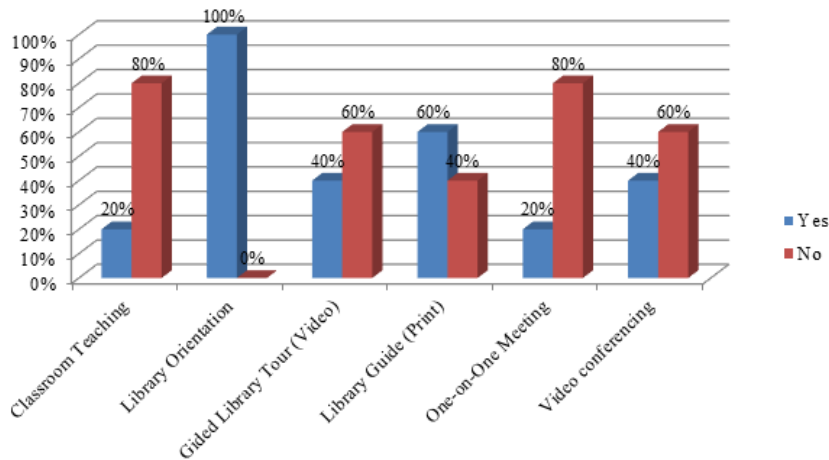


Fig: Information Literacy Programmes

In Fig. it is observed that ‘Classroom Teaching’ programme is used by 20%(1) university, Library orientation programme is used by 100%(5) university, guided library tour (video) is organised by 40% university (2), library guide (print) is used by 60%(3) university, One-on-One programme is used by 20%(1) university and video conferencing is used by 40% (2) university.

From the analysis it is found that library orientation programme is used by all libraries of the universities. The less used programmes are classroom teaching and One-on-One programme.

Status of information literacy standards:

There are many information literacy standards or guidelines to facilitate better in information literacy. For example, ACRL information literacy standards, IFLA guidelines on information literacy for lifelong learning, ALA Information Literacy competency standards for higher education, American Association of School Librarians Information Literacy Standards for student learning, Australian and New Zealand information literacy framework, etc. Moreover, some libraries use their own guidelines. Figure below denotes or gives an overall scenario of the information literacy standards used by university libraries under the study.

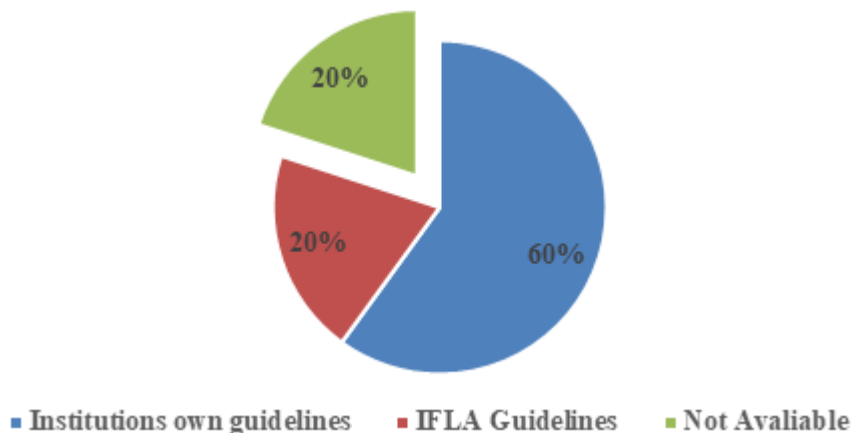


Fig: Status of information literacy standards

In Figure, it is seen that 60% of the university libraries under the study follow their institution's own guidelines, 20% follow IFLA guidelines and 20% of the university libraries do not follow or have any guidelines. So the most commonly used guidelines used by libraries are their own preferred guidelines.

Status of Library Websites:

Library websites are online platforms that provide access to various

resources and services offered by a library. These websites typically allow users to search the library's catalogue for books, journals, and other materials, as well as access digital resources such as e-books, databases, and online journals. Library websites may also offer information on library hours, events, and services, as well as online tools for managing library accounts and requesting materials. Additionally, library websites may provide educational resources and research guides to help users navigate and make the most of the library's offerings.

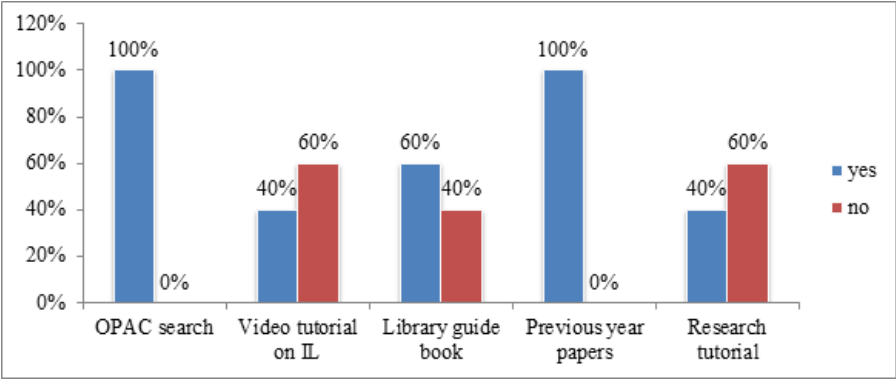


Fig: Status of library websites (collectively)

Performing the research, it is observed that 100% libraries have OPAC search facility in their websites, 40% libraries have video tutorial on information literacy, 60% of libraries have library guide book, 100% library websites have previous year papers and 40% library website have research tutorial. So, the most found contents in library websites of the universities under the study are OPAC search and previous year papers.

Students Satisfaction on Information Literacy Programs:

Information literacy skills enable students to locate, evaluate, and use information effectively, making them better equipped to succeed academically and professionally. It helps them become critical thinkers, problem solvers, and lifelong learners. Ultimately, information literacy empowers students to make informed decisions and engage with the world around them.

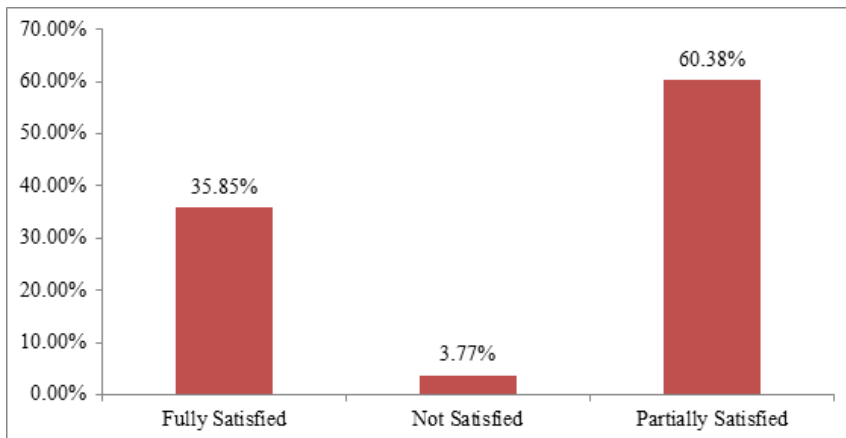


Fig: Satisfaction level of students on information literacy programs (collectively)

From the above figure it is evident that maximum of the students (60.38%) in universities are partially satisfied by the information literacy programs offered to them, 35.85% students are fully satisfied and helped and 3.77% students are not at all satisfied.

Interest level of Students towards Information Literacy programmes

The interest level of students towards Information Literacy programmes can vary depending on factors such as their age, academic discipline, and prior exposure to the topic. Generally, students who recognize the importance of Information Literacy skills for academic success and their future careers tend to be more interested in such programmes. Moreover, innovative teaching methods and real-world examples can also enhance student engagement and interest in Information Literacy programmes.

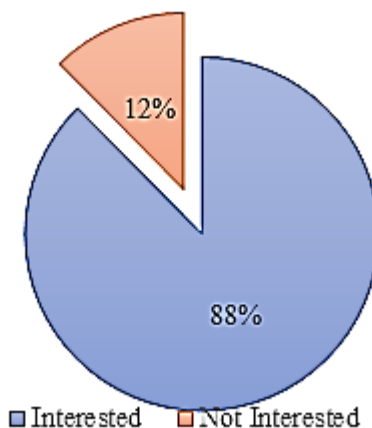


Figure: Interest level of students

The above figure here shows the interest of students against the information literacy programs provided to them by their respective universities. It has been seen that 88% students are has a positive perspective and showed interest about the information literacy programs but 12 % students seem not interested.

Librarian's interest for helping students to find information (university wise)

Librarians are trained professionals who are passionate about helping students find the information they need to succeed academically and professionally. They can provide one-on-one assistance, conduct group workshops, and develop online resources to support students in their information search process. By fostering information literacy skills, librarians can empower students to become independent learners and critical thinkers who can navigate the ever-evolving information landscape.

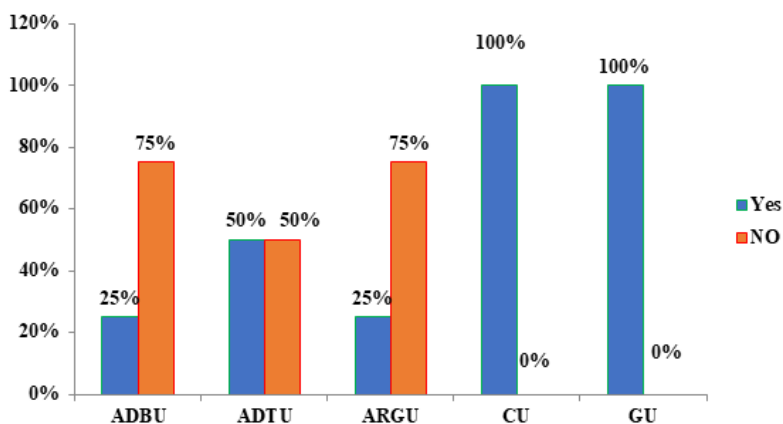


Fig. Librarian's interest for helping students to find information (university wise)

Figure shows that the librarians of CU and GU are fully interested in helping the students for their information needs, but all others librarians of universities under the study are partially or less interested.

Findings:

All Universities conduct library orientation programmes for information literacy programmes. The less used programmes are guided library tour (video), library guide (print), video conferencing and one-on-one meeting.

The awareness of IL programmes among students is low and most of the students are interested in Information Literacy in future.

All librarians are interested in organising IL programmes.

Suggestions:

The students should realise the importance of library in their education to gain knowledge and future career. And the students must not only be limited to textbooks and reference books, but also information sources such as e-resources. To access the e-resources the students are suggested to know Information Literacy skills.

To increase the usage to documents, the library professionals must skill and keep the collection of information sources open for the user.

It is suggested to the library professionals to organise series of Information Literacy programmes for all the students annually along with the special day celebration such as Librarian Day, National library week etc. in their colleges.

Conclusion:

The results of the current study show that University libraries are offering

an increasing number of services along with information literacy programs. According to students, the most often utilised library services are circulation, reading and reference services, services linked to newspapers and magazines, etc. It is observed that most of the students are not aware about Information Literacy programs. The majority of students are interested to know about information literacy programs. In summary, the survey shows that librarians are pleased with their line of work and teach students information literacy skills as a means of advancing knowledge through libraries and information literacy.

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Health Education Awareness Scale for Upper Primary Level Students

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Abstract:

In the field of Health Education very few research works have been done. Among them most are associated with either Physical Education or Yoga and mental health. We hardly found a few validated scales to assess right healthy behavioral aspects of school going students. Thus there is a need of scale by which we can find the life style and living behavior of school going students. So we tried to develop a scale, based on Indian System of medicine having traditional knowledge. This bilingual tool consists of 24 objective types questions; with a most appropriate response, among out of total available four responses. These questions are based on various dimensions of holistic view of health described in Ayurveda. As in this modern age, science gives lessons on hygienic practices such as hand washing, proper clothing, weather adaptation, eating pattern of different communities as per different season as it was in our ancient time, we have much strong recourses on meal (cooked or uncooked), rising early in the morning, seasonal variation of human behavior, Ayurvedic herbs used in cooking preparation and number of life style related etiquettes well described in Indian system of Medicine i.e., Ayurveda. These above said dimensions are club together into Health Education.

Aim: To assess the present status of Health Education awareness and their practices, among upper primary level students.

Method: Under the process of development of the scale structured objective questions were developed and this self reported structured questionnaire administered on thirty-eight students (13 students from class 6, 13 students from class 7 & 12 students from class 8).

Conclusion: This scale could be used as an important measurement tool for quantifying the healthy habits and practices among school going adolescents.

Keywords: Health Education, Academic competency, Adolescents, Ayurveda

Introduction:

The school going students of upper primary level know the nutritional component of the various diet intake, but they also must know the various aspects of Health education such as life style, eating pattern, daily routine, diet as per seasonal variation, right code of conduct etc. The relation of these aspects with Health education, health and life style is well described in Ayurveda. Ayurveda is one of the oldest manuscripts on medicine and health; practiced in Indian sub - continent. There are some important manuscripts on Ayurveda which described that healthy state is of positive life style and good adaptation of human being with environment as Ayurveda treats an individual as a continuum of universe which practiced positive health benefits as a life style in and treats an individual not a separate entity but a part of the universe. These manuscripts are Carak Samhita, Sushruta Samhita and Ashtanga Hridayam etc. In these books the comprehensive overlook not only on health but also on healthy life style is well described, such as all the dimensions of health, holistic view of life, code of conduct, daily routine, seasonal diet, and hygienic practices and so on.

The development of this scale is based on Health promotive practices among school going adolescents. The research was conducted with institutional ethical committee approval from Institute of Medical Sciences Banaras Hindu University Varanasi.

This research work is associated with the health education of our upper primary schools where the students enrolled in these classes of 6 to 8 are in their habit formation age. This school based, descriptive research study involving experimental research work aiming at assessment of general knowledge of right behavioral habits of adolescents. For the purpose of assessment, we have developed an assessment tool. This bilingual tool i.e., in Hindi and English has been developed into two sections section A and B. The section A of this questionnaire is related to Role of Ayurveda in health and hygienic practices and section B is related to Life style. In each section there are twelve questions with closed structured twenty-four objective questions. All questions in this questionnaire are multiple choice type questions having four options where one option is more appropriate. In the section A, questions aimed to assess the general knowledge about health and hygienic practices as described in Ayurveda, while section B is related to Life style.

Material and Methods:

A comprehensive review of literature has been done on available sources of Ayurveda. Then these collected materials were used to construct the questions of this scale. The framed questions were sent to expert of Health Education and medical Academicians of Ayurveda as well. Translation of this scale into English was done by the expert of translation studies of English language.

The content and the subject matter of this tool have duly verified by the reputed expert of Ayurveda, life style counselor, behavioral expert etc. A pilot study was conducted for validation of questionnaire it was introduced among 38 students of upper primary level. As per the Right to Education Act 2009 the standard norms of pupil –teacher ratio at upper primary level is 35:1. We have adopted convenient or incidental sampling technique. In the beginning of this pilot study after getting written informed consent from the principal of the concerned school a set of samples have been drawn of on 38 subjects (13 students from class 6, 13 students from class 7& 12 students from class 8) out of them 17 boys and 21 girls have filled the questionnaire.

Measures:

The questionnaire testing health-related knowledge and hygienic practices was administered and scores were calculated. Health-related knowledge was reported as a score for each student, and other outcome measures adopted a cardinal scale (available responses), which was then grouped into variables for statistical analysis. The following aspects were examined in the pilot survey:

- a. Students' knowledge on health and hygiene
- b. Personal hygienic practices at school, home and public areas
- c. Students' perception about health & basic introduction to Ayurveda system of medicine
- d. Personal health habits

Content Analysis:

On the basis of 38 observations (13 students from class 6, 13 students from class 7& 12 students from class 8) we have consulted to statistician and calculated the level of difficulty of each question. All the question have been framed on the core value of diet, nutrition and code of conduct related to daily routine described in Ayurveda and the level of difficulty and discrimination power was computed. The acceptance of these questions of the scale is based on the range of the recorded response. This range varies between 0.60 to 0.30. This range of discrimination is found acceptable for the study. Modern measurement and evaluation, with statistics (Gupta et.al.2017).

As we know Content analysis is defined as a technique for making inferences by systematically and objectively identifying specified characteristics of messages. Content analysis have been done by the expert of concerned field the subject matter of the content of this questionnaire is associated with on one side to

health education while on other side to Ayurveda In this regard as per the valuable suggestions made by expert of Ayurveda. The order of the questions of this bilingual questionnaire is arranged on the basis of Blooms' Taxonomy of educational objectives.

Cross ValidationL: Due to unavailability of any previous validated questionnaire, cross validation has not been possible for the above said purpose.

Item Analysis:

Item analysis is involved with examination of the pattern of responses for each item in order to assess effectiveness. This step is beginning with these three criterions –

- a. Level of item difficulty
- b. Discrimination power
- c. Effectiveness of distracters

Level of Item Difficulty:

This criterion of validation process begins with the arrangement of respondent in ascending order on the basis of correct response recorded. Then 27% of total subject (38) from top most respondents that is 10 subjects assigned as upper group and 27% respondent from bottom assigned as lower group that is again 10 has been put into the given formula for calculating difficulty value.

Difficulty value of each question =

$$\frac{100 - (\text{Right responses of upper group} + \text{Right responses of lower group})}{2n} \times 100$$

Where n means total no. of subjects that is 38.

a. **Discrimination power or discrimination index** – This power of an item shows individual differences in a specific kind of test. By this power of discrimination item can discriminate successfully of a correct response and other incorrect responses. Discrimination power refers to the degree to which an item discriminates between high and low achievers on the test.

Discrimination power = $\frac{\text{Right responses of upper group} - \text{Right responses of lower group}}{n}$

b. **Effectiveness of distracters** - In this step we have quantified the other alternatives of multiple-choice items. Distracters means the best other alternatives of that particular question. The effective distracters are those which resembles to be correct but actually they are not. It is already mentioned that the questions of this questionnaire have been divided into two sections. Section A Knowledge and awareness related to health and hygiene whereas section B is related to Life style. Questions of section A have rather effective distracters comparatively of section

B. Since section B is related to life style this domain of life is flexible in their nature and varies from person to person as their life style. The effectiveness of the distracters of section B is not as rigid as in section A. This is the requisite of questions of this questionnaire related to life style domain. For completing the pilot study, we administered the questionnaire on 38 students (13 students from class 6, 13 students from class 7& 12 students from class 8). In this way we get Difficulty value DV of each question. The questions having Difficulty value DV ranging between $0.60 > P < 0.20$ are accepted in this questionnaire.

Data sheet of item analysis of section A (Knowledge and awareness related to health and hygiene)

Que. no.	Questions/items	No. of right responses of Upper Group	No. of right responses of Lower Group	Difficulty Value DV	Discrimination Power
1	What is Ayurveda	6	2	60%	0.40
2	Number of months in Hindi calendar	4	2	70%	0.20
3	Number of seasons according to Indian months	5	2	65%	0.30
4	What should we do in the Early morning\	9	6	25%	0.30
5	Has any member of your family ever used any Ayurvedic medicine \	6	3	55%	0.30
6	I take homemade decoction /soup made from basil & ginger etc. to cure cold & cough which happens due to seasonal variation	7	3	50%	0.40
7	I take boiled water in case of fever	5	1	70%	0.40
8	What is an appropriate time for toilet habits?	8	3	45%	0.50
9	An appropriate method for cooking green vegetables	7	4	45%	0.30
10	Which type of water should be taken early in the morning?	5	2	65%	0.30
11	When we should not eat Leafy vegetables?	3	1	80%	0.20
12	In your opinion who is healthy	6	3	55%	0.30

Data sheet of item analysis of section B related to Life style

Que. no	Questions/items	No. of right responses of Upper Group	No. of right responses of Lower Group	Difficulty Value DV	Discrimination Power
13	What is a balanced diet?	9	5	30%	0.40
14	While sneezing and coughing what we must care about?	7	4	45%	0.30
15	We should play because	8	4	40%	0.40
16	Is there any medicinal plant in your home or any garden nearby your home?	5	2	65%	0.30
17	Do you go on a Morning walk?	9	5	30%	0.40
18	What do you do after having dinner?	6	2	60%	0.40
19	What is the use of neem wood?	9	3	40%	0.60
20	Why do we take bath?	4	1	75%	0.30
21	What is the appropriate timing to go bed in night	6	3	55%	0.30
22	Which type of pot/utensil is most suitable for keeping water	8	3	45%	0.50
23	We should choose our clothes	3	1	80%	0.20
24	We should apply hair oil regularly why? ?	4	1	75%	0.30

Data sheet of item analysis of whole the questionnaire

Que. no.	No. of right responses of Upper Group	No. of right responses of Lower Group	Difficulty Value DV	Discrimination Power
1	6	2	60%	0.40
2	4	2	70%	0.20
3	5	2	65%	0.30
4	9	6	25%	0.30
5	6	3	55%	0.30
6	7	3	50%	0.40
7	5	1	70%	0.40
8	8	3	45%	0.50
9	7	4	45%	0.30
10	5	2	65%	0.30
11	3	1	80%	0.20
12	6	3	55%	0.30
13	9	5	30%	0.40
14	7	4	45%	0.30
15	8	4	40%	0.40
16	5	2	65%	0.30
17	9	5	30%	0.40
18	6	2	60%	0.40
19	9	3	40%	0.60
20	4	1	75%	0.30
21	6	3	55%	0.30
22	8	3	45%	0.50
23	3	1	80%	0.20
24	4	1	75%	0.30

Conclusion:

The questions developed for the above said purpose are found good enough in their numbers and significant on their statistical consideration having difficulty value between 25% to 80%. All 24 questions authenticate with some of statistical parameter viz content analysis, item analysis, level of item difficulty, discrimination power, effectiveness of distracters etc. Although all the questions showed significant results even if more work needs to be done to arrive other aspects of conclusion. We have observed that, this scale may have its applicability for administration on target population and supposed to be a significant tool to predict the healthy behavioral aspects of school going adolescents.

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A Content Analysis of Library & Information Science Journals Indexed in Scopus

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Abstract:

The Scopus is one of the reputed, well established and leading databases in the field of Library and Information Science. In The present research researcher has analyzed 469 research articles published in journals which is indexed in Scopus from year 2022. In This research researcher has discussed various aspects of the research articles such as in terms of number of articles published, In terms of subject wise trends, In terms of Subject Specialization, In Terms of Nature of Collaboration etc.

Keywords: Scopus, Indexed journals, Subject wise, Nature of Collaboration, Authors

Introduction

The currently most widely accepted term for systematic inquiries into communications is "content analysis." It emerged in the 1940's. But its first appearance in Webster's Dictionary of the English Language did not Occur until the third edition, in 1961, where it is characterized as "a detailed study and analysis of various types of communication (as newspapers, radio programs, and propaganda films) through a classification, tabulation and evaluation of the key symbols and themes in order to ascertain their meanings and probable effects" Content analysis is a research method for studying documents and communication artifacts, which can be texts of various formats, pictures, audio or video. Social scientists use content analysis to quantify patterns in communication, in a replicable and systematic manner.^[1] One of the key advantage of this research method is to analyse social phenomena in a non-invasive way, in contrast to simulating social experiences or collecting survey answers.

Practices and philosophies of content analysis vary between scholarly

communities. They all involve systematic reading or observation of texts or artifacts which are assigned labels (sometimes called codes) to indicate the presence of interesting, meaningful patterns.^{[2][3]} after labeling a large set of media, a researcher is able to statistically estimate the proportions of patterns in the texts, as well as correlations between patterns.

Computers are increasingly used in content analysis, to automate the labeling (or coding) of documents. Simple computational techniques can provide descriptive data such as word frequencies and document lengths. Machine learning classifiers can greatly increase the number of texts which can be labeled, but the scientific utility of doing so is a matter of debate.

Content analysis is best understood as a broad family of techniques. Effective researchers choose techniques that best help them answer their substantive questions. That said, according to Klaus Krippendorff, six questions must be addressed in every content analysis:^[4]

Which data are analyzed?

How is the data defined?

From what population are data drawn?

What is the relevant context?

What are the boundaries of the analysis?

What is to be measured?

The simplest and most objective form of content analysis considers unambiguous characteristics of the text such as word frequencies, the page area taken by a newspaper column, or the duration of a radio or television program. Analysis of simple word frequencies is limited because the meaning of a word depends on surrounding text. Keyword In Context routines address this by placing words in their textual context. This helps resolve ambiguities such as those introduced by synonyms and homonyms.

A further step in analysis is the distinction between dictionary-based (quantitative) approaches and qualitative approaches. Dictionary-based approaches set up a list of categories derived from the frequency list of words and control the distribution of words and their respective categories over the texts. While methods in quantitative content analysis in this way transform observations of found categories into quantitative statistical data, the qualitative content analysis focuses more on the intentionality and its implications. There are strong parallels between qualitative content analysis and thematic analysis.^[5]

What is Content Analysis in Library & Information Science?

As a Research methodology, content analysis has its roots in the study of mass communication in the 1950's. Based on a basic communications model of sender / message / receiver, initially researchers emphasized making inferences based on qualified analysis of recurring, easily identifiable aspects of text content,

sometimes referred to as manifest content. Since then, researchers in many fields, including anthropology, library and information studies (LIS), management, political science, psychology and sociology, have used content analysis. In the process, they have adapted content analysis to suit the unique needs of their research questions and strategies and have developed a cluster of techniques and approaches for analysing text grouped under the broad term of textual analysis. A significant change has been a broadening of text aspects to include syntactic, syntagmatic and pragmatic aspects of text, although not always within the same study.

This research objective accepts a broad-based definition in a recent content analysis textbook by Krippendorff (2004). For the purpose of this research, content analysis is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004, p.18). The notion of inferences is especially important in content analysis. The researcher uses analytical constructs, or rules of inference, to move from the text to the answers to research questions. The two domains, the text and the context, are logically independent, and the researcher draws conclusions from one independent domain (the texts) and to the other (the context). In LIS studies the analytical constructs, are not always explicit. Content analysis involves specialized procedures that, at least in quantitative content analysis, allow for replication. The finding of a good study using quantitative content analysis, therefore do not rely solely on the authority of the researchers doing content analysis for their acceptability. They can be subjected to independent tests and techniques for judging their validity and reliability. Indeed, the extent to which validity methodology, and they are considered in subsequent sections in relation to both quantitative and qualitative content analysis. What constitutes data that can be used for content analysis studies? Most important is that the data provide useful evidence for testing hypothesis or answering research questions.

Another key factor is that the data communicate; they convey a message from a sender to a receiver. Krippendorff's definition expands text to include “other meaningful matter” (2004, p.18). Pictures on a Website, for example, are used to convey one or more meanings, often in combination with text (Marsh & White, 2003) and as such, can be subjected to content analysis either by themselves or by looking at the relationship between images and text, as Marsh and White have done. Both Bell (2001) and Collier (2001) discuss the content analysis of visual images. Beaugrande and Dressler (1981) suggest seven criteria for defining a text, which is the more common form of data for content analysis: cohesion, coherence, intentionality, acceptability, informativity, situationality and inter-textuality.

Need of the Study:

There is a lot of LIS Journals published in Indexed Database field. The

data is published yearly in bulk format. There is need to read it, classify it, describe it, in our own language, collect our own data. And written it our research, what the content says, it was sending the message, what receiver receives it. What is the meaning of symbol, what is the meaning of manifest content and latent content? There is need to classify the Library & Information Science journals Indexed in Scopus.

Significance of the Study:

This study is getting importance, the reason behind that, the result of the study will be presented in systematic manner. It will be appropriate, specific, skill based & Innovative. Content analysis of Library & Information Science Journals articles indexed in Scopus. it is time consuming; very few authors are showing interest in this type of research. So, its research value increase. In Library & Information science field there is lot of research held but, in this topic, not many research progress, in this type mostly in PHD Format. So I think it get additional advantage to do this research.

Statement of the problem:

The Statement of the problem had shown the Value of research and data analysis shown the depth of research. The following are the research topic of the present study.

“A Content Analysis of Library & Information Science Journals Indexed in Scopus.”

Objective of the Study:

- 1) To understand the productivity of the Selected LIS journals in terms of number of articles published.
- 2) To Know subject wise trends of the selected LIS journals.
- 3) To know the board subject specialization of the selected LIS journals
- 4) To Analysis the nature of collaboration in producing articles

Hypothesis:

“Most of the articles in the selected LIS journals deal with ICT applications in libraries and Information Centers”

Research Methodology:

What makes people to undertake research? This is a question of fundamental importance. The possible motives for doing research may be either one or more of the following: 1. Desire to get a research degree along with its consequential benefits; 2. Desire to face the challenge in solving the unsolved problems, i.e., concern over practical problems initiate's research; 3. Desire to get intellectual joy of doing some creative work; 4. Desire to be of service to society; 5. Desire to get respectability. However, this is not an exhaustive list of factors motivating people to undertake research studies. Many more factors such as directives of government, employment conditions, curiosity about new things,

desire to understand causal relationships, social thinking and awakening, and the like may as well motivate (or at times compel) people to perform research operations. The Research it is find a solution to problem. Research is discovered a new thing with the help of different research techniques & tools. Content Analysis method will be used for conducting this research.

Data Collection (Techniques & Tool):

Data will be collected by actually browsing the selected LIS journals

Scope & Limitations:

- 1) LIS journals available online will be analyzed.
- 2) Top 10 LIS journals listed in the Scopus metrics will be analyzed
- 3) Volume published during 2022 will be considered this research

Data Analysis & Interpretation:

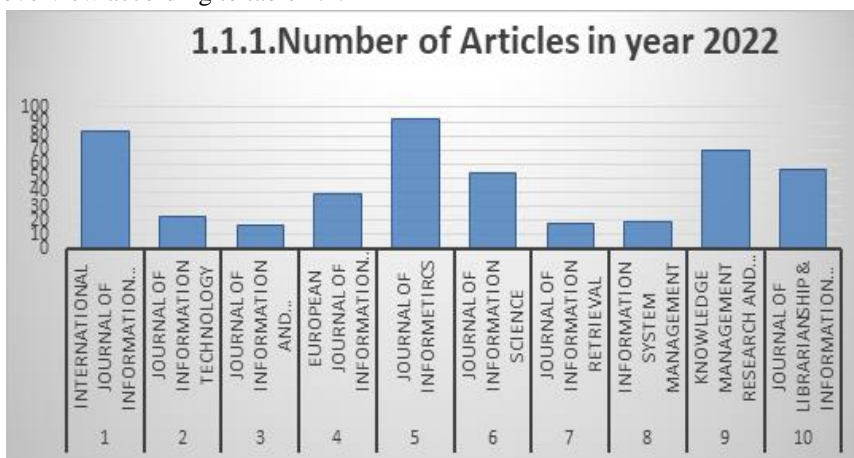
1. As per the first objective, I have analysis the data. I browse total ten journals which is indexed in Scopus database in the academic year 2022. In these ten journals I found that Total 469 research articles. In these 469 research articles out of 92 research articles maximum in journal of Informatics which is first rank. After that in second number International Journal of Information Management, this is 83 and Journal of Knowledge Management Research & Practice, which came at third rank position which is 69. The remaining came after this three one by one. Then see the table 1.1. Also see the Bar Graph 1.1.1. Shown the details of research articles.

Table 1.1. Number of Articles

Sr. No.	Name of the Journals	Number of Articles in year 2022
1	International Journal of Information Management	83
2	Journal of Information Technology	23
3	Journal of Information and Organization	16
4	European Journal of Information Systems	39
5	Journal of Informatics	92
6	Journal of Information Science	54

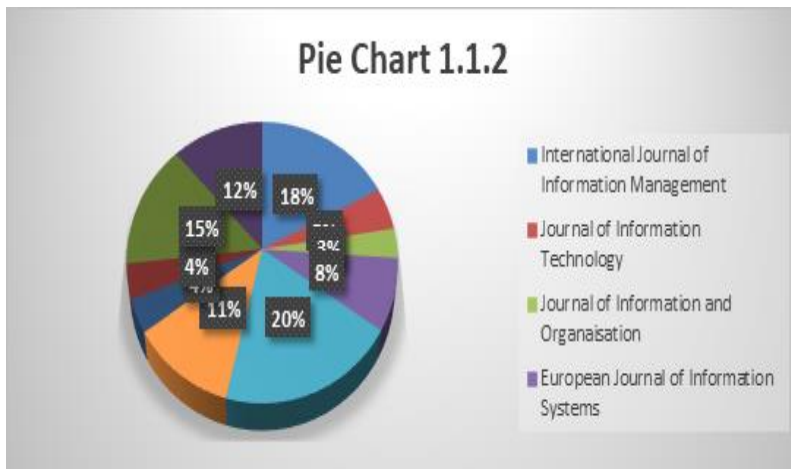
7	Journal of Information Retrieval	18
8	Information System Management	19
9	Knowledge Management Research and Practice	69
10	Journal of Librarianship & Information Science	56

In this table we see the Journal of Information & Organization is 16 research articles find out. The following Bar Chart 1.1.1. Shows the detail overview according to table 1.1.



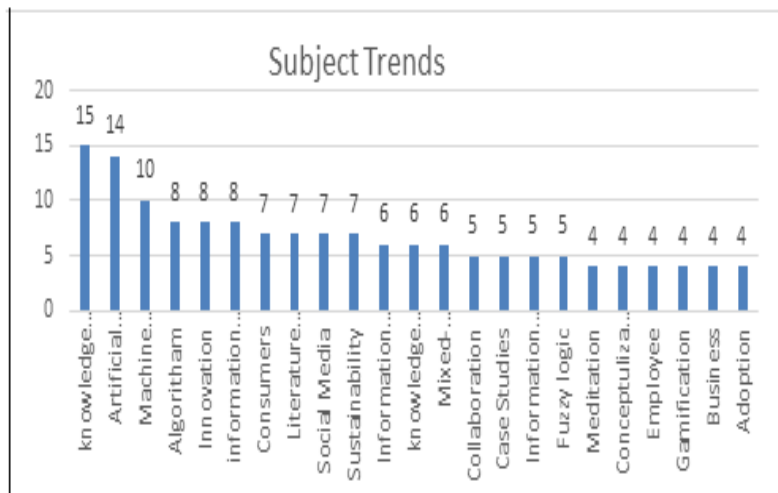
Bar Chart 1.1.1.

As per Percentage language, I Draw the Pie Chart 1.2 which shown the percentage figure of each journal.



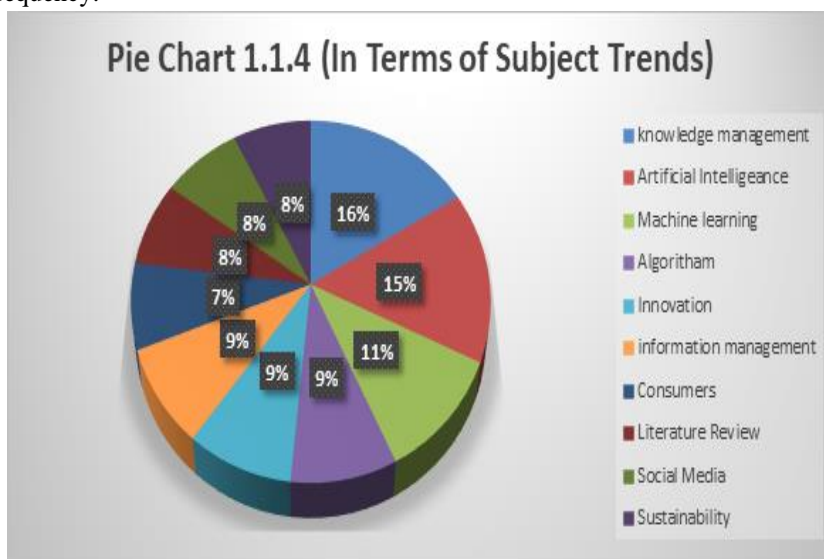
In this Pie Chart 1.1.2 figure we see the 20% which is maximum and 4% is the lowest one regarding research articles.

As per the Second Objective, I have analysis the Keywords. Total ten journals content analysis in the academic year 2022 only. These journals total 836 Keywords I found that. Then in these 836 keywords out of top 25 keywords arranged as per the frequency. It means that a specific keyword found that again & again. Top 25 keywords arrange as per frequency shown in the Bar chart 1.1.3.



The Above bar Chart shown the “Knowledge Management” keyword Bar graph high, its show the rank first and “Adoption” keyword shown the lowest bar graph. Total 836 keyword I find out at ten journals which is indexed in Scopus. The aim of this objective is what is the subject trends going on in 2022 academic

year in library Science subject and answer is “Knowledge Management “first rank, “Artificial Intelligence” going on second rank, “Machine Learning” third rank. Bar Chart 1.3 shown the correct sequence of top 25 keywords which is found in this research. But I also draw the Pie Chart 1.1.4 which is shown top 10 keywords frequency.



2. As per the Objective Third, aim to find out what is the Subject Specialization in the academic year 2022. It means that what is the special research theme used by journals. Selected ten journals which is indexed in Scopus database. There are total 29 research theme which is find out that ten journals. In this criteria “Gamification Theory” is the very lowest theme after that “Scientometrica) In terms of gender wise, there are only two categories in these criteria 1) Male 2) Female. Defiantly Male value is 960 which are highest and Rank One with 70% and second female value is 406 which is second highest and Rank number two.

b) In terms of Designations, there are total 78 designations, each post shown job responsibility and its value with rank. The “Professor” designation came at first rank with 476 value and percentage 39% which is highest One at this criterion. The Second highest designation of in this study is “Associate Professor” at 241 values with 20%. The third highest designation of in this study is “Assistant Professor” at 204 values of frequency with 17%. The “Associate Professor” and “Assistant Professor” value difference is only 3%. The Fourth and noticeable designation is “PhD Candidate” at 108 values with 9%. There are some very lowest percentages designation is 1) Information Officer 2) Curator 3) Publication Officer 4) Library Assistant, these are bottom line designation. In terms of designation there is some middle range designation which is 1) Lecturer 2) Full Professor 3)

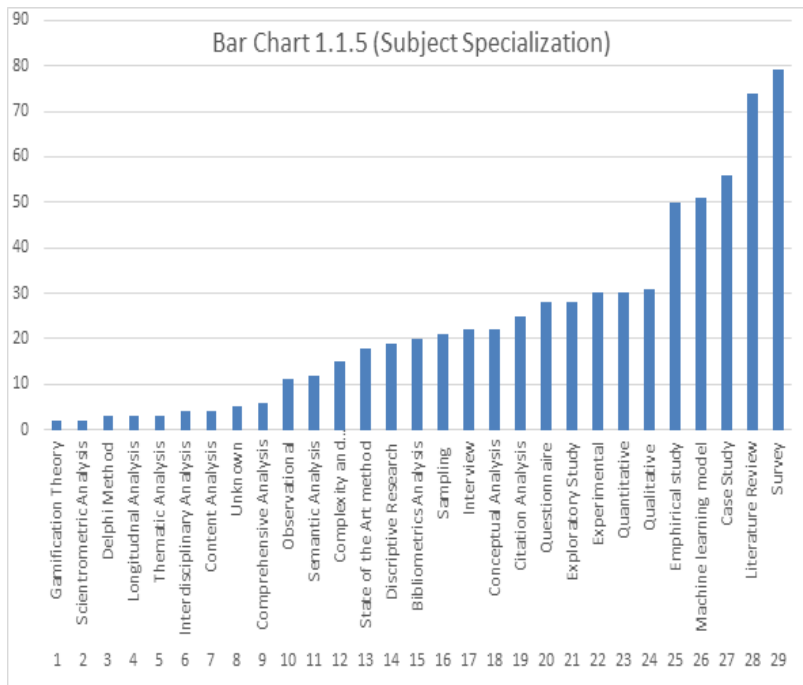
Senior Lecturer 4) Senior Research Fellow etc.

c) In Terms of Geographical area, there are total 68 countries, each country shown its highest and lowest position in this study. The country “China” came at First rank with value 255 and percentage 28% which is the highest one in these criteria. The Second highest country in these criteria is “United States of America” at 198 values with 22%. The third highest geographical area of this study is “Australia” at 99 values with 11%. The First rank “China” and Second rank “USA” difference is only 6%. The Fourth country wise frequency rank is “United Kingdom” which is 82 values and percentage is 9%. There are some very lowest geographical areas country is 1) Tehran 2) Croatia 3) Bahrain 4) Denmark these all are bottom-line countries. The In Terms of Geographical area “India” kept at Fifth rank of number of frequencies at 66 values with 7%. There are some countries create middle positions their percentage is 4% such as 1) Germany 2) Italy 3) France 4) Canada 5) Spain...etc.

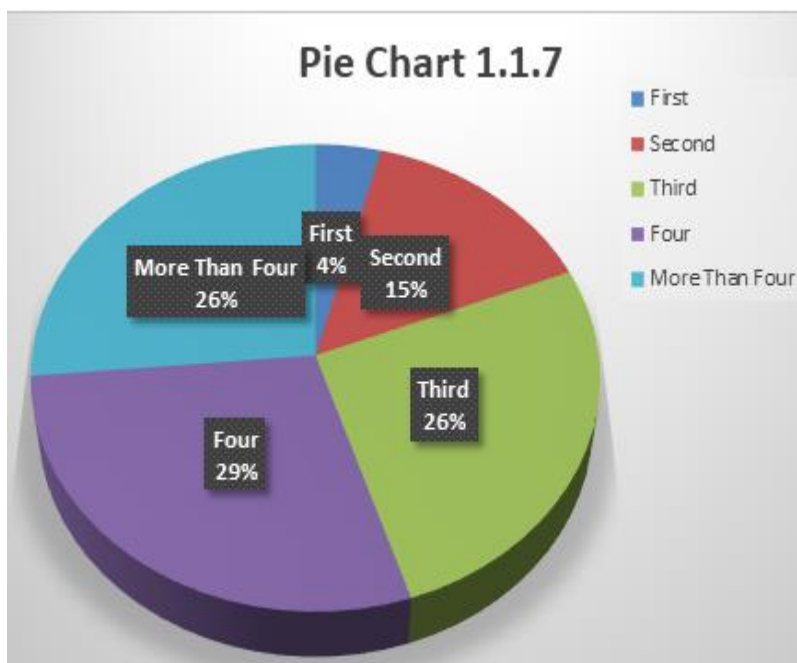
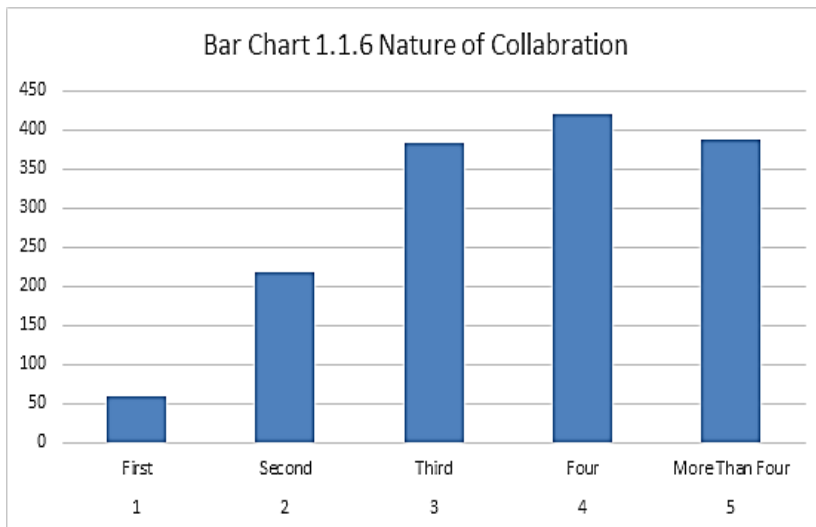
3. In Terms of Pages there are compiled five groups which is as per sequence the article of pages first group 4 to 9 Value is 739 and Percentage is 12% which is the Second lowest value in terms of pages. Second group 10 to 14 is the first rank at 1854 value with 31%. The Third group 15 to 19 is the second highest rank at 1838 value with 30%. The First rank and Second Rank value difference is 16 and percentage difference is only 1%. The Fourth group is 20 to 29 is the third highest rank at 1351 value with 22%. The Fifth and Last Group is 30 and above in this group is very lowest value 272 and 4%. The 15 to 19 third group is the First frequency rank and Fifth group is the lowest One at bottom line in terms of pages.

4. In Terms of Number of Citations there are total seven groups which is as per references of research articles. First Group 1 to 50 is the second Highest rank group which value is 146 and with 32%. Second Group 51 to 100 which is highest Number rank one group which value is 227 and 49%. The Third Group is 101 to 150 this group third rank which create value 66 and 14%. The Fourth Group 151 to 200 create position four, as per value 14 this group came at fourth place with 3%. The Fifth group 251 to 300 create position at fifth rank value 8 with 2%. The Group Sixth and The group seventh are at same value which is 1 and its percentage is zero. Which is the lowest rank of group Sixth & Seventh?

5. Analysis” this is lowest second, then “Delphi Method” the lowest third. Then “Survey method” the first highest theme which is used by mostly journals, then second highest theme is “Literature Review” and third highest theme is “Case study”. The following Bar Chart 1.1.5 shown the detail conclusion of Special Subject theme. I selected ten journals of library science, and that “Survey Method” find very highest theme 70% and “Gamification theory” very lowest only 5%.



6. As per Objective Fourth, what is the Authors research nature of Collaboration, its means how many authors are mostly collaborate? What is the exact figure of nature of collaboration? There is one author, two author, three author, four authors and five authors or more than that. But in this study, I found that there are four authors which is mostly nature of collaboration for every research. The table 1.5 and Bar Chart 1.1.6 and Pie Chart 1.1.7 shown the First rank nature of collaboration is “Four Author”. Second nature of collaboration is “More than Four authors” and Third rank nature of collaboration “Third Author”. The one author is very lowest nature of collaboration in this study or it not be consider in the nature of collaboration.



Findings:

The chapter five (Analysis of Data and Interpretation) at its best results in numbers of findings that are very crucial part of the study. The findings are given as following in different section according to objectives of the study.

1. Ten Selected Library and Information Science Journals which is indexed in

Scopus database, In that Journals “Journal of Informatics” found 20% research articles which is Maximum and “Journal of Information and Organization” found only 3% research articles which is very less compare to Journal of Informatics and other remain journals. There are no any specific criteria to published research articles in to the journals. Some journals publication frequency according to their subject specialization and subject trends.

2. In terms of subject Trends, “Knowledge Management” is the highest keyword which is 16% shown maximum numbers and rank one. Opposite that “Adoption” lowest and minimum numbers which is 4% and rank twenty-five. The Second highest subject trends is “Artificial Intelligence” 15% shown maximum numbers in rank two. The keyword “Machine Learning” at third rank with 11% which is one of the maximum numbers. The subject trends shown “Knowledge Management” and “Artificial Intelligence” these two keywords are maximum time used in selected ten LIS Journals. It means that both keywords are frequently use many research articles and its subject specialization also related this subject trends. Some top ten keywords I have to write here as follow: 1) Knowledge Management 2) Artificial Intelligence 3) Machine Learning 4) Algorithm 5) Innovation 6) information management 7) Consumers 8) Literature Review 9) social media and 10) Sustainability this all top 10 keywords which frequency must in selected ten LIS Journals in the academic year 2022.

3. In Terms of Subject Specialization, there are total 29 research tools or subject specialization found in this study. In that “Survey method” is the mostly used in LIS ten selected journals which is indexed in Scopus. “Survey” frequency 79 which is 17% which came at rank first. The second subject specialization is “Literature Review” frequency number is 74 and percentage 16%. The third subject specialization is “Case Study” frequency number is 56 and percentage 12%. The Lowest rank 29th number “Gamification Theory” percentage 5% and Value 2. There some noticeable lowest value as 1) Scientometric Analysis 2) Delphi Method 3) Longitudinal Analysis 4) Thematic analysis 5) Interdisciplinary Analysis and 6) Content Analysis the percentage is 5% to 9%. The Term of subject Specialization value should be academic year 2022.

4. In Terms of Nature of Collaboration, there are total five groups, in that Group first is One author collaboration percentage is 4% and Value is 60. The One author collaboration is very lowest as compare to other author collaboration. The Second Two author collaboration value 218 and Percentage is 15%. The Third author Collaboration value 384 and percentage is 26%. The Fourth author collaboration value is 420 and percentage is 29% which is rank first. The fifth author or more than four author collaboration value is 388 and percentage 26% which is second highest nature of collaboration. The Third author and More than Four author collaboration value difference are 4 and Percentage is same 26%. The mostly more

than four authors are interested to write a research paper collaboratively.

Conclusion:

This research characterizes content analysis as a systematic, rigorous approach to analyzing online indexed database obtained or generated in the course of research. The Content analysis it's a flexible research method. This Research gets most weight-age because Content Analysis of LIS Journals is based on Indexed Database Scopus.

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Political Function of Humour in Furthering a Political Discourse through Online Political News Satires

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Abstract:

Online political news satires are a new phenomenon, taking roots in the digital revolution of the 21st century. They are caustic in their onslaught on the targeted politicians. And they are not allegories; they take the real names and images of the active politicians. They feed on the actual news published in the mainstream media and turn them into a satirical content. Thus, they pass a commentary on the current political affairs. And the message is delivered with a tinge of sarcasm. Hence, this paper attempts to look at the political function of humour in carrying out the political discourse through online political news satires using Avner Ziv's theory of functions of humour and Paul Chilton's theory of political communication.

Introduction:

Political satires have been studied as to how they were used by the satirists and activists as a discursive tool to present a fresh and more authentic perspective on politics and political events of the day while bringing about the absurdities and outright prejudices in the mainstream media's presentation of a particular meaning as the authentic (Reilly, 2012). Through the elements of irony, sarcasm, and parody, political satirists "challenge and subvert the codes and conventions of traditional journalism" to bring to light the consistent inconsistencies, prejudices and inaccuracies in the mainstream media reports (2012: 259).

These satires, meanwhile, imitate the actual 'format and style of journalistic reporting' and with their capacity to attract the readers' attention through amusement, they enable the readers to judge the contemporary political scenario (Rubin et al, 2016: 4). As the internet is spreading, the sites such as *The Onion* in the US that publish news satires have become an intrinsic part of the media ecosystem, playing a remarkable role in generating a determining influence on the audience in their consumption of news (Rubin et al, 2016: 4). In another study, Yang and Jiang argue that online political satire has developed into a networked social practice wherein different individuals collaborate to produce political satires in a multitude of genres such as jokes, parodies, slippery jingles, and so on (2015: 03). Terming the proliferation of online political satires on digital

platforms a result of the evolving socio-political, cultural and technological implications, Yang and Jiang view the online political satires as a form of ‘cultural expression’ rather than political resistance (2015: 11). However, they do not deny the power of satire as an expression of dissent against the government or its policies and what they establish through their study is that the networked feature of online political satirical content renders it a ‘collective character’ (2015: 12). From this culture emerged in India satirical news platforms *fakingnews.com* in 2009 and *theunrealtimes.com* in 2011. Though both the platforms have now been discontinued, they enjoyed a huge readership during their operational years. Through humour, they would create a lot of buzz on social media where people used to talk and share the satirical content.

Humour is, in fact, very effective in constructing political identities. It provides the necessary means to boost the positive image of the politician (Saftoiu and Popescu, 2014: 305). Politicians and political activists’ resort to humour to create and enhance “positive in-group versus negative other-group identities” (Adegoju and Oyebode, 2015: 643). In addition, humour has a distinct function of evasiveness in political communication. It facilitates retraction and denial of the content by politicians in case they subsequently find it socially unacceptable and it can also help them negate serious topics – a strategy used by people in power to subvert the public discourse (Saftoiu and Popescu, 2014: 309). However, in this study, focus was put on the elements that would make up the political communication being carried out through the humorous political discourse.

Theoretical Framework:

To study the above aspect, Avner Ziv’s theory of functions of humour was used. He proposed that humour in general has the aggressive, the sexual, the social, the defensive and the intellectual functions (Ziv, 1984: 2-3). However, Paul Simpson zeroed in on (2003: 3) the three functions such as the aggressive, the social and the intellectual for the study of satirical discourse. However, for the purpose of this study, only the social (political) function is taken into account as it subsumes both the aggressive and intellectual functions.

Satirists target politicians not just for fun but to convey a message about their personalities, actions, ideologies and affiliations. That could have its own impact on the public perception. It was found in a study by Doyle that 15% of French voters made their decision to vote a particular party or candidate in that country’s 2002 presidential election following the puppet show *Les Guignols* (Baym and Jones, 2012: 11). In addition, as the current study is concerned with political discourse, Ziv’s theory of social function is coupled with the Chilton’s theory of political communication (2004) to grasp how the political discourse was framed by online political news satires because Chilton’s theory puts emphasis on the interactive and representational elements that influence the structural aspects of

the political communication.

Interaction among human beings occurs for strategic reasons. Drawing on evolutionary theories of language, Paul Chilton points out that humans are “machievellian in nature”. They seek strategies of maximum individual advantage (2004: 17). Language, or interaction for that matter, is not just about sharing information but also about signalling group identities (Chilton, 2004: 18).

Representation in political communication is studied at denotational or referential and connotative or representational levels. At denotational level (Chilton, 2004: 50), a word referring to a real object or an abstract idea is considered. Referential semantics, thus, works through the process of matching wherein the logical form that refers to a situation must agree with what human beings judge as truth through their cognitive ability. However, it cannot convincingly answer the question of what and why someone is saying (2004: 50). Hence, there is a need for connotative meaning. Connotation, or representational semantics helps make out why an object suggests a particular idea rather than a simplistic reference to a real object or idea. It is concerned with questions of who, what, whom and when in the communicative process. It mirrors the perceived reality of the human mind, which is either influenced or restricted by the individual’s “cognitive apparatus”, which includes frames, metaphors, actors and events and eventually discourse worlds (Chilton, 2004: 50).

Methodology:

Sample:

For the purpose of analysis, four representative sample articles that have an underlying connection to corruption were selected as it was not pragmatically convenient to explore all the satires published in theunrealtime.com between 2011 and 2014 for their discursive configurations. The selected satires were given in the appendix.

Data Analysis:

The online political satires invariably carry a message, either positive or negative, about the targeted politician. The resultant humour would convey a particular meaning evoking the readers’ prior knowledge about the politician, without which it may not be possible to grasp the intended sarcasm. These aspects are studied in this study through the principles of political communication, interaction and representation.

Interaction and representation happened between the satirists and their readers. In response to the first satire on Prime Minister Manmohan Singh, in which satirist C.S. Krishna represented him as a Prime Minister with no real authority, Deepak Rao, a reader, expressed a similar view about the PM, by commenting: “*What a joke!! Even in 100 lifetimes, we can't get a useful speech for [from] this robot*”. This comment was liked by three other readers and another

reader, namely, Manchi K Jagadish quipped: *"Hey guys he speaks only once in 365 days, let him enjoy"*.

In the larger context, this satire was also a critique of the Indian political spectrum and its leaders. The statements like *"The PM's refreshing ..."* ridiculed the Indian politicians, especially the PMs, for the gap between the words they made and the results they delivered since Independence.

In response to the second satire on A Raja, one reader who went by the name A Raja observed: *"I A. Raja, wipellingly accept the offer of Anna Hazare..."* It shows that both the author and the readers shared the same assumptions that politicians would protect their interests at any cost. The satirist's concluding statement *"Trust politicians to pull strings ..."* when read with Finance Minister's interjection *"Civil society's inputs must be complemented ..."* implies that the politicians would use every trick in the book to delay the bill and scuttle the movement so that their colleagues would be protected.

Meanwhile in some cases, we could witness direct interaction between the satirists and their readers. For instance, in the third satire on the burning of Adarsh scam files, Satirist Ashwin Kumar responded with a *thank you note* to the comment of Deepak Rao and some other readers. One reader called Vinay even went to the extent of correcting the author on the name of a scam with his comment: *"Aircel-Maxis deal. Correction"*. And the satirist responded with a smile emoji: *"oops !! thanks for pointing out"*. This shows the deep involvement and personal commitment to the propositions made by the satirist as they corresponded to the frames or stored shemata (Werth, 1999) entertained by the readers. Thus, it is possible to conclude that both the satirists and their readers seemed to have formed a kind of group identity for themselves in terms of their opinions about the target politicians.

Comprehensibly, the very first statement in the satire *"Strongly anticipating a fire outbreak ..."* when read with the next statement *"The move comes in ..."* contains the gist of the satire that politicians can destroy the evidence to weaken the corruption cases against them.

In response to the satire composed by the Mad Scientist with an ironical message that the Congress Party had no leader to electorally unseat Chief Minister Narendra Modi, a reader named Jitendra Desai attempted to reiterate the proposition by saying *"As per latest info, Congress has been forced to do ..."*. The message that the Congress Party was incapable of defeating Narendra Modi was evident in the contrast between the heightened claim through the statement *"Congress unleashes secret weapon"* in the title and the involvement of all the people from the field of cricket with no political prowess or proven success in Indian politics, who could put no challenge whatsoever. The satirist's statements like *"As Keshubai ..."* and *"Clearly with LaMo coming, ..."* carried the message

that Lalit Modi was also no match and in the larger sense the Congress Party had no alternative to counter Narendra Modi.

Moreover, another reader Andy joked: "*As a compromise, congress handed IOA position to Shashi tharoor.*" From the two comments, it can be concluded that the readers had enough knowledge and similar own views about the state of affairs that existed in the Indian political parties.

Metaphors:

Meanwhile, metaphorical expressions helped in exaggerating the events and abilities which were quite contradictory to the reality. This discrepancy generated humour and readers could get it as they too shared the same discourse world. Such expressions as '*plug loopholes*', '*pulls and pressures*', '*colourful terms*', '*six plus package*' and '*pull strings*' in the second satire created an allegorical ambience which suggested, in an elevated sarcasm, that we cannot expect an efficient anti-corruption mechanism as long as politicians are involved; and at the same time, there cannot be any law in a democracy without the active participation of politicians.

The expressions such as '*truckloads of files*' in the third satire, '*shock waves*', '*all hues and shades*', '*bankroll*' and '*a fight on his hand*' in the fourth satire all expanded the readers' imagination to subsume the enormity of the absurdity in what was occurring in the arena of real Indian politics. Hence, these metaphors were employed by the satirists to reflect this theatre of absurd wherein one party would try to ensnare the culprit who would, in turn, attempt to evade the entrapment by the most crooked means like burning the Adarsh housing scam files from the secretariat.

Besides, it can also be concluded that these metaphors were used either to elevate or to demean the image of the politicians depending on how the satire was directed. The expression '*truckloads of files*' boosted the image of Dr. Subramanian Swamy as a corruption crusader while the metaphor *Vishkanya* was in fact an invective that could degrade the personal as well as political image of Ms. Sonia Gandhi. With the metaphorical expressions such as '*shock waves*', and '*all hues and shades*', the satirist could establish the Modi's image as an invincible leader in the politics of Gujarat.

Conclusion:

As the above analysis shows, the use of humour made the online political news satires highly efficacious in sustaining the political discourse. It also showed that the reading community too shared the same knowledge about the targeted politicians. No digression or disagreement was found between them. At times, there was a direct asynchronous interaction between the two. The readers did not only comment on the satires but they also shared them on the social media platforms, thus, taking the political discourse to a wider readership. The political

messaging was, thus, popularized through these caustic online political news satires. Though this study could establish the shared knowledge between the satirists and their readers, it has not looked into the impact that the satires could have created on the political awareness of the readers.

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Impact of Growing Women Responsibilities on Bridging Gender Discrimination and on Performance of MSME Sector in India with Reference to Uttar Pradesh

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Abstract:

Gender discrimination has always been a concern of our “male-dominated” society. The roles and responsibilities of men and women were fixed and well-defined. The women were confined to household chores while the men were the earning member of the house. But with the advancement of time and various women empowerment campaigns, gender discrimination had a setback. Now, men and women have more or less equal opportunities, leading to gender equality. The aim of this study is to gain insight into the increasing role of women in addressing gender discrimination and its influence on the performance of the Micro, Small, and Medium Enterprises (MSME) sector in India. The researcher adopted a descriptive research design for the study. The data has been collected from 20 entrepreneurs of the MSME sector in Uttar Pradesh through a structured questionnaire. The data collected has been analyzed with the help of ANOVA and t-test, and it has been found that the increasing responsibilities of women are bringing both opportunities and threats towards gender equality. The overall findings suggest that the growing responsibilities of women help in bridging gender discrimination and increasing the overall performance of the MSME sector.

Keywords: Women Responsibilities, Gender Discrimination, Women Entrepreneurship, MSME, Firm Performance

Introduction:

With the boom of micro, small, and medium-sized enterprises in India, the gender equality issue has turned into a much more gaping problem since it is impossible to neglect 50% of the potential workforce of India. Although gender

discrimination and the factors propelling these issues are quite deeply rooted within the psychology and philosophies of the society, and to some extent to the evolutionary bias and heuristics, there are various gender discriminating factors, especially in the MSME sector.

Albeit gender diversity in micro, small and medium businesses are quite imbalanced, with the male participation more than the female entrepreneurs, one of the reasons behind this disparity could be the lack of visibility and the ambiguity & unorganized nature of the sector itself. As per the studies done in 2012, almost 93% of the businesses running under the MSME sector are unregistered. These unregistered and unorganized MSMEs, of which 95% are micro-businesses, employ 84% of the people working in this sector alone. So, it cannot be predicted accurately as to what kind of gender diversity prevails here because of the sheer uncertainty of the data. Another factor that is the cause of inaccurate representation of gender diversity data in MSMEs is the fact that women entrepreneurs are not so bent towards registering their presence (GENDER ISSUES IN THE MICRO, SMALL AND MEDIUM ENTERPRISES (MSME) SECTOR IN INDIA, 2014).

According to the results of the Implicit Association test and Gender Career Tests designed by Professor Banaji from Harvard university, not only males but females, too, are subconsciously biased towards hiring females for more competitive and higher-ranking posts. Also, pertaining to the many factors which ensue a promotion, females are not prioritized in promotions at their workplace after they put in the same amount of hard work when compared to their male counterparts. Females are mostly employed as unskilled workers in the MSME sector, spiraling into lower wages and low quality of life. (Sieghart, n.d.) Many women in India face difficulties in gaining access to their savings, properties, or getting credits from the banks as per a study done by the Connectors project of Master card. Females account for 55 percent of the world's unbanked population, making it very difficult for females to seed their small or micro-businesses. Also, women still have significantly less say in the property rights of their ancestral lands, and hence the banks are very reluctant to issue a loan to females. (Gandhi, 2018). Many research indicates that male colleagues feel threatened by females who are higher up in the ladder and face ego issues in following their lead at the workplace. This leads to workplace drama and politics, which discourages the authoritative persons from putting females in charge of the leadership. This can be tackled to some extent if female colleagues stop participating in such workplace gossip. This study examines the effects of increasing responsibilities of women in mitigating gender discrimination and on the performance of the MSME sector in India, specifically focusing on the state of Uttar Pradesh.

Literature Review:

In a study conducted by Khanal (2018), an investigation was undertaken

to examine the phenomenon of gender discrimination in educational expenditure within the context of Nepal. Based on the findings of the research, there has been a notable rise in net enrolment rates across all educational levels. However, various forms of discrimination, including socialization within educational settings, discriminatory behaviors, and their associated phenomena, have been documented. In order to assess the extent of discrimination in educational expenditure, data was gathered from three iterations of the "Nepal Living Standard Survey" carried out in the years 1995-96, 2003-04, and 2010-11. Data was gathered from households located in both urban and rural areas. The data that was obtained was subjected to regression analysis. The results indicated a disparity in educational spending between individuals of male and female genders. The research revealed that the aggregate spending on male students was relatively higher in comparison to that of female students.

Bharathy (2018) undertook a study for understanding the impact that different workplace variables homeworking women's surroundings in MSMEs of Puducherry. A survey was conducted covering nine parameters, namely career ambitions, empowering women, leadership roles, learning and development, organizational cultural factors, work-life balance, organizational environment, welfare measures, and a women-friendly workplace. With the help of 200 respondents from different micro and small industrial sectors, it was found that males and females do not have a difference in career ambitions. It was found that though there were fewer gender issues, only a few men understand the workplace challenges of women which negatively impacted the performance of women.

In their study, Tandrayen-Ragoobur and Kasseeah (2017) conducted an analysis to examine the potential impact of gender on firm performance within the context of Mauritius. The data was collected from a sample of 256 entrepreneurs, which included individuals of both genders, through the utilization of a survey methodology. Through the utilization of ordinary least squares (OLS) and logistic estimation methodologies, it was determined that gender significantly influenced the performance of firms when comparing the performance of male-owned firms with those owned by women.

The study by Gupta (2017) examined the incorporation of gender inequalities within organizations employing educated professionals, focusing on the methods and extent to which this occurs. The data was collected from male and female scientists from two pharmaceutical laboratories through the utilization of semi-structured interviews. It revealed the existence of two prevailing types of practices that serve to perpetuate a gendered normative order. There are two primary factors contributing to male dominance in public spaces: the first is the prevalence of practices that prioritize men, and the second is the existence of sociocultural norms that devalue women. As a consequence, the proportion of

women attaining positions of leadership and decision-making authority remains limited.

The study conducted by Barthelemy et al. (2016) examined the occurrence of gender discrimination within the population of graduate students specializing in physics and astronomy. In order to investigate this topic, a comprehensive analysis was conducted by interviewing a group of 21 female individuals who had successfully completed their studies in the fields of physics and astronomy. The insights and perspectives shared by these participants were meticulously scrutinized. The study findings indicate that a small proportion of women did not report instances of gender discrimination, while the majority of women encountered some forms of derogatory remarks and microaggressions. A subset of individuals indicated that they encountered instances of gender role stereotypes, sexual harassment, and explicit forms of discouragement.

In a study conducted by Kumar (2016), an analysis was undertaken to explore the various factors that influence women entrepreneurship, as well as the challenges encountered by women entrepreneurs. Additionally, the study also investigated the initiatives implemented by the Government of India to foster and support women entrepreneurship. The data utilized in this study was obtained from official reports pertaining to Micro, Small, and Medium Enterprises (MSMEs) at both the central and state levels. The factors identified as influential in women's entrepreneurship include economic independence, the establishment of self-identity, the generation of additional income, and motivation and the pursuit of status equality. On the other hand, problems faced by women entrepreneurs included socio-cultural barriers, market-oriented risks, lack of confidence, knowledge in business administration, financial literacy, exposure to training programs, and identifying available resources. Further, it was found that the government launched various schemes like Mahila Coir Yojana, National Mission for Empowerment of Women, for empowering women entrepreneurs.

Joseph et al. (2016) investigated if MSMEs had any effect on the problems faced by women entrepreneurs. The data of 50 women entrepreneurs were collected from Ernakulum, Trissur district, through a structured interview schedule. The data analysis was done by statistics like mean, standard deviation, and correlation. The findings stated that inaccessibility to finance and lack of skilled labor were the major problems women entrepreneurs face. The study concluded by stating that the higher the role of MSMEs in women entrepreneurs' development, the lesser will be the problems faced by women entrepreneurs.

Welsh et al. (2016) analyzed the impact of family support on women entrepreneurs in Turkey. The data were collected from 147 women entrepreneurs between May to November 2012, using online surveys. The dependent variables considered for the study were the helpfulness of previous work experience,

helpfulness of schooling, personal problems, and self-evaluation of managerial skills. The independent variable was family support, while control variables included age, education, and marital status. With the help of mean, standard deviation, and correlation, it was stated that family support had a significant impact on women entrepreneurship.

Objectives of the Study:

The objectives of the study are as follows:

- a) To study the impact of the growing responsibilities of women on bridging gender discrimination.
- b) To study the impact of the growing responsibilities of women on the performance of the MSME sector.

Hypotheses for the Study:

Based on the objectives of the study, the variables the researcher considered included education, family background of the entrepreneur, awareness about government institutions, and attitude toward financial institutions. For conducting the research, the following hypotheses were formulated:

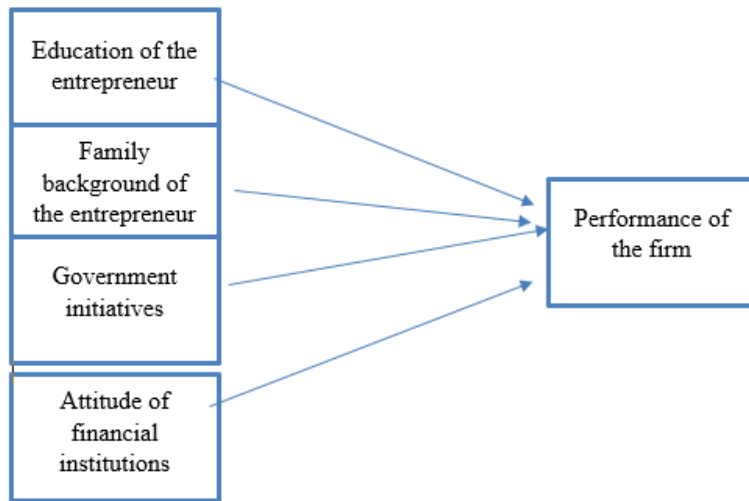
H1: There is no impact of “education” on the performance of the firms in the context of gender discrimination.

H2: There is no impact of “family background” on the performance of the firms in the context of gender discrimination.

H3: There is no impact of “government initiatives” on the performance of the firms in the context of gender discrimination.

H4: There is no impact of the “attitude of financial institutions” on the performance of the firms in the context of gender discrimination.

1. Research framework:



Research Methodology:

With a descriptive research design, the primary data was collected from 20 entrepreneurs of MSME in Uttar Pradesh through structured questionnaires. Out of these, ten entrepreneurs were male, and ten were women. The secondary data was collected from journal articles, magazines, websites, and newspapers. The data analysis was done using ANOVA in IBM SPSS 20. The variables taken into consideration were the education and family background of the entrepreneurs, government initiatives, the attitude of financial institutions towards entrepreneurs, and the performance of the firm.

Findings:

The data collected was analyzed using the ANOVA test, and the findings achieved are stated below:

Table 1a: Impact of “Education” on Performance of Firm (Male Entrepreneurs)

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
UNEDUCATED	Between Groups	.267	2	.133	.700	.528
	Within Groups	1.333	7	.190		
	Total	1.600	9			
HIGH SCHOOL	Between Groups	.100	2	.050	.233	.798
	Within Groups	1.500	7	.214		
	Total	1.600	9			
INTERMEDIATE	Between Groups	.100	2	.050	.175	.843
	Within Groups	2.000	7	.286		
	Total	2.100	9			
UNDER-GRADUATE	Between Groups	.100	2	.050	.233	.798
	Within Groups	1.500	7	.214		
	Total	1.600	9			
POST-GRADUATE	Between Groups	.900	2	.450	.	.
	Within Groups	.000	7	.000		
	Total	.900	9			
DOCTORATE	Between Groups	.000	2	.000	.	.
	Within Groups	.000	7	.000		
	Total	.000	9			

Table 1b: Impact of “Education” on Performance of Firms (Female Entrepreneurs)

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
UNEDUCATED	Between Groups	.600	2	.300	2.100	.193
	Within Groups	1.000	7	.143		
	Total	1.600	9			
HIGH SCHOOL	Between Groups	.733	2	.367	1.540	.279
	Within Groups	1.667	7	.238		
	Total	2.400	9			
INTERMEDIATE	Between Groups	.767	2	.383	2.013	.204
	Within Groups	1.333	7	.190		
	Total	2.100	9			
UNDER-GRADUATE	Between Groups	.233	2	.117	1.225	.350
	Within Groups	.667	7	.095		
	Total	.900	9			
POST-GRADUATE	Between Groups	.000	2	.000	.	.
	Within Groups	.000	7	.000		
	Total	.000	9			
DOCTORATE	Between Groups	.000	2	.000	.	.
	Within Groups	.000	7	.000		
	Total	.000	9			

Comparing Table 1a and Table 1b, it was found that education had a positive and significant impact on the performance of the firms. The performance of the firms run by female entrepreneurs was more influenced by education than those run by male entrepreneurs.

Table 2a: Impact of “Family Background” on Performance of Firms (Male Entrepreneurs)

ANOVA

I GET FULL SUPPORT FROM MY FAMILY

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.233	2	.117	.377	.699
Within Groups	2.167	7	.310		
Total	2.400	9			

Table 2b: Impact of “Family Background” on Performance of Firms (Female Entrepreneurs)

ANOVA

I GET FULL SUPPORT FROM MY FAMILY

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.017	2	.008	.028	.972
Within Groups	2.083	7	.298		
Total	2.100	9			

Comparing Table 2a and Table 2b, it was found that family background had a positive impact on the performance of the firms. The performance of the firms run by male entrepreneurs was more influenced by the family background than those run by female entrepreneurs.

Table 3a: Impact of “Government Initiatives” on Performance of Firms (Male Entrepreneurs)

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
I AM AWARE OF GOVERNMENT INITIATIVES FOR MSME SECTOR					
Between Groups	.100	2	.050	.233	.798
Within Groups	1.500	7	.214		
Total	1.600	9			
I AVAIL BENEFITS FROM THE GOVERNMENT INITIATIVES					
Between Groups	.900	2	.450	2.100	.193
Within Groups	1.500	7	.214		
Total	2.400	9			

Table 3b: Impact of “Government Initiatives” on Performance of Firms

(Female Entrepreneurs)

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
I AM AWARE OF GOVERNMENT INITIATIVES FOR MSME SECTOR	Between Groups	.167	2	.083	.250	.785
	Within Groups	2.333	7	.333		
	Total	2.500	9			
I AVAIL BENEFITS FROM THE GOVERNMENT INITIATIVES	Between Groups	.183	2	.092	.453	.653
	Within Groups	1.417	7	.202		
	Total	1.600	9			

Comparing Table 3a and Table 3b, government initiatives had a positive and significant impact on the performance of the firms. The performance of the firms run by male entrepreneurs was more influenced by government initiatives than female entrepreneurs.

Table 4a: Impact of “Attitude of Financial Institutions” on Performance of Firms (Male Entrepreneurs)

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
THE FINANCIAL INSTITUTIONS ARE COOPERATIVE TO ME WHILE COMMUNICATING	Between Groups	.400	2	.200	.700	.528
	Within Groups	2.000	7	.286		
	Total	2.400	9			
I AM ABLE TO AVAIL LOANS EASILY	Between Groups	.100	2	.050	.175	.843
	Within Groups	2.000	7	.286		
	Total	2.100	9			

Table 4b: Impact of “Attitude of Financial Institutions” on Performance of Firms (Female Entrepreneurs)

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
THE FINANCIAL INSTITUTIONS ARE COOPERATIVE TO ME WHILE COMMUNICATING	Between Groups	.683	2	.342	1.688	.252
	Within Groups	1.417	7	.202		
	Total	2.100	9			
I AM ABLE TO AVAIL LOANS EASILY	Between Groups	.683	2	.342	1.688	.252
	Within Groups	1.417	7	.202		
	Total	2.100	9			

Comparing Table 4a and Table 4b, the attitudes of financial institutions had a positive and significant impact on the performance of the firms. The performance of the firms run by female entrepreneurs was more influenced by the attitude of financial institutions than those run by male entrepreneurs.

Results and Discussion:

According to the findings, it was found that education, family background, government initiatives, and attitude of financial institutions have a positive and significant impact on the performance of MSME firms, irrespective of male-owned or female-owned. It was found that the education and attitude of financial institutions influenced enterprises owned by women compared to their male counterparts. In contrast, family background and government initiatives influenced male-owned enterprises as compared to women-owned enterprises. Table 5 shows the hypotheses testing according to the findings achieved through data analysis.

Table 5 Hypotheses testing according to the findings achieved through data analysis

Hypothesis No.	Hypothesis	Accept/Reject
H1	There is no impact of “education” on the performance of the firms in the context of gender discrimination.	Rejected
H2	There is no impact of “family background” on the performance of the firms in the context of gender discrimination.	Rejected
H3	There is no impact of “government initiatives” on the performance of the firms in the context of gender	Rejected

	discrimination.	
H4	There is no impact of the “attitude of financial institutions” on the performance of the firms in the context of gender discrimination.	Rejected

Conclusion:

There is no doubt that despite the lack of equal gender diversity in the MSMEs, most of the potential of this sector is untapped, and it can only be maximized through the participation of both genders equally. For that, an amalgamation of measures is required for the same which includes taking progressive steps such as improving the quality of training and education for both genders, making higher education more accessible to everyone, stirring socio-economic changes so that both men and women can be the flag bearers of economic growth and prosperity (Lahiri& Banerjee, 2019). The gender diversity in MSMEs must be equalized more because without engaging and indulging with half of the population of a country, one cannot look forward to up to the marked growth.

The increasing women's responsibilities in the MSMEs would lead to booming growth in terms of the economy and finances of the company as well as the overall Gross Domestic Happiness index of the company. Many researches have proven how crucial it is to bring the feminine into the male-dominated corporate sector to allow the flow of a more balanced ecosystem and thought process. This diversity is not merely the call to action ensured through the feminist movement; rather, it simply makes more business sense to do so. Since both genders have different approaches to the same problems and have varying points of view, this brings in a multidimensional approach to catering to the issues within the organization. More talented women would be attracted to companies that have a better representation of women in their workforce since it automatically feels safer and more conditioned environment for them. With a more robust female workforce, especially in the sales team, the company can target adiversified customer base. Thus, the growing women's responsibilities not only help in bridging gender discrimination but also enhancing the performance of enterprises.

Limitations:

The present study has just focused on the MSME sector of Uttar Pradesh, though a lot of opportunities are available in different sectors too. Further, the sample size being small can lead to varying results when compared to a large sample size.

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Challenges Faced by Women Workers in the Tea Garden of Assam: A Study

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Abstract:

India is considered to be the second largest tea producing country in the world and the state of Assam produces about 57% of the country's tea.²⁶ The tea gardens of Assam play an important role in boosting the country's economy.²⁷ Most of the workers in the tea gardens are women as they are considered to be more skilled at plucking tea leaves than men. It is believed that the faster fingers and softer hands of women make them better suited for plucking tea leaves. Thus, the preferred labor force for tea gardens is women.²⁸ However, the health and working conditions of women workers in tea gardens are not good. They are victims of low wages, sexual harassment, trafficking etc.²⁹ This research paper has been prepared keeping in mind the current situation of women workers in tea gardens. Therefore, this research paper examines the working conditions and challenges faced by women workers of tea gardens in Assam. The research paper also reviews the legal initiatives taken by the government to prevent forced labor and trafficking in tea plantations and to protect women workers. The research paper will be concluded with the grounded suggestions.

Keywords: Women Workers, Labor Welfare, Forced Labor, Tea Gardens, Exploitation

²⁶ Rajeev Anand Kushwah, "Women in the Tea Industry: Gender Roles, Unequal pay and Feudal Structure Disadvantage Female Labourers" *Feminism in India*, Jul. 27, 2022.

²⁷ Rita Tiga, Development Agenda and the Tea Industry of Assam: Special reference to its problems and prospects, 7 *JCR* 1635 (2020).

²⁸ Mita Bhadra, "Women Workers in Tea Plantation" 2 *IAA* 93 (1985).

²⁹ Kharka S & Mayank V (2023) *Trafficking of Women from the Tea Gardens of Assam: Wither Human Rights?* Manakin Pvt.

Introduction:

Around 3.5 million people are employed in the tea industries in India and women are the backbone of the labor force because more than 50% of the labor forces are women.³⁰ Women workers can be termed as the driving work force for the growth of the tea industry. Assam is amongst the largest tea producer states in India, situated as a northeastern state which consists of the southernmost part of the eastern Himalayas as well as the Brahmaputra and Barak valleys.³¹ The total area of the state is 78, 438 km² and is surrounded by seven states which are Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, and West Bengal, etc.³² The state shares its international boundaries with other two countries- Bangladesh and Bhutan.³³ Assam is the largest tea-producing state in India. Originally, the tea was produced from the plant named ‘*Camellia Sinensis Var. Assamica*’.³⁴ The discovery of tea in Assam is about 172 years old and it played a pivotal role in the Indian economy.³⁵ It was introduced in Assam by Mr. Robert Bruce, a Scottish gentleman in 1823.³⁶

The tea garden employs both men and women of different age groups and they earn their livelihood by working in the tea plantations. The task allotted to women workers in Chandmoni Tea Estate (CTE) of Darjeeling district of West Bengal includes plucking tea leaves, transplanting, manuring, pruning, etc.³⁷ Women workers in tea gardens face various forms of discrimination and violence such as forced marriage, forced labor, trafficking, low wages, etc. The wage structure in plantation areas also varies from person to person which has existed since the colonial era. There is a pay gap between male and female workers and

³⁰ Orchie Bandyopadhyay, “India’s tea gardens: poor conditions persist” *British Safety Council*, Sept. 12, 2022.

³¹ Assam, Wikipedia, available at: <https://en.wikipedia.org/wiki/Assam> (Visited on 8th Jun, 2023).

³² *Ibid.*

³³ *Ibid.*

³⁴ Assam tea, Wikipedia, available at: https://en.wikipedia.org/wiki/Assam_tea (Visited on 2nd June, 2023).

³⁵ Pradip Baruah, *The Tea Industry of Assam: Origin and Development*, EBH Publishers, 2008.

³⁶ *Ibid.*

³⁷ Mita Bhadra, *Women Workers in Tea Plantations*, 2 *Indian Anthropological Association*, (1985).

despite the heavy workload at the workplace, female workers were paid very little and there was a gender divide.³⁸

In contemporary times, especially in view of the present condition of women workers in tea gardens, an in-depth study on their working and living conditions is very necessary. Women are considered as the asset and backbone of the tea garden and play a vital role in providing support to the economy of tea gardens. From the British period, women workers played an important role in the tea gardens and were also considered to be more skilled than male workers. But the female labor has to face various forms of exploitation and is considered the cheapest labor force which fetches meager income.³⁹

The next part of this research work throws light on the problems of women workers of tea gardens, their working conditions and other problems related to their life there.

Women Workers and their Working Conditions:

In India, the tea industry of Assam is very famous and praised among the people in terms of the quality of tea they produce. This gives the tea industry an economic boost and economically uplift the status of the state and thereby the country. Due to this industry, the social and economic development of the state has also been taking place. The tea industry of Assam has also been providing employment to the people, so more and more people from different parts of India have been coming to Assam to work in the tea gardens especially women as the main and preferred workers in tea gardens are women, hence women workers can be considered as the driving force of tea gardens.

The living and working conditions of tea garden workers have always been a matter of concern. Unfortunately, women workers appear to be denied their fundamental rights guaranteed under various provisions of the Constitution of India.⁴⁰ They have to be victims of physical and mental abuse. Unfortunately, most of the women workers are illiterate and as a result, they remain ignorant of their rights.

Though women workers have an equal number of shares in the workforce they receive lesser wages than their male counterparts. Besides the wage differentiation, there also exists gender division in the tea estates. Women are placed under the supervision of male workers and they are unable to get promoted. Besides supporting their families and looking after their children, women play a pivotal role on the plantation.

³⁸ *Ibid.*

³⁹ *Supra at 6*

⁴⁰ *Supra at 6*

The primary job of the women workers is to pluck tea leaves as they are efficient and skilled at it. But they are also engaged in manual labor such as spraying pesticides i.e dry white powder on the bushes and pruning the bushes.⁴¹ Despite their contributions to the tea garden, women mostly are deprived of basic facilities and also the wages of women's labor are comparatively low.

Despite working efficiently in tea gardens and contributing to the economy, the working life of women workers is very sad, painful and miserable. He is facing many problems at his workplace.⁴² The next part of this research paper deals with the challenges faced by women workers in tea gardens.

Challenges faced by Women Workers:

The fundamental rights, human rights and other rights of women labor are violated while working in the tea garden. They are victims of various forms of violence. This research paper in this section is throwing light on the different forms of violence experienced by these women workers while working in the tea gardens. Apart from other problems, women workers are facing many issues like domestic violence. Domestic violence is a major problem in the tea gardens of Assam, which is often faced by women workers. Domestic violence and alcoholism are related terms as husbands of most women workers are alcoholics. They spend their earnings on drinking rice beer. After drinking alcohol, husbands start quarreling with their wives and this results in domestic violence. Thus, most of the women workers became victims of domestic violence. Women workers after returning from work get bogged down in household chores and have absolutely no time for rest.

The women working in the tea gardens also have to face the problems of trafficking which is increasing even more nowadays.⁴³ Trafficking refers to buying and selling of human beings or taking them from one place to another through force, deception or coercion etc. Poor economic status, illiteracy, lack of awareness and social exclusion, all these factors make them vulnerable to women trafficking.

Another important problem faced by women workers is the payment of low wages. The Equal Remuneration Act of 1976 was enacted to implement the

⁴¹ Preeti R. Rajbongshi & Debaki Nambiar, "Think before you have your cup of tea", India water portal, available at: <https://www.indiawaterportal.org/articles/think-you-have-your-cup-tea> (Visited on 9th June, 2023).

⁴² Kharka S & Mayank V (2023) Trafficking of Women from the Tea Gardens of Assam: Wither Human Rights? Manakin Pvt.

⁴³ Supra at 6

principle of 'equal pay for equal work', but the Act has failed to address the issue. At present, the wages of women workers are less than their male counterparts and they do not get equal pay even for equal work.

The women workers of the tea garden also have to face various health related problems. Mainly women working in tea gardens suffer from anemia due to lack of proper nutrition. Due to calcium deficiency, they also have to face problems related to it. Another major problem faced by women workers is the non-availability of proper medical facilities and medical equipment. Women workers also suffer due to lack of health care, proper equipment and medicines, especially during pregnancy. This is the reason why the infant mortality rate is high in tea gardens.⁴⁴

The women working in the tea gardens are treated like a commodity in the tea gardens. Their social and occupational status is much lower than that of male workers. They are easy targets for sexual harassment.⁴⁵ There have been several incidents of sexual harassment against women in tea gardens. Most of the women workers are illiterate and could not complete their studies due to poverty or other family issues. They are not aware of their right to self-respect. They don't have any knowledge that the crime of sexual harassment can be reported and they can get justice. Even if they are aware, they do not know where to report the incident, what to report and how to report.

The government has been playing an important role in the protection and prevention of tea garden workers and has taken several initiatives and measures for their safety. The central and state governments had introduced various labor welfare practices for the well-being, safety and security of tea garden workers. However, due to improper implementation of the enacted labor laws and regulations, the issues of workers persist and remain unresolved. The tea gardens of Assam are excluded from the Minimum Wages Act, 1948, and the workers earn a daily wage of Rs. 167 per day.⁴⁶ The Act was enacted to fix the minimum rates of wages for the workers but the wages earned by the workers are unable to meet their basic needs.

⁴⁴ Sanskrita Bharadwaj, "In Assam's Tea Gardens, Low-Wage Women Workers Struggle to Access Maternity Care" Women's Media Center, Mar. 24, 2021.

⁴⁵ available at: <https://www.idhsustainabletrade.com/publication/addressing-gender-based-violence-in-tea-gardens-in-india/> (Visited on 9th June, 2023).

⁴⁶ Bisoya Loitongbam, "Assam's Tea Plantation Workers: Why are they in the news?" , idr, Mar.2, 2021, available at: <https://idronline.org/assams-tea-plantation-workers-why-are-they-in-the-news/> (Visited on 5th July, 2023).

Labour Welfare Legislations:

In 1839, the tea industry was established in Assam with the establishment of the Assam Tea Company.⁴⁷ India's ever-growing tea industry of Assam is a labor-intensive sector and requires a large number of workers. Since the British period, workers have been migrating from different parts of India such as Chhotanagpur region, Chhattisgarh, Jharkhand and Orissa etc.

From the very beginning, the workers were oppressed and exploited by the plantation owners. They were forced to do more work for less pay.⁴⁸ Due to which a lot of work in the tea gardens started getting interrupted at that time. To deal with this problem, to clamp down on the tea garden owners and to streamline the work system, the British government took some legislative measures during that time. He enacted the Workmen's Breach of Contract Act, 1859⁴⁹, the Transport of Native Labourers Act, 1863⁵⁰ the Assam Labour and Emigration Act, 1908⁵¹ etc.

Initially, the Workmen's Breach of Contract Act, 1859 was enacted for the Bengal Traders.⁵² Later the Act was extended and applied to the tea gardens of Assam. The Act was enacted to provide punishment for non-performance or breach of contract by workmen, artisans and laborers under certain circumstances. In 1864,⁵³ the Act was enacted to protect the interests of the employers and manage the tea gardens of Assam. This act forced the workers who were paid in advance to fulfill the contract made by them.⁵⁴

The Transport of Native Labourers Act of 1863 was enacted by the Bengal Legislative Council.⁵⁵ This act is known as the first act to license recruiters, provide treatment to emigrants in terms of sanitation, and reduce mortality in terms

⁴⁷ Dipali Baishya, "History of tea industry and status of tea garden workers of Assam" 9 *IJAR* 553 (2016).

⁴⁸ *Ibid.*

⁴⁹ The Workmen's Breach of Contract Act, 1859, No.13 of 1859 (India).

⁵⁰ The Transport of Native Labourers Act, 1863, No. 3 of 1863 (India).

⁵¹ The Assam Labour and Emigration Act, 1908, No. 11 of 1908.

⁵² *Supra* note 26.

⁵³ Ajanta Sharma & Khwarakpam Premjit Singh, "Foreign Elements and Orders in Colonial Assam: Tea, Enclosure, Migrant Labour and Labour Legislation" 2 *SJMS* 78 (2020).

⁵⁴ *Ibid.*

⁵⁵ *Supra* note 27.

of transportation. With a view to improve the health condition of workers especially coolies as well as to strengthen the power and authority of the Medical Officer, the Assam Labour and Emigration Act, 1901 was enacted.⁵⁶

After independence, the Indian Parliament enacted various labor legislations but no specific law was enacted to regulate plantation sector workers. Then in the year 1950, on the recommendation of the Rege Committee, the Plantation Labour Act, 1951 was enacted.⁵⁷ The Act was to regulate the working conditions and provision for the welfare of the plantation sector. According to the Act, in every plantation which consists of 50 or more women workers employed on any day of the preceding 12 months, the employer has to provide a crèche facility or suitable rooms for the availability of children (who are below six years) of the women.⁵⁸ The Act further prohibits the employment of child workers in plantation work who are below the age of twelve years. According to the Act no children or women workers shall be employed in the plantation after 6 AM to 7 PM without the prior permission of the State Government. The provision also applies to midwives and nurses working within the plantation.⁵⁹ Besides the above enactments the Assam Tea Employees Welfare Funds Act, 1959, Maternity Benefit Act, 1961, Payment of Bonus Act, 1965, Equal Remuneration Act, 1976, and Payment of Gratuity Act, 1972, were enacted after independence to provide welfare and benefit to the workers of the tea gardens.

Conclusion:

Assam, the country's largest tea producing state, has long been a backward state in terms of the labor community, especially women workers. Here the condition of women workers is very pathetic and considering the need of women workers in tea gardens, women empowerment is very necessary for the development of the tea industry. There are many factors discouraging women workers to work in tea gardens, the main ones being the tea garden authority's attitude towards its workers, negligence on the part of the government, gender division in their workplace, patriarchal mindset, social practices, etc. The exploitation of women either forces them to bear it or causes them to migrate for better jobs at different places which is not good for the future of tea industries. However, it is observed that women often remain silent and do not raise their voice against the violence faced by them in the tea gardens and it promote crimes against women.

⁵⁶ The Assam Labour and Emigration Act, 1901 (Act No. 6 of 1901).

⁵⁷ The Plantation Labour Act, (Act No. 69 of 1951).

⁵⁸ The Plantation Labour Act (Act No. 69 of 1951) s. 12.

⁵⁹ The Plantation Labour Act, 1951 (Act No. 69 of 1951) s.22.

Violation of the rights of women workers is itself a violence against women on one side, However, the legislature enacted several toothless laws and launched various schemes for the protection of workers, especially women. In addition, the failure to implement them resulted in not achieving the desired results. So for the upliftment of women workers working in tea gardens, the legislature will have to enact more stringent laws and also see that they are implemented properly. Apart from this, there is a need to empower the women workers socially, economically and politically by organizing awareness programs about their basic rights among the workers.

The welfare measures of the government are aimed at developing human resources and ensuring better productivity and better living conditions for workers that includes maintaining industrial relations, social security, job satisfaction etc. in the context of the tea industry. Nevertheless, Both the central and state governments have implemented welfare schemes that benefit the workers. But it is necessary in order to optimize the scope for expansion of schemes within the tea gardens to provide more benefits to both the employers and the workers i.e. to deliver the right benefits to the right people. A well protected woman will serve the country better.

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Spatio-Temporal Changes in the Coastal Eco-Sensitive Zones using Transitional Modelling: A Geospatial Analysis of the coast of Canacona, Goa – India

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Abstract:

The Coastal Eco Sensitive Zones (CESZs) have been widely acknowledged and extensively documented for their significance over the past few decades. These zones not only offer protection against coastal hazards but also support diverse biodiversity, abundant with valuable resources. Initially established and safeguarded under the Coastal Regulatory Zone (CRZ) Notifications, the status of CESZs has been gradually diluted through various amendments over time. This research paper focuses on assessing the spatio-temporal changes in the CESZs of Canacona taluka, Goa. The analysis incorporates Transitional Modelling of TerrSat IDRISI and aims to identify the key factors influencing the changes observed in CESZs.

The CESZs in Canacona were initially demarcated based on the notified CRZ 2011 guidelines. Official Coastal Zone Management Plans and 2011 toposheets obtained from the Survey of India were digitized in QGIS using a hybrid on-screen method to generate a comparative output of the Eco Sensitive Zones (ESZs) between 2011 and 2022. This output was then input into the IDRISI software, and the MARKOV Environment Simulation Model was utilized to generate a Transition Change Matrix. This matrix aids in understanding the detection of changes that have occurred over the past decade.

The Transition Change Matrix offers valuable insights into the evolving trends within the coastal eco-sensitive zone of Canacona. It indicates a decrease in the area occupied by core mangrove and reserved forest zones, while there is an increasing trend observed in the buffer zones. These findings shed light on the shifting dynamics and land use patterns within the CESZs of Canacona, emphasizing the need for comprehensive conservation measures to ensure the long-term preservation of these ecologically sensitive areas.

Keywords: Coastal Zone, Eco Sensitive Zone, Coastal Regulatory Zone,

Introduction:

Eco Sensitive Zones (ESZs) of the coast are the areas present at coastal zones which are integral in sustaining the functional integrity of the coast (AL et al., 2010). These include components that are crucial in providing a barrier against natural coastal hazards and, or sheltering an assorted biodiversity that provides sources of sustenance to local communities (J., 2000) . In mid-2004, the Ministry of Environment and Forest (MoEF), under the chairmanship of Prof. M. S. Swaminathan, established a technically expert committee to perform an audit of the Coastal Regulation Zone Notification 1991 (MoEF, 2011). The report was formulated a year later, with the Swaminathan Committee recommending numerous modifications to enable protection of ecosystems in the coastal zone, alongside enhanced financial opportunities to targeted coastal vulnerable groups (Mascarenhas, 2015a). In order to better achieve management and regulation, it was the recommendation of the committee to create four Coastal Management Zones (CMZ), the first of which namely CMZ-I comprised of areas under the umbrella of Ecologically Sensitive Areas (ESA) (Kapoor et al., 2009).

The Coastal Regulation Zone Notification of 2011 published by the Ministry of Environment and Forest states that for the purpose of conserving and protecting the coastal areas and marine waters, the area falling under the CRZ shall have a classified zone known as CRZ-I, which would cover the areas that are ecologically sensitive and those geomorphological structures that are vital to preserving the integrity of the coast (Table 1).

Table 1: List of notified Eco-Sensitive Zones, CRZ 2011

Coastal Eco Sensitive Zones (CRZ-I)	a) Mangroves, along with a 50 meters buffer along the mangroves in case mangrove area is more than 1000 sq mts
	b) Corals, reefs and related biodiversity
	c) Sand Dunes
	d) Mudflats
	e) National parks, marine parks, sanctuaries, reserve forests, wildlife habitats and protected areas under the provisions of various protection acts
	f) Salt Marshes
	g) Turtle nesting grounds
	h) Horse shoe crabs' habitats
	i) Sea grass beds

	j) Nesting grounds of birds
	k) Areas or structures of archaeological importance and heritage sites

Out of this exhaustive list, the Eco-Sensitive Zones (ESZ) that are present in the coastal belt of Canacona – Goa are mangroves and their buffer, sand dunes, mudflats, reserve forests, turtle nesting grounds and areas of archaeological importance and heritage sites. (MoEF, 2011)

Millions of people depend on coasts and coastal ecosystems for their income and livelihoods. With the coastal zones already being under tremendous stress due to inflated population, rising sea levels, increased pollution, just having ESZs as legislature laws is of no significance unless they are monitored and maintained. Delineation of ESZ therefore becomes very important in this context. ESZ can create a zone of transition from areas of high protection to areas of less protection.(Prakash & Saran, 2018)

Past studies on Eco-Sensitive Zones in Goa and India:

The coastal zone is a region which has been under extensive study for centuries. This is because people have always been drawn to the coast for its bountiful marine resources, pathways for transport, strategic location for defense and also for its scenic view. There have been comprehensive reviews done on the present status and future needs of coastal zone management in India (Nayak, 2017). India has a coastline of about 75000 km of which the mainland accounts for 54000 kms. Marine habitats and biodiversity have been researched with respect to mangroves of India and its classification for the entire Indian coast. There has been a documented increased in mangrove for the coast of Maharashtra and Goa. Sedimentation in river mouths on the west coast of India was monitored for different seasons. There is a future need to carry out predictive modelling using existing data combined with ecological information to understand the likely impact of anthropogenic activities on the coastal ESZs.

The altered course of the river Galgibagh and the shoreline change of the Galgibagh beach has been analyzed and documented by (Gaonkar & Nadaf, 2022). This is significant as this beach is one of the two notified turtle nesting grounds in Canacona and any disruption in the geomorphology will have a significant impact on the legitimacy of the area as an ESZ. Further, the beach area being negatively modified during the 2021 Cyclone Tauktae was incorporated and its resulting effect on the beach morphology.

Tourism has been recognized as a major economic activity in the coastal state of Goa, which also houses fragile coastal ecosystems of estuaries, mangroves, turtle(AL et al., 2010) nesting grounds, etc...(Thomas, 2010) Threats to mangroves in recent years has been identified from aquaculture and urban

settlements. Further, the sea level has been observed to rise at a rate of 1 to 2 mm per year along the Indian coast since the 1950s. The resulting inundation will result in around 4.34 percent of Goa's area to be affected, along with 7.25 percent of the population. To safeguard against this, the effective implementation of the CRZ Notification is must. However, it has been amended at least 19 times, with each dilution rendering the law more incapable. The 2004 Indian Ocean Tsunami demonstrated this. As a solution, it has highlighted the strong opposition of local communities to the center drafted Coastal Zone Management plans, and reiterated the Swanimathan Committee suggestion of a high level scientific and legal committee to propose necessary guidelines to strengthen the current coastal zone but at a localized level.

Study Area:

Canacona is the southernmost taluka of Goa state and has the longest coastline among all the talukas of Goa. It covers 352.02 sq. kms of area and lies between 14° 55'00'' to 15° 10' 00'' North latitude and 73° 55' 00'' to 74° 15' 00'' East longitude (Figure 1). It covers areas from Cabo de Rama in the north to Polem in the south, with a total length of 42kms and varying widths.

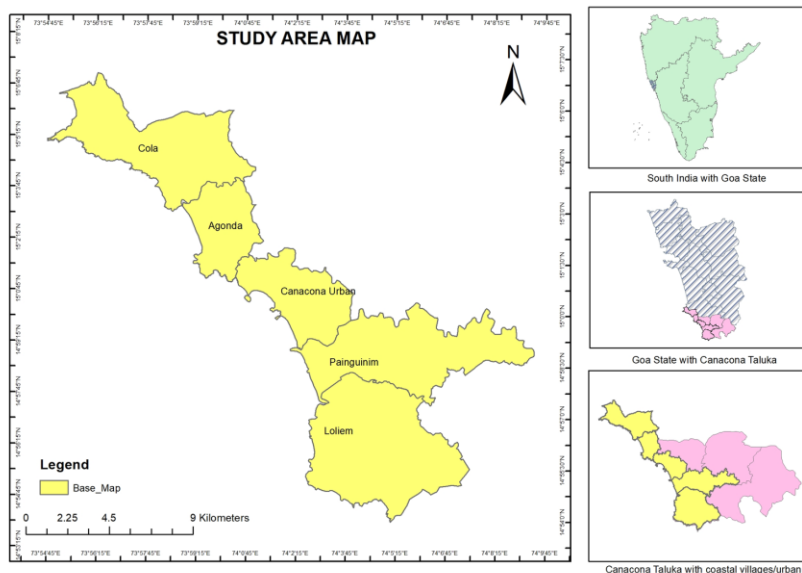


Figure 1: Study area

About 70 percent of Canacona's coast is rocky. The coast is also very fragile and eco-geologically vital. Certain parts are protected sites for nesting of turtles and have structures of archeological and heritage significance. Due to vibrant and upcoming tourism industry, there has been steady and significant

modifications to beach vegetation and dune system.(Nadaf, 2019)

Objectives:

The study aims to achieve the following key objectives:

1. To assess the spatio-temporal changes in the coastal eco-sensitive zones along the coast of the study area.
2. To develop a geospatial model to analyse the transitional changes occurring in the coastal eco-sensitive zones over time.
3. To identify the key factors influencing the spatio-temporal changes in the coastal eco-sensitive zones.

Materials and Methods:

In order to analysis the status of the ESZs in the study area, images from various sources have been utilized. Survey of India (SOI) (2011) toposheet nos. D43B16-48E16, D43I1-48J1 and D43C4-48I4 have been acquired from the SOI website. Since the ESZs are clearly marked on the toposheets, they have been georeferenced to mirror the shapefile of the base map of the study area. Further, there is also in existence government documents which have the ESZs demarcated. One such document is a map published by the Coastal Zone Management Authority (Goa) titled Coastal Zone Management Plan which has been digitized through the years 2017-2022.

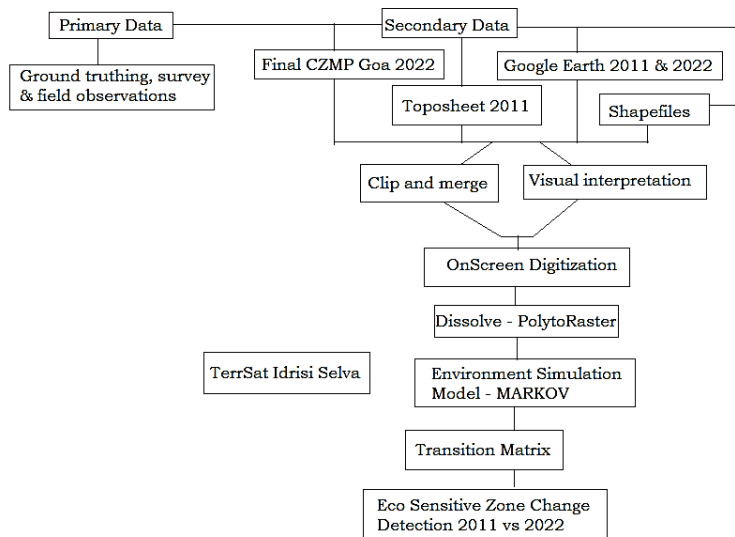


Figure 2: Methodology Chart

The latest updated version is of 6th September 2022, which has been used for the preparation of the Eco Sensitive Zone map. The toposheets are used for generation of shapefiles, and the digitization has been carried out using QGIS

software version 3.16.14 as per the zones for the years 2011 and 2022, indicating a time gap of 11 years. Geoprocessing tools such as dissolve, Polyto Raster have been used. Change detection has been carried out using TerrSet IDRISI GIS Analysis tool, by running the Transitional Probability Matrix model (Figure 2).

Results and Discussions:

Transitional Probability Matrix has been generated from 2011 to 2022 as given in figure 3. The transition probability matrix displays significant change in certain ESZs, while in other ESZs, the change is miniscule (Figure 3). Out of the total area under 50-meter mangrove buffer zone of 2011, 44 percent remained in the buffer zone in 2022, while a minor shift was observed to the inter tidal zone, 10percent shift to mangroves and a massive 41percent to non-eco sensitive zone. With regards to the archaeological heritage site, being a singular entity, there is no noteworthy change observed, with the slight value shift being attributed to error due to georeferencing.

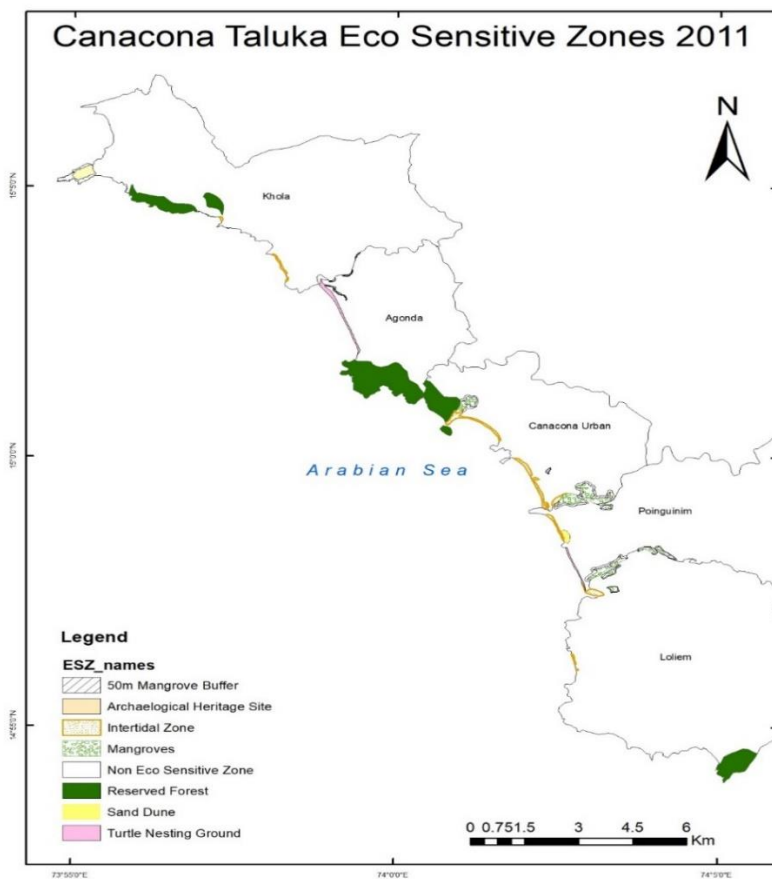


Figure 3: Map of Eco Sensitive Zone areas 2011

The intertidal zone largely remains in the same category (65percent), and the greatest change is observed into the non-ESZ category, with minor level changes to the zones of mangroves, mangrove buffer and reserved forest. Mangrove zone of 2011 largely stays as it is, or has a shift into the mangrove buffer zone at 40percent change, with an insignificant portion migrating into the intertidal zone and the reserved forest. Next, 86percent of reserved forest has remained in the same zone, with small shifts observed into intertidal zone. In the maps of 2011 and 2022, there is only one sand dune identified and hence, any zonal shifts are largely attributed to error due to georeferencing. Lastly, there are two notified turtle nesting grounds in Canacona, namely a select part of the beach stretch of Agonda and the beach of Galgibagh. Although more than half of the area has remained in the same zone, a shift of 31percent has been observed into the inter

tidal zone. This could be possibly attributed to increased tourism and associated geomorphological changes registered at the coast (Figure 4, Table 2, & Table 3).

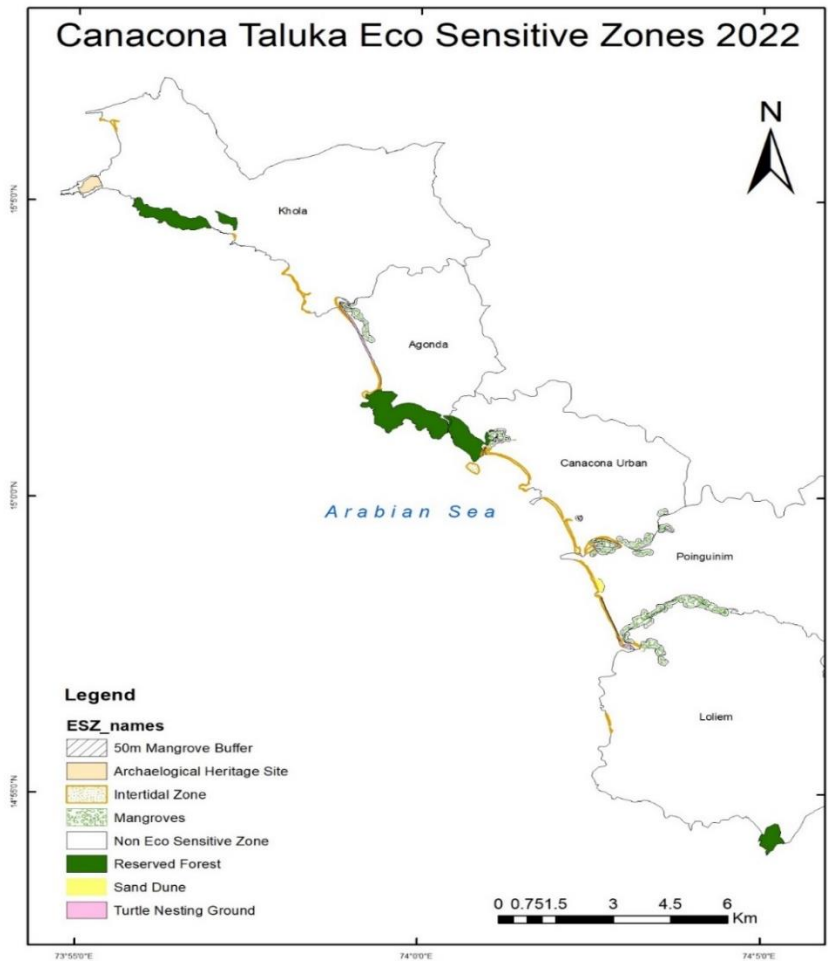


Figure 4: Map of Eco Sensitive Zone areas 2022

Table 2: Transition Probability Matrix (2011 – 2022)

	Probability of changing to:								
	2022								
	Given:	class 1	class 2	class 3	class 4	class 5	class 6	class 7	class 8
2 0 1 1	class 1	0.4412	0	0.0311	0.1011	0.412	0.0146	0	0
	class 2	0	0.8685	0	0	0.1315	0	0	0
	class 3	0.035	0	0.654	0.0175	0.173	0.0846	0	0.0359
	class 4	0.4028	0	0.0325	0.4392	0.119	0.0064	0	0
	class 5	0.006	0.0002	0.0009	0.0018	0.9901	0.0007	0.0002	0.0001
	class 6	0	0	0.0194	0	0.1687	0.8101	0	0
	class 7	0	0	0	0	0.1389	0	0.8611	0
	class 8	0	0	0.31	0	0.134	0	0	0.5561

Table 3: Area under Eco Sensitive Zones 2011 and 2022

Eco sensitive zone	Area 2011 area in hectares	Area 2022 area in hectares
50 m Mangrove Buffer	57.3949	157.1303
Archaeological Heritage Site	17.8771	18.818
Inter tidal zone	49.8677	67.7448
Mangroves	103.499	76.2129
Reserved Forest	433.7549	354.7193
Sand Dune	5.6454	7.5272
Turtle Nesting Grounds	22.5816	15.0544

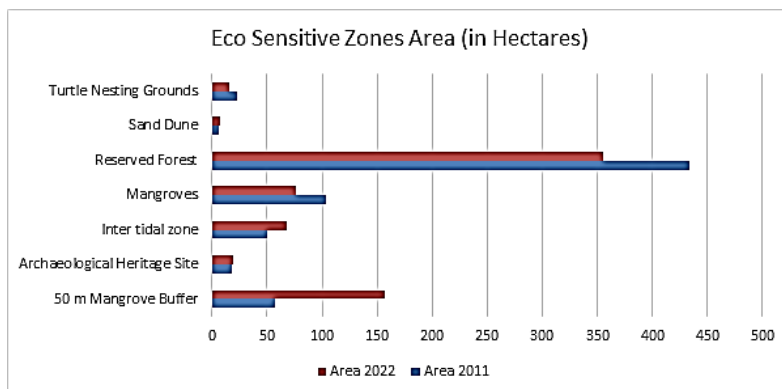


Figure 5: Visual representation of area under Eco Sensitive Zones 2011 and 2022

As given in table 2 & Figure 5, the area under the ESZs present in Canacona taluka have been calculated. It is observed that the most significant increase has occurred in 50 m Mangrove Buffer zone. Furthermore, if analyzed against the Mangrove zone, there is a substantial decline in the area under mangrove. From ground truthing, it is ascertained that rapid development in the coastal zone has contributed to the decline of mangroves on maps. Correlating the both, it could be inferred that to protect the mangroves, the authorities have placed rigid buffer zones around all existing mangroves. However, the buffer zone in the government maps have been overlayed over settlement zones and further analysis is essential to come to a fruitful conclusion regarding this particular ESZ. There is only one archaeological heritage site, namely Cabo de Rama fort which has been maintained by the Government of Goa. The Inter Tidal Zone, for the purpose of this research, it has included beach areas as well as developing sand bar, spits and ancillary sand features, which are all formed as a result of tidal and near-shore current forces.

There has been a marginal increase in the inter tidal zone. This has been verified by ground-truthing and satellite imagery truthing, where in there is a marked increase in the deposition at the mouth of the rivers Saleri, Talpona and Galgibagh, even to the extent of the mouth of river Galgibagh being gradually narrowing due to the spit formed. There is already research on-going to quantify this phenomenon. Coming to Reserved Forest, the change in a decade is visible, but gradual. This could be attributed to changes in the land use land cover patterns Canacona has witnessed over the past few decades. In terms of the Sand Dune, official records show just one sand dune, at the south end of the Talpona Beach stretch. Ground truthing and interaction with the locals reveal that to promote tourism and allied activities, many sand dunes were flattened decades ago and are now permanently ruined. Lastly, Goa is on international maps with documented

nesting of numerous species of endangered turtles. In Canacona, two beach stretches, the south end of Agonda and the beach of Galgibagh are notified as turtle nesting grounds. In Galgibagh, there exists a strong local community initiative, which actively works towards maintaining the pristine nature of the beach, absence of almost all tourism activities except a few homestays and a general nature of non-interference with the beach except to maintain it. On the other hand, and as a stark contrast, the beach stretch of Agonda is virtually unrecognizable as an endangered species nesting grounds. The beach has a high volume of tourism activities, with permanent and semi-permanent structures constructed to support said activities. As such there is a drop in the area under turtle nesting grounds, with magnified tourism activities not just disturbing the landward part of the shore but also the intertidal zone. This is prominent with parts of turtle nesting grounds migrating into the intertidal zone.

Conclusion:

Over the past decade, the Eco Sensitive Zones (ESZs) of Canacona have undergone significant changes, resulting in the loss of crucial ecological services. The depletion of ESZ areas has led to a reduction in the availability of these services, impacting the overall health of the coastal ecosystem. It is important to note that the relationship between the health of coastal ESZs and nearshore resources, such as fish populations, is typically linear, highlighting the interconnectedness of these ecosystems.

While the lone dune has remained stable, there is an urgent need to identify and protect dunes that have been flattened for tourism purposes in recent decades. Preserving these dunes is crucial as they play a vital role in providing natural protection against coastal erosion and storm surges. The decline in mangrove areas in most locations is particularly concerning as it can have devastating consequences in the event of a storm surge along the coast of Goa.

Furthermore, certain areas have experienced a marginal increase in sand beaches and intertidal zones. While this may seem positive, it poses a new set of ecological issues, as the gradual blockage of the mouth of the Rivers Saleri, Talpona, and Galgibagh can disrupt natural sediment flow and alter coastal dynamics. Additionally, turtle nesting grounds overlaying sandy beaches highlight the importance of maintaining the ecological health and geomorphological stability of these areas.

To ensure the sustainable development of the coastal zone and achieve integrated coastal zone management, it is essential to model the impacts of coastal processes on ESZs. This includes assessing the ecological and geomorphological changes and designing adaptive and mitigative strategies accordingly. By implementing these strategies, the coastal zone can be developed in a sustainable manner, balancing economic activities with the preservation of its ecological

integrity.

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A Study on Impact of Agricultural Loans on Crop Productivity In Khammam District of Telangana State

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Abstract:

Agriculture is the source of food, human health and ecological stability. While population density is high and increasing in India, agricultural land is shrinking due to urbanization. Indian agriculture and other activities went through the Green Revolution, the White Revolution, the Yellow Revolution, and the Blue Revolution. Agricultural loans play an important role in agricultural modernization. Agricultural Modernization is the process of introducing modern technology, developing human resources and managing natural and environmental resources; Agricultural credit is still one of the most important. Agricultural credit offers farmers the opportunity to get the best results, use modern equipment and allocate additional resources to improve food security and eradicate poverty. Agricultural credit is required for land development and irrigation, as well as for the purchase of livestock, vehicles and raw materials. Agricultural finance is an essential part of any agricultural development program to increase productivity. Farmers need to get enough money for irrigation, agriculture and land expansion. Agricultural finance is an essential part of any agricultural development program to increase productivity. The sample of study consisted of 120 Farmers were selected by quota sampling method. Farmers need to get enough money for irrigation, agriculture and land expansion. This article examines the impact of agricultural loans on crop productivity in Khammam district of Telangana.

Keywords: Agriculture loan, food security, productivity, farmers, Telangana

Introduction:

It cannot be thought that the country's economy deprives agriculture of development³. Agriculture plays an important role in the economic development of India. Over time, the Indian economy has changed its structure and the share of agriculture in GDP is estimated to fall from 55.1% in 1950-51 to 14.6% in 2016.¹ During the Nationalization of the Postal Bank of India, financial services in rural areas were greatly expanded. This includes financing more rural loan programs, increasing the size of loans, creating more new financial institutions and also encouraging savings. Credit assistance is a good tool for the development of

farmers. Credit is the largest and most flexible of economic resources: money from credit can buy anything for sale. (Gordon Donald, 1976).² The systemic flow of credit from banks has been hampered by various crises that have decimated small farmers. Credit for agriculture provides opportunities for creative development and small farmers' access to these opportunities is more limited than in other sectors. In an ideal world, the crop credit system for farmers would be as follows: the government of India and the Reserve Bank of India would lend to agricultural banks, which would re-lending to farmers either directly or through cooperatives. Farmers use this money to buy products that produce more with the family business. The surplus was sold and the income was enough to pay off the loans and provide the farmers with a better life. Funds received from Ziraat Bank or farmers from other organizations can repay the loan, cover administrative costs and pay interest on government loans. Such a program uses no resources; the promised money is just a refund. The loan has been repaid and interest payments are sufficient to cover costs and all defaults. Benefits of agricultural credit Efficiency refers to the ability to produce desired results. When something is perceived as useful, it means that it has a need or need, or it causes a deep, genuine feeling. ³ The terms activity, performance, and impact are somewhat similar to the word's activity. The word value is sometimes used more generally as "very good or bad". However, no procedural aspects (positive or negative) or comparisons were reported for the results, positive or negative. Effectiveness refers to the degree to which a need is met. The ability to create the desired effect in the desired way. Unlike the term efficiency, efficiency focuses on the achievement itself rather than the resources used to achieve the desired result. Therefore, what is effective is not necessarily effective, and what is effective is not necessarily effective ⁴ "Agricultural Credit Efficiency defines a measure of the extent to which crop loans meet the objectives of commercial loans".

Agricultural Loans:

One of the main tools for improving farm performance is "credit". Credit means borrowing money or paying upfront. According to The Great Lifco Dictionary (2006), "credit" refers to the reliability of a person's moral character and solvency. It also means "others believe that individuals, businesses, companies can pay their debts". In business terms, credit means "right to resource". Appropriate loan companies and loan policies can put people on a sustainable development path. Agricultural loans increase productivity and improve livelihoods by breaking the cycle of small-scale poverty. Adegeye and Dittah (1985)⁵ define agricultural credit as the process of managing current expenditures, goods and services in return for a promise of future repayment. Ogun Fovola et al. (1972) reported that the loan is necessary not only for agriculture, but also for household and consumer use, especially during the holiday season. These types of

loans seem to prevent loan fraud and increase repayment capacity. Today, agricultural credit is linked to businesses that also want to reduce the likelihood of default. Good credit is also a good way to avoid or reduce prepayment. Credit facilities are an important part of agricultural investment. Since the national bank in 1969, India has been promoting a “social and development bank” policy in the regions. As a result, legal credit institutions (mostly commercial banks) became the mainstay of agricultural finance, attracting borrowers and landlords. Currently the rural credit problem is not very attractive due to the poor quality of many measures and the combination of various working groups and working groups. The target of restrictive policies, especially after 1991, has been in three main ways: weakness of rural credit institutions, reduction of credit investment in agriculture through the use of technology in Basel standards, and agriculture. Source (Satish, 2007)

Impact of Crop Loans:

Despite All India Rural Credit Survey 1954 Committee and V.L. Mehra's Finance Committee (1960) recommended the introduction of crop loans in all states, but for some reason it was not immediately implemented in many states of the country. Five years later, the program was implemented in the country in 1965 and in Andhra Pradesh in 1966. The program worked with two goals: to treat crops as commodities rather than landed property, and to finance the use of the money in agriculture. These loans must be repaid with a maturity of 6 to 18 months. Crop loans are also known as advance loans, advance loans, and short-term loans. All crop loans are called short-term loans, but the repayment period varies with the crop grown. Farmers pay these loans for planting, fertilizer, tools, crop protection toilets, regular work fees, etc. They need to meet the regular agricultural expenses of the farm, such as He has to repay the loan with the proceeds from the sale of the crops. Farmers are required to purchase various inputs such as seeds, fertilizers, pesticides, and to provide labour, water, etc. provide short-term crop loans for payments. These loans are based on the growth rate of the land and crop and depend on the farmer's ability to pay back. Crop credits are issued before the start of the planting season and returned after harvest. A farmer's crop should be determined by factors such as planting area, soil type, quality of the crop and acceptance of growth support. Since the crop loan is seasonal, it is repaid one month after the crop is harvested. Crop credits are mandatory each year, and farmers have to get new credits for each new crop season. Therefore, he has to repay his previous loan with interest within the specified period. The process of obtaining these loans from credit unions and commercial banks by the county cooperative bank is simple and easy as these loans are needed every season/year. For this reason, farmers take loans from the village. 14 Short-term loans of agricultural cooperatives are mainly crop loans. Crop loan programs have been

popular in Maharashtra since 1950. The main features of the program are: - Crop loans are arranged according to the estimated production costs of the crops. Crop loan is given partly in kind and partly in cash. (All withdrawals are made in cash since 2006) Loans are repaid through the sale of agricultural products.

Distinctive Features of Vegetable Loans

In 1945, the Agricultural Finance Commission emphasized the outstanding features of the system. These are:

1. Farmers' loan needs should be based on the price of the crop grown (variable prices).
2. The agricultural small credit union should be sufficient to meet all the needs of its members.
3. The credit history of Section borrowers should be evaluated based on their ability to repay.
4. Eligibility for credit is measured not by owning land, but by being a real farmer and needing credit to grow.
5. Crop credit should be given according to the product grown.
6. Loans will be based on the harvest schedule.
7. Credit should be given in cash and in kind with the combination of products related to the fact that all necessary equipment is required for the production of a particular crop.
8. The credit should be determined by various factors, the growing season and the type of crop, for example: watered or rain fed.
9. The repayment of the article loan number should be arranged together, that is, depending on the business loan.
10. Crop loans are determined by the Regional Committee composed of agriculture, livestock and trade experts.

The Role of Crop Credits in Agricultural Development:

Appropriate and appropriate credit is a good thing for the country's economy. Economic success can be easily achieved by making loans to farmers, businesses, traders and entrepreneurs. 15 One of the most important developments in post-independence India was the proliferation of credit institutions and the diminishing role of non-institutional institutions. 16 Crop loans play an important role in the development of India's agricultural economy. Crop loans from commercial banks and cooperatives. Crop loans help farmers invest in the production of assets that generate agricultural income from agriculture. Investments in agriculture effectively increase farm income when adequate credit is backed both upstream and downstream. Inputs for production, technology and services. 17 As early as 1975, in the World Bank policy document 18, "Credit is often an important part of agricultural development. In addition to eliminating financial constraints, the loan also enables the use of new technologies. Credit

services are also an important part of the economy of the rural economy. However, even the most modest amount of credit cannot guarantee higher productivity or income for the rural poor because success depends on many factors, including the availability of products and services, credit policies, credit institutions and convenient distribution facilities.

Review of Literature:

1. **Awais Ali, 2023** emphasised the employing advanced tools, a modern and smart agricultural farming system could be used to stabilize and enhance crop productivity by improving resource use efficiency of applied resources i.e., irrigation water and fertilizers.
2. **Ujwala and Kambali 2022** This study identifies small companies, policies and investments that focus on infrastructure development, making a positive impact in expanding financial services and increasing productivity or automation; financial institutions are flourishing throughout the region;
3. **Nithin 2021, Research** conducted in September 2021 shows that commercial banks have the highest annual growth (25.66%) in terms of profit (short-term loans), while regional banks generate revenue when it comes to medium and long-term loans. highest compound annual growth rate. Growth was higher at 17.74%. Commercial banks are the main providers of agricultural credit with a contribution of 71 percent.
4. **Naik Deepali and Gurudas, 2021** explored the impact of corporate loans on agricultural development in Goa. Their survey represents a three-year expansion of corporate finance flows into agriculture. Most of the farmers in Goa benefit from agricultural financing.
5. **EsraKadanil and EmineKaya, 2020** investigated the relationship between agricultural credit and agricultural performance. In this study, they aim to determine whether there is a relationship between agricultural loans and agricultural product prices. For this, they used time series data from 2005 to 2018. 5.
6. **Shivaswamy, Raghavendra and Anuja, 2020.** In their article The Impact of Corporate Credit on Agricultural Productivity in India: A Time Analysis, trends and regional differences in "Flow of Corporate Credit to Agricultural in India" from 1991-92 to 2016-17 are examined using annual growth. price.6.
7. **Mahendar.P, 2019.** The study found that farmers in Telangana have access to various agricultural financing schemes from the SBI. The Telangana government is also implementing the Rythu Bandhu scheme to invest in agriculture by directly transferring the savings of the farmers.
8. **Gulati, Ashok and Rithika ,2019.** Their analysis in this article shows that Indian agriculture was particularly successful in 1969 with significant

changes. Credit to the family farm increased from about 10 percent in 1951 to 63 percent in 1981. it has hovered around from there until 2013, the most recent year when this data was obtained from the All-India Debt and Investment Survey (AIDIS).

9. **Sujesh.C. P 2018**, the aim of this study is to analyze the efficiency of Kerala Bank in providing loans to agriculture. They found that many factors in available credit affect agricultural credit performance.
10. **Chandio et al., 2017** explored that official credit plays an important role in agricultural development and ultimately in economic development. They also show the relationship between the ability to borrow and the increase in the country's agriculture.

Statement of Problem:

Farmers are the backbone of agriculture. Farmers often consider taking out loans because their farm savings are not enough to finance many farming activities. Crop loans are one of the most important ways to increase agricultural production and improve farmers' overall living standards. Crop loans have allegedly given farmers access to resources (Lipton 1976). Crop loans are believed to contribute to changes in crop models, yield, distribution and other social changes that promote sustainable agriculture for the farmer. In the mid-1970s, India introduced a new farming system and the need to improve credit quality (timely and appropriate loans) emerged for the agricultural sector. In this context, various studies have been conducted in the state and in different parts of India regarding the existence of credit institutions and their impact on the development of agriculture. However, there is no research on the effectiveness of "farm loans" in the region. In light of this, such grassroots work should be done at the grassroots level, which can be very effective in changing the economy of farmers in Telangana of Khammam district.

Objectives of the Study:

1. To study the impact of financial inclusion and technology on agricultural crop productivity.
2. To investigate the impact of agriculture crop loans on crop productivity in Khammam district of Telangana.

Research Methodology:

This research project is an empirical research and data were collected from primary and secondary sources. However, the study is mostly based on primary data. The raw data of 120 respondents were collected from a questionnaire consisting of 30 questions and the data were analyzed using the SPSS .25 version and the data were analyzed using the chi-square technique. The questions included are usually multiple choice and respondents must tick the correct and proper response. Some responses were collected in terms of likert 5-point scale as follows

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

Limitations of the Study:

1. The Study is limited to the area of Khammam District only.

Hypothesis of the Study

The basic idea of my study has been that the impact of technology, land holdings Agriculture Loans greatly influence of agriculture crop productivity and farmers standard of living. During my examinations, I have started the hypotheses, as follows:

1. **H₀:** There is no significant association between technology and agricultural crop Productivity.

H₁: There is a significant association between technology and agricultural crop Productivity.

Cross tabulation

Usage of Technology	Yes	Increase in crop productivity					Total
		Agree	Neutral	Disagree	Strongly Disagree		
		31	14	5	12	4	
	No	10	0	10	11	13	44
Total		41	14	15	23	17	110

Source: - compiled from primary Data

From the above Table it clearly states that majority of the farmers i.e. nearly 66 members stated their opinion that there is increase in their productivity. We can interpret that most of the farmers who were using the technology benefited with more productivity. It was suggested them to implement technological tools in Agriculture related activities.

Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)

Pearson Chi-Square	27.949 ^a	4	0.000
Likelihood Ratio	33.022	4	0.000
Linear-by-Linear Association	17.196	1	0.000
N of Valid Cases	110		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.60.			

Source: - Compiled from primary Data

The value of chi square statistic is 27.949. The p value is 0.00. As it is less than 0.05 hence, it can be concluded that the proposed null hypothesis was rejected and alternative hypothesis is accepted i.e., there is a significant association between technology and crop productivity. It is inferred that majority of the farmers with the help of technology increased their crop productivity.

2. **H₀:** There is no significant impact of land holdings and agricultural crop productivity. **H₁:** There is a significant impact of land holdings and agricultural crop productivity.

Cross tabulation							
Increase in crop productivity							
Land holdings		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	Up to 5 Acres	3	3	3	11	2	22
	5 to 10 Acres	0	3	2	5	1	11
	10 to 15 Acres	1	3	3	6	3	16
	15-20 Acres	11	5	3	5	2	26
	20 to 25 Acres	12	11	10	3	0	36
Total		27	25	21	30	8	111

Source: - compile from primary Data

From the above table it clearly states that majority of the farmers whose land holdings was between 15 to 20 Acres and 20 to 25 Acres i.e., nearly 62 farmers

were agreed that their crop productivity has been increased based on their land holdings.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.515 ^a	16	0.009
Likelihood Ratio	37.845	16	0.002
Linear-by-Linear Association	17.094	1	0.000
N of Valid Cases	111		
a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .79.			

Source: compiled from Primary Data

From the above table the chi square value is 32.515 and the p value is 0.009 which is less than 0.05. As the p value is less than 0.05, we would reject null hypothesis and alternative hypothesis is accepted. There is a significant impact of land Holdings on crop productivity.

3. **H₀**: There is no significant association between Agricultural loans and agricultural crop productivity.
H₁: There is significant association between Agricultural loans and agricultural crop productivity.

Cross tabulation

Agricultural Loans	Increase in crop productivity						
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	yes	31	14	5	12	4	66
	No	10	0	10	11	13	44
Total		41	14	15	23	17	110

Source: compiled from primary Data

From the above table it clearly states that most of the farmers i.e. nearly 66 members those who have taken agriculture loans strongly agreed that their crop productivity has been increased. it is suggested to utilize the government facilities regarding their productivity.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	10.208 ^a	4	0.037
Likelihood Ratio	10.244	4	0.037
Linear-by-Linear Association	0.463	1	0.496
N of Valid Cases	110		
a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.			

Source: compiled from primary data

From the above table the chi square value is 10.208 and the p value is 0.037 which is less than 0.05. As the p value is less than 0.05, we would reject null hypothesis and alternative hypothesis is accepted. There is a significant association between Agricultural loans and Crop productivity.

Conclusion:

The agricultural loan has an important role in the development of the agricultural sector, especially in developing countries. Because, it is one of the financial instruments needed in agricultural enterprises to benefit from new production technologies and marketing opportunities. In this study, it is aimed to present the relationship between agricultural loans and agricultural production value. As a result of the study, it is concluded that there is a relationship between agricultural loans and agricultural production value. The chi-square technique analysis shows that the changes in agricultural loans affect the changes in the agricultural production value.

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Impact of Digital Marketing on Brand Loyalty and Brand Building in the Restaurant Industry: A Review

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Abstract:

The impact of digital marketing on the restaurant industry has become increasingly apparent in recent times. In this evaluation, we will examine the role of various digital platforms, including social media, online reviews, search engine optimization (SEO), and email marketing, in fostering and maintaining brand loyalty in the dining sector. Our examination reveals the significant benefits of these tools, such as heightened brand visibility, immediate customer engagement, and innovative digital loyalty programs that incentivize repeat business. Nevertheless, challenges exist, as negative online feedback can quickly harm a brand reputation, and consumers are more cautious about their digital interactions due to privacy concerns. This assessment also underscores the value of balancing digital marketing with tangible in-person experiences to avoid diluting brand worth. By utilizing empirical studies, case analyses, and current industry trends, we present a nuanced comprehension of the intricate balance that restaurants must achieve in the digital era.

Keywords: Digital Marketing, Brand Building, Brand Loyalty, Restaurant Industry, Social-media, Online Reviews, SEO, Customer Engagement, Data Privacy, In-Person Experience

Introduction:

The restaurant industry has undergone a significant transformation with the advent of the digital age. Restaurants used to rely on word-of-mouth and conventional advertising, but now they have to navigate a complicated digital ecosystem to reach potential customers. The use of online platforms and tools for product and service promotion, or "digital marketing," has grown to be a crucial component of the restaurant industry's business model, influencing consumer engagement, brand perception, and overall profitability. Aesthetics, food aromas, and flavor profiles were historically what made restaurants successful. A significant portion of a restaurant's brand experience now starts even before a

customer enters its doors, thanks to growing online interconnectivity. The online presence of a restaurant can influence a diner's decision, from a tantalizing Instagram post of a signature dish to a string of positive Yelp reviews. However, the shift to the digital sphere is not without its difficulties. Digital platforms enable unprecedented reach and responsiveness, but they also expose companies to real-time criticism, calling for proactive reputation management. Furthermore, cultivating brand loyalty has become a challenging task given the wealth of options readily available at the click of a button. The goal of this review is to investigate the numerous effects that digital marketing has on patronage and brand loyalty in the restaurant sector. We hope to offer insights that will help restaurants in the digital age by comprehending the possibilities, difficulties, and nuances associated with various digital tools and strategies [1].

The Evolution of the Dining Experience: Digitalization from Physical historically rooted in customs and concrete experiences restaurant business is going through a radical transformation. Physical aspects, such as the restaurant's location, atmosphere, the aroma coming from the kitchen, and word-of-mouth recommendations, used to have an impact on people's decisions to eat out. But in today's world, a restaurant's digital presence frequently comes before its actual service. A compelling Instagram post, an interesting video ad, or a number of positive reviews on sites like Yelp or TripAdvisor could persuade a prospective diner. There has never been a stronger connection between the digital and physical worlds [2].

Digital Marketing: A Fresh Start Digital marketing has become a powerful force as industries around the world reorient to capitalize on online platforms. This calls for restaurants to use online tools not just as supplemental channels but frequently as the main channels for outreach, engagement, and brand development. Restaurants create stories and interact in real-time with their audience through websites, social media profiles, email campaigns, and online reviews [3].

The Double-Edged Sword of Online Engagement With all of its advantages, the digital world still has some particular difficulties. The immediate feedback loop makes it possible to respond quickly, but it also exposes businesses to immediate criticism. A single bad review can damage a business's reputation, and a poorly planned marketing effort can turn off customers. Additionally, it is a constant challenge to stand out in the digital crowd due to the constantly changing algorithms of social media platforms and the enormous amount of online content [4].

Navigating Brand Loyalty in the Digital Age The idea of brand loyalty is evolving against the backdrop of this digital revolution. Customers are pickier and more discerning as a result of the abundance of options available to them. Therefore, in order to cultivate loyalty, restaurants must create engaging digital

experiences, provide value beyond the menu, and support real online communities.

Purpose of this Review The transformative role of digital marketing in creating brand identities and fostering loyalty in the restaurant industry is thoroughly explored in this paper. We will look at the various tools available to restaurants, break down the tactics that appeal to today's tech savvy diners, and highlight the pitfalls to watch out for on this digital journey [5].

Digital marketing is the practice of promoting and advertising goods, services, and brands to a large audience, primarily online, using digital platforms, channels, and technologies. Digital marketing campaigns are primarily carried out online, in contrast to traditional marketing, which relies on channels like newspapers, television, and radio. The use of a variety of online marketing strategies to promote and sell goods and services is known as digital marketing. Digital marketing primarily takes place in the vast internet, as opposed to traditional marketing, which is based on media outlets like newspapers, TV, and radio. Search Engine Optimization (SEO), which improves websites to rank higher on search engines, Pay-Per-Click (PPC) advertising, where advertisers pay for each click on their online ads, Content Marketing, the art of creating pertinent and valuable content to attract a particular audience, and Social Media Marketing, where platforms like Facebook and Instagram become vehicles for brand promotion, are some of its fundamental elements. Additionally, there is Online PR for managing a brand's online reputation, Marketing Automation for streamlining repetitive tasks, Digital Advertising, and—most importantly— Analytics, which enables companies to measure and adjust their strategies in real time. Email marketing is still a powerful tool for direct communication. Affiliate marketing also allows people to earn commissions by promoting third-party products. Digital marketing has many benefits, but one of the biggest is that it can be measured easily. At a fraction of the cost of conventional campaigns, campaigns can be monitored, evaluated, and adjusted in real-time. It does not, however, come without difficulties because of the crowded, constantly changing, and amplified nature of the digital space. Digital marketing has firmly established itself as an essential tactic for businesses worldwide as consumers gravitate more toward online interactions.

Table: 1 Tools for Digital Marketing

Component	Description
Search Engine	The practice of optimizing websites and online content to improve visibility on search engines like Google ^[6]

Optimization (SEO)	thereby driving organic (non-paid) traffic.
Pay Per Click Advertising (PPC)	Paid advertisements that appear on search engines. Advertisers are charged a fee each time their ad is clicked
Content Marketing	Creating and distributing valuable, relevant content to attract and engage a targeted audience. This can be through blog posts, e-books, videos, infographics, etc ^[7] .
Social Media	Marketing Promoting products or services on social media platforms like Facebook, Instagram, Twitter, LinkedIn, etc.
Email Marketing	Sending emails to potential or existing customers to inform, engage, or promote offers.
Affiliate	Marketing Earning commissions by promoting other people's products or services ^[8] .
Online PR	Managing a brand's online presence through public relations, including responding to online reviews and engaging in conversations on social media.
Marketing Automation	Using software or platforms to automate repetitive marketing tasks, such as sending out scheduled emails or posting content on social media ^[9] .
Digital Advertising	Using digital channels to display advertisements, including banners, videos, and pop-ups.
Analytics	Measuring, analyzing, and interpreting the performance of digital marketing campaigns using tools like Google ^[10]

Digital Marketing Tools and Their Profound Impacts on the Restaurant Industry:

1. Social Media Platforms: In the modern digital era, social media platforms have played a significant role in defining the brand identities of businesses, with the restaurant sector being especially well-positioned to take advantage of their enormous potential. Since these platforms support authentic storytelling,

restaurants can document their individual journeys, from their earliest origin stories to the nuances of locating sustainable ingredients. With opportunities for consistent aesthetics through stylized imagery and deliberate brand element integration, such platforms also elevate visual branding. Another benefit of actively interacting with the online audience is that restaurants can foster a sense of community by taking part in real-time conversations, recognizing user-generated content, and engaging in real-time conversations. Through the use of thematic campaigns, the rise of influencer collaborations has expanded opportunities for restaurants by exposing them to new audiences. These platforms are now used for more than just marketing; they are also used by restaurants to educate customers about their menu items, company culture, and even nutritional information. Promoting positive reviews and proactively resolving customer complaints on social media helps build brand credibility in an age where consumer trust is heavily reliant on reviews. Additionally, these platforms' ability to adapt in real-time guarantees that restaurants stay current, whether through real-time announcements or by participating in popular online discussions. The audience's perception of restaurants changes as a result of these varied avenues, elevating their brand and transforming them from simple eateries to comprehensive culinary experiences [11,12].

Visual Appetite Stimulation: Visual appetite stimulation is important for restaurant marketing in the digital age. Strong sensory reactions can be elicited by high-quality images and videos, making food appear to be irresistible. Platforms like Instagram prioritize this type of visual content, which affects menu designs and consumer menu choices. This appeal is enhanced by proper food presentation, which transforms a beautifully plated dish into a visual feast. Authenticity is important, though; photos should accurately capture the dining experience. The potential for visual engagement in the culinary world keeps expanding as technology develops, thanks to tools like virtual reality. In essence, genuine, captivating visuals can greatly influence dining decisions and increase a restaurant's appeal.

Direct Customer Interactions: Direct interactions with customers are now crucial for restaurants in the digitally-dominated world of today. These interactions, made possible by digital platforms, go beyond simple engagement and allow for real-time feedback, allowing for quick responses and immediate service improvement. Brand loyalty is cultivated by thoughtful personal touches like acknowledging loyal customers and customizing offers. Additionally, when customers share their experiences, it not only acts as organic promotion but also gives restaurants useful information to tailor marketing campaigns. The difficulty, though, is striking a balance between responsiveness and respect for personal space and online etiquette. Overall, these digital interactions have the potential to

seamlessly close the gap between diners and restaurants, promoting trust and strengthening client relationships.

Segmented Marketing Campaigns: Campaigns with specific target audiences have completely changed how restaurants interact with their customers online. Restaurants can customize promotional content so that it speaks more personally to particular groups of customers by segmenting customers based on their demographics, preferences, or previous behaviors. By sending pertinent messages, this strategy not only improves the effectiveness of marketing campaigns but also improves customer loyalty and experience. The accuracy and personalized touch provided by segmentation stand out in a time when consumers are inundated with content, ensuring that marketing messages are both seen and valued by their intended audience.

2. Email Marketing: Email marketing is a vital weapon in the digital marketing toolbox because it gives restaurants a direct line of communication with their customers. Restaurants can keep their audience interested, informed, and eager to return by sending personalized messages [13].

Curated Culinary Newsletters: These newsletters combine promotion and storytelling. Restaurants can transport subscribers on a rich culinary journey by sharing behind-the-scenes glimpses, showcasing signature dishes, or delving into the background of a specific recipe. This encourages a stronger connection with the audience and keeps the brand top-of-mind [14].

Loyalty Incentives: Email is a great medium for thanking repeat customers. Subscribers can receive exclusive menu previews, early-bird access to events, and special discounts. Such promotions strengthen customers' ties to the restaurant by encouraging return business and making them feel valued.

Soliciting Genuine Feedback: The basis of growth is feedback. Restaurants can gain priceless information by using email to ask customers to share their experiences, preferences, or suggestions. This helps to increase service quality and shows customers that their feedback is truly valued, which strengthens their loyalty.

3. SEO (Search Engine Optimization): An essential component of digital marketing is SEO, which makes sure that a brand's online presence is enhanced for search engine visibility. This means that restaurants must show up in search results when potential customers look for dining options, reviews, or related information [15,16].

Hyperlocal Visibility: It is impossible to overstate the importance of being discovered by nearby customers in the restaurant business. The goal of hyperlocal SEO is to maximize a restaurant's online visibility in its immediate neighborhood. This implies that the optimized restaurant prominently appears in the results when someone nearby searches for "restaurants near me" or "best [cuisine] in [city],"

promoting foot traffic and reservations.

Dynamic Content Strategy: Websites that frequently update and add valuable content are favored by search engines. A dynamic content strategy for restaurants might include frequently updated menus, blog posts about culinary trends, chef interviews, or client endorsements. Restaurants can boost their search engine rankings, draw in more customers, and position themselves as authorities in the culinary world by regularly providing fresh and pertinent content.

4. Pay-Per-Click (PPC) Advertising: Pay-Per-Click, or PPC as it is more commonly known, is a digital marketing strategy where advertisers are charged a fee each time their advertisement is clicked. This model gives restaurants the benefit of instant visibility on search engines and other platforms, enabling them to connect with potential customers who are actively looking for dining options or related services [18].

Spotlight Promotions: Spotlight promotions are specialized ad campaigns that highlight particular deals, occasions, or distinctive selling points of a restaurant in the context of PPC. For instance, a restaurant might use PPC to advertise a seasonal sale, a limited-time menu, or a special culinary event. Restaurants can successfully attract and engage a targeted audience by featuring these promotions at the top of search results or on social media platforms, which will increase reservations and foot traffic [17].

Geo-targeting: Ads are displayed to users based on their location thanks to the PPC feature known as geo-targeting. Restaurants looking to draw in local clients will especially benefit from this. A restaurant can make sure that people within a certain radius or in a specific city or region are more likely to see its advertisements by setting up geo-targeted ads. By targeting the customers who are most likely to visit, this precision makes sure that the advertising budget is used efficiently. For example, a restaurant in New York City might configure its PPC advertisements to only show to users in the NYC region, ensuring relevancy and maximizing the potential for conversions.

5. Online Reviews and Reputation Management: Online reviews have become a critical component in determining a restaurant's reputation and customer base in the age of digital interactions. These reviews are frequently the basis on which potential customers decide where to eat. For any restaurant's online presence and reputation, monitoring, managing, and responding to these reviews is therefore essential [19, 20].

Continuous Improvement: Restaurants can get a snapshot of their customers' experiences and perceptions from every online review, positive or negative. Positive reviews serve as endorsements, whereas negative reviews highlight things that should be improved. Restaurants can pinpoint operational or service areas that require improvement by carefully monitoring this feedback. In addition to

improving the dining experience for future customers, responding to such feedback demonstrates a restaurant's dedication to excellence and customer satisfaction [21].

Demonstrated Responsiveness: A restaurant's commitment to its customers is evident when it actively responds to online reviews, especially the negative ones. Relationships can be repaired and trust can be strengthened by acknowledging criticism, appreciating compliments, and promptly resolving issues or complaints. This openness and foresight not only lessen the potential harm from unfavorable reviews but also establish the restaurant's reputation as a trustworthy and customer-focused business.

6. Influencer Collaborations: One effective marketing tactic in the restaurant sector is to use social media influencers. These influencers, who have a sizable and engaged following, provide a special combination of authenticity and reach that can be helpful for eateries looking to increase brand awareness and customer traffic.

Expanding Horizons: When restaurants work with influencers, they can reach a wider audience demographic that might not have been possible before. A restaurant may gain thousands, if not millions, of new customers thanks to an endorsement or favorable review from a well-known influencer. Increased bookings, foot traffic, and general brand awareness may follow from this broader reach. Restaurants can attract attention from both local and distant audiences thanks to influencers, who frequently have followers from different geographic regions.

Diverse Content Portfolio: At their core, influencers are content producers. When they work with restaurants, they frequently create a range of content, including blog posts, videos, stories, and excellent photos. Restaurants can use this rich content portfolio to support their own marketing initiatives, and it also presents the brand in interesting and original ways. Each influencer contributes their unique perspective, tone, and style, ensuring that the content is always new, interesting, and appealing to a variety of audience types. The restaurant's image may be improved by the variety of content presented, making it more relatable and appealing to a wider demographic.

7. Chatbots and AI-driven Customer Service: The restaurant industry has started to redefine customer interactions as a result of the integration of chatbots and AI-driven customer service tools. These digital products combine efficiency, personalization, and immediacy to improve the overall customer experience and streamline administrative procedures.

24/7 Engagement: Chatbots' availability at all times is one of their main benefits. Chatbots can interact with customers at any time, making sure that questions, reservations, or feedback are promptly handled. This sets them apart from their

human counterparts. This ongoing interaction guarantees that potential customers who might be researching restaurants at odd hours of the night or early in the morning get prompt responses, enhancing their experience and potentially influencing their dining choices.

Tailored Dining Experiences: A wealth of information, including customer preferences and past orders, can be accessed by sophisticated AI-driven customer service tools. These tools can create customized dining recommendations using this data. A chatbot might, for instance, suggest a wine pairing based on the dish a customer has chosen or suggest a dessert that goes well with their previous selections. These personalized encounters not only improve the overall dining experience but also show how committed a restaurant is to learning about and accommodating each of its customers' particular tastes and preferences. The efficiency with which AI can deliver this personal touch can greatly increase customer satisfaction and loyalty.

8. Augmented Reality (AR) and Virtual Reality (VR): The restaurant industry now has access to cutting-edge opportunities thanks to the integration of AR and VR technologies. These immersive tools have the potential to change how customers view and interact with restaurants, enhancing the dining experience by making it more interactive and memorable.

Interactive Menu Exploration: The menu can be explored dynamically and visually for customers in restaurants using augmented reality (AR). Diners can virtually view a 3D representation of their chosen dish, complete with information about ingredients, preparation techniques, and even nutritional facts, by simply scanning a QR code or using an AR-enabled app. This interactive method not only satisfies the curiosity of the diners but also helps them make wise decisions. For example, someone with dietary restrictions can learn more about the ingredients in a dish to ensure their dining experience meets their needs.

Destination Dining with VR: Virtual reality has the power to change the atmosphere of a restaurant and take customers somewhere entirely different. While enjoying a meal in a busy city restaurant, imagine using virtual reality to explore the tranquil Tuscan countryside or the energetic streets of Tokyo. By providing customers with both culinary delights and a trip to a different setting or time period, such "destination dining" experiences can make a meal memorable. A restaurant can stand out thanks to this immersive experience, making it a popular destination for people looking to combine dining with interesting, tech-driven adventures.

Advantages:

Measurability: In contrast to conventional techniques, digital marketing campaigns can be monitored in real-time, giving information on what is and is not working.

Cost-Effectiveness: Can be less expensive than conventional advertising strategies. **Flexibility:** Based on performance analytics, campaigns can be modified in real-time.

Engagement of the Audience: Since digital platforms permit two-way communication, audience engagement is improved.

Advertisers can target particular demographics based on things like age, gender, interests, and search history.

Disadvantages:

Oversaturation: It can be challenging to stand out when there are so many businesses competing for customers online.

Constant Evolution: Because the digital environment is constantly evolving, businesses must continually adapt and acquire new knowledge.

Negative Comments: Both positive and negative comments can be amplified by the online platform.

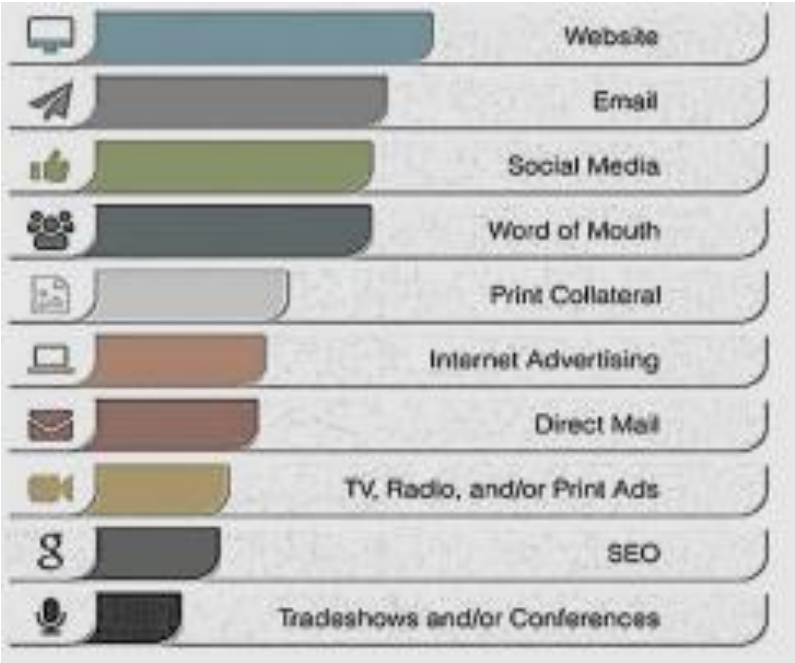




Fig. 2 Methods used now a days for Digital Marketing

Methodology: How to Increase Brand Loyalty Online: For restaurants to guarantee repeat business and ongoing profitability in a time when dining options are plentiful, cultivating brand loyalty is essential. Customers now have access to personalized and seamless experiences thanks to the innovative ways that digital tools and strategies have been used to foster this loyalty.

Loyalty Programs: Punch cards were once the primary form of loyalty in modern programs, but they have given way to sophisticated digital platforms. Customers can track their loyalty points, redeem rewards, and even receive customized offers based on their dining history using mobile apps and web portals. These online loyalty programs give diners a sense of value by recognizing and rewarding them for their ongoing business in addition to being convenient. Digital rewards' immediate nature, combined with special offers (like a free dessert on one's birthday), fosters gratitude and encourages return visits. A company that has mastered the digital loyalty landscape is Starbucks. Their mobile app integrates the Starbucks Rewards program in addition to facilitating simple ordering and payment. Every purchase makes the customer a star, which they can later use to get free drinks or food. Additionally, the app provides birthday rewards and personalized deals. This digital strategy guarantees repeat business, which strengthens loyalty. [21]

Customer Engagement: The digital sphere provides restaurants with numerous opportunities to interact with their customers. Restaurants can constantly communicate and engage with their audience through interactive social media posts, interesting email newsletters, and personalized SMS notifications about special events. The customer's connection to the brand is strengthened and their

loyalty is reinforced by such consistent and pertinent engagement. Platforms like social media additionally enable restaurants to highlight positive customer experiences, disseminate user

generated content, and even promptly address complaints, strengthening the bond between the brand and its clients. Pizza from Domino's. They launched the "Domino's Wedding Registry," an innovative online initiative that lets soon-to-wed couples sign up for pizzas for various wedding related events. This creative, playful strategy kept the brand interesting to its target market [22].

Data Analytics: Restaurants can learn more about the preferences, behaviors, and feedback of their patrons by utilizing the power of data analytics. Restaurants can modify their menus and marketing tactics to correspond with customer preferences by using tools that analyses order histories, feedback forms, and digital interactions. For instance, if data show a rise in orders for vegan dishes, the restaurant might offer new vegan specials. Such data-driven choices highlight the restaurant's dedication to adapting to its patrons' changing tastes, ultimately fostering brand loyalty. The importance of data in determining dining experiences was demonstrated by McDonald's acquisition of Dynamic Yield, a data analytics company, in 2019. By utilizing this technology, McDonald's introduced smart drive-throughs that changed menu displays based on various elements such as the weather, popular items, and queue length. The display, for instance, might emphasize iced beverages on a hot day. With the help of data-driven personalization, operations are streamlined while also being more individualized for the customer, which promotes loyalty. Based on data insights into regional preferences, they could use analytics to cater to local tastes, such as by introducing the Teriyaki Burger in Japan or the McSpicy Paneer in India [23].

Challenges and Concerns in Digital Marketing for the Restaurant Industry: While digital marketing offers a plethora of advantages for brand building and loyalty, it's not without its pitfalls. Let's explore some challenges and concerns faced by restaurants in the digital age.

Over-dependence: Restaurants run the risk of becoming overly dependent on digital tools as they heavily rely on them for marketing and operations. For instance, if a restaurant's reservation process is entirely digital and there is a platform outage, it may cause booking chaos, which will be inconvenient for both patrons and staff. Another instance is when restaurants only use social media for marketing. Changes in algorithms may result in decreased visibility, which may have an impact on outreach and possibly reduce foot traffic.

Negative Feedback: Customers have platforms to express their opinions in the digital world. Negative feedback can spread quickly and damage a restaurant's reputation, while positive reviews can enhance their reputation. Potential customers may be turned off by, say, a single viral post about an unpleasant meal

or subpar service. One negative review can have a big impact on a restaurant's reputation because of the immediate and widespread nature of sites like Yelp or TripAdvisor.

Data Privacy: Restaurants now gather a ton of customer data thanks to the growth of digital loyalty programmers and personalized marketing campaigns. Data breaches and worries about misuse, however, have made data privacy a major concern. A common food delivery service like Door Dash, for instance, experienced a data breach in 2019 that affected almost 5 million users. Such events undermine trust while also having negative financial effects. To ensure that customer information is secure and confidential, restaurants and the platforms that support them must make significant investments in data protection measures [24]. Solutions to Challenges in Digital Marketing for the Restaurant Industry:

Utilizing proactive strategies to reduce difficulties is essential for navigating the complex digital landscape. Here are some solutions designed to address the issues previously mentioned.

For Over-dependence:

Diversify Digital Platforms: Restaurants should diversify their digital presence across a number of platforms rather than relying solely on one platform or service. For instance, they could look into TikTok or Pinterest while promoting on Instagram. In addition to the main reservation system, they may also have a manual protocol or backup system in place for reservations.

Hybrid Approach: Although it's alluring to go completely digital, keeping some traditional practices can serve as a backup. For instance, a few tables could be set aside in addition to those for online reservations for walk-in customers.

For Negative Feedback:

Active Digital Reputation Management: All reviews should be actively monitored and responded to by restaurants. They can lessen harm by promptly responding to critical reviews in an understanding and solution-focused manner. For instance, if a customer complains about a dish, the restaurant might offer an apology and a free meal during their subsequent visit.

Encourage Positive Reviews: Positive reviews can be gently encouraged from pleased customers. One idea is to provide diners with a small card with QR codes to review websites after their meal along with a note thanking them for their feedback.

For Data Privacy:

Invest in Robust Cybersecurity: Use cutting-edge security and encryption techniques. Update the restaurant's digital infrastructure frequently, and hire cybersecurity professionals to carry out recurring audits to look for vulnerabilities.

Transparent Data Policies: Customers should be made aware of the policies governing data collection and usage. For instance, a restaurant that gathers email

addresses for newsletters should make it clear that the information won't be sold or used improperly. Another way to increase trust is by giving customers who no longer want to participate in loyalty programs or mailing lists an easy way to opt out.

Regular Training: Regular training on data handling and privacy procedures should be provided to all staff members, especially those handling customer data, to keep them up to date on industry best practices.

Case Study: Domino's Pizza's Digital Transformation

Background: Domino's had been having trouble competing in the cutthroat pizza delivery market until it underwent a digital transformation that changed everything. Utilizing technology, they enhanced both their product and the overall customer experience.

Challenges: Feedback from customers: In the late 2000s, Domino's received criticism for the flavor and quality of its pizzas.

Outdated Ordering System: Due to the growth of digital platforms, their conventional phone-based ordering system was becoming obsolete.

Competitive Market: Domino's needed to stand out because there were so many pizza chains and third-party delivery services were on the rise.

Digital Solutions Implemented:

Rebranding & Feedback: They launched a campaign where customer feedback was used to reformulate their pizza after realizing there were taste issues with it. This open strategy was widely publicized, taking advantage of online distribution channels like YouTube.

Digital Ordering: By launching an intuitive app, Domino's updated its ordering process. They added functions such as "Domino's Tracker," which enables customers to track their pizza in real time.

Innovative Tech Features: 'Domino's Any Ware' was introduced, enabling orders from smart devices, smart TVs, and even Twitter by simply tweeting a pizza emoji.

Voice Ordering: By working with services like Alexa from Amazon, they made voice-activated ordering possible.

Results:

Stock Price Surge: After going through a digital transformation, Domino's stock price outperformed those of tech behemoths like Amazon, Apple, and Facebook for a while.

Market Share: They seized a sizeable portion of the pizza delivery market, pushing rivals out to the margins.

Increased Customer Loyalty: Repeat business and brand loyalty were ensured by the simple ordering process and the improved product.

Lessons Learned: The Domino's incident highlights the value of fusing customer feedback with technological advancements. It also demonstrates how embracing

digital transformation is not an option but rather a necessity in a world where every business is evolving into a tech company.

Table 2: Challenges Digital Marketing for the Restaurant Industry

Digital Marketing Strategy	Example
Social Media Campaigns	Starbucks' #Red Cup Contest: Starbucks launched an annual holiday campaign inviting customers to share their creative photos with their holiday-themed cups. The best entries win prizes ^[25]
SEO Optimization	McDonald's Local SEO Strategy: McDonald's uses local SEO to ensure each of its locations appears in local searches making it easy for customers to find the nearest restaurant ^[26] .
Email Marketing	Chipotle's Loyalty Program Emails: Chipotle sends personalized email offers to members of its loyalty program boosting repeat visits and order sizes ^[27] .

Pay-Per-Click (PPC) Advertising	Burger King's Whopper Detour Campaign: To promote its app Burger King offered 1-cent Whoppers if ordered within 600 feet of a McDonald's leveraging geotargeted PPC ads ^[28] .
Online Reviews and Reputation Management	Yelp's Elite Squad for Denny's: Denny's engaged with Yelp's top reviewers inviting them for special events and ensuring positive high-quality reviews for their outlets ^[29] .

Table. 3 Digital Marketing for brand loyalty and building, and those who haven't.

Restaurant	Strategy/Scenario	Outcome
Successes in Digital Marketing:		

Domino's Pizza	Introduced an app for customized orders & real-time delivery tracking ^[30] .	Surge in sales and improved loyalty.
Starbucks	Launched a mobile app integrating loyalty program with order-ahead capability ^[31] .	Increased visit frequency and spend per visit.
Chipotle	Utilized email marketing for their loyalty program ^[32] .	Boosted repeat visits and improved loyalty.
Failures in Digital Marketing:		
Applebee's	Fired worker over online receipt issue; defensive social media response ^[33] .	Significant reputation damage.
IHOP	Announced rebranding to "IHOb" to promote burgers ^[34] .	Generated mixed buzz and competitor mockery.
Red Lobster	Slow response to mention by Beyoncé in "Formation."	Missed timely engagement opportunity ^[35] .

Discussion:

The restaurant industry has changed dramatically in terms of its marketing strategies in the current digital era. A thorough analysis of the evidence shows that strengthening brand reputation and increasing brand loyalty has been driven by digital marketing. For instance, social media platforms must now be used as an essential part of marketing strategies. With campaigns like the #RedCupContest, large chains like Starbucks have effectively tapped into platforms like Instagram. With the help of this initiative, they were able to improve both their online visibility and their relationship with customers, which helped to build consumer loyalty. We cannot emphasize enough how crucial online discoverability is. Effective Search Engine Optimization (SEO) and Pay-Per-Click (PPC) campaigns have become increasingly important as a result of the rise in mobile searches for "restaurants near me." To increase foot traffic into their establishments, McDonald's, for instance, has optimized local SEO techniques. While this was going on, Burger King's Whopper Detour campaign showed the

potential of geo-targeted PPC promotions by boosting sales and brand awareness.

In the restaurant industry, email marketing, a tool that is frequently considered to be outdated, has shown to be consistently effective. The effectiveness of well-designed email marketing is demonstrated by Chipotle's loyalty-focused email campaigns, which have increased repeat business and fostered brand loyalty. The digital environment is not without its difficulties, though. With platforms like Yelp giving customers unprecedented power to shape a restaurant's reputation, brands are constantly under the spotlight. Denny's tactical partnership with Yelp's Elite Squad is an illustration of proactive reputation management in this industry. Additionally, restaurants have started experimenting with cutting-edge integrations like Chatbots, Augmented Reality (AR), and Virtual Reality (VR) as technology continues to push boundaries. When used properly, these cutting-edge tools provide customers with immersive and personalized dining experiences, helping restaurants stand out in a market that is becoming more crowded. The digital frontier does, however, come with some inherent difficulties in addition to its many opportunities. Restaurants must balance a number of worries, including the chance of receiving unfavorable reviews, concerns about data privacy, and the danger of becoming overly dependent on digital channels. However, restaurants can use the power of digital marketing to cultivate enduring brand loyalty and strengthen their brand reputation in the cutthroat industry environment by adopting a comprehensive strategy that prioritizes their customers.

Even though there has been a lot of research and analysis on how digital marketing affects customer loyalty and brand development in the restaurant sector, some topics still need more in-depth study. The long-term effects of chatbots and other AI-driven customer service tools on consumer satisfaction are an important consideration. Initial integrations appear to be efficient and show promise, but it's unclear how deeply these interactions will affect brand loyalty in the long run. Similar concerns are raised about the scalability, affordability, and true impact of augmented reality (AR) and virtual reality (VR) on customer loyalty, particularly among traditional dine-in establishments, as these technologies make inroads into the dining experience. A potential problem with data privacy and ethical marketing practices is made possible by the increasing emphasis on data-driven marketing and personalization. Personalized dining experiences are valued, but it's difficult to tell when something is being customized too much or being intrusive. The restaurant industry must also determine which digital platforms offer the sincerest engagement and which could just be passing trends in light of the rapid proliferation of these platforms. Last but not least, there is a pressing need to delve deeper into proactive reputation management strategies and their long-term effectiveness in an age where unfavorable reviews on platforms like Yelp can have

significant repercussions. In essence, despite the fact that recent research has shed light on the rapidly changing world of restaurant digital marketing, more research is still required, especially as technology develops and consumer habits change.

Restaurants have a huge opportunity to improve the reputation of their brand and encourage customer loyalty by utilizing the knowledge gained from digital marketing research effectively. Restaurants can develop interesting content that connects with their audience and fosters a sense of community by strategically integrating social media campaigns that are modelled after successful models like Starbucks' #Red Cup Contest. Potential customers can easily find and select the restaurant by optimizing for local searches using localized SEO techniques, similar to those used by McDonald's. Incorporating Chipotle's successful strategy, which makes use of the power of personalized email campaigns, enables restaurants to cultivate current patrons and promote repeat business with specialized updates and promotions. By putting into place strong reputation management procedures, restaurants are given the ability to actively engage with online feedback, harnessing positive sentiment and professionally addressing any problems that may arise. These practices were inspired by the experiences of brands like Denny's and Yelp. As part of the tech-driven trends that are redefining dining experiences, forward-thinking restaurants can also explore creative integrations like chatbots and augmented reality menus. Customers are reassured that their data is handled responsibly by adopting ethical data practices that are in line with customer preferences. Ultimately, restaurants are able to shape their digital marketing strategies based on research-driven insights by taking a proactive approach to mitigate potential challenges and a commitment to continuous learning and adaptation, which lays a strong foundation for brand loyalty and long-term success.

Conclusion:

In the restaurant industry, digital marketing is crucial for establishing brand identity and fostering customer loyalty. Restaurants can create immersive, personalized experiences that appeal to customers by utilizing digital tools and techniques. Social media platforms offer interactive spaces for direct engagement and storytelling, fostering stronger relationships and increasing brand visibility. Discoverability is ensured by efficient SEO and PPC campaigns, luring customers to physical locations. With the help of customized offers, email marketing enables personalized communication and encourages return visits. Restaurants can manage their reputation by responding to customer feedback and fostering trust through online reviews and reputation management. Chatbots, augmented reality, and virtual reality (VR) integration improve customer interactions and distinguish brands. Customer trust in personalized experiences is ensured by ethical data practices. While difficulties like overdependence and unfavorable reviews do

exist, research-driven insights assist restaurants in successfully navigating these challenges. In the end, a well-coordinated digital marketing plan fosters patronage, forges a strong sense of brand identity, and propels long-term success in the cutthroat restaurant industry.

Continuous innovation and the potential for transformation characterize the future of digital marketing in the restaurant sector. Since digital marketing tools are constantly changing, restaurants must take these important effects into account as technology develops. Digital marketing in the restaurant sector has a bright future that looks to be both transformative and dynamic. The environment is about to change due to new technologies and changing consumer habits. In order to create experiences that are tailored to each customer's preferences, restaurants will be able to use artificial intelligence (AI), which is expected to usher in a new era of hyper personalization. This will increase customer satisfaction and loyalty. Due to the rise in voice activated devices, it is necessary to optimize for voice search, allowing restaurants to stay visible in this growing market. Sustainability and transparency will be key, with digital marketing acting as a channel to communicate moral behavior and ethical sourcing, which will appeal to customers who are socially conscious. Through virtual menus and immersive experiences, augmented reality (AR) and virtual reality (VR) will transcend boundaries and improve the dining experience. As blockchain becomes more well-known, its use in guaranteeing transparent supply chains and fostering consumer trust will be investigated. In the midst of these developments, data privacy and ethical issues will be crucial, necessitating a careful balance between customer confidentiality and personalization. Tools for real-time engagement will be improved, allowing for quick interactions and problem-solving to increase brand loyalty. Sensory marketing will increase brand recall by evoking emotional connections through the use of captivating visuals and immersive sounds. By leveraging impulsive buying patterns, augmented commerce will seamlessly integrate shopping into social platforms. The use of predictive analytics will enable restaurants to identify trends and improve operations. Restaurants will take the lead in the digital dining revolution if they can successfully navigate this changing environment by embracing these emerging trends while staying true to their mission of providing exceptional culinary experiences.

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A STUDY OF PERCEPTION OF TEACHERS ABOUT LEARNING OUTCOMES

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Abstract

The Right of Children to Free and Compulsory Education Act (RTE), 2009 is committed to provide quality education to every child. But what are those qualities and what knowledge and skills are to be acquired by a child at the end of a course were not defined and specified clearly in the act. National achievement surveys and Annual Status of Education Reports have supported the fact that the learning level of students are not up to the desired level in the country. National Council of Educational Research and Training (NCERT) has come up with the learning outcomes documents at the elementary and secondary stage which clearly specifies the expected learning level at the end of each class. Teachers are the key stakeholder who has much onus to achieve the vision of learning outcomes by designing and implementing appropriate pedagogical strategies in the classrooms. So, the main focus of the paper is to understand the perception of the teachers about the learning outcomes. This research also attempts to find the difference in perception about learning outcomes between male and female teachers and teachers teaching in schools under different management. Descriptive survey method has been used for conducting this study. A questionnaire containing 21 items on five-point Likert scale has been used to collect the data from the teachers teaching in various schools of Delhi. The finding of the research will help the policymakers in achieving the broader aim of improving the quality of education by spreading a clear understanding of the true spirit of learning outcomes among the teachers.

Keywords: Learning Outcomes, National Education Policy 2020, Teacher's perception

Introduction

Providing qualitative education is the biggest challenge for any education system. In India, the RTE act 2009 ensured the promotion of child till the 9th class without any detention but it was also envisaged that children will acquire new set of knowledge in all subjects at the end of each class and the child will be assessed honestly (RTE Act, 2009). But what qualities are being expected from the Indian school education system, it was not specified clearly in the RTE act 2009. Also, what knowledge and skills are to be acquired by a child at the end of a course were not defined explicitly in RTE act 2009. Various surveys by government and private agencies like National achievement surveys (NAS, 2012 & 2014), state-level achievement surveys (SLAS, 2016), the Global Monitoring Report (GMR, 2015), and Annual Status of Education Report (ASER Centre, 2013) have shown their concern regarding the quality of education in India. The report of joint mission review of SSA (SS Abhiyan, 2016) has also clearly mentioned that the learning levels of students are not up to the desired level in the country. So, the National Council of Educational Research and Training (NCERT) which is an autonomous organization set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programs for qualitative improvement in school education, came up with the document, learning outcomes at the elementary stage which clearly specifies the expected learning level at the end of each class (NCERT, 2017). This document is meant for each and every stakeholder like teachers, teacher educators, parents, school management committee (SMC), and all the community members of the society. The document also suggests pedagogical processes to help the teachers in achieving learning

outcomes as per curricular expectations. Teachers have been provided a free hand to adopt and design any pedagogical strategies according to the learner's needs and local contextual situations. Learning outcomes have been written in simple language and spelt out stage-wise. Assessment is an integral part of these pedagogical processes and teachers can design and carry out the assessment as per the competencies to be assessed. Learning outcomes of all the classes are linked spirally with each other in terms of their complexity and age-appropriateness. Learning outcomes are process-based which are measurable whether qualitatively or quantitatively. Though learning outcomes are the same for all the students with the harmony of the individual child, additional care has been taken for children with special needs. On a similar note, NCERT provided another document in 2019, learning outcomes at the secondary stage (NCERT, 2019). Recently, NCERT has provided the draft document for learning outcomes at the senior secondary stage (NCERT, 2020).

Learning outcomes are statements of what a learner is expected to know, understand, and/or be able to demonstrate at the end of a period of learning (Kennedy, 2006). They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes, and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. Learning outcomes represent the minimum performance that must be achieved to successfully a course or program. A plethora of reports worldwide has surfaced over the decades fueling the press towards learning outcomes from the highest levels. Adam explored the nature and functions of learning outcomes in the context of the Bologna educational reforms (Adam, 2006). This study focuses on the application and multiple roles of learning outcomes and their advantages for educational reform – pedagogy, assessment, and quality assurance. This study also throws some light on future prospects and challenges of learning outcomes. Kennedy et al. (2006) have provided a practical guide for writing and using learning outcomes in all three domains i.e., cognitive domain, affective domain, and psychomotor domain. This study also highlights linking learning outcomes with teaching and assessment along with some advantages of potential problems with learning outcomes.

Learning outcomes serves many purposes. Some of them are listed below.

- Students become more cognizant about their own learning that what have they learned and what they have to learn.
- After knowing the need of individual learners, it becomes much easier for teachers to design the course structure, pedagogical processes, classroom discussions, and teaching-learning activities.
- Learning outcomes help in designing assessment strategies based on the need of the individual learner and their learning styles.
- Learning outcomes map the development of knowledge and skills at each level of curricula.

In India, National Education Policy (NEP) 2020 has focused on competency-based education and learning outcomes. Competency-based education is the combination of knowledge, attitudes, and skills. These are observable and measurable learning outcomes. Traditionally, competency-based education has been used in skill-based courses or professional courses.

The national education policy of 1986 suggested that minimum levels of learning be specified so that there is a framework against which the children need to be assessed by then. But it was product-based focused on the assessment and it was based on mastery learning. So, in 2005, the national curriculum framework (NCF) suggested the constructivist approach and it was realized that children if they are given an opportunity, they are natural learners and they construct their own knowledge (NCERT, 2005). It was felt that children just need to be given the right opportunity and just the core concepts and the rest

of the knowledge will be constructed by children by interaction with different things, with different concepts, they will construct their own knowledge. The other skills, which need to be developed, are the 21st-century skills that allow holistic development as well as lifelong learning. The 21st-century skills are working in teams, collaboration, critical thinking, problem-solving abilities, and analytical abilities. These are the skills that need to be built and they make the child ready for lifelong learning. So, competency-based education is knowledge, attitude, and skills to put together. They can be observed and measured and then afterward the person has acquired these competencies, the person can transfer this knowledge into real-life situations. So, with this constructivist paradigm, NCERT started initiating the development of learning outcomes in 2015 for each class and each curricular area. So, learning outcomes are basically the competencies that are age appropriate and their textbooks free so the entire focus is on the process. It is considered that if the pedagogical processes are correct and age-appropriate of the child then the outcome will automatically be appropriate or as per the desired. So far, learning outcomes for elementary stages has been notified in 2017 and for the secondary stage in 2019 and the learning outcome for the senior secondary stage is in progress.

These learning outcomes provide pedagogical and assessment inputs to the teacher. The learning outcome document specifies the broad curricular expectation for each stage of education and suggestive pedagogical processes that teachers need to follow in the class. The teachers can develop more such pedagogies as per their context and their situations in the classroom and then the learning outcomes are defined which are the competencies that each child is supposed to acquire at the end of the class. The learning happens in a spiral rather than in linear means the end of class 1 is the beginning of class 2 therefore it is important that the child acquires the appropriate competencies in that particular grade. So, along with the learning outcome document, the posters have been prepared for parents and the teachers and they can be put up in the classroom so that everybody is aware that these are the competence the child knows and teacher knows that these are the important competencies that need to develop by them. Brochures are also being developed for parents and the community related to learning outcomes.

NEP 2020 has also recommended a major shift in the focus of all types of assessment whether assessment for learning, assessment of learning, and assessment as learning. So the assessment has to be round of the year which helps the child to improve wherever the child is not performing up to the mark and whenever he needs support. The assessment has to be used for optimizing the teaching-learning process in such a way that children are given the opportunities to construct their own knowledge. The examination should be based on the learning outcomes. The overall focus of NEP 2020 is to shift from rote learning to learning how to learn.

It is very important to reflect upon perception before moving further. Perception can be used qualitatively and quantitatively in research. The perception of an individual affects his/her opinion, interpretation of experiences, judgments, responsiveness for a situation, and actions towards the given situations (Given, 2008). It can be assumed that it is the lens through which one gazes and interprets reality through which his/her actions towards a particular situation can be predicted. For the present study, it was very important to capture the perceptions of teachers towards learning outcomes so that an initial understanding of their opinions, views, and interpretations of learning outcomes can be understood. As the teacher is a key element who is directly interacting with students, his/her perception plays a key role in outcome-based education. Many researches have been conducted to know the perception about learning outcomes and their influence on teaching-learning processes. Aziz et al. (2012) surveyed 185 students from one of the engineering programs in the Universiti Teknologi Malaysia. This study aimed to understand the student's perception about the efficacy of learning outcomes involved in their classroom teaching-learning process. The result shows that students were not clearly aware of the helpfulness of learning outcomes. More than 20% of the students were not sure and disagree with the positive questions related to the issues of learning outcomes. The study of Harris &

Clayton (2019) emphasizes a profound influence on not only the nature of teaching and learning processes but also the types and frequency of evaluations of courses and subjects and the focus of audit and regulatory regimes worldwide.

The rationale of the study

Teachers are a very important component of any teaching-learning process. The role of a teacher is as a facilitator who plans the activities to engage the learners actively in teaching-learning processes. Teachers adapt their instruction according to the level of development of the students. Teachers are supposed to monitor students' learning cautiously as each student receives, analyzes, assesses, and reflects information at various levels. Teachers pay attention to individual differences in learning. This is especially true when each student is unique and he or she comprehends information at a different pace and ease. Taking into account these individual differences, teachers take the initiative to engage them in active learning. Teachers constantly assess their students as an integral dimension of the teaching and learning process. Now, much focus has been emphasized on expected learning outcomes for quality education and meaningful learning. So, it becomes inevitable to understand the perception of teachers about learning outcomes.

Research Objectives

The main objective of this study is to analyze the perception of teachers about learning outcomes. This research makes an effort to understand the perception of teachers on various dimensions of learning outcomes like age and subject appropriateness, teaching-learning processes, assessment, learning paradigms, addressing individuality of learners, writing styles, awareness, and many more. To find the difference between male and female teachers and teachers teaching in schools under different management is also an objective of the study. The following four null hypotheses have been framed to investigate our research objectives.

H1: There is no significant difference between the perception of male teachers and female teachers about learning outcomes.

H2: There is no significant difference between the perception of teachers teaching in government schools and private schools about learning outcomes.

H3: There is no significant difference between the perception of teachers teaching in government schools and government-aided schools about learning outcomes.

H4: There is no significant difference between the perception of teachers teaching in private schools and government-aided schools about learning outcomes.

Research Methodology

This study investigates perceptions of teachers about learning outcomes who are teaching in schools of Delhi. The survey was carried out on 180 teachers. The respondents form a heterogeneous population with respect to their gender, teaching subjects, teaching levels, and management of schools. A questionnaire has been developed to understand the perceptions of teachers about learning outcomes. The questionnaire has been validated by three experts in the field. Initially, 30 items were designed to know the perception of teachers about various dimensions of learning outcomes like age and subject appropriateness, teaching-learning processes, assessment, learning paradigms, addressing individuality of learners, writing styles, awareness, and many more. After small piloting and validation, only 21 items were kept for the final questionnaire. A five-point Likert scale has been used to collect responses in the form of strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. Respondents were instructed to choose any one option as per their level of agreement or disagreement with each item.

Result and Discussion

Demographic information of respondents

1. Sample size: The size of the sample for this study is 180.
2. Age: The age of respondents is ranging from 22 years to 58 years.
3. Gender: The sample of the study has 84 male teachers and 96 female teachers.
4. School Category: 148 teachers are teaching in government schools, 8 teachers are teaching in government-aided schools, and 24 teachers are teaching in private schools.
5. Teaching Subject: The sample contains the teachers who are teaching almost all the school subjects.
6. Classes taught: In our sample, almost 13% of respondents are teaching primary classes, almost 37% of respondents are teaching middle classes, 60% of respondents are teaching secondary classes and almost 42% of respondents are teaching in senior secondary classes. Several teachers are teaching at more than one level.
7. Teaching Experience: The respondents had varied experience from 01 years to 30 years of teaching experience.

Data analysis

Table 1 depicts the summary of responses collected on a five-point Likert scale. For item-wise analysis, responses received as strongly agree and agree have been considered positive responses for the statement. Likewise, responses received as strongly disagree and disagree have been considered negative responses for the statement while responses received as neither agree nor disagree have been considered as neutral responses for the statement.

Table 1: The summary of responses received from the teachers

S.N.	Items	Strongly agree (in %)	Agree (in %)	Neither agree nor disagree (in %)	Disagree (in %)	Strongly disagree (in %)
1.	Learning outcomes are based on the grade of the student.	22.20	44.40	11.10	13.32	8.88
2.	Learning outcomes are the same for all subjects in a particular grade.	2.22	31.08	8.88	46.62	11.10
3.	Learning outcomes have been written in the manner like what a student will be able to do by the end of the course.	28.86	59.94	6.66	4.44	0.00
4.	Learning outcomes are helpful in assessing the learning levels of the students.	31.08	66.60	0.00	0.00	2.22
5.	Learning outcomes and learning objectives are different for a particular subject.	19.98	51.06	8.88	19.98	0.00

6.	Learning outcomes are helpful in making the teaching-learning process effective.	44.40	51.06	4.44	0.00	0.00
7.	Learning outcomes make the classroom more interesting for students.	31.08	57.72	6.66	4.44	0.00
8.	Learning outcomes enhance student's engagement and learning in the classroom.	28.86	53.28	13.32	4.44	0.00
9.	Learning outcomes are a hindrance in the teaching-learning process.	4.44	31.08	19.98	37.74	6.66
10.	Learning outcomes are time-bound by which the knowledge or skills should be acquired by a student except for CWSN (Children with special needs)	13.32	44.40	15.54	22.20	4.44
11.	Learning outcomes play an important role in preparing assessment tools.	26.64	68.82	2.22	2.22	0.00
12.	Learning outcomes support the constructivist paradigm of the teaching-learning process in the classroom.	22.20	66.60	6.66	2.22	2.22
13.	Learning outcomes support the behaviourist paradigm of the teaching-learning process in the classroom.	17.76	75.48	4.44	0.00	2.22
14.	Learning outcomes make teachers more accountable for the learning of the students.	24.42	57.72	6.66	11.10	0.00
15.	The awareness of learning outcomes is necessary for both teachers and students.	22.20	68.82	2.22	4.44	2.22
16.	The awareness of learning outcomes is necessary for teachers only.	2.22	17.76	4.44	71.04	4.44
17.	Learning outcomes are the same for all learners irrespective of their individual differences.	4.44	35.52	6.66	46.62	6.66

18.	Learning outcomes are capable to address the need of the individual learner.	13.32	66.60	13.32	6.66	0.00
19.	Learning outcomes of a particular subject are aligned with the aims of teaching that subject.	8.88	82.14	2.22	4.44	2.22
20.	Learning outcomes are intended to develop the skills more than knowledge.	13.32	53.28	15.54	15.54	2.22
21.	Learning outcomes are product-oriented rather than process-oriented.	2.22	48.84	26.64	17.76	4.44

Data has been collected from the 180 teachers about various dimensions of learning outcomes. These dimensions of learning outcomes include age and subject appropriateness, teaching-learning processes, assessment, learning paradigms, addressing individuality of learners, writing styles, awareness, and many more. Initially, 30 items were being developed and after validation and piloting, only 21 items were kept for the final questionnaire. From this analysis, it is concluded that awareness about the various dimensions of learning outcomes falls into three major categories.

The first category comprises those dimensions of learning outcomes where teachers are highly acknowledged and have a good understanding of them and their importance in improving the quality of education. The second category includes those dimensions of learning outcomes where teachers have mixed responses and don't have a clear-cut idea. The third category is the most crucial part of the analysis which talks about those dimensions of learning outcomes where teachers are totally unaware and have misconceptions.

The dimensions of learning outcomes like writing style of learning outcomes, the role of learning outcomes in assessment, making the teaching-learning process effective and interesting, enhancing engagement of students, awareness of learning outcomes for teachers and students, accountability of teachers, alignment of learning outcomes with the aims of subjects are such dimensions in which most teachers have a clear understanding and show their agreement with the statements unanimously. It will definitely help in achieving the broader aim of education of providing quality education to every child.

On the other hand, there are some dimensions of learning outcomes like addressing the individual need of learners, age and subject appropriateness of learning outcomes, time-bound nature of learning outcomes, and learning outcome as a hindrance in the teaching-learning process are some dimensions where teachers don't have a clear understanding about them. Mixed responses have been received against these dimensions and it may create obstacles in achieving the goals of developing learning outcomes.

There are a few more dimensions of learning outcomes like learning paradigms i.e. constructivist and behaviouristic paradigm, product or process-based approaches of learning outcomes, knowledge, and skill-based learning outcomes are dimensions which are majorly misunderstood by teachers. Most teachers have a lack of understanding about these dimensions and have misconceptions about the spirit of learning outcomes developed by NCERT.

Hypothesis testing

We have asked 21 items from each respondent to understand their perception about learning outcomes on a five-point Likert scale. Out of 21 items, 15 items were favourable and 6 items were in opposition to perceptions about learning outcomes. To test the framed hypotheses, we have converted all the responses into a score by assigning a value to each response. For favourable items, a value of 5 was assigned to strongly agree, value 4 to agree, value 3 to neither agree nor disagree, value 2 to disagree, and value 1 to strongly disagree. Likewise, for opposed items, a value of 5 was assigned to strongly disagree, value 4 to disagree, value 3 to neither agree nor disagree, value 2 to agree, and value 1 to strongly agree.

H1: There is no significant difference between the perception of male teachers and female teachers about learning outcomes.

To test this hypothesis, the difference between the mean score of male and female teachers was computed using the z-test.

Category	Number of respondents	Mean score	Standard Deviation	z-score	$\alpha=.01$
Male	84	72.05	5.018	5.1708	H1 is rejected at 1% LOS
Female	96	76.04	5.326		

The result of the analysis shows that the null hypothesis is rejected at 1% level of significance. Hence, there is a significant difference between the perception of male teachers and female teachers about learning outcomes.

H2: There is no significant difference between the perception of teachers teaching in government schools and private schools about learning outcomes.

To test this hypothesis, the difference between the mean score of teachers teaching in government schools and private schools was computed using the z-test.

Category	Number of respondents	Mean score	Standard Deviation	z-score	Level of significance $\alpha=.01$
Government	148	73.59	5.548	2.9235	H2 is rejected at 1% LOS
Private	24	77	5.259		

The result of the analysis shows that the null hypothesis is rejected at 1% level of significance. Hence, there is a significant difference between the perception of teachers teaching in government schools and private schools about learning outcomes.

H3: There is no significant difference between the perception of teachers teaching in government schools and government-aided schools about learning outcomes.

To test this hypothesis, the difference between the mean score of teachers teaching in government schools and government-aided schools was computed using the z-test.

Category	Number of respondents	Mean score	Standard Deviation	z-score	Level of significance $\alpha=.01$
Government	148	73.59	5.548	2.92580	H3 is rejected at 1% LOS
Government aided	8	76.5	6.25		

The result of the analysis shows that the null hypothesis is rejected at 1% level of significance. Hence, there is a significant difference between the perception of teachers teaching in government schools and government-aided schools about learning outcomes.

H4: There is no significant difference between the perception of teachers teaching in private schools and government-aided schools about learning outcomes.

To test this hypothesis, the difference between the mean score of teachers teaching in government-aided schools and private schools was computed using the z-test.

Category	Number of respondents	Mean score	Standard Deviation	z-score	Level of significance $\alpha=.05$
Government aided	8	76.5	6.25	0.3595	H4 is accepted at 5% LOS
Private schools	24	77	5.259		

The result analysis shows that the null hypothesis is accepted at 5% level of significance. Hence, there is no significant difference between perceptions of teachers teaching in government-aided schools and private schools about learning outcomes.

Major recommendations

It is recommended that awareness campaigns must be initiated by NCERT and other teacher education institutes in the country so that the true spirit of learning outcomes can be spread out among the teacher community. The workshops and symposiums can be organized among the teachers so that opportunities can be provided to all the stakeholders to express and share their views and healthy discourses can be established. When teachers will be well versed in the vision of learning outcomes, the automatic reflection will come into their classroom transactions and the dream of providing quality education to every child will come true.

Conclusion

This study is an attempt to know the perceptions of teachers about various dimensions of learning outcomes. As the teachers are key stakeholders of any education system, the perception of teachers about learning outcomes becomes crucial in providing quality education for every child. This research has been conducted to understand the teacher's perception about various dimensions of learning outcomes like age and subject appropriateness, teaching-learning processes, assessment, learning paradigms, addressing individuality of learners, writing styles, awareness, and many more. After analysing the collected data, these dimensions are broadly divided into three categories. The first category includes the dimensions which are well understood by teachers and the second category includes the dimensions which are not understood clearly by teachers and the third category talks about those dimensions where most of the teachers are either unaware or misunderstand them. This situation may affect the goal of providing quality education to every learner adversely. This study finds a significant difference between the perception of male and female teachers, between teachers teaching in government and private schools, and teachers teaching in government and government-aided schools about learning outcomes. This research strongly recommends initiating campaigns by teacher education institutes for cognizing teachers about the vision behind developing learning outcomes by NCERT. The workshops and symposiums must be organized from time to time so that opportunities can be provided to all the stakeholders to express and share their views.

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WOMEN EMPOWERMENT IN CHANGING INDIA

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Abstract

In this article, author tends to analyse how women in Indian culture are portrayed? Furtherance to it article investigates what roles they are expected to play in family, workplace and in society? How they struggle to secure their positions in the society? This article also highlights the issues and challenges faced by women in different times in the history and what kinds of role models they became for society and nation. It is an attempt to understand feminism in Indian context. What kinds of contributions or roles, a nation like India expecting from women in present time, is core of this article. The author raised few questions in the context of roles of Indian women to preserve the cultural heritage of our nation. Article discusses the women's role as mothers in family and envisioning their empowerment in the context of empowerment of the nation.



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Introduction

In the present world, the status of women is changing rapidly. Now they are more awakened and educated than the previous century. With the expansion of education, women are holding many positions in occupation like education, health, judiciary, administration, politics, armed forces, and corporate world. one can say in every sector they have been working with lot of commitment, hard work and confidence. There are two fundamental questions which needs to be explored at this juncture. First question, how has it become possible? Or who make it possible for women to get these positions?

The second question is how women empowerment is visualized in Indian context with special reference to its rich cultural heritage? The later make us to think about the envisioning role of women in a wider changing social context specifically in the light of perspectives of women empowerment and their expected role in family, society and in the national development.

The reflection on the first question suggest that the question itself is quite complex in nature. There may be different perspectives of women empowerment and their roles in the society but in this paper author analysis on the basis of the literature available in the context of Indian women. Here, the objective is to explore the long and challenging journey which they have been moving on. By encountering different types of problems and difficulties, they struggled every time to lead their life, they set up ideals and standards before the society through their struggle and victories. It has always been expected form the coming generation to follow these ideal to fight against malicious practices of the society. They worked for their family, society and for nation. The women have always courage to argue, debate and prove themselves whenever they got chance or opportunities.

In ancient literature there are numerous instances when women proved their strength, commitments and boldness. They fought against the social evils, bad traditions with self-respect and dignity with in the social norms and ethical limitations which were expected to be followed by them, they protected their families, they took care of their children, and also they supported their husbands in decision making. There are so many examples of women who lead their families in unexpected circumstances and struggles (Kunti, Draupadi in in epic of Mahabharata). The great women in the history like Sita, Draupadi, and Satyawati who became the role models for many generations. In the literature it is strongly argued and believed that females have all masculine traits but man do not have all feminine traits.

Women's strong commitments, dedication, self-esteem and power of determination make them bold and strong. They struggled throughout their lifetime, they earned respect, they set standards for respectful life. They were worshiped as '*Devis*' or *goddess* not by women but by the men also. The Vedic literature largely directed social behaviour, belief system, influence our thinking models, control and decide code of conducts to be followed in the society. The roles of male and female as perceived in the *sanatna dharma* is complementary and supplementary to each other. We cannot imagine the existence of man without women in Indian culture. *Ardhanarishara*

is a representation of equal role of male and female in the society. Women were given lot of respect in the Vedic age. They were not objectified in the society but she has considered equally significant as men.

In Indian culture women performed significant role as mother, daughter, sister, wife and daughter-in-law etc. A woman has to play multiple roles in different times and different situations. Indian culture is directly influenced by Ancient Vedic literature, post-Vedic literature and epics (Mahabharata and Ramayana) and The goals of Indian culture are happiness of mind and soul. Family is treated as smallest unit and nation is treated as biggest unit. Lamp (Diya) is the symbol of light, *Kalasha* represent the respect for diety, tulasi and *shubh labh* is sign of prosperity. Festivals are the part of our culture. From Vedic period to modern period women have important place in all kind of religious ceremony. Without their participation no cultural and religious ceremony is celebrated. Women were given right to marriage to their choice, rights in properties, participation of women in political affairs, debates and wars, family decisions, independence etc.

The respect of women in medieval period declined because of security and many other social reasons. One of the reasons, was that India was attacked by different invaders times and again. The education of women badly affected in this period and some restrictions were imposed on them. They were discriminated in the society on the basis of class, caste and status. Other reason was the influence of other cultures (Mugul, Westren etc) over Indian culture. However, we can see the glory of feminism in India beside these restrictions and discriminating attitude of men against them. Many social reformers started working to improve the poor social life of women. They fought against discriminating customary practices and superstitions prevailed in Indian society, the females were continuously ignored in decision making and so many restrictions were imposed on them before independence. The issues like Sati-pratha, widow marriage, polygamy, child marriage, women's property rights and female educations were the prominent issues need to be addressed at that time. New leadership of women came into light and they have remarkable contribution in the freedom movement. Few famous women freedom fighters were Lakshambai, Sarojini Naidu, Begum Hazrat Mahal, Lakshmi Sahgal, Matangini Hazara, Sucheta Kriplani, Annie Besant, Kasturba Gandhi, Kamla Nehru, Uda Devi, Kamla Devi Chattopadhyaya, Usha Mehta, Kanak Lata Barua, Vijaya Lakshmi Pandit, Tara rani Srivastva, Savitibai Phule, Moolmati, Durgabai Deshmukh, Basanti Devi, Gulab Kaur, Mahadevi Verma, Asha lata Sen etc. were among

them, the contribution of women in the Indian history never be overlooked. That time, participation of women in the freedom revolution was continuously increasing. They were coming forward to take part in many social reforms. The participation of females in different socio- religious movements and freedom struggle, made it clear that they (females) have earned their respect (status) themselves and create their own space in politics, family and society.

After independence, India trying to give uniform civil code for all citizens irrespective of caste, creed, gender and religion. The constitution of India does provide equality, fraternity, freedom and non-discrimination. There are many laws and provisions related to women which need to be reviewed in the light of constitutional values enshrined in Indian constitution. Though some legal reforms have been made accordingly by the government whenever it is required. Still there is lot of reforms to be carried out.

Women Empowerment: Challenges and Concerns

The objective of this article is to explore the idea of empowerment of women in the changing world. In the present context it is important to understand the concept of empowerment. Chandra in his article “Women empowerment in India: Milestones and Challenges” clearly mentioned that empowerment is now increasingly seen as a process by which the one's without power gain greater control over their lives. This means control over material assets, intellectual resources and ideology. He further clarifies that empowerment involves power to, power with and power within. Keeping in mind the above explanation of empowerment, it can be concluded that empowerment as a process of awareness and conscientization, of capacity building leading to greater participation, effective decision-making power and control leading to transformative action. This involves ability to get what one wants and to influence others on our concerns with reference to women's power relation that has to be involved includes their lives at multiple levels, family, community, market and the state.

Martha Nassubala (2003) suggested list of capabilities that a woman draws is cross-cultural as necessary element of truly human functioning.

They include: 1. There should be worth living. 2. Bodily health – to make them able to have good health including reproductive health, to be adequately nourished, to have adequate shelter. 3. Bodily integrity – Being able to move freely from place to place, to be secure against violent assault, including sexual assault and domestic violence; having opportunities for sex satisfaction

and for choice in matters of reproduction. 4. Senses, imagination and thought – Being able to use the sense, to imagine, think and reason in a truly human way including but not limited to literacy. Being able to use one's mind and imagination protected by freedom of expression. 5. Emotions – being able to have attachments, to love, to grieve to experience longing gratitude and justified anger. Not having one's emotional development blighted by fear and anxiety. 6. Practical Reason – Being able to form a conception of the good and to engage in critical reflection about planning of one's lives protected by liberty of conscience. 7. Affiliation – Being able to live with and toward others to have social interactions, to have the capability of both justice and friendship. This would entail freedom of assembly and free speech. Having social bases for self-respect and non-humiliation, being protected against discrimination on the basis of race, sex sexual orientation religion caste or region. 8. Other species – Being able to concern with nature. 9. Play – being able to laugh, play and enjoy. 10. Control over one's environment. a) Political. b) Material. If in the present context, we are thinking for empowering the women, we must have to work on the interventions which enable them to work on these ten necessary elements of human functioning.

Empowerment of women is closely related to formal and informal sources of education. Late 19th century & 20th century reformers advocated women's education as a principal strategy to answer the 'women's question'. Many innovative efforts are accelerated after the NPE. Many initiatives towards the education have been taken by the Government of India time to time. The DPEP, SSA, RMSA and RUSA intervention of education proved helpful in improvising the educational status of women in India. There is marked improvement in girl's enrollment and steady decline in dropout rates. Education is a great tool of women empowerment, but the cultural heritage of country should be taken care in the education system. To prepare aware and responsible citizen should be taken care of.

The other foremost instrument for women empowerment is to provide them a space in political sphere. Women's political participation has been considered a major measure of women's empowerment. The 73rd & 74th Amendments (1993) to the constitution of India have provided some special powers to women that for reservation of seats (33%), whereas the report HRD as March 2002, shows that the legislatures with the highest percentage of women are, Sweden 42.7%, Denmark 38%, Finland 36% and Iceland 34.9%. In India 'The New Panchayati Raj' is the part of the effort to empower women at least at the village level. The participation in Legislative

assemblies and parliamentary assemblies should be increased. They proved their political intelligence, decision taking capabilities many times presently and also in the past. They have to come forward to take their share in political sphere.

By opening up of various kinds of professional opportunities to them, women have shown by the quality of their performance and achievement that the sedulously nurtured myth about their incapacity for certain types of work is just that—a myth, without any substance in it. Women of India are entering in the various professions like health, education, business, industry, armed and police forces, sports, media etc. As a professional, they are more successful and they proved themselves equally effective, energetic and competent. They tried to cope up with their home and work place nicely and effectively.

Women constitute almost 50% of the world's population but in India there is dis appropriate sex ratio where by female's population has been comparatively lower than males. The sex ratio can be improved by the strong participation and strong commitment of women. They can we educated about how the females foeticide impact the population and national sex ratio. There is need to stop female foeticide. The abortion of females is directly affecting the health and mental wellbeing. The both male and females are responsible for inappropriate sex ratio. We need to create real awareness in the society about importance of female population the society.

The health conditions of women in India are not very good. Under nutrition is one of the major problems which badly affect the health of women it also affect the natal and post-natal stage of child development. The obesity, Anemia are some health issues related to women need to be addressed. The health facilities for women have been increased by the governments time to time, but still need to provide health facilities in rural India.

Domestic Violence is another issue need to be addressed, extent of violence in rural areas is higher than as in urban areas. It is also observed that the extent of violence is not lessened by age. The questions regarding crimes against women are most entrenched, as most of them are committed within the family NCRB records that the highest percentage of crime against women is torture (37.7%) followed by Moleslation (22.4%), Rape (11.8%), Kidnapping (8.8%) and immoral traffic (3.7%). (Nayak, P and Mahanta, B. 2006). Incidents of honour killings are often threats to women's functioning and their emotional development is severely blighted. In caste ridden society women are most vulnerable. Government has started many initiatives for the safety

of women but the lack of awareness among women lead to such violence. Women should be empowered to fight against the violence themselves by knowing the acts and policy provisions for them.

Harassment of women is another problem which is very common at workplace now. There are so many cases of rape, kidnapping of girl, dowry harassment, and so on. There is need to strengthen the women so that they can come forward to fight against such oppression and crime. Government of India started many helpline numbers and established women protection cells everywhere in India for the safety and protection of women. The women helpline number (all India) for women in distress is 1091, for domestic abused women is 181, and for police support is 100. The complaints made by women directly registered on the national web portal and immediately responded. Government also constituted the National and state commissions for women to address their issues. There are so many non-governmental organizations working in the area of women empowerment. Under the legal service authority act female victims have the right to get free legal aid and help. They have the right not to be arrested at night and file zero complaint FIR. For work place harassment they can file complaint at Shebox.nic.in

These Acts and Policy should be included in the curriculum at school education and at higher education level. The rural women should be given education and orientation through the support of Social and Justice women empowerment department. Restriction on women's mobility, complete child care responsibility ideology of female seclusion, vulnerability to abuse, low access to information and mass media, low literacy, assumption that women's supplementary and confinement to largely manual untrained tasks lead to women's poor access to income. In case of reform, it is often argued that economic reforms have had a differential gender impact but there are further complexities. The reforms have meant more openness in trade regime and progressive decontrol of domestic production sector. There seems a steady withdrawal of state presence from the production sector arguing that this would promote greater efficiency and accountability.

Women constitute a unique resource of nation, if needs recognition that, women are the builders and molders of nation's destiny. In rural areas, women perform a major part of agriculture activities like breaking chunks of earth, manuring, weeding, transplanting, harvesting and threshing. 60-70 % of agriculture work is done by the females. They are busy in domestication (care) of dairy meals and small industries like pottery, rope and basket making, food processing and hand loom weaving.

It is clear from the discussion that the burden shared by women for the socio-economic development in two ways or in two-fold, one in domestic work and other on the economic front. The domestic works and family care are still not considered as vocation or service of part of GDP. This contribution of females is always overlooked by the male counterpart because no wages are given to them. But if you hire the labour for agriculture and servants/aaya for domestic work then the expenditures for the said services can be calculated.

Women Empowerment: Envisioned role of women in Changing world with special reference to India

The second question which author raised in this article cannot be answered without considering the previous discussion and the studies of feminism in India. The feminism in India is quite different from the Western world. Let us try to understand this by application of literature. A feminist approach is, of course, by no means confined to literature but subsumes many areas of knowledge and experience. In its application to literature, a feminist approach has usually meant either, or both, of two things:

- 1) a re-examination through creative literature of the role and status of woman in society and a new way of portraying woman in creative literature which does justice to her identity as an individual;
- 2) A re-interpretation and revaluation of literary texts, old and new, from a woman-centered point of view is needed.

Remarkably, whereas in American literature and in many European literature feminism has expressed itself in both these modes, in Indian literature feminism has for the most part remained confined to creative literature, and has not led to a sustained and comprehensive re-interpretation of literary texts from a new critical feminist stance. Many modern Indian writers have continued to project and sustain traditional values and to extol old roles and models in their presentation of women. There is a need to represents a complete spectrum of gender. In the present society there is need to consider all the aspects of the gender by not ignoring the cultural heritage of the society, so there is need to develop critical approach to understand gender with special reference to India. Since, India has its own rich cultural heritage but in the age of globalization there is need to review the model of progress, education system, participation of its citizen irrespective of gender, class and religion in the progress of society. Diverse belief system, diversity in religious and cultural

values, irrespective of all these diverse components still there is unity in diversity in country like ours. The concerns of women in the diverse society are very complex and difficult to understand. Several complex and interactive factors have brought about the changed perception of the role of women in society. In the present society we need to consider women as social, legal, and psychological category. Both male and female can represent masculinity and femininity in different situation of life.

This representation of women needs to be reexamined in present context and keeping in mind the expected roles of women specifically in diverse country like India. A critical insight is required to think about the concerns of women in different context of culture and religion. There have been many reforms carried out after independence to empower the women which we have already discussed in this article. The process of social reforms is a never ending and a continuous process. The image of women in our Indian society is not similar as portrayed in western society. It may be any of the religious beliefs of Indian community, they placed women in higher positions. Although, there is diversity in our culture and societal belief system but our entire culture has its own universal set of values which suits to the need of our entire population. This is the reason, there is unity in diversity.

There are different elements or factors which play significant role in the development of a child. The most important and very practical element of our society is care perspective, and mother's care has its own significance. She has a very prominent role to play for the growth and development of their children. As we discussed in this paper that the females' population of our country have their diverse problems but their participation in the society is almost equal to their male counterpart. As a result of many social reforms and legal provisions made for women in our country, they are becoming more independent, enjoying more freedom, now entering in almost in all professions, one important observation to understand that they are also establishing themselves in successful manners. We can see, influences of western culture on our young generations and they are overlooking the values and standards of our cultural heritage. Something is found missing in our generation. Joint families are breaking into nuclear families. The crime rate is continuously increasing. The incidents like rape cases, kidnapping and other forms of violence some time make us so nervous and distressed and such incidents raises many questions in the mind of every citizen that Why is it happening? Who are responsible for all these incidents? Who will take this

responsibility to make citizen better and sensitive human being for a democratic nation? Can we start this process from our own family? Is there any cultural heritage which can guide us?

All our country population whether mothers, fathers, (author does not want to use the word parents, intention is clear, mothers have *mamtva*- power of love and care), teachers (Education system), leaders (Administrative, Political, Social Workers, Religious and many more) should have to think about above these questions. We all have to save our culture and nation. To build a strong nation we need to prepare our generation to respect and follow our cultural legacy. Without (*sanskaras*) values we can never become good human beings. The mothers can play a dominant role to prepare our generation. The women's empowerment means Mothers' empowerment which implies Nation's empowerment.

Conclusion

In this article author approached the answer of these two questions by using the learning of FDP, literature available, social transformation models as suggested by the speakers of the program, rights and policy perspectives model made for their empowerment. Women have proved themselves with hard work, passion, and commitment in multiple roles as mother, daughter, wife and as professional in different sectors, they handle their duties and responsibilities with due care and positive attitude. Some time she is supported by her family members may be father, may be brother, husband or mothers, but most of the times or occasions she feels challenged, isolated and fought herself to lead her role. In Vedas, she has been portrayed as '*Shakti*' powerful identity because she has "*srijan shakti*" power to give birth. Due to these virtues, she has been portrayed as Shakti, Durga, Aditi, Sachi, Vaka etc.

The notion of feminism in India is very conservative and cautious than western world, probably because criticism has largely remained the domain of academics. Due to this reason feminism remains one of the most significant developments in modern Indian feminism. Today we have noticed in different Acts and Schemes of the central government as well as state government to empower the women of India. But still they are discriminated and marginalized at every level of the society whether it is social participation, political participation, economic participation, access to education, and also reproductive healthcare. Still the rate of literacy among men is higher than women (in India is found to be 82.14% whereas it is only 64.46% among women). Thus, expansion of education among women is only the mean to empower them.

The violence against women is another issue need to be addressed. Government of India started many helpline numbers and established women protection cells everywhere in India for the safety and protection of women. But many of rural women not have the knowledge about the system established by the Government.

Government also constituted the National and state commissions for women to address their issues. There are so many non-governmental organizations working in the area of women empowerment. Under the legal service authority act female victims have the right to get free legal aid and help.

The discussion in the article make our understanding that the empowerment of women can be done by make them economically sound and independent and this can be done through providing them opportunities of employment, considering their home assignments as a part of economy, motivating rural women to start their own self-help groups, prepare local products and this practice should be supported by the government to provide space for the marketing of the products prepared by these women. To make women self-reliant, to raise their positive esteem their participation in developmental activities should be ensured. Participation of women in decision making enable them to face any difficult situation. Women in PRIs have their significant contribution.

Although, the Ministry of Education , Ministry of Social Justice and the National Commission for Women (NCW) have been working since a long time to empower the women in India. The women empowerment can be possible only when they come forward, raise their voices and try to self-empower themselves. Empowered mothers can only understand the significance of education, she can en-culture her children with rich values (*Sanskara*) of humanity and raise the conscious level of their children, by this we can raise the conscious level of the society. Empowered mothers can create the empowered nation.

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MATHEMATICAL ELEMENTS IN TRADITIONAL GAMING OF DOGRA COMMUNITY OF JAMMU: AN ETHNO-MATHEMATICAL STUDY

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Abstract

One of the current challenges in mathematics education is how to link school mathematics to student's culture and everyday activities to improve the quality of the student's mathematical learning. Drawing ideas from scholarship in ethno-mathematics, this study attempted to comprehend the mathematical concepts embedded in the *Barahtehn* a traditional game of the Dogra community of Jammu and concluded with discussion of mathematical elements that can be integrated with the mathematics curriculum to enhance mathematics teaching in the classroom. The study employed the ethnographic approaches to qualitative data collection to unravel the mathematical elements in traditional game *Barahtehn* of the Dogra community of Jammu. A diverse and purposeful sample of weaving community members were selected to represent a range of Dogra community as these helped to expose the mathematics in the traditional game. The various stages and games rules were observed through participant observation and followed by informal conversation to identify mathematical choices and reasoning these choices conveyed. A series of meetings were organized with the Dogra community to discuss the process and mathematical knowledge exists in their game. As researcher described the mathematical practices of the Dogra community, researcher placed more emphasis on the geometrical construction and other mathematical elements exist in traditional gaming. Evidence of mathematical practices of the Dogra community in *Barahtehn* game indicated that irrespective of the mathematical experience, they all employed a certain level of informal mathematics in the discharge of their duties. The researcher explored the traditional game in Dogra culture from a mathematical perspective and noted the mathematical ideas, concepts of right angle triangle and centroid of triangle that can be used to teach mathematics through ethno-mathematical strategies in the classroom.

Keywords: Mathematics Education, Ethnomathematics, Dogra Community and traditional gaming.

Introduction

The role of mathematics is significant in making the premise of all sciences. Mathematics allows/gives humans the facility of logic, imagination, abstractions, spatial thoughts, the power to unravel problems, and successful communication. For thousands of years till today, mathematics has been there since the presence of human beings. Altogether the activities of citizenry, somehow, mathematics is there. Mathematics is the world's language and an authoritative source of data for all people. As mathematics is an essential subject for all people, mathematics is considered one of the curriculum's major significant and mandatory subjects. Mathematics and science are considered educational centers in India, and an excellent deal of focus is placed on these subjects. In India, the year 2012 has been designated as the National Mathematics Year in honor of Indian mathematician Srinivasa Ramanujan's birth anniversary. Despite its significances, the output of mathematics and its application to the particular scenario doesn't seem to be satisfactory. Many students have difficulties using mathematical terms and their related

concepts (Ednah Mulwa 2015). Various reports and surveys of multiple agencies show the low performance of mathematical achievement of students in India. Only 56 percent of children can divide three-digit numbers by one-digit numbers (ASER report 2018). Different studies over the past twenty years have shown that students continue to score very poorly in math at all ages. The National Curriculum Framework 2005 (hereafter NCF 2005) reacted to this. It directed new curricula and textbooks focused on how children effectively construct awareness grounded in social and cultural practices [National Council for Educational Research and Training (NCERT), 2005]. The NCF 2005 position paper on mathematics teaching (NCERT, 2006a) begins by stating that the primary objective of mathematics education is to “*mathematize the child’s thought processes*” and develop the growing child’s inner resources. It continues to argue for a content-to-process shift, recommending a diversity of approaches, liberating school mathematics from the tyranny of the one correct answer by applying the one algorithm taught. It stressed the need for formal problem solving, heuristics, estimation and approximation, optimization, pattern use, simulation, representation, reasoning and proof, relation making, and mathematical communication. Different studies were carried out to determine the causes of mathematical difficulties and find an effective way to overcome them. In recent decades, many changes have been made to the country’s national mathematics curriculum to develop teaching strategies that promote the education of all students in mathematics.

Every student has a cultural background, and culture influences their learning. Culture helps to visualize, formulate and maintain mathematical concepts (Swetz, 2009). It affected the way we use mathematics, think about, and teach mathematics. No aspect of mathematics is free from the influence of culture. The development and use of mathematics by various societies is the primary example. It is the culture that decides what is better for the community. The attitude of a person reflects their culture. In mathematics teaching, greater emphasis is on cognitive aspects of the subject rather than on its affective impact. If children are not interested or attracted to mathematics, they will not consider it essential. They will not study it effectively. So, to enhance mathematical learning, its teaching should reflect historical and cultural background. The NCF (2005) noted a sense of fear and failure regarding mathematics among most children. Mathematics is a part of children’s life experience which they talk about, discipline, and stress. Outside of the classroom, children should be exposed to mathematics. Cultures are valuable resources for students to analyze and inquire about in school. This necessitates a more realistic approach to mathematics teaching and learning, including the use of student’s socio-cultural backgrounds as a starting point for enriching the classroom experience. In the present study, the cultural mathematical elements in the community of students (an interaction between mathematics and culture) were explored by the researcher to enhance student’s mathematical learning through a culturally responsive mathematical curriculum. It builds a bridge of meaningfulness between home and school experience and between academic abstractions and lived socio-cultural realities.

Ethnomathematics

The word ethnomathematics given by D’ Ambrosio (1985) describes specific cultural group’s mathematical activities. *Ethnomathematics* is the research program used to study mathematical ideas found in any culture. Ethnomathematics uses the etymology of three Greek roots, ethno, mathema, and tics. The term ethnomathematics, defined by D’ Ambrosio (1990) as the “*Ethno*” prefix, is now recognized as an inclusive term that refers to the socio-cultural context, including language, jargon, ethics rules, beliefs, and symbolism. “*Mathema*” means describing, knowing, understanding, and performing practices such as encoding, counting, categorizing, interpreting, and designing. The “*tics*” suffix derives from technology and has the same root as technique. In other words, Ethno refers to members of a group known by their cultural customs, codes, symbols, myths, and particular ways of

thinking and inference in a cultural setting. To transcend, control, and cope with reality, "*Mathema*" means describing and knowing the universe so that members of cultural groups can survive and prosper. Tics apply to strategies such as counting, representing, and encoding. Thus, Ethno-mathematics is a research program that investigates and understands the mathematical practices of different cultural groups. Ethno-mathematics uses mathematical ideas and concepts by a particular community to address their lives quantitative, relational, and spatial aspects. Ethno-mathematics also refers to mathematical principles rooted in cultural traditions and acknowledges that all cultures and individuals create specific methods and complex theories to explain and change their realities.

From the point of view of Ambrosio (1990), it is essential to note that ethnomathematics is a research program that guides the pedagogical practices of education. Mathematics originated from the needs of an organized society, which cannot be isolated from people's behaviors and practices in a globalized society. D'Ambrosio (1992) suggests that out-of-school mathematical practices are part of the heritage knowledge of the community and that such practices were generated and learned more casually and less formally than school mathematics through a process of cultural dynamics.

Barton (1996) said that "ethnomathematics is a program that explores how different cultural groups understand, articulate and applies concepts and practices that can be identified as mathematical practices." Ambrosio (2001) stated that ethnomathematics means studying how people within different cultural groups develop techniques for explaining and understanding their world in response to human survival problems, struggles, and endeavors. This includes material needs and art, and spirituality through the use of cultural artifact development objects created by members of a specific cultural group that inherently provide cultural clues about their creator and user's culture.

As mathematicians and mathematics educators, our primary responsibility is to offer places of peace (Ambrosio 1998). Ethno-mathematics helps restore cultural dignity and provides the intellectual tools for citizenship exercise. It enhances creativity, strengthens cultural self-respect, and offers a broad vision of humanity. It is a system of knowledge in everyday life that provides a more favourable and harmonious relationship between humans and nature. Orey (2003) explained ethnomathematics to explain and understand the world to manage people's problems, a more significant humanitarian issue. Rosa and Orey (2016), Ethno-mathematics is applying math skills, ideas, procedures, and practices used in the past by members of specific cultural groups in different contexts, which are frequently used today in the context of today. In addition, Borba (1997) described ethnomathematics as how people in their lives use certain cultures in mathematical concepts when dealing with relational and spatial aspects. Thus, in the conceptual discourse of mathematics education, ethnomathematics emerges as a new category and as an interaction between mathematics and culture.

Milton (2016), Ethno-mathematics is a reciprocal program, as traditional academic mathematics and its role within its cultural host group can be considered. This reciprocity is an essential part of ethnomathematics. This is an extensive range of human activities that have been impounded, formalized, codified, and incorporated into academic mathematics throughout history, by the educational establishment. However, culturally identified groups remain alive and constitute routines in their practice. Milton Rosa and Daneil Clark (2016) wrote about the cultural aspects of mathematics. The field of ethnomathematics links the diverse ways of learning and knowledge of students through culturally embedded knowledge and the academic math curriculum. This approach to the mathematics curriculum explores providing more inclusive development programs for the diverse populations served at educational institutions. Ethno-mathematics, in this regard, is a program that includes curricular relevance and builds knowledge around student's local interests, needs, and culture. In other words, as a teaching methodology, ethnomathematics is designed to fit the student's school culture as the basis for

helping them understand themselves and their peers, develop and structure social interactions and conceptualize mathematical knowledge (Ambrosio, 1990).

Statement of the Problem

Since the study explores the identifiable mathematical elements and processes used in the culture, the study is entitled ***“Mathematical elements in Traditional Gaming of Dogra Community of Jammu: An Ethnomathematical Study”***.

Objectives of Study:

Objectives are essential tools that underlie all planning and strategic activities. The following are the objectives of the study:

- To identify the mathematical elements in the traditional game Barah-Tehn of Dogra Community.
- To study the geometrical concepts in construction of Barah-tehn Game by the Dogra community.
- To analyze the mathematical idea embedded in the conventional game.

Methodology

The present study is a qualitative investigation into mathematical practices of the Dogra community. It aims to comprehend the connection between mathematics and culture. The researcher employed qualitative research methods to make sense of the complicated world of implicit mathematics knowledge in the gaming of Dogra community. In this study, the researcher attempted to comprehend the mathematical concepts embedded in the traditional games of the Dogra community of Jammu. So, it was required to visit the Dogra community of Jammu and Kashmir thus the researcher selected the Tehsil Basholi, and second location for study was the Tehsil Hiranagar of Jammu division,

Purposive sampling technique was chosen by the researcher because it is a common sampling strategy in qualitative research and group participants according to pre-selected criteria related to a specific research question (Orey et al. 2010). The goal of this study was to look into the mathematical aspects of Dogra community in order to uncover hidden mathematical knowledge they may have in relation to their gaming. Since, the goals of the present study were to discover mathematical elements in gaming of Dogra community of Jammu, the researcher purposefully choose the weaving community as research participants. The researcher chooses *Basholi* and *Hiranagar* tehsil of Jammu division for participant observation. The researcher patiently watched their every action while following them to their places. In addition, the researcher participates in all of their playing and eats meals with them. Ethnographic approaches were used by the researcher to collect data in which participant observation, and informal communication as main tools for data collection. To identify mathematics embedded in their conventional games, the participant observation approach were used in which researcher primarily focuses on gaming process scenes as they play in free times. The essential elements in gaming have been recorded. The data thus obtain from the field were categorized accordingly to theme regarding the mathematical elements in the gaming of community.

Finding and Discussion

Barah-Tehn Game

Every human community has some game or game-like activity linked with entertainment, joy, and pass times. In the present study, the researcher explores the traditional game *Barah Tehn* playing in Dogra culture and the mathematical concepts embedded in a particular game to explore the cultural game that teachers can consolidate in teaching mathematics to enhance students' understanding of mathematics learning. *Barah-tehn* is a local strategically game played by the weaver community. Two players can play this game, and players will have 12 beads to save from the opposing player. The first player takes

the turn, and the second player must wait for their turn. The first player must then transfer their bead to the nearest destination, but first, they must choose their bead. Beads are placed at the intersection of the lines, not within the spaces defined by them. Lines connect the right movement directions between these places. One can capture the beads of the opponent by jumping/ crossing over the beads to an adjacent empty location. The following are the two ways in which players can move their bead.

1. Move the bead closest to the opponent player.
2. By crossing the bead of another player



Figure 1: Showing the Barah-Tehn game played by children's in Dogra community

There are two methods to move the bead. In the first method, the player can save their beads from another player by blocking the movement of beads of the opponent player. In a single turn, players can move the bead to the adjacent location only. In the second method, players can cross the bead of another player if the nearest bead is the opponent's bead and the traveled place is empty; that is, there is no bead in the crossed location. Players can cross more than one bead in a single turn if the crossed areas are empty. *Barah-Tehn* game is supposed to play by Dogra Community of Jammu and Kashmir, However, the Barahtehn game can be used as an educational game to help students acquire and understand specific mathematical ideas and concepts. It is apparent that any human activity implies implicitly or explicitly mathematical understanding, ideas and concepts. Everywhere from their perspective, mathematics was found.

Different studies have shown that in school, math's is one of the challenging subjects. Games make very complex ideas and concepts easy and easy since children want to play games. The *Barah-Tehn* game revealed a series of mathematical concepts throughout its analysis. In the examination of the *Barah-Tehn* game and playing, the following mathematical notions can be conceptualized.

The ***Barah-Tehn*** game is a square-shaped board-like game. A player's geometrical skills are put into practice while constructing the fence throughout the *Barah-Tehn* game. In fieldwork, the researcher observes that the construction of the frame of the *Barah-Tehn* game exhibits the player's mathematical, geometrical concepts. The methods they used to frame *Barah-Tehn* are the result of different geometrical knowledge they have. Some players created the *Barah-Tehn* game by dividing the square into four equal parts and then drawing parallel lines to create sixteen equal squares. The midpoints of adjacent sides were then linked to form lines parallel to one of the diagonals.

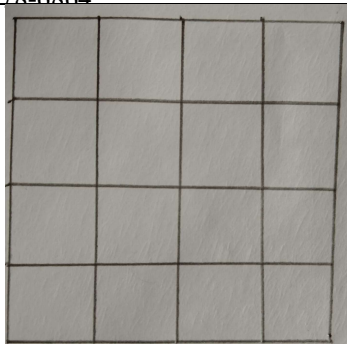


Figure 2:
Division of a square into 16 small squares.

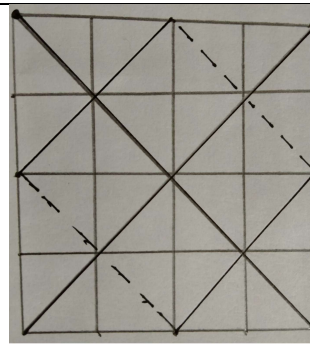


Figure 3:
Showing midpoint of adjacent lines are joining to make parallel lines to the diagonal of square.

Some players draw *Barah-Tehn* game by firstly constructing a square and then draw diagonals. The point of intersection of two diagonals is the midpoint of the board of *Barah-Tehn* game. Two mutually perpendicular lines were drawn, with their end points intersecting at the square's midpoints as shown in figure 3.

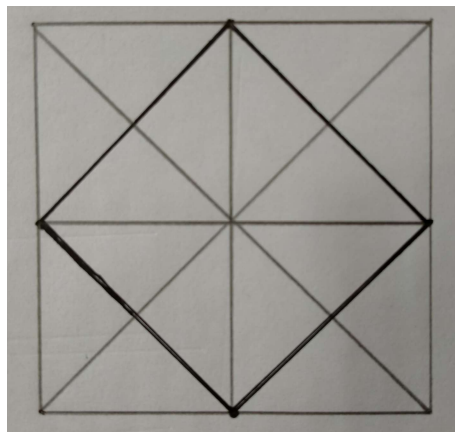


Figure 4: Shows the mutual perpendicular line with their end points intersect at square midpoints.

Then they constructed the lines that connect the square's adjacent side's midpoints. Another square was produced by joining the midpoints of the adjacent sides of the square as shown in figure 4.

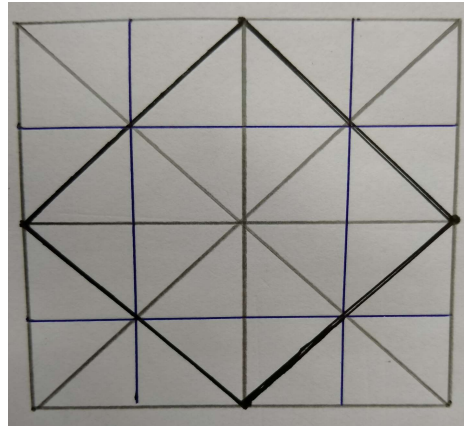


Figure 5: Showing complete Barah-Tehn game

This shows that the framing of *Barah-Tehn* game is completely geometrical concept and there are many mathematical ideas in this game that can be used in the classroom to teaching mathematics concepts through inclusion of ethno-mathematics.

Barah-Tehn Game and Concept of Pathogorous Theorem

The Pathogorous theorem states that in right angled (90 degrees) triangle the sum of squares of base and altitude is equal to the square of hypotenuse. In a given triangle PQR, shown in figure 6, we have $(QR)^2 + (PR)^2 = (PQ)^2$, Here PQ is Hypotenuse, PR is altitude and QR is base.

Draw Right Angled Triangle

The concept of right angled triangle and the Pythagorean Theorem verification might be conceptualized through *Barah-Tehn* game. Since the *Barah-Tehn* game is square in shape with each side of square is divided into four equal parts to makes 16 small squares of equal areas and diagonals are drawn from the mid points of each sides of square that makes two right angled triangles in each small square. The figure 6 shows that PQR is right angled triangle; the sides PQ, QR AND PR are the hypotenuse, base and altitude respectively.

Here,

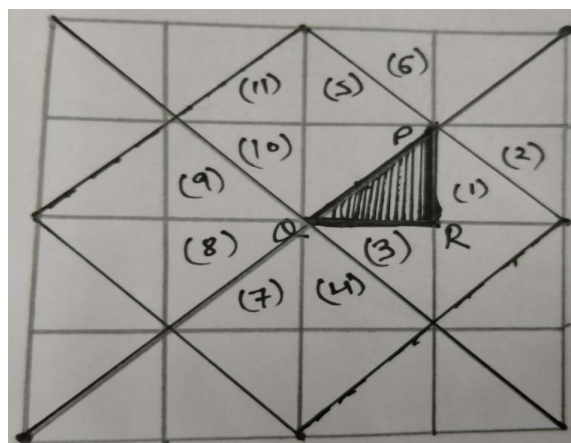


Figure 6: Shows Concept of Pathogorous Theorem in Barah-Tehn Game

$(QR)^2 = \text{Area of square whose one side is QR} = \text{Area of triangle 3} + \text{Area of triangle 4} = \text{Area of one small square.}$

$(PR)^2 = \text{Area of square whose one side is PR} = \text{Area of triangle 1} + \text{Area of triangle 2} = \text{area of one small square.}$

$(PQ)^2 = \text{Area of triangle 12} + \text{Area of triangle 5} + \text{Area of triangle 11} + \text{Area of triangle 10} = \text{Area of two small square.}$

i.e. $PQ^2 = PR^2 + QR^2$.

The concept of Pathagorous theorem is visualized in Barah-Tehen game.

Concept of Centroid in Barah-Tehn Game: The concept of Centroid of triangle is also visualized in the *Barah-Tehn* game that shown in below figure 7.

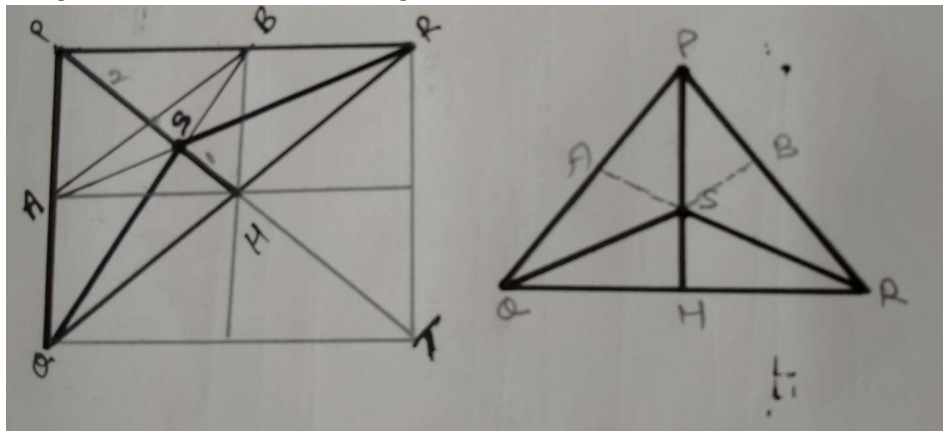


Figure 7: Shows Concept of Centroid of Triangle in Barah-Tehn Game

Rich concepts of mathematics are exhibited in *Barah-Tehn* game, the concept Centroid visualized in this game. The point of intersection of medians of triangle is known as centroid that divides the median in the ratio of 2: 1. Suppose PQR is triangle having Centroid S. A, B AND H are the midpoint of the side PQ, PR and QR respectively as shown in figure 7. Here

$$PS = \frac{2}{3} PH$$

$$QS = \frac{2}{3} QB \text{ and}$$

$$RS = \frac{2}{3} AR.$$

Also, the quadrilateral QRBA is trapezium with diagonals AR AND QB, intersecting each other at point S. Here the line AR and QB are the medians of triangle PQR hence, S is Centroid of triangle PQR.

Educational Implications

- The researcher provided an overview and account of the mathematical ideas in gaming Barah-Tehn in the preceding topic. The researcher discusses some of the educational consequences of mathematics in this part. The researcher in this study understood the teaching potential of traditional game Barah-Tehn and asked why they had not thought of it sooner. In Jammu and Kashmir, the school Teachers can use the traditional mathematical elements exist in the gaming Barah-Tehn of Dogra community to teach most of the mathematics topics in the classroom. For example, in primary school, teachers can teach the concept of pathogorous theorem and other geometrical concepts through traditional gaming mathematical knowledge. When teachers can explain the geometrical concepts of Barah-Tehn game to students, geometry comes to life.
- Fun and delight are essential factors in learning mathematics and predicting attitude. The learner experience with mathematics learning through games is enjoyable. Learning is an essential and universal part of creating culturally organized, specifically human and psychological functions, as Vygotsky described in 1978. Various mathematical principles are implicitly taught through the game played in the pupil's homes and communities. As a result, it is advantageous to link students' ethno-mathematics knowledge to school mathematics to foster discussions among students and teachers. Using indigenous games (*Barah-Tehn*) in mathematics classrooms allows students to connect their personal experiences to acquire mathematics concepts, ideas, and skills. To make classroom mathematics teaching enjoyable, attractive and for making culturally

responsive teaching and learning, the barahateh game or other local games can be used by the teacher in the mathematics classroom.

- In the context of Jammu and Kashmir, the present study can help the (JKBOSE) Jammu and Kashmir state board of school education to consider the local mathematical elements in the mathematics textbooks of schools, and textbooks should use examples from student cultures, such as traditional games while teaching geometry, measurement, and other topics. Finally, it is concluded that culturally appropriate methods should be used in mathematics teaching, and Ethnomathematics provides the space for students to learn mathematical experiences through the cultural context of various communities. The real conditions that involve student's culture and their identities help them to gain an understanding of mathematics.

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BOOK REVIEWS



National Institute of
Educational Planning and Administration
(Deemed to be University)
New Delhi, INDIA

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Reconceptualising Teacher Education from an Emancipatory Perspective

Sandeep Kumar*

Abstract

This paper offers a critical and reflective perspective on the prevailing practices in teacher education with the help of a situational analysis to make teacher education emancipatory in its nature. While contextualising teacher education in India, the paper explains and illustrates the concept and practice of value-based social education, relationality of radical tradition and moral deliberations in teacher education, and critical analysis of teacher as a political actor in education. Further while proposing an emancipatory teacher education, diverse conceptual perspectives have been used to address the required changes. The ideas of criticality and reflection have been favoured, based on value base social practices and ethical rationality which largely constitutes the idea of critical pedagogy encompassing rethinking of ideas and reconstructive actions in teacher education. The article also discusses the existing challenges in teacher education and possible reforms for building a better teacher education in the contemporary context. At the end, the paper suggests suitable strategies to make teacher education more reflective, critical and emancipatory.

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724. Barriers to Higher Education in Ladakh

- **Dr. Geeta Rai, Assistant Professor, Department of Education (CIE) University of Delhi.**
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ABSTRACT

The regional disparity in the distribution of higher education institutions is the major issue encountered by countries across the globe. The over-concentration on urban areas for establishing the institutions leads to disparate equal access opportunities for aspirants from rural and marginalized sections. This study was conducted in the Union Territory of Ladakh to understand the challenges in higher education. The total sample consisted of 252 participants who were majorly college students, their parents, and Principals of the college. The findings of the study reveal that majority are from poor socio-economic backgrounds, which directly impacts the participation of the youth in pursuing higher education. The distance between home and college was another major challenge caused by poor connectivity and the harsh topography of the region. Ladakh, with a status of Union territory and the establishment of Cluster University in the region, has high hopes for the locals who aspire for higher studies and livelihood. Findings of the study report- a demand for linking degrees with livelihood, preservation of culture, indigenous knowledge, and ecology for its sustainability and upward social mobility; hence, an attempt to draw the attention of the authorities and the youth in this direction is the objective of this paper.

Keywords: Ladakh, Higher Education, Challenges, Social Mobility

Introduction

Fenced by the highest peaks of the mountains of Himalayas, also one of the harsh terrains of the world, 'Ladakh', a newly formed union territory, is situated in Northern India. The total population is approximately three lacs scattered over a 59,146 km² area. Ladakh is known as the "constellation of villages" as the region comprises 242 villages, with a majority of residents living in remote, inaccessible, hilly, and barren mountain valleys (Pirie 2006). It is divided into two districts, i.e., Kargil and Leh. It is majorly occupied by the Buddhist and Muslim population, followed by Christians, Hindus, and Sikhs. In the 13th century, the Ladakhi Buddhist monks migrated to Tibet to receive Monastic Education (Wilson-Smith, 2015), and the Muslim community migrated to Iran or Iraq for theological education (Sheikh, 2005). Gradually, religious and theological education was transformed into formal education with the British rule in India. For the first time in 1882, the government opened a school in Leh up to the elementary level. Later, a network of schools extended to the urban areas of Skardu, now in POK

(Pakistan Occupied Kashmir) and Kargil (Shiekh, 2005). In 1889, Moravian Mission, a western missionary school, was established. The school is still functional and has produced many intellectual and social scientists from the region. The uniqueness of this school is that it is operational only during winters so as not to hamper the labour force needed to engage in agricultural work (Smith & Gergan, 2015).

In 1846, the British signed a treaty with Maharaja Gulab Singh (Ganie, 2019), the Dogra ruler who contributed further to the education of the locals. The Maharaja made it compulsory for the families to send at least one child to school with the mission to educate the locals (Van Beek, 2005). In 1920, the Moravians started a school for the girls in the Leh district and successfully enrolled 42 pupils in the next four years. The first private school was established in Ladakh in 1973 by a local society called 'Lamdon Social Welfare Society' (Suri, 2019). Despite this, the total literacy rate of Ladakh in 1981 increased only by 25 percent as most of the parents were reluctant to send their children to the government schools as they feared the intention of the government. A rumour misled the locals that the school trained their children for military purposes (Bertelsen, 1997). In the 1990s, awareness of education was seen when elementary educational institutions were set up in every small village of Ladakh. However, the quality of education remained a big challenge. The Government along with the 'Operation New Hope' in Leh and 'Mutahhary Educational Society' in Kargil, played an important role in improving the overall quality of education (Gupta, 2014). People soon realized the need to link education with jobs which led to the demand for higher education in the region.

Statistically, India ranks third in higher education with 1,043 Universities, 42,343 Colleges, 11,779 stand-alone institutions, 3.85 crore students, and 15.03 lakh teachers (AISHE, 2019-20). Despite the gigantic education market, inequality is still the biggest concern in India due to its unequal distribution of resources and materials (Ravi, et al. 2019). The distribution of colleges and universities is lopsided, with over-concentration in the urban areas ignoring the rural areas causing a major threat to the economy due to the inaccessibility of quality education to the rural youth. Regional disparities accompany the unbalanced growth of higher education institutions in India. Few states have more privilege in the distribution of higher educational institutions. For example, Rajasthan is the home of 85 universities, followed by 76 universities in Uttar Pradesh and 65 universities in Gujarat. The Himalayan states and UTs except Delhi have a meager proportion of universities in the region (Varghese et al. 2018).

The present study addresses three objectives to find out the challenges of higher education in Ladakh: (i) to find out the status of higher education in Ladakh, (ii) to explore the factors causing challenges to

higher education in Ladakh, and (iii) to identify the challenges faced by the student community in Ladakh.

Methodology

A mixed-method approach was used under the ambit of the research design selected to conduct the present study. The people from Ladakh constituted the population. The sample consisted of 240 undergraduate students, 08 parents, and 04 principals. A purposive and convenient sampling technique was used for data collection. Responses from Principals and Parents were collected using a semi-structured interview schedule, and for undergraduate students, a self-made questionnaire was used. The researchers systematically organized the quantitative raw data into a tabulated form and represented the data pictorially using bar diagrams and pie charts. Data collected from the interview was interpreted using the 'thematic analysis approach'.

Result and Discussion

Objectives # 01: To find out the status of higher education in Ladakh

Ladakh has six colleges, of which four are functional, and the remaining two colleges established in 2018 are still in their infancy stage. Eliezer Joldan Memorial College (Leh) and Government Degree College (Kargil) were established in 1994 and 1995, respectively. It is located in the urban area and has better infrastructure than the colleges in the rural area, i.e., Government Degree College, Zaskar (Kargil), and Government Degree College, Nubra (Leh), which was established in 2011.

Eliezer Joldan Memorial College (Leh) and Government Degree College (Kargil) offer Bachelor of Arts, Bachelor of Science, and Bachelor of Commerce. Degree Colleges at Nubra and Zaskar offer only Bachelor of Arts. To fulfill the long-cherished demand of the aspirants, the government established a Cluster University in Ladakh in 2018 to deal with the shortage of human and material resources (Wangchuk, 2019); however, it is still not fully functional as it lacks mandatory criteria (Geelani, 2019). The colleges are not well equipped to operate under unfavorable climatic conditions and lack essential requirements like heating facilities, transport facilities, and various other resources like the internet, computer center, etc.

Objectives # 2: To explore the factors causing challenges to higher education in Ladakh

After a rigorous and systematic analysis of data, three major themes have emerged that indicate the challenges of higher education in Ladakh. These are (i) socio-economic conditions, (ii) topographical conditions, and (iii) student absenteeism.

i. Socio-economic condition

Ladakh is a tribal and secluded region of India. In addition, the economic conditions due to limited opportunities are a major barrier identified in the development of higher education. The following figures depict the socio-economic conditions of the participants.

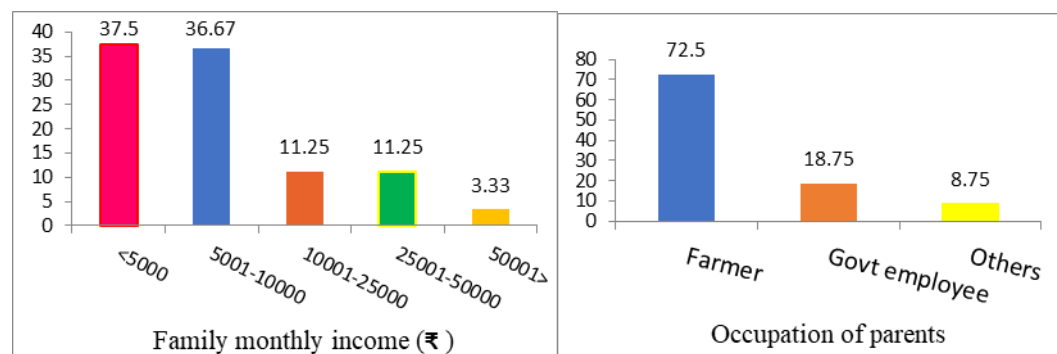


Figure 1: Socio-economic status (Family income and occupation)

The data shown in Figure 1 states that 72.5% of students belong to an agricultural background. Their parents are either farmers or work on others' farms to earn their living. A small percentage of parents (18.75%) are government employees working as teachers, soldiers in the Indian Army, or Policemen in the state of Jammu & Kashmir. The remaining 8.75 % work as drivers, carpenters, blacksmiths, shoemakers, shopkeepers, contractors, etc. Data in the figure above reveal the average socio-economic status of the participants. Moreover, only small percentages, i.e., 3.33 % of the participants, belong to the monthly income group of more than ₹ 50,001, while 37.5 % are from the monthly income group below ₹ 5,000. The remaining 59.17% of participants fall in the income group between ₹ 5001 to ₹ 50,000. Hence, most of the participants live below the poverty line, which affects higher education. One of the reasons is the dilemma faced by the students to attend the class or support their families during the sowing and harvesting season. This is reflected in the interview of the college Principal. He said, *"Most of the students who come for admission are from low-income families with many responsibilities. Education is not their priority; after getting admission, they are not serious about their studies; few enroll but never attend."*

A report by UNESCO (2020) showed a huge disparity in access to higher education between different income groups. People coming from low socio-economic backgrounds lag in the competition. This study also showed the wide gap as only 10% of students from lower socio-economic backgrounds could access higher education, compared to 77% of their counterparts with high socio-economic backgrounds.

ii. Topographical conditions

Geographically, Ladakh is a landlocked mountain valley with a scattered population. During the field visit, it was discovered that commuting from one village to another was difficult as the villages were disconnected. Children who live in isolated and distant valleys encounter challenges as they travel long distances and steep inclines to reach the nearest colleges. Often they do not have any access to public transportation. Figure 2 represents the distance covered by students to reach their colleges.

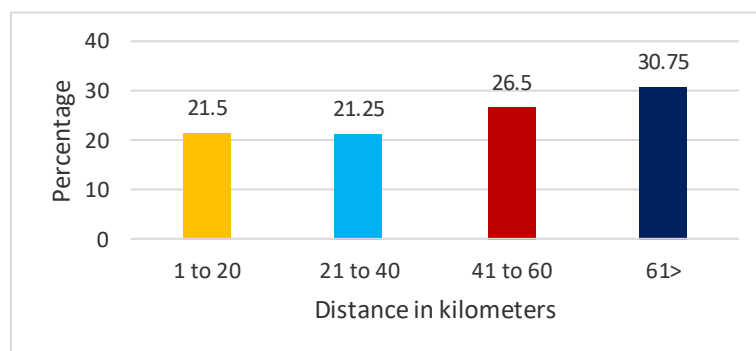


Figure 2: Distance between students' home and college

Data depicts that 30.75% of the students cover a distance of more than 61 km each day whereas 26.50% cover a distance of 41 to 60 km. About 21.5% of students travel up to 1 to 20 km, and 21.25% travel up to 21-40 km daily.

Located in the Himalayas, Ladakh has been covered with snow for almost six months, that is, from the month of October to March. The harsh climatic condition has compelled Ladakhi students to seek alternatives, such as migration to cities and overseas for higher education (Sharma 2018). Although the exact number of migrated students is difficult to calculate due to unreliable data records, a few newspaper articles claim the annual migration of students ranges from 12,000 (Sharma, 2019) to 30,000 (Wangchuk, 2019). Besides empirical evidence of the data, it is unclear whether the number includes only students from higher education or school students also.

The unplanned concentration of higher education institutions further demotivates students from attending college daily. In addition, these colleges are affiliated with the University of Kashmir. As the Kashmir valley is often in unrest, this became the biggest hurdle for the students in many ways, from completing their courses to delays in the examination and evaluation process. With this, the enrollment rate started falling steeply with each academic year.

iii. Student absenteeism

Student absenteeism is a ubiquitous issue in all countries (Barlow & Fleischer, 2011) and a major threat to civilized societies. Despite the availability checking mechanism, many students remain absent from the institution, particularly in rural areas (Vidhyapriyadharshini, & Suthamathi, 2019). It is a menace to deal

with this issue as the youth may indulge in anti-social and anti-moral activities without guidance and counseling (Sosu et al, 2021). During the field visit, more than 50% of the students were found absent from their classes. On being asked, various reasons were given by the authorities. These reasons varied from seasonal employment, difficulties faced by students to travel long distances without transport facilities, poverty and the harsh winter season. To quote the statements of college authorities:

"In our college, 70 % of students are girls from far-flung areas. During winter, it is difficult for them to commute to college daily. In summers, the attendance is good, but in harvesting season again, the attendance rate decreases as most students are engaged in agricultural works.

Another participant's responded:

"The intake capacity of each college is 800. The rich people send their children to other regions for good education and better facilities. Those who seek admission are from poor families who are burdened with responsibilities since birth. Education is a luxury for them. "

The above reasons provided by the college authorities showed that the locals are not serious about higher education. There is a wide gap in the enrolment rate and attendance. The unfavorable climatic condition is one of the major reasons for high absenteeism among students. It is difficult for students to commute daily by traveling long distance in the harsh cold climate. In Ladakh, girl students stay at home to help with the agricultural work in the summer season. The agriculture season in the region is too short, and it starts in May and ends in August. During these four months, the farmers stock their essentials for the winter. The girl students are engaged in household work while their parents work in the field. However, it was encouraging to find that 70% of college enrollment was of female students.

Objectives # 3: To identify the challenges faced by the student community in Ladakh.

i. Absence of higher educational institutions

As mentioned earlier, Ladakh has four colleges that are functional. In 2018, the government established a Cluster University by pooling the resources of existing colleges in Ladakh (Geelani, 2019). On August 5, 2019, Ladakh became a Union territory and was separated from the erstwhile state of Jammu and Kashmir. Despite this, the colleges are still affiliated with Jammu and Kashmir University due to the unfulfillment of the mandatory norms. The colleges of Ladakh are still the victims of the harsh policies of its affiliated university. These factors demotivate students from continuing higher studies in their region. Parents expressed their concern and stated reasons for their children migrating to cities for higher studies. They said:

"Our personal experience is that the number of students left their study after class XII because of the scarcity of colleges and university in the region."

An academician belonging to Ladakh mentioned that the enrolment in colleges is impacted as there is no University functional in Ladakh. He commented:

"The affiliation with the University of Kashmir and their insensitivity towards far-flung colleges of Ladakh kills the motivation of students".

From these narratives, it was found that the absence of institutions is the main reason for migration and slow development of higher education in Ladakh. This is also one of the reasons for the lower enrolment ratio, which negatively impacts the overall Gross Enrolment Ratio of the region. A study reported that the regions predominantly dependent on public institutions have lower Gross Enrolment Ratio and low participation in higher education (Varghese & Panigrahi, 2019). The distress of parents and their children can be confirmed by the quantitative findings shown in Figure 3.

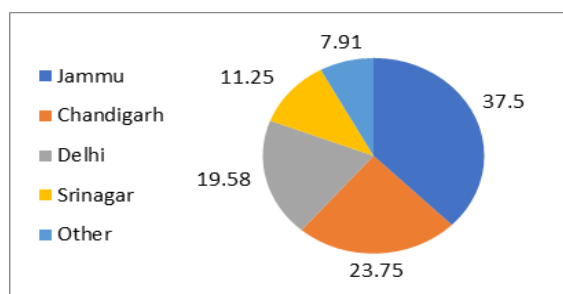


Figure 3: Students' preferences for higher education

Figure (3) above represents the percentage of students who want to migrate for higher studies to different cities. As depicted in the pie chart, the most preferred city was Jammu (37.5 %), followed by Chandigarh (23.75 %), Delhi (19.58 %), and Srinagar (11.25 %). Only 7.91 % of students showed their keen interest in going to states like Kerala, Himachal Pradesh, Uttar Pradesh, etc. Similar findings were found in a study where many students were compelled to migrate due to the government's negligent attitude and the lack of facilities in the educational institutes (Sharma, 2019). This is possible for the elite section of society who send their children for higher education outside Ladakh, but what about the poor who are left with no option (Sharah, 2015). Hence, the absence of higher education institutions in the region is a major concern of all the stakeholders.

ii. Technological barrier

Technology has become the need of the hour. Overhead projectors, computers, and video conferencing platforms are used to impart education in higher educational institutes. MHRD (Ministry of Human Resource and Development) has taken many initiatives to provide online education, the two major platforms being SWAYAM and e-PG Pathshala. The objective of these platforms is to provide quality teaching resources for the aspirants across the country. This facility is also available in Ladakh; hence,

the researcher wanted to investigate the utilisation of technology in various colleges. The figure below reflects the percentage of students familiar with the technology.

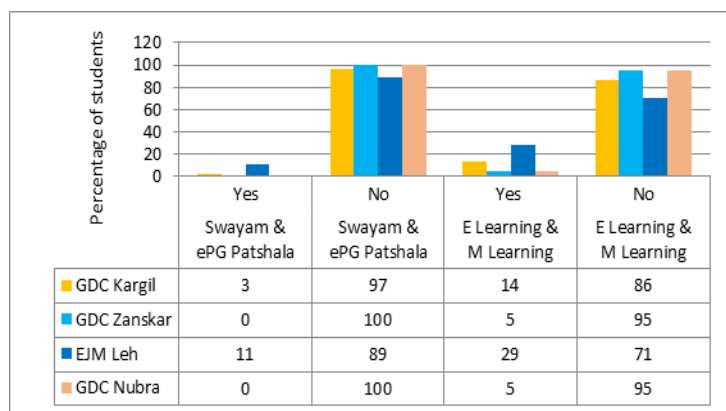


Figure 4: Exposure to Technology

The data shows that only 11% of students from Eliezer Joldan Memorial, Leh, and 3% from Degree College, Kargil are familiar with SWAYAM and e-PG Pathshala. None of the students from the rural colleges of Ladakh, such as Degree College, Nubra, and Degree College, Zaskar was aware of these programs as the colleges do not have the infrastructure to establish ICT laboratories. Students of these colleges are poor and cannot afford the computer or smartphones required to access these platforms.

It was also found that the majority of the students were also not aware of terminology like 'e-learning' and 'm-learning.' However, they showed their curiosity to know about such facilities. Since the colleges in the rural areas have the poor infrastructure required to access technology, the effort of MHRD to educate the masses through online courses seems to be futile. The poor infrastructure of the college, poverty, and hindrance due to the winter season are a few reasons why technology has not benefitted the people.

iii. Absence of Place-based education (PBE)

Place-based education is the pedagogical approach based on the idea of active linkage of the classroom with their local communities (Smith, 2007; Sobel, 2005). It includes cooperation between the classroom and their local communities represented by the particular municipality, the local companies, or the parents. The narrative recorded from stakeholders in the Union Territory of Ladakh reflects that the content taught to the students has no linkage to the local needs. A parent expresses his concern in this regard:

"Our expectation from education is something else. The current education system prepares children based on the lifestyle and demands of cities like Jammu and Delhi. Agriculture is our livelihood, but now the children are not taking an interest to involve in this work."

A similar concern was shown by another parent who stated:

"The new generation hates the traditional culture; they assume that these are primitive practices. In Ladakh, education failed miserably to inculcate the value and importance of local culture among youths."

Hence, it was felt that the indigenous knowledge and traditional culture is overlooked by the courses imparted in colleges. The bar chart in figure 5 reflects the satisfaction Vs. dissatisfaction with courses taught in the colleges.

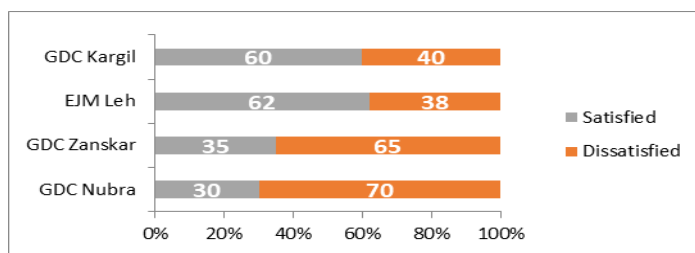


Figure 3: Attitude towards courses provided in colleges of Ladakh

Data given reveals the percentage of dissatisfaction shown by the students about their courses. It is revealed that students from colleges in Zaskar (65%) and Nubra (70%) are located in rural areas and have shown more dissatisfaction with the courses offered in comparison to colleges from urban areas, i.e., GDC Kargil (40%) and EJM Leh (38%). The reasons given were that the colleges in rural areas offered Bachelor of Arts with no specialization. Similar views were expressed in the study of Wangchuk (2019). The study claimed that the existing colleges affiliated with Kashmir University do not provide a comprehensive education to the aspirants.

Hence, not linking degrees with the need of the locals impacted in low enrolment rate in colleges. Place-based education and indigenous pedagogy should be implemented to encourage youths to deal with local issues and needs.

Conclusion

Rising inequality in the distribution of resources is an important concern for all. Among them, the unequal distribution of higher education institutions is seen as a serious issue that cannot be overlooked anymore. In the expansion of higher education institutions, it is necessary to analyze the loser and winner in the expansion process (Tilak & Choudhury, 2019). It is difficult for policymakers to design a stable framework that ensures balanced higher education growth irrespective of regional complexities in a country like India. This unequal distribution of higher educational institutions and linking it with indigenous pedagogy for its sustainable development and ecology can be observed vividly in Ladakh's newly formed Union Territory compared with its neighbouring locality of Jammu and Kashmir in which the higher education is still dependent.

The findings of the study indicated the challenges encountered in developing higher education in Ladakh. The unavailability of need-based courses and linking degrees with education is the major issue faced by Ladakis that hampers their social mobility. This results in migration and later cultural shock on their return after seeking higher education from other cities. Since the socio-economic level is quite low, expenses for the education of the youth, especially girls, become a concern as they are also helping hand of the family during sowing and harvesting season. Most of the region in Ladakh faces drought; people rely on agriculture and domestic cattle for their survival.

Further production of high-yielding crops in Ladakh is difficult as the farming season is too short, i.e., only four months, from May to August. Students' absenteeism from the colleges was a standard feature during the harvesting season. Also, most students had to walk a longer distance to reach their colleges. For instance, many students were compelled to travel more than 60 kilometers each day to attain degrees. The unfamiliarity due to the inaccessibility to modern technology is another barrier identified in the study. Therefore, higher education in Ladakh needs the immediate attention of the authorities for the sustainability of its ecology and the development of higher education.

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Exploring teachers' views about Online Vs Face-to-Face teaching in ESL classrooms

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Abstract

The Covid-19 pandemic brought a sudden change in the education system. One such impact was a paradigm shift in the teaching-learning process. As much as the learning space became smaller (confined to home), it spread vastly to the global society through zoom platforms, google classes, and google meet via link sharing. Libraries and publishing houses offered free online resources in abundance, and universities came forward to offer programmes through synchronous and asynchronous modes. The Directorate of Education of the Delhi Government took the initiative to prepare worksheets for students so that no one was deprived of education. Hence, an attempt was made to conduct a pilot study on the teaching fraternity, who shared their lived-in experiences about online classes and how they coped with the situation. They also shared their opinions about online Vs face-to-face teaching in ESL classrooms.

Keywords: Covid-19 pandemic, ESL, online education

'We need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world.'

- David Warlick

Introduction

A paradigm shift in education occurred when teachers had to shift from the chalk-and-talk method to online platforms such as ZOOM, google classroom, and google meet during and post-Covid 19 pandemic. Perhaps, for the techno-savvy youngsters, this may not be a formidable task considering that they are immersed in the digital world of social media, which has proliferated over the last decade with the rise in the use of Smartphones and their engagement with the virtual world of social networking sites such as Facebook, Instagram, Snapchat, Twitter, Google+ (Lenhart, 2015). Also, there has been a drastic change in the means of seeking information, from visiting libraries to downloading online resources. With abundant information at their disposal, teaching the techno-savvy generation has challenged language teachers who still use traditional grammar-translation methods and a bottom-up approach to teaching second language skills.

Information and communication technology (ICT) is a panacea to this with its immense potential to meet the learning challenges (Simon & Viju, 2017). It has been used in classrooms for over two decades (Murray, 2008). In India, the inclusion of technology was observed with various initiatives and schemes of the Central Government. For instance, Educational Technology (ET) and Computer Literacy and Studies in School (CLASS) became a part of the curriculum as envisaged in National Education Policy (1986). Later, with the launch of satellite EDUSAT and the formulation of the National Curriculum Framework (2005), various schemes such as SWAYAM, Shaala Siddhi, Shaala Darpan, Saransh Portal, and e-Pathshala were made freely accessible. Thus, ICT emerged as a tool supporting communication, education, learning, and training where teachers and students can benefit in a virtual classroom situation (Jain, 2014).

ICT in ESL classrooms

Teaching English in a subversion manner was criticized due to its autonomous model and subtractive approach to language learning. Traditional methods of teaching ESL, such as translation cum grammar method, structural approach, and situational approach, focused on

teaching the 'language form' and 'meaning' instead of the 'functions of language'. The need of the hour was a shift in modality, and technology was the best practice in language learning. Integration of technology while learning a second language can also be observed in learning theories. For instance, the behaviorist believed that language is learnt through imitation, reinforcement, and association. ICT tools and applications can be used to learn language skills, phonetics, and drill exercises in grammar. Cognitive learning can be developed through listening, reading, and remembering information. Software and Apps can help process information and engage in abstract and creative thinking. This way, new words, and concepts can be learnt through what cognitivist psychologist Piaget defined as the process of accommodation and assimilation. Further, children can gather information and construct knowledge by testing ideas and approaches based on prior knowledge and experience. This way, a constructive approach to learning a language can be used while engaging the students in problem-solving and critical thinking (Ntongieh, 2016).

Integrating technology as a tool in the ESL classroom can make the teaching-learning process possible. Material can be developed where learners can learn using synchronous (where both teacher and student engagement at the same time as in Zoom sessions or google classes) as well as through asynchronous mode (where students can learn at their own pace). This way, students are encouraged to improve their communication skills, critical thinking, and creativity through various structured classroom activities using technology. It will make them confident as they take charge of their own learning through collaboration, trust, and sharing while teachers play the role of a facilitator. E-learning materials such as podcasts, vodcasts, and blogs can be used to arouse and sustain interest in learning English through multimedia (Sharma, 2013). Teaching writing through an e-learning approach is an interesting method where the learner can learn new vocabulary, paraphrasing, and sentence construction (Tiwari, 2017). Development of language skills requires practice and adequate exposure to the language environment, and the vast information shared on the internet makes it possible. The skills students learn in their computer class can be transferred directly to a computer-assisted writing class (Nagaraj, 2015).

The extent to which the integration of ICT is advantageous or disadvantageous in the teaching-learning process has been reported in the studies of Alemu (2015), Mulhim (2014), Brun & Hinostroza (2014), and Grove (2008). For instance, CALL was used in teaching-learning to aid the presentation and assessment of material learned using interactive elements

(Simon & Viju, 2017), ratifying the benefits of technology in improving academic achievement. Also, a shift from teacher-centric to learner-centric education is possible through ICT, making learning joyful by emphasizing visualization more than memorization. The effectiveness of CALL was also observed in improving spelling, reading, and writing (Felix, 2001). It is also helpful for grammar practice and communication activities. Authentic settings can be created where students can be given tasks for decision-making and agreeing and disagreeing with classmates in a group setting. They can seek information and create projects using the computer as a tool (Beare, Kenneth, 2020). However, there have been studies in India that have reported barriers to the use of ICT in teaching. Some of the factors impeding the use of technology include- lack of electricity supply, wifi connectivity, inadequate software (Gill, 2017 & Budhedheo, 2016), outdated curriculum, and gaps between the demand and supply of qualified and trained teachers who could use ICT in the classroom (Jain & Agrawal, 2007). Although some schools and training institutes have Language Laboratories, it is very expensive and requires trained staff (Reddy, 2012).

Rationale for the study

As academicians, we tend to believe in the idea of education as a means to bring about social change, which is further cemented by the progress shown by countries like Finland and Singapore. A developed, technologically sound education system has been found to be at the core of the overall development of all these countries. After taking cues from these thriving systems, this research has been undertaken to understand the interaction between policy development recommended by NCF-2005 (using technology in the classroom as a supplement and not a substitute) and its enactment process.

Against this backdrop, while the researchers are still grappling to find out if technology is a boon or a hindrance, the present study was conducted to understand the prospects of integrating technology in ESL classrooms. It also attempts to explore the challenges ESL teachers face during online classes. The study will further investigate the spectrum of facilities already existing in government schools and to what extent they use the websites and portals for e-learning.

Research Methodology

- a. Research Design: A qualitative research method was used to understand the prospects and challenges of integrating ICT in ESL classrooms. The normative survey

method was employed in the present investigation to survey the population under study.

b. **Population and Sampling technique:** The population of the study was the school teachers teaching English as a subject at the middle and secondary levels. A purposive sampling technique was used. Thirty teachers teaching in private and government schools in Delhi were selected as a sample for the present study. The majority of the participants were females and had an experience of more than ten years.

c. **Tools Used:** Data were triangulated using three tools: a semi-structured interview, observation, and a focused group discussion to establish reliability. Before preparing the semi-structured interview schedule, a literature review was done to understand the problem undertaken for the study. Semi-structured interviews were preceded by informal interviewing to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful questions. The tool was then shown to the experts to establish its validity. Repetitive questions and language discrepancies were removed, and fifteen questions were finalized.

d. **Data collection:** Data was collected during the session 2020-21 when classes were mostly held online. Two classes of each teacher were observed. It was followed by a focused group discussion of ten teachers who volunteered to participate in the discussion. The participants (teaching fraternity) were asked to share their lived-in experiences about online classes and how they coped with the situation. They also shared their opinions about online Vs face-to-face teaching in ESL classrooms.

e. **Administration of the tool:** The researcher administered the semi-structured interview through face-to-face interaction and telephonic interviews. Responses were noted and transcribed. Data were analyzed, and codes were developed by reading the transcription repeatedly. All similar codes were written together to develop the themes for the data analysis, and four sub-themes were identified. These interviews gave an in-depth understanding of the challenges in integrating technology in ESL classrooms at a grassroots level. Due to ethical considerations, the names of teachers and schools are not disclosed.

Discussion

Teaching English online

Experts have often reiterated that language is best learnt in a real-life situation using authentic material. A teacher should create a language immersion environment where children learn a language in a natural setting. This will help to develop '*communicative competence*' in the learners, which presupposes children's ability to employ the target language in a real-life situation (Adebayo, 2014). Technology such as CALL, video-conferencing, and podcasts have been used for presenting interactive instructional aids (Adeleke, 2009), and internet-based simulations for role-playing activities in language learning (Adebayo, 2014) have also been employed by several countries for language learning. During the pandemic, when schools shifted to online mode, the best option was to utilize technology for virtual classes, which our respondents judiciously did. They connected with their students via Zoom sessions, Google classes, and Google meet. Most of them used WhatsApp groups to share links, and worksheets for assignments were shared using emails. For attendance and feedback, Google forms were used. A few teachers also used PPT, charts, Mentimeter, multimedia, and flashcards. Sometimes, they used language games to teach vocabulary and short educational videos for listening and speaking skills.

Challenges in using technological tools

Unlike in developed countries like the U.S.A, U.K., Finland, and Singapore, where children use their tablets and laptops in the classroom, technology in India is limited to computer labs (Gove, 2012 & Tri & Nguyen, 2014). A similar result was noted in this study. Despite the availability of computers and the internet on campus, students did not use them for language learning. Instead, the computer was taught as a subject, and technological tools were used to prepare assignments and projects.

English language teachers faced challenges in developing language skills during online classes, and they felt the outcome was not worth it due to poor student-teacher interaction. They could neither observe their non-verbal cues nor use techniques such as peer learning, group learning, and collaborative learning that enable them to develop cognitive and interpersonal skills. Hence, Vygotsky's theory of social interaction was completely ignored; instead, it was replaced by the behaviourist approach that emphasized drill and practice.

A few teachers admitted to their unpreparedness to use technology. Reasons cited for unpreparedness for online mode were: lack of devices for students, network issues, lack of high-speed internet data, students having one device for a household having multiple school-age children, and low attendance.

It was also noticed that students often use technology for communication and entertainment, such as chatting online and browsing Facebook and Instagram. Their use of technology for academic purposes was restricted to online dictionaries, Google translation, and discussing assignments with teachers via emails and WhatsApp messages (Melor et al., 2009; Tri & Nguyen, 2014). They lack information literacy search skills (Baldwin & Balatsoukas, 2010) as they use readily available websites for downloading assignments without checking their authenticity. Similar observations were reported in the focused group discussions.

Online Vs. Face-to-Face teaching

Most teachers preferred the face-to-face mode of teaching to online. Stating the disadvantage of online classes, respondents believed there was a lack of communication and instantaneous feedback as they could not observe the non-verbal cues, such as the facial expressions of their learners. The lack of availability of smartphones and access to high-speed internet for Zoom classes hindered establishing rapport with the students. Sometimes users get logged out during the class due to poor network.

Low attendance, inability to maintain discipline in class, insufficient preparation for virtual mode, digital divide, inadequate resources in government schools, and parental economic status were reasons for their dissatisfaction with teaching through online mode. It was also observed that students often copied their assignments from each other or used the '*cut and paste formula*'.

As observed in the present study, previous studies have also cited the digital gap in the urban-rural population. For instance, about 61% of the urban population reported using the internet, while only 21% of the rural population had internet connectivity (Lenka, 2020). Besides the digital divide in the rural-urban population, teaching English to children from marginalized groups is quite challenging. Hence, prospective English language teachers should be aware of the needs of marginalized children and be sensitive toward the less fortunate (Petkovska, 2015).

Contrary to the above views, few young teachers teaching in private schools voted for online teaching. In their opinion, students can learn from the comfort of their own homes in online classes. They have autonomy as they can complete assignments outside school hours, and students can take more breaks when needed. Learners can involve themselves in an authentic environment of language use (Kramsch & Thorne, 2002). Online language support system provides autonomy to learners (Darasawang & Reinders, 2010) as they can learn at their pace. Learners are motivated to use multimedia technology, elevating their interest in learning (Kuo, 2009) with audiovisual aids and animations. A similar finding was noted in the study of Melor et al. (2010). Hence, the generation gap and experience determine attitude toward using technology (Rai & Sharma, 2009).

Adapting technology in classrooms

Though the challenges were many, teachers adapted to the situation very well. They brought a few changes in their pedagogical practices while teaching English to their learners. A teacher remarked,

"I made several changes in my pedagogical approach to teaching English. For instance, I broke the stories into chunks as I had only forty minutes in zoom class compared to a regular classroom where in block teaching, we get one hour per period or can have two periods of forty minutes each. I shared images and videos of ongoing lessons with students, which is not done during classroom teaching. While evaluating the lesson, I took online tests, mainly multiple-choice questions, for ease of checking. Later received multiple training organized by CBSE/ GOOGLE/ DOE, which made us competent to handle Online classes to some extent."

Another experience shared by a teacher was:

"Initially, it consumed much of my time and effort, but I got accustomed later. If students have mobile and internet resources, the classes are engaging. Students study with interest if teachers make classes interactive by giving examples from their daily life. I used videos available on the internet to teach listening and speaking skills related to their curriculum. Students were asked to participate in answering questions and making inferences, or they critically analyzed the pictures shown as a stimulus to elicit responses. It was quite engaging".

In the present study, the interviews were teacher-centered. Through their lived-in-experiences, an insight into their teaching strategies was taken into account to justify how far technology can be used to meet the diverse needs of Indian students while learning English as a second language. It was observed that the teachers made efforts to meet the challenges of online classes. They prepared materials for synchronous and asynchronous learning using worksheets and multimedia to engage their learners. They carefully monitored their students' progress and modified their strategies for better learning outcomes. They motivated learners who hesitated to participate in the class using appropriate videos, movies, and games and shared links to websites for supplementary readings.

As noted in earlier studies on the impact of ICT on education, it can be agreed upon that in the technological world, '*print literacy*' has been replaced by '*digital culture*' (Aremu, Moses Adebayo, 2014). A study claimed that using technology has benefits as learners can involve themselves in an authentic environment of language use (Kramsch & Thorne, 2002). Online language support system provides autonomy to learners (Darasawang & Reinders, 2010) as they can learn at their pace. Learners are motivated to use multimedia technology, elevating their interest in learning (Kuo, 2009) with audiovisual aids and animations. In language learning, using ICT improves grammar, vocabulary enrichment, and language skills (Melor et al., 2010). Due to several benefits of ICT in teaching-learning, findings of the study have also endorsed teachers adapting to technology in their pedagogy.

Conclusion

ICT tools are versatile and engaging, with vast information at our disposal at the click of a mouse. It has various benefits as it assists in rapid learning, provides exposure to vast information, and increases opportunities for social contact. However, it is not without risks. The studies cited and the shared-in-experiences of teachers indicate that our country is still not well equipped with technological change on a larger scale. The digital divide, poverty, and lack of technological access cause poor learning achievement. Prolonged screen time negatively impacts the mental and physical health of its users. Teachers complained of lack of participation, low motivation, mental stress, strain in the eyes, and headaches due to long hours staring at the screen. Earlier studies have also reported similar results, such as lack of sleep, a poor span of attention and learning, and a higher incidence of obesity and depression

(Yolanda et al. 2016). In the present study, although a few teachers advocated the need for blended and asynchronous learning, most participants unanimously agreed on human contact as a necessary factor for learning compared to learning through technology.

Recommendations

The study develops a contextual understanding of technological development and globalization and observes its implications in classroom practices. It traces a paradigm shift in education during and post-Covid 19 pandemic. Through the lived-in-experiences of the teachers, it suggests how to adapt technology to language teaching with limited resources. This way, it not only discusses the challenges and prospects of integrating technology but also what we lack due to unpreparedness and the digital divide that exists in society.

The outcome of the study resulted in *various recommendations* as given below:

- Digital technologies have changed how knowledge is acquired; netizens are vulnerable to cybercrimes they may encounter. During a focused group discussion, A teacher mentioned that the school shifted to Microsoft Teams due to hacking and bullying on the Zoom platform. Therefore, workshops, seminars, and expert lectures can be held to teach students to conduct themselves decently in an online environment (Alqahtani et al., 2017).
- ICT usage in English Pedagogy will improve the communicative competence of students. Teachers can determine the use of technology for educational purposes. Teaching learners the use of online resources for maximum benefit for learning should be conducted to develop information literacy search skills. Ways to remove plagiarism in the assignments should be dealt with by conducting workshops on academic writing and anti-plagiarism.
- The government, NGOs, and the community should join hands to bridge the digital divide by distributing tablets and digital tools and by setting up more computer labs with internet facilities in schools where a majority of students are from marginalized societies. It will develop digital literacy and communication competence in the target language: English.

Abbreviations

- CLASS- Computer Literacy and Studies in School
- CALL- Computer-Assisted Language Learning
- EDUSAT - Educational Satellite
- ESL- English as a Second Language
- ET-Educational Technology
- ICT- Information and Communications Technology
- NCF- National Curriculum Framework
- NGO- Non-Government Organization
- SWAYAM- Study Webs of Active Learning for Young Aspiring Minds

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अक्टूबर-दिसंबर 2021



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Senaleef

उपलब्ध प्रारूपों से परे सामाजिक सिद्धांत: एक विमर्श

संदीप कुमार

सामाजिक सिद्धांतों के अध्ययन के तरीकों में अनुभवजन्य, वर्णनात्मक एवं व्याख्यात्मक कुछ ऐसे महत्वपूर्ण तरीके हैं जो पद्धतियों के रूप में मान्यता प्राप्त हैं। अनुभवजन्य सामाजिक विज्ञान घटनाओं के स्पष्टीकरण से जुड़ा है। वर्णनात्मक सामाजिक विज्ञान घटनाओं में पाए जाने वाली अपरिवर्तनीय संरचनाओं की खोज से संबंधित है तथा व्याख्यात्मक सामाजिक विज्ञान घटनाओं के सामाजिक अर्थ को समझने का प्रयास करता है जो किसी सामाजिक विशेष में घटित होती है।

अधिकांश दर्शनशास्त्री जो स्वयं को विज्ञान के दर्शन के साथ जोड़ते हैं दावा करते हैं कि प्राकृतिक एवं सामाजिक विज्ञान में कोई क्रांतिकारी अंतर नहीं है, लेकिन बहुत से विचारक इस मत से सहमत नहीं होते। हालांकि यह भी सही है कि अधिकांश सामाजिक सिद्धांतकारों द्वारा किया गया कार्य इस बात की पड़ताल से परे है कि सामाजिक विज्ञान भौतिक विज्ञान के समान संपूर्ण या पूर्ण है (ब्रॉडबैंक, 1968)।

यदि इस तरह के कार्य किए जाए जो समाज विज्ञान को सही में वैज्ञानिक बनाए तो भौतिक विज्ञान के सवाल और सामाजिक विज्ञान के सवाल समान हो जाएंगे जैसे, वैज्ञानिक संप्रत्ययों के मानदंड क्या है? वैज्ञानिक नियमों एवं सिद्धांतों की प्रकृति क्या है? नियम एवं सिद्धांत किस प्रकार उपलब्ध साक्ष्यों के साथ जुड़े हैं। एक सही स्पष्टीकरण क्या है और न्यायोचित पूर्वानुमान क्या है? जो विचार सही मायने में वैज्ञानिक समाज विज्ञान की संभावनाओं को स्वीकारते हैं वे मानते हैं कि सभी समस्याओं को प्राकृतिक वैज्ञानिक दायरों के तहत नहीं समझा जा सकता और यही समझ समाज विज्ञान के दर्शन के जन्म और विकास की धोतक है और उन सामान्य एवं आधारभूत सवालों की पड़ताल का रास्ता प्रशस्त करती है

जिनमें समाज एवं मानव के वैज्ञानिक ज्ञान की प्रकृति पर ध्यान केंद्रित हो। एक व्यक्ति किस तरह अन्यो को वैज्ञानिक तौर पर व्याख्यित, स्पष्ट एवं पूर्व कथन करता है? वह जिन संप्रत्ययों का प्रयोग करता है वह किस प्रकार अवलोकित व्यक्ति से जुड़े हैं? समाज वैज्ञानिक किस प्रकार की विशेष कठिनाइयों का सामना करता है और उनको कैसे संबोधित करता है? मानव एवं समाज के विज्ञान की क्या सीमाएं, क्षमताएं एवं आशय हैं? यह सवाल एक व्यक्ति एवं एक समूह के सदस्य के रूप में हमारे वैज्ञानिक ज्ञान की संरचनाओं के गहन एवं सावधानी पूर्ण विश्लेषण को स्थान देते हैं।

यह ध्यान देने योग्य महत्वपूर्ण बात है कि समाज विज्ञान के दर्शन के तहत उदित विभिन्न बहसों कहीं न कहीं तार्किकता तक जाकर शांत हो जाती है। यह प्राकृतिक विज्ञानों के दर्शन के साथ सहजता एवं सद्भाव के साथ जुड़ती है। लेकिन यह समझना आवश्यक है यह समझ या उपागम सीमित मूल्य का है और अनेकों समस्याओं को अधिरोपित करता है। अनुभवजन्य विज्ञान से संबंधित अधिकांश निबंध यही मानते हैं कि वैज्ञानिक क्लासिकल सिद्धांत कथनों की एक व्यवस्था है। अतः हमारे विमर्श का आधार इन व्यवस्थाओं के तत्वों के परस्पर संबंधों की पड़ताल होना चाहिए। हालांकि कथनों की व्यवस्थाओं के वैज्ञानिक सिद्धांतों का यह तरीका कोई बहुत अधिक लाभदायक नहीं है। कुछ परिस्थितियों में तो यह दुर्गम कठिनाइयों की तरफ ले जाता है। साथ ही यह पद्धति सामाजिक सिद्धांतों की गत्यात्मक प्रकृति से भी मेल नहीं खाती और अत्योचित स्पष्टीकरण उपलब्ध कराती है। लेकिन यह भी ध्यान रखना आवश्यक है कि इन 'समीक्षात्मक' टिप्पणियों को जरूरत से ज्यादा खींचने की आवश्यकता नहीं है। यदि कोई यह तर्क देता है कि विज्ञान के तर्क प्रत्येक

समस्या का समाधान कर सकते हैं तो यह गलत होगा। और यह तर्क भी गलत होगा कि तार्किक विमर्श में कोई सत्य या मूल्य नहीं है। लेकिन सामाजिक विज्ञान के प्रत्येक पहलू को विज्ञान की तार्किकता पर ना तो परखा जा सकता है और ना ही इसकी आवश्यकता है। सामाजिक विज्ञान की समस्याओं को केवल अकेले तार्किक विश्लेषण द्वारा संबोधित नहीं किया जा सकता, बल्कि इसके लिए एक ऐसे विमर्श की आवश्यकता है जो आंशिक रूप से ज्ञानमीमांसीय हो और आंशिक रूप से सत्तामूलक हो।

अनुभविक अनुसंधान

व्यवस्थागत कथन जिनके साथ विज्ञान की तार्किकता सरोकार रखती है जो अनेकों सह संबंधित अंतर्दृष्टियों एवं संप्रत्ययों के संबंधों को व्यक्त करते हैं और मानवीय क्रिया के परिणाम स्वरूप घटित होते हैं, अनुभविक अनुसंधान कहलाते हैं। अनुभविक अनुसंधान एक ऐसी सैद्धांतिक क्रिया है जिसमें मानव सहभागिता सम्मिलित है। अतः यदि किसी को अनुभविक अनुसंधान को समझना है तो पहले सिद्धांतिक अभिवृत्ति को गैर सैद्धांतिक अभिवृत्ति से पृथक् करना सीखना होगा।

सैद्धांतिक विमर्श में संलग्नता मानव की एक महत्वपूर्ण संभावना है, लेकिन यह एकमात्र संभावना नहीं है और ना ही यह एकमात्र मौलिक है। पहले मानव वातावरण के साथ कई तरह से जुड़ा था तथा सरोकार रखता था—जहां देखना कई तरह से उनकी सोच एवं व्यवहार को दिशा निर्देशित करता था। लेकिन यहां सवाल यह है कि यह मौलिक चिंतनीय 'देखना' किस प्रकार केवल एक सैद्धांतिक अन्वेषण तक सीमित हो गया है।

इस प्रकार जब हम अनुभविक विज्ञान की बात करते हैं तो वह अनुभविक पद्धति के प्रयोग द्वारा व्यवस्थित तरीके से निर्मित

Senol

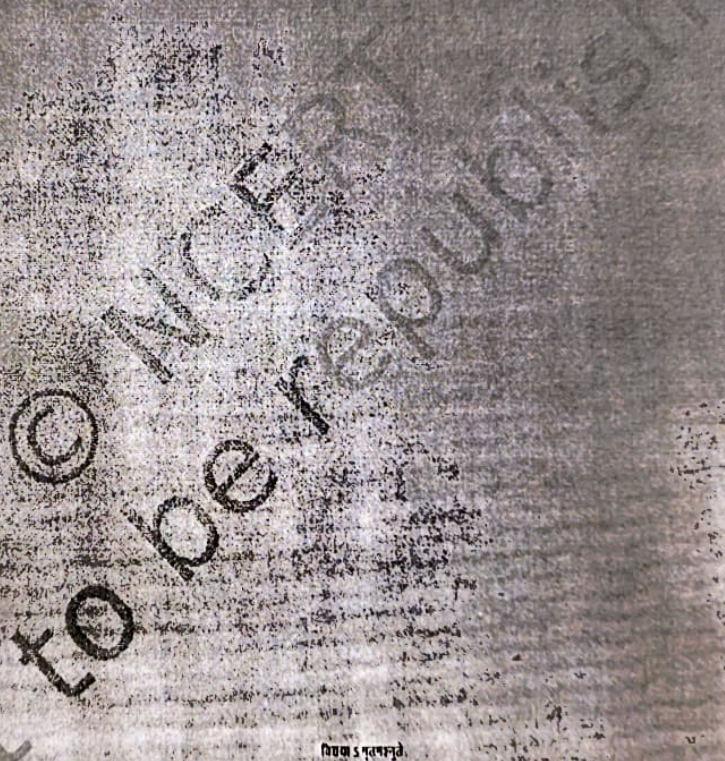
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एन सी ई आर टी
NCERT

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Sandeep

Pedagogy and Human Rights Perspective

What Teachers have to Say?

SANDEEP KUMAR*

Abstract

Education is expected to develop a cohesive and peaceful society and for this, various perspectives exist which rely upon the role of education to achieve this objective. Contribution of education can be envisioned via school and school practices, in which pedagogy is one of the imperative aspects, where children unswervingly interact with each other. But, how a teacher perceives teaching-learning process is also significant. We know that providing equal opportunities, mutual respect, democratic environment etc. definitely subsidises positively to the idea of pedagogy. Coalescing pedagogy and human rights perspective provides a new avenue to develop human rights perspective based pedagogy, which can contribute significantly in teaching learning process in school to achieve a larger objective of creating our society a 'humane society'. But, this objective cannot be achieved unless teachers develop sensitivity toward this blending. Hence, the present paper explores the teachers' understanding about human rights and human rights perspective based pedagogy.

CONTEXT

How can we foster the value of peace for all people and the use of non-violent ways of solving problems? Human rights education is predicated

on the assumption that we can build a humane and responsible society through education. Human rights are the rights a person has, simply, because they are a human being.

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28. Children's Creative Potentialities: Parents' Perspective and Agency

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Abstract

Creativity is an inherent potentiality that is present in every child and requires adequate nurturance through appropriate experiences. Although, the role of schools and teachers have been considered of utmost importance in this context, but the process starts with primary socialization. Hence, the agency of parents' is of paramount significance in the educational life of a child as well as for facilitating them to realize their potentialities. Various research studies also support the idea of parents' agency and their participation in nurturing creative skills amongst children. Thus it is essential to understand that how do the parents envision their child's education vis-à-vis their abilities and potentialities. The research paper is based on the ICSSR funded project under the IMPRESS scheme wherein the objective was to explore the creative potentialities amongst Indian children and the way they were nurtured. The first phase of the project that coincided with the lockdown period was the time when children were spending their entire time with their parents and parents too got ample time to observe them as well as to closely engage with them in various ways. Hence, an exploratory qualitative study was conducted to study the parents' perspective of creative potentiality amongst their children and the way they identified or nurtured it. The paper presents the study and its analysis along with several instances and anecdotes shared by parents for further substantiation that reflected different ways through which children manifested their creative potential and how their creative potential was nurtured by their parents. Parents' role as a supporter and facilitator in providing necessary guidance and resources to improve children's creative skills further was also highlighted.

Key Words: Children, Creative Potentialities, Parents' Perspective

The Backdrop

Creativity as a potentiality is inherent in all children that needs to be nurtured by providing meaningful opportunities. Schools have been entrusted upon for creating experiences that should develop children's potentialities through formal education. But at the same time, the informal learning experiences that start with their primary socialization begins in their respective families. Thus, from an incredibly early age, the parents inevitably are ought to be responsible for the learning and development of their children and precisely this is why they have been considered to be the first 'Gurus' or the teachers for the children. Their close engagement with their children also helps them to know and understand about their potentialities as well as limitations as an individual. Thus, when a child enters the school, it is generally the parent who knows about the previous experiences of the child and could help in establishing the continuity of learning for the child between school and home. Hence, parents' agency should be considered of utmost significance in the educational life of a child as well as for facilitating them realize their potentialities. Thus it is essential to understand that how do the parents envision their child's education vis-à-vis their abilities and potentialities. Also, how do they perceive the idea of creative potentiality and their role in identifying as well as nurturing the same? There is no denying the fact that every parent makes a sincere effort to provide various educational experiences for their child based on their interests and creative abilities/potential and that may involve both school related experiences or outside school experiences. Various researchers have also tried to explore the role of parenting and development of creativity skills in children. The research on examining the interconnection of children's creativity and parenting style was conducted by Ramezani, K., Amini, F., & Sohrabi, N. Ramezani, K., Amini, F., & Sohrabi, N. (2017). This study took place in the academic year 2015-2016, where 100 male and female students were selected randomly from the guidance and high school students as a research sample. Questionnaire and Torrance's Standard Multiple Choice Paper and Pencil Test (MPTT) were taken as research tools for collecting and evaluating the data. Standard deviation and Pearson correlation coefficient have been used for analyzing the data. This study proved the hypothesis true that there is a connection between what kinds of parenting style parents choose and nurturing of creative skills among children. The study found

that where the parents are more flexible their children are more experimental and creative. Thus, it concluded that initiatives of parents positively affect children's creativity. . Based on this study, one can say that parents' nurturing approach, knowledge, beliefs, and attitude effect children's creativity Another research study conducted by Taneri, P. O. (2012) on "*Parents' opinion about creative thinking skills*" showed how the beliefs and awareness of parents about creativity could result in better child-rearing practice and enhancement of creative skill amongst children. The study showed that creative thinking skills could be improved with the help of a positive emotional and physical environment created by the parents. Siddiqi, S. (2020) conducted a research in Uttar Pradesh, to study the relationship between parents' communication style and children's creativity skills. It was found that there was a significant relationship between children's creative skills and their communication with their parents. Suparmi (2014) studied the participation of Indonesian parents in nurturing creative skills amongst their elementary school-going children. The researcher concluded that participation of parents was essential for the development of creative skills in children, positive attitudes of parents encourage children to think out of the box, parents' support motivates children to experiment with things in their life. The above quoted research studies support the idea of parents' agency in nurturing creative skills amongst children.

During the present times, owing to the COVID-19 pandemic situation, it has been witnessed that the responsibilities of the parents have increased many folds as the children are spending their entire time at home. However, despite all the pitfalls, there is no denying the fact that they got to spend more time with their family and especially children. They got the opportunity to observe them and their activities closely and engage with them in various ways. In this process, parents played multiple roles such as teacher, friend, guide, moderator etc. While being in close proximity with their children they got the opportunity to explore more about their latent creative potentialities and contribute towards their learning. The idea of parents' agency in the learning and development of their children has been a neglected terrain during face-to-face learning as the sole responsibility has been considered to be of the school. In this process, the involvement of parents by the school has always been at the minimal level that further has inhibited the parents from realizing their agency in their child's learning. This research paper is based on the ICSSR funded project under the IMPRESS scheme titled, "*Creativity and associated skills across school curriculum: A pursuit towards informing policy*". During the first phase of the project that coincided with the first lockdown period, an attempt was made to focus upon the parents' agency in the education of their children that is for their learning and for nurturing of their creative potentialities. It was explored through various dimensions such as parents' perspective of their child's creative potentiality and importance of identifying as well as nurturing their creative potentiality.

Research Methodology

A semi-structured questionnaire was developed by the researcher to study parents' perspective about the creative potentialities of their children, their role as a parent in identification and nurturance of their creative potential. The questionnaire was exploratory and subjective in nature in commensurate with the research objectives. The questionnaire was developed for Indian parents only. The final draft of the questionnaire was validated by two experts and included total eight questions that were broadly based upon following themes:

- Parents' awareness and perspective about the idea of creativity
- Role of parents in identification of creative potential/abilities
- Role of parents in nurturance of children's creative potential

The questions were purposefully designed to gather generally held perceptions of the parents about creativity and the associated skills they usually link with creativity so that the questions itself did not lead the parents to respond from a particular dimension of creativity. However, it was expected that in response to these general open-ended questions, parents would get an opportunity to respond from their own perspectives that may be based upon their personal experiences and understanding about the concept of creativity.

Process of Data Collection and Description of the Sample

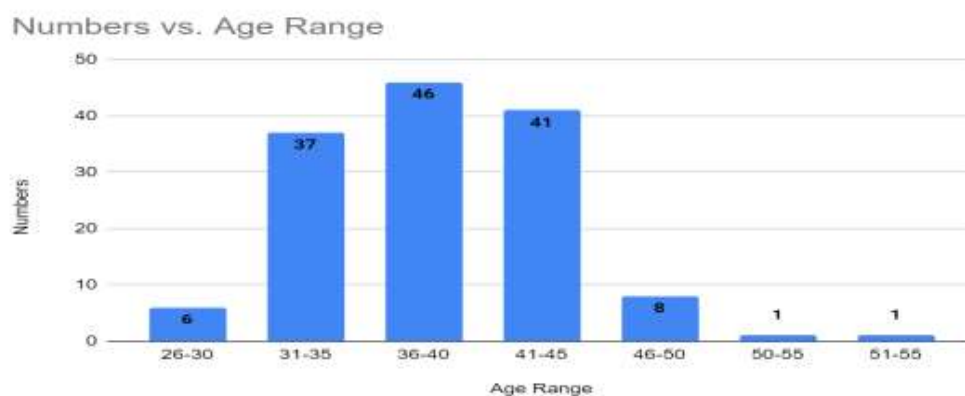
Considering the pandemic situation during the data collection process, the questionnaire was converted into a Google form and was also translated into Hindi so that language did not become a barrier in getting responses

from the parents. The Google form was distributed through snowball sampling technique to collect the data from parents across various states of India. In all, a total of 140 parents submitted the Google form. The detailed sample profile of parents is presented below.

Table showing sample profile

Parent	Numbers	Percentage
Father	29	20.7%
Mother	111	79.3%
Total	140	100%

Graph showing no. of parents in the sample age-range wise



Majority of parents who filled the questionnaire were mothers (approximately 80 percent) and the majority of parents belonged to the age range 36-40 followed by in the age range of 41-45 and 31-35. This correlates with the fact that children of parents in these age ranges are generally in their formative years. The sample profile of children for whom the form was filled by the parents is as follows:

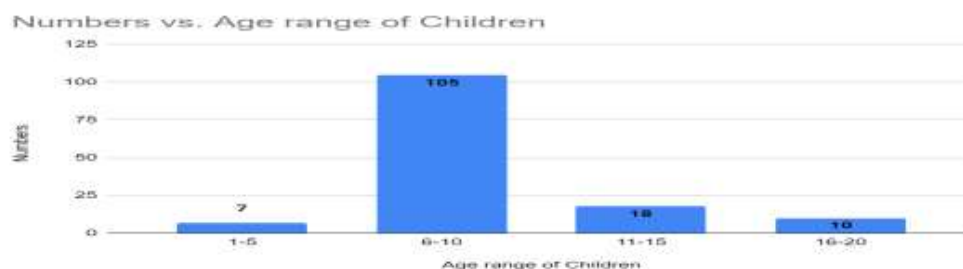
Table showing sample profile of children whose parents have responded

Gender	Number	Percentage
Female	72	51.4%
Male	68	48.6%

Pie Chart depicting percentage of children in parents' responses grade wise.



Graph showing no. of children in in parents' responses age-range wise



Data Analysis and Interpretation

The data obtained was subjective in nature wherein parents responded from their personal experiences and shared many instances in which they could identify creative potentialities amongst their children and shared how they nurtured their creative potentialities. This called for a qualitative analysis of the data to gather insights into the matter of our concern and majorly three themes that were taken for the study are discussed individually in detail.

Theme 1: Parents' Awareness and Perception about 'Creativity'

The data obtained from the parents' questionnaire pertaining to the theme about parents' awareness and perception about creativity was organized and categorized as shown in the following tables:

Parents' responses related to awareness about creativity

S.No.	Number of Responses	Number of Parents
1.	Yes	129
2.	No	11
3.	Total	140

Parents' responses related to perception about creativity

S.No.	Various Perspectives of Creativity	Keywords/codes	Total Number of Responses out of 140	Total Percentage
1.	Self Expression through different artistic forms	a. Imagining and Expressing themselves b. Drawing/ Arts/ Craft/ Sketching c. Oral Expression and Narration d. Acting	6 12 2 1 Total= 21	15%
2.	Potential in every child (Everyday creativity)	a. Yes b. No c. May be	130 3 7 Total = 140	92.85 % 2.14% 5%
3.	Thinking ability/ Process approach	a. Doing things differently b. Experimenting c. Thinking Differently/ Out of	4 4 15	18.5

		box Ideas/ Open to new Ideas d. Enhancing Thought process and Learning capacity	3 Total = 26	
4.	Personal creativity	a. Being Curious b. Exploring New things/ activities c. Each child is creative d. Lack of time and prospects for creativity/every child has their own weakness	1 6 32 2 Total= 41	29.28
5.	Product approach	Creating and making Things	31	22.14 %
6.	No response		12	8.57%

Majority of parents (92.14%) agreed that they are aware about the idea of creativity and only 7.85% admitted that they are unaware about it. Parents shared their perceptions about creativity in the responses, which reflected different perspectives of creativity. For instance, 92.85% of the parents believed that each child is unique and has creative potential as they can show creativity in everyday activities thus referring to creativity as a potentiality in each child. To quote some of the responses, *“Every child is unique in their own way!; “Every child is unique as her / his DNA is unique, in one or other field every child has creativity.”* Some parents also highlighted the need for identification and nurturance of creative potential in each child. For instance, *“It's only identification by teachers and parents is required to find what creativity a child possess and work on it”; “Each child is creative in one or other way and needs to be identified and nurtured”;; “Every child is creative, it is a school curriculum that makes them dumb sometimes. Schools are interested more in academics and grades. They say for them that it matters not children's creativity”; Labeling anyone as “uncreative” or “better at maths and science”, for example, might well discourage them to try their best in creative subjects in school, or more creative hobbies”* Few parents have also shown their concern about how the monotony in the school system and the act of labeling children in school curbed the natural tendency of children to be creative. Approximately thirty percent of the parents opined that every child has its own interests and personal attributes like curiosity, passion etc. that led to creativity. To quote, *“Creativity is not getting stuck with one thought or object for an overtly long time. It's like finding continuous stimulation. Being active mentally or physically is like being creative. One is not just getting new ideas but even to tweak the established concepts with some result is creativity. It is also an expression not just restricted to drawings or words.”* The parents' response quoted above reflected that creativity is a form of self-expression and a kind of personal experience to the child where the child is purposefully engaged mentally as well as physically creating some new experience/ideas/learning for himself (which may not be new to the whole world) referring to the personal creativity of the child. 15% of the parents also considered creativity as a form of self-expression through means of different art forms. To quote some of the responses, *“ Creating thoughtful crafts, games, solving puzzles and drawing painting etc.”*

Approximately 22.14 % of the parents referred to the product approach to creativity wherein they considered creativity as creation of some new idea/product. For instance quoting some of the responses, *“ Designing waste to useful objects or unleashing new utility”; “Creativity is a phenomenon whereby something new and somehow valuable is formed”;* These and similar responses focus on creation of some tangible product whereas there were some parents who also considered creation of new ideas as creative. For

instance, “Creativity means swimming in the sea of new ideas which make a person perfect in their capacity”; “Rediscovery of new facts from old ideas”. These parents also considered creativity in the learning process wherein children explore different ideas and try to learn and make meaning for themselves. Approximately 19% parent related creativity to various thinking processes such as doing things differently, experimenting, out of box thinking to produce new ideas, open to new ideas, enhanced thought process and learning capacity etc. for instance, presenting some parents responses, “ Thinking in different ways”; “Something that makes the child think out of the box”; “Creativity is that aspect of cognitive , affective or perceptual and motor domain through which we always find something new and constructive...”. Some of the parents also mentioned the role of imagination and innovative ways of doing things in children’s creativity. For instance, “Children are imaginative and have the urge to explore things”; “Children constantly keep on imagining things and practice it while expressing, “Everyone has a creative side i.e. presenting an ordinary thing in an innovative way is creative.” The analysis reflected that the parents responded from different perspectives of creativity but the majority of parents were more inclined towards the little-c (everyday creativity) and mini-c perspectives of creativity which is witnessed specifically during the learning process while performing day to day activities.

Parents’ responses related to identification of creative potential

S.No.	Sub-themes	Keywords/codes	Total number of response	Percentage
1.	Period of identifying creative potential	a. Discovered at early age b. During Lockdown c. With time d. In every situation	29 11 3 1 Total = 44	31.42
2.	Various Ways of identifying creative potential	a. By Sharing/ Talking/ Discussing b. Innovative ideas c. Problem solving d. Through Music e. Observations of Daily routine activities f. By their curiosity g. Questioning skills h. Science Experiments i. Reading ability /Studying j. Online class/ Online summer camp programme/ watching online videos k. By drawing/ sketches l. By Creative activities/ creating / developing things/ Origami/ Craft items m. Playing and sport n. Singing o. Dancing/ Acting p. Cooking q. Teaching r. Competitions	12 1 5 3 11 2 8 3 3 4 6 27 19 1 3 1 1 1	79.28

			Total = 111	
3.	Creative potentialities/abilities identified by parents	a. Artistic Talents b. Creating things c. Designing d. Think of Novice Ideas e. Open Mind f. Perceiving ideas from multiple perspectives g. Problem solver	37 33 4 10 23 36 15	26.2 23.57 2.85 7.14 16.4 25.71 10.71

This theme was divided into three sub-themes that are discussed below:

a. Period of identifying creative potential

Approximately 31% of the total sample responded about the timespan when they could identify creative potential amongst their children. Out of these, 29% parents admitted that they could see creative potential in their children at a very young age from as early as one year old to eight years old. Sharing some of the parents' responses, "*I discovered it at her very young age... when she was about 1 year old*"; "*He has been involved in creative activities since he was 3 years old.*" "*From childhood he always tried to make different things from waste*"; "*When she was 5-year-old, She did things like jugaad.*" These responses reflect that creative potential can be possibly identified amongst some children at very early stages of their development such as one or two years old and in some it could be identified a little later when children are in primary level of schooling. Thus, parents play an important role in identifying creative potential amongst their children especially at such early stages. Some parents acknowledged that they could get more time to spend with their children during the lockdown period due to pandemic situations thus they could identify the creative potential in their child by observing their day to day activities. To quote some of the responses, "*During lockdown she got herself indulged into drawing/paints ...it was improvised to an extent that It would be hard to believe ..that the art pieces are the creations of a 9 yr old*"; "*She makes various beautiful crafts during free time during the lockdown period.*" These responses reflect that if parents got the opportunity to spend more time with their children and to actively observe their day to day activities then there are better chances of identification of creative potential among children.

b. Various Ways of identifying creative potential

Approximately 79 % parents also shared their view about various ways through which they could identify the creative potential of their child such as by sharing/discussing ideas with children, by observing them, their questioning skills and curiosity to know more about their interest areas, by the creative activities that the children did in arts and crafts, by science experiments that children do etc. Sharing a few quotes about observation, "*In daily routine observations made through her day to day activities*"; "*By observing their behaviour throughout the day*". These quotes reflect that meticulous observation of children's daily activities can be an indicator for identification of creative potential amongst children. The role of parents as an observer becomes crucial, as first they would require engaging their children in a variety of activities and then observing their behaviour, through which they could identify the potential interest areas of the child in which they could be creative.

Sharing a few quotes about the questioning skill and children's curious behaviour, *"She asks questions regarding the happenings of surroundings in different ways"; "Asking lots of questions about the things which he sees";* The quotes reflected that the children are curious by nature and they ask many out of box questions out of their curiosity. The kind of questions they ask indicated their divergent thinking which has been closely associated with creativity by various researchers.

Sharing quotes about creative activities related to different art forms, *"When given a chance the child shows fantastic ideas of crafts, creating stories etc."; "He is artistic by birth only"; "she is naturally drawn towards music and sports and persistently follows all her passions".* These and similar quotes reflect that parents consider different art forms such as dance, music, art and craft activities, drawing, sketching, literary skills, oratory skills etc. as various ways through which children express their ideas and feelings in creative manner. Through these art forms children get the opportunity to manifest their creative potential.

Another way of identifying creative potential was discussion or interaction with children, sharing a few quotes, *"When I invite them to share their ideas"; "By regular interactions"; "When he started narrating his own stories."; "When my child talks about public matters"; "He always has innovative ideas to share"; "When I was in problem he always give positive and creative ideas".* These quotes reflected that child can come up with innovative ideas and different solutions to problems when they are involved in meaningful discussion with their parents and when their ideas are valued by their parents, children do get positive encouragement to be creative problem solvers. Some parents also considered free play, pretend play and performance in sports activities as indicators of creative potential. For instance, sharing some quotes, *"Since she is 2-3 years old she is playing pretend and play, her pretend characters are common based on some or other cartoon characters, but her pretend stories are unique based on any current situation; "He likes to play with blocks and other toys with jointers and often creates things that surprise me".*

Some of the parents also considered children doing experimenting activities as a way of identifying creative potential. For instance, sharing few quotes, *"He is creative and loves to do experiments"; "When he used to spare his time experimenting and creating with objects and while doing so he was very observant and fully concentrated".* A few parents also believed that children's reading skills is also an indicator for identifying creative potential.

Overall analysis indicated that parents play very crucial role in identifying creative potential in their children provided they spend quality time with them, observe their everyday activities, recognize their interest areas in which they can manifest their creativity, allow them to express themselves through different art forms, interact with them on regular basis to know about their ideas, involve them in discussions regarding various problems and give opportunities to children to think of solutions, allow them to ask questions and encourage them to find answers on their own.

c. Creative potentialities/ abilities identified by parents

Approximately 26% identified artistic abilities such as dance, music, art and craft, drawing etc. as manifestation of creative potential. Also, 25.71% of parents considered the ability to think from multiple perspectives also known as divergent thinking ability to be an indicator of creative potential. 23.57% of parents considered the ability to create something as creativity hence indicating the product-oriented approach. Other abilities identified by parents in their children were open-mindedness, thinking of new ideas, designing in innovative manner, and problem solving which they considered to be indicators of their creative potential. The analysis reflected that the parents had different perceptions about creative potential which is in consonance with the data analysis of theme 1, thus establishing inter-validity of the data.

Parents' responses related to nurturance of creative potential

SNo.	Various Ways through which parent nurture their children's creativity	Keywords/Codes	Total no. of Responses	percentage
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1.	Motivation	a. Through Encouragement/ /Guidance/ Exposure b. Providing Support/ Help c. Regular appreciation / cheering	33 15 4 Total= 52	37.14
2.	Communication	a. Conversation/ discussion / sharing experiences/ listening b. By asking and answering question	15 6 Total= 21	15
3.	Additional Coaching (Academic and non academic) based on child's interest	Coaching/ online class/ online videos / training	11	7.85
4.	Engaging child with different Activities	a. Engaging in creative/ craft activities/ task/ logical thinking activities b. Electronics and programming activity c. Yoga d. Experimentation e. By engaging in solving problem f. playing	17 1 1 3 3 5 Total = 30	21.42
5.	Free Environment	Freedom of expression/ exploration	20	14.28
6.	Opportunity for Self expression through various art forms	a. Through Drawing b. Dance c. Music	6 2 1 total= 9	6.4
8.	Develop Good habits	a. Reading b. Regular practise c. Discipline	4 1 1 total= 6	4.28

9.	Being Facilitator	a. Through giving Idea/ suggestions / help b. By proving the resources	8 11 total= 19	13.5
10.	Nothing due to lack of time		3	2.1

Majority of the parents i.e. 37.14% considered motivating children by encouraging them and providing guidance/support to provide exposure to a variety of new activities as the most important way of nurturing their creative potential. For instance, sharing some quotes,

"Encouraged her and sometimes helped her by giving ideas to fine tune the product;" "Give exposure to their creativity..."; *"I cooperate with him with his queries"*; *"I encouraged my child and helped her to find new creative ideas"*. Most of the parents believed that appreciating children, encouraging them, providing guidance and support is important for nurturing their creative potential. Approximately 22% of the parents believed that engaging children into various activities helped them nurture their creative potential. Sharing some of the quotes from parents' responses, *"We made sure to enhance her creativity by engaging with him in creating object models "Making him create or build new things while playing"*; *"I am giving logical thinking activities to my son"*; *"We give her free reign to explore and experiment with her toys and the activity sets"*. All these quotes indicate that parents tried to provide multiple opportunities to their children by engaging their children into various activities that would help them develop their creative thinking skills such as divergent thinking, logical thinking, lateral thinking, critical thinking, problem solving skills etc. The parents opined that through this they could help nurture the creative potential amongst their children. All these skills have been closely associated with creativity by various researchers as well. Thus, parents' view on nurturance of creative potential is in consonance with the related literature on creativity.

Approximately 14% of the parents believed that freedom of expression is a must in order to nurture creative potential. Some quotes are, *"Gave her, her own space n allowed her to follow her interests"*; *"I give him freedom in his work of creativity"*; The parents recognized the importance of freedom of expression and thought in the nurturance of creative potential. They understood that a restricted environment could curb children's natural creative tendencies. 13.5% of the parents believed that their role as a parent should be as a facilitator to help their children develop their creative potential. For instance, *"Providing internet and all material needed"*; *"supporting with necessary materials"*. Another category that emerged from the data was communication, Sharing few related quotes, *"we have lots of communication at home and we involve her in even a small decision at home;" "Conversations and brainstorming discussions"*. Parents' views reflect that two way communication between child and the parent plays an important role in nurturing children's creative. This may also build their confidence as their parents provide value to their ideas by listening to them and by involving them in decision making about small issues which in turn are associated skills related to creativity. Some parents responded, *"Bought her a synthesizer and enrolled her in an online piano class"*; *"Let her join art classes to improve her talent"*; Parents' responses reflected that the parents tried to provide multiple opportunities to their children to identify their creative potential. They also tried to provide them necessary guidance and training to improve their skills by providing extra support through coaching classes.

Conclusion

The study showed that the parents shared different perspectives about creativity. Parents considered the ability to create something new as creativity hence indicating the product-oriented approach. However, the majority of them perceived creativity as a potentiality in children and more inclined towards the little-c (everyday creativity) and mini-c perspectives of creativity wherein they viewed creativity as something that develops during the learning process while performing various activities. It can also be concluded from the analysis that creative potential can be possibly identified amongst some children at very early stages of their development

and parents, as an agency, play an important role in identifying the creative potential among their children by observing their daily activities, spending more time with them; engaging with them into meaningful conversations/interactions/discussions; encouraging their questioning skills, addressing their curiosity; and identifying their interest areas. Some of the indicators of creative potential as identified by parents were pretend play that children engage themselves in, open-mindedness, thinking of new ideas, designing in innovative manner, problem solving as well as performance in sports and activities related to various art forms such as dance, music, art and craft etc. Parents also shared various ways through which they nurtured their creative potential by positive parenting and providing them freedom to express themselves, listening to their ideas, guiding and supporting them as a facilitator and providing them with a conducive home environment wherein their creativity could flourish through various educational experiences, whether related to school learning or outside school experiences, based on their interest areas and abilities. It implies and can be suggested that parents should follow a more flexible approach toward their children and should provide them free environment with various opportunities for their personal growth. Parents should also try to provide multiple opportunities to their children to explore their various interest areas that would help them develop their creative thinking skills such as divergent thinking, logical thinking, lateral thinking, critical thinking, problem solving skills etc. Several instances and anecdotes shared by parents provided further substantiation that reflected different ways through which children manifested their creative potential and how their creative potential can be nurtured by their parents. Parents' role as a supporter and facilitator in providing necessary guidance and resources to improve children's creative skills further was also highlighted. Thus, the paper provides enough evidence that supports the idea of parents' agency in their children's learning and creating a meaningful learning environment for nurturance of children's creativity.

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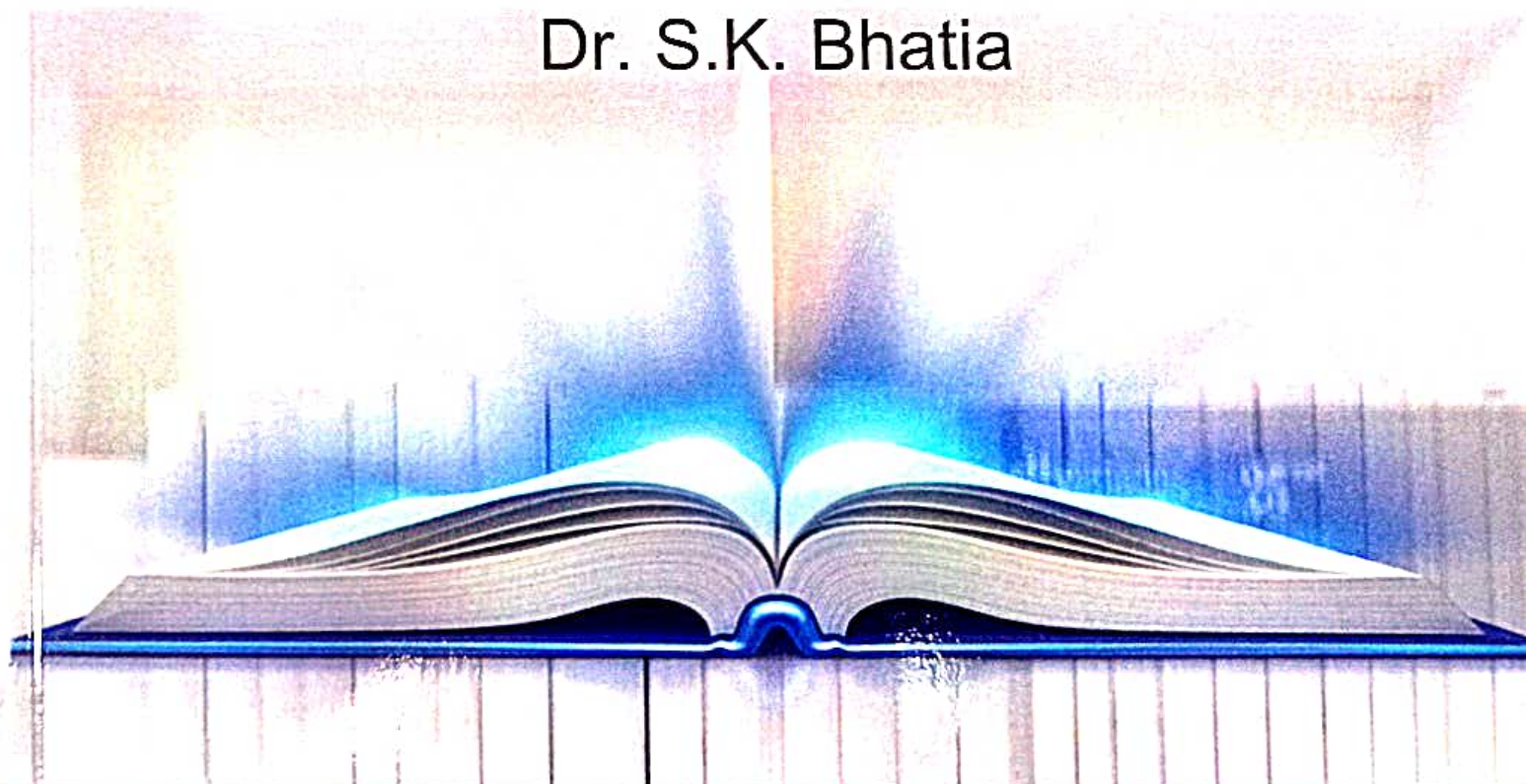
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Co-Curricular Activities as Best Practices of CIE/ Department of Education, University of Delhi, India

Pankaj Arora

The Department of Education, University of Delhi, also known as the Central Institute of Education (CIE), was perhaps the first major institute of professional learning and research in Education established just after independence. The first Prime Minister of India, Jawaharlal Nehru with the country's first Education Minister, Maulana Abdul Kalam Azad took considerable interest in the establishment, activities, and progress of CIE in the early years of independence. Maulana Azad visualized the function of CIE as not merely to *turn out teachers who will be 'model teachers'*, but to evolve into *a research centre for solving new educational problems of the country*. Maulana prophesized that it would grow into *"a beacon light for training institutions of the country"*. He said, *The Central Institute will, therefore, both train teachers for higher and secondary schools and also carry on research on the problems of basic and secondary education. The stage at which a child should be introduced to a craft as distinct from activity, the relative emphasis on craft and academic subjects and their correlation, the production of a new type of school literature to bring out the social function of all human activity, the degree of abstraction possible in the earlier stages of education, the stage at which there may be some bifurcation between academic subjects and crafts, the grouping of students according to aptitude, taste and ability, the place of art in the school curriculum - these are only a few of the many problems which arise out of a new conception of basic education and require constant and careful study in a research institution. It is my hope that the Central Institute of Education will be our laboratory for examining all these important questions under controlled conditions and offering suggestions as to the best methods for their solution.*

(Source: CIE Website)

Over these past seven decades, CIE has attempted to work towards the above mentioned vision. The Institution has shaped its unique philosophy which gets reflected in all its programs through inculcating the core values of democracy, freedom, dedication, creativity, social responsibility, diversity, inclusion, collaborative and experiential learning, innovation, sincerity and excellence. The Founder Principal of CIE, Dr. A.N. Basu, who was also an alumnus of Shanti Niketan, can be credited of defining the rich culture and practices of CIE which gradually became an integral part of CIE's institutional life. The institutional ethos envisioned by Dr. Basu were an amalgamation of rich academic activities, institutional publications, open discussions, debates, cultural activities and sports; and all of these became the center of life in CIE. Not only did CIE establish a rich academic flavor in the teacher education, it also recognized many cultural activities that eventually became part of all students' professional life as school teachers. His vision of defining the ethos of an educational institution for teachers has helped CIE become a leader in the education and professional growth of teachers for not only in our country, but in entire Asia. It has always been looked-up

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by different institutions for its ethos. CIE is known for maintaining a fine balance between academic rigor and curricular participation.

In this paper, I am going to share some of the practices that have been an integral part of life in CIE. Writing this article also has a very special place in my heart as I have lived the life of CIE for around 30 years, first as a student and now as a faculty member. In these 30 years, I have witnessed many changes in my institute. As I write this article, I feel nostalgic as well as proud of the values that got inculcated in my personality through CIE.

Student-Teacher Rapport

To begin with, I am going to tap the unique and strong bond that existed between the students and teachers of CIE. CIE is always recognized for its rich culture of nurturing young students in very compassionate, caring and empathetic manner. This belief got etched through the initial Principals, faculty members and students of CIE who lived a unique rich culture of student-teacher rapport. The high standards of institutional life which they defined in participatory mode were something which till date is known as the prodigious heritage of this institution. Teachers took pain in allocating students to various tutorial groups, class sections, schools and curricular activities. The core idea was to let all students gain from every teacher during their stay in the institute. This practice gave access and familiarity to each student with almost every faculty member as well as with all other students of the institute across different programs. The principle, which was followed covertly, was to allot every student to a different group of students/ teachers in different class-sections, tutorial groups, school groups, houses, elective papers and so on. Within a month's time, students started associating themselves to a new set of friends and teachers and thus started owning the institution. This made the student-teacher bond so strong that it felt like an extended family.

Another marvelous way of creating a bond between the students and teachers was through sharing of tea. Often, teachers used to offer tea while teaching a class/ tutorial. This practice soon became an integral part of the institute's culture and I remember having rich discussions over cups of tea with most of my teachers. The Teachers also frequently planned educational excursions- local and outstation. They could be seen playing and singing with students to celebrate different occasions. In order to strengthen that bond, many teachers used to organize pooled lunch and even invite students to their home. This was a unique culture that was appreciated and enjoyed by one and all in the institution. Most of the students had a belief that the ownership of the institution which they experienced being a student at CIE even for a few months could not be developed even during their graduation or post-graduation period wherein they had spent 2-3 years' time. No doubt students keep coming back to CIE, to seek guidance on various stages of their professional life. One can say, that J.Krishnamurti's perception of a teacher truly runs in the blood and nerves of CIE which is, "Teacher is the guru, father, brother, friend and philosopher for a student." Krishnamurti believed in teaching, what is important is not the subject, but the relationship between student and the teacher. If there is right relationship between student and the teacher, then what teacher teaches has a much deeper, non-mechanical meaning.....right relationship means I care for you.

Daily Morning Assembly

I now wish to make a special mention of a ritual that existed for many decades in CIE. A day in CIE used to start with conducting a Morning Assembly. The Morning Assembly used to start at 9am and end by 9:25am.

This was a forum for students to share the thought for the day, have a two minutes silence period to reflect on it followed by its description by a student and National Anthem at the end of the assembly. I remember many students used to admire participating in the morning assembly as it was their first experience of addressing morning assembly at a public forum. Assembly also allowed different class representatives, house leaders or panchayat members to make relevant announcements. We, as students received this morning assembly time as a platform of settling down in terms of physically, mentally and emotionally after a boisterous morning travel through the busy streets of Delhi.

Student Panchayat

Student Panchayat was a nomenclature given to the students' forum. It composed of one President, one Secretary, one Joint Secretary, one Sports Secretary and one Treasurer as core team. All the Students of B.Ed and M.Ed were allocated into four houses: Aurobindo, Gandhi, Sarojini and Tagore. Each house used to elect one Captain and two Vice-captains as it's representatives to the Student Panchayat. Accordingly, Student Panchayat had a total of 5+12 student representatives who used to work under the guidance of a small group of 2-3 teachers known as Panchayat Advisors. Along with this team two more teachers performed the duties as the in-charge/ advisor for each house.

The Student Panchayat used to be a truly democratic forum where student representatives used to get elected. Entire election (core + houses) used to be conducted by a designated election office. Candidates prepared posters with old newspapers or used charts/ brown papers. In a week-long election campaign, candidates were given time-slots to make their election speeches and share their manifesto before the student body. Everything was so transparent, healthy and inclusive that different candidates could be seen preparing posters for each other, even for the opponent candidates. This whole exercise was a spot-on training for democratic processes and to nurture leadership among young enthusiastic students. I can narrate all this with such conviction, as I had myself been elected as Joint Secretary of the Students' Panchayat during the academic year 1989-90. As an elected representative, I enjoyed a variety of experiences, ranging from organizing panchayat activities in a double period slot on Fridays, participating in different stage events- one act play, group song, extempore speech, sports- chess, badminton, table tennis and many co-curricular activities such as the community cooking, called Langar and in the celebration of Eid.

Subject-Clubs/ Societies

UNESCO Club and Science Club were two prominent clubs in the institute which provided a forum to students for sharing their views and arguments on various social themes related to children, women, education and literature. These clubs were known for organizing debates, quiz, wall magazine, essay writing, slogan writing and poster making. All the students were supposed to be part of at least one club. Gradually, various subject clubs and societies also evolved and added to the rich culture of academic activities. One such subject society was Civics Society, where I was associated as teacher in-charge for about two decades. Civics Society followed a democratic culture of electing it's office bearers and remained as one of the most vibrant subject society with some regular annual activities such as organising UN quiz, street play, panel discussions on relevant social/educational themes, visit to Indian Parliament (in session), educational excursions etc. Physics Society, Socrates Society, History society are few other subject-specific societies which can be named

in this series. All these Subject Societies/Clubs added an auxiliary aroma to the rich culture of co-curricular activities of CIE.

Foundation Week Celebration

Every educational institution takes pride in celebrating its foundation/ annual day. As mentioned earlier, CIE was founded on 19th December, 1947, where the first education minister of independent India, Maulana Abdul Kalam Azad took considerable interest. Since its inception, CIE has been celebrating week-long activities to mark its foundation day every year. Foundation week celebration is no less than a festival in the life of the institution. Preparations for the foundation week start in the first week of December which is also the end of the School Internship program for the students. Students' community is briefed about the significance of foundation week celebrations and suggestions are invited from them to make it more vibrant. For about 10 days, all students and teachers can be seen enthusiastically preparing for this annual event. Different houses are given socio-cultural themes to make meaningful presentations. In this week, everybody can be seen singing, dancing and rehearsing for different inter-house events; such as- cleanliness and decoration of the institution, rangoli-making, corridors being washed, walls being cleaned, lawns being decorated by teachers-students together. This is a celebration of the dignity of working with hands, team spirit and rich institutional life. Week-long events were inclusive of annual day address by some social, cultural or educational dignitary; sports day celebration where students and Staff play a cricket match which has been an attraction for teaching as well as the non-teaching community of CIE, Bal-Mela for fun activities and self-prepared eatable food stalls which are specially prepared for the children of CIE Basic School. Similarly, many cultural activities were being performed on the stage of Anath Nath Basu Memorial Auditorium. These 5 days long foundation week celebrations can be named the heart and soul of the institution. Those days of togetherness have proven the substance of the popular saying *ONCE OF CIE...ALWAYS OF CIE*.

Educational Gathering

Central Institute of Education is well known for the academic nurturance of its students and scholars. For this purpose, CIE organizes a series of academic activities; educational gatherings which have always been an outstanding event of the institute. Two to three days long Educational Gathering used to be organized in the month of February every year. This was a real training for B.Ed. and M.Ed. students where they learnt to participate in any national or even international educational deliberations. A core team of 3-4 teachers and 2-3 student representatives from Student Panchayat, was formed to take lead in its organization. This small team, in consultation with other teachers, students and scholars, used to decide a theme for the educational gathering. This core team was supposed to provide a 15-20 page wide-ranging reading on the theme to all the students and teachers of the Institution, about a week before the event. A tutorial period was dedicated to initiate the reading, thinking and deliberating on the theme decided for the educational gathering. In a general assembly, organizing committee used to address the house about the theme with a spirit to ensure maximum participation while deliberating in small groups; which would be a mixture of 2-3 teachers, 3-4 M.Phil/ Ph.D Scholars and 12-15 B.Ed+M.Ed Students. These small groups were then sent to different designated places. Each Small group was supposed to appoint its rapporteurs and conveners from amongst its student/scholar members. These team leaders were responsible to conduct 2-3 day long educational gatherings which used to be planned in various sessions. Tea/ Biscuits and working lunch were served in between the academic

rendezvous, which I enjoyed being a student as well as a faculty member. This 2-3 day long activity got culminated with a well-organized valedictory session, generally a well-known academician from some other institution was invited as a guest. Rapporteurs of various groups presented a report on the deliberations in their respective group. In this way, the Educational Gathering was helpful for each one of the institute to reflect, write and present their views on critical educational concerns/issues.

Interface or Nostalgic Closure?

With the changing time, all institutions reflect and revisit their own ethos and practices. Sometimes these reflections and revisits bring positive change while at other times these may act as tides. In the year 1979, CIE passed-through a major structural change; *from an autonomous institution under MHRD, Government of India to a Department of Education under the University of Delhi*. It is important to mention about this change in nomenclature here as this was not just a change in the name, with it many things changed. By this time many pioneering stalwarts had already retired and this brought about a major shift in the organizational structure of the institute in many ways. To give a glimpse, a place with a fulltime dedicated Principal got redefined to designating a Head of the 'Department' which, by its nature is on a rotation-basis for a maximum period of three years or till his/her superannuation, whichever is earlier. This structural change initiated a new debate in the institution about the mandates and vision which is attached to a typical department under a university system. Some faculty members got the respite that after being declared as a department, we should be working like a typical PG department of the University of Delhi, which is to only teach and do research. These people had lesser interest in the conducting of any CCA, as according to them such activities are a 'waste of time and resources'. It was being said that pre-service teacher education should prepare teachers to only organize these co-curricular activities in school and thus they should be trained in organizational skills. Their own participation is not necessary. Gradually, with the passage of time, among many other practices, CCA was also started to see a decline in spirits and its nature has got affected.

The second blow on the cultural heritage of CIE can be attributed to change in teachers' perception towards their job. When the UGC declared the guidelines for University teachers' promotion under the API policy, debates on role and responsibilities of a university department started to merge. With more emphasis on publications, the teachers got directed towards writing exclusively, this mindset collectively made an adverse impact on CCA culture of CIE. The rich culture of activities, teacher-student rapport, morning assembly and institutional publications went through a major shift and now these can hardly be seen happening in CIE.

The last blow happened in the year 2014 when NCTE released a gazette and professed that one year B.Ed./M.Ed. programs must be replaced by Two-year B.Ed./ M.Ed.- programs. This was another turning point in the life and culture of the institution. Once again, CIE passed through turmoil of divergent ideas and debates. Majority of the faculty members were keen to take this opportunity in redefining academic essence and vision for the department, whereas some other faculty members desired to switch over to the new gazette regulation as proposed by NCTE. Now, in this new extended two- year programs of B.Ed. and M.Ed., CCA and Student Panchayat finds 'NO space'. It also means that an institution which advocated democracy and students' space, has now virtually no forum for students' voices. In the name of NCTE curriculum guidelines, department chose not to enrich them with the existing good practices and make best use of one additional year in B.Ed. and M.Ed. programs. Till date, I am confused to realize the merit behind this shift from rich culture of CCA to not undertaking any CCA.

I, along with many other colleagues feel that CIE, as an institution, is losing its identity from being a premier institute of education pan-Asia. It has now got reduced to any other department of education under a university system. Recently, one of my senior colleagues expressed her concern over this no-institutional life situation and asked me "why do students/ scholars do not own this institution the way we used to own it during our student days?"

Though, CIE has always been privileged to embrace the best infrastructure along with best students/scholars and best faculty members in the country, it's high time for all in the institution to save its dwindling glory. To the best of my understanding, it needs to work on three important aspects: Co-curricular activities, School Internship for B.Ed./ M.Ed. and Teacher-Student rapport across various programs. I propose to conclude this write-up with following encouraging words by one of my teachers who assured me that *institutions do not perish easily*:

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राष्ट्रीय शिक्षा नीति-2020 : परिप्रेक्ष्य और परिवर्त्य

मध्य भारती

मानविकी एवं समाजविज्ञान की द्विभाषी शोध-पत्रिका

Multidisciplinarity and Interdisciplinarity in NEP - 2020

Pankaj Arora

Introduction

Education Departments across Indian Universities thrive in multidisciplinary and interdisciplinarity of subject areas. If you glimpse into any classroom of the education department, one would find a pedagogue specializing in Botany while having expertise in the foundational subject of History of Indian Education. This educational mosaic of multidisciplinary and interdisciplinary subjects form the core of the classroom practice in teacher training institutes. As an student of the discipline education, it therefore gladdens me to see NEP 2020 focusing on strengthening the multidisciplinary and interdisciplinarity education across courses. This focus stems from the need to pay attention to holistic education of the Indian youth. The Prime Minister of India, in an NEP related address on 28th July, 2021, has attributed NEP 2020's holistic education as a way to change the whole scenario of education.

Now, I would like cite an extract from the Supreme Court judgment (1994) as quoted by Professor Saluja in his chapter Language, Education and Language Policy of Education, in an edited book 'National Education Policy 2020: Paving Ways for Transformational Reforms', "At Cambridge University, a Professor was drowned deep into his studies in his room. An English soldier arrives in the room, and straightaway accuses the Professor of not contributing in the ongoing war against the Germans, in which the soldier and his colleagues were taking part. With a calm composure, the Professor asks the soldier- "Who is he fighting for?" The soldier replies rather quickly that he is fighting for his nation. The scholar then asks- "the nation for which you are shedding your blood, what that nation actually is?" The soldier replies that the country is the land and its people. On further inquiry, the soldier reveals that he wishes to save his culture too. The Professor says that he too is contributing to the culture of the nation. The conciliated soldier respectfully salutes the Professor and retreats from the room avowing to defend the cultural heritage of his nation with greater might.

Holistic Indian Education

The nation is not only known by its physical geography, but also by its cultural milieu. A nation's identity is the identity of its people; the life style, its glorious history,

the rich traditions that enshrine its value system; and this identity is further shaped in the expanse of the classroom and the education system. The NEP 2020 recognizes the uniqueness of the Indian cultural milieu and the value of "Indianness". Using the constructs of holistic education and multidisciplinary and interdisciplinary education, it aims to weave the future of its youth with the threads of Indianness, modernity and constitutional values. It is essential to understand that Indianness is in itself a concept. It is a mixture of multiple culture, inclusion of multiple language, inclusion of multiple religion and regions. One of the easiest ways to understand the richness of one of the threads of Indianness is to look at the festivals of the country. On 13/14 January (depending on the Lunar calendar) Lohri is celebrated in Punjab, Makar Sankranti in the North Indian states, Hadaga in Maharashtra, Bihu in Assam, Bhogi, Kanumu, Thai Pongal and Pooki festival in the southern states of country. All these festivals celebrate the harvest season, therefore whichever part of the country one might be in, the harvest festival has a reason for celebration for all. This rich Indianness that may vary from place to place, yet have the same root is worth sustaining in the country. Education and its policies has the ability to ensure the sustainability of this cultural heritage.

Our national identity – Indianness – Bharatiyata -is holistic, and inclusive in its totality. It imbibes the political diversity, religion diversity, regional diversity, economic diversity among other diversities within itself - a holistic view of India. This diversity is our strength – India is synonymous to cultural diversity and therein lies its uniqueness and identity. Similarly when we talk about holistic education we are talking about developing the pillars of that makes us unique – body, mind, and spirit.

Holistic education aims at developing the learner. It focuses on providing opportunities to the learner to experience the world with different perspectives and different lenses. In order to provide a holistic learning experience, the NEP 2020 has brought a policy on ABC – Academic Bank of Credits. The Academic Bank of Credits is one of the easiest ways to give the agency of choice and voice to the students. These Regulations may be called the UGC Establishment and Operationalization of Academic Bank of Credits Scheme in Higher Education regulations, 2021. This regulation is paving the way to present a clear understanding on this area. Basically the academic bank of credits breaks the rigid walls of streams. As a student, one will be free to choose their own area of study, create their own stream. The Academic Bank of Credits allows a student of Physics study Art with the same passion, while allowing a student of Art to study Philosophy. The rigid walls of streams that has stifled the achievement of many students, is been broken down by ABC – instead a student has to have 120 credits across courses to graduation with subjects of their choice. Further, 148 credits will qualify him/her to be a graduate with research degree after four years, it just means, that as a student if I have interest in Political Science, I can also my love for Mathematics – which wasn't possible pre NEP2020 days. Just as the NEP2020 is empowering the students, it is also empowering institutes. Institutions will be multidisciplinary institutions. Policy says that the institutions will not work towards promoting any one discipline but will be multidisciplinary. For example in teacher education there are many B.Ed. colleges that are known as standalone institutions as they run only one degree programme. The policy

says the institutions should not be standalone institutions but multidisciplinary. Institutes should offer courses that comprise of arts, science, literature, language and so on. Scholars have questioned about the advantage of this multidisciplinary of an institute. They have raised questions about specialized institutes vs generic institutes. Answers to these questions is not possible as one is yet to witness the implementation of NEP 2020 in letter and spirit, but what one is able to gather is that multidisciplinary in institutes will strengthen student autonomy and in the process teacher and institutional autonomy.

Multidisciplinary Education and NEP 2020

The NEP 2020 aspires to develop an individual's intellectual, aesthetic, social, physical, emotional, ethical, and moral qualities in a holistic manner, while directly contributing to the country's development and making India a global knowledge superpower. The NEP 2020 also defines what comprises a HEI, such as a university or a college. One of the most important recommendations in the NEP 2020 is to construct large interdisciplinary HEIs in or near every district by 2030. A multidisciplinary institution should not only contain several departments, but also imaginative and adaptable curricular structures that allow for new study combinations. Innovative multi- and interdisciplinary programmes assist learners broaden their thinking and learning capabilities and prepare them to meet emerging challenges.

Let us understand how NEP 2020 fosters student autonomy. Policy says that the student has the autonomy to choose from its interest areas of specialization as major and as minor. Academic bank credit will allow the student to keep adding to its account in different disciplines. While meeting the requisite number of credit the student will be declared qualified for a certificate or for diploma or for graduation degree and at the end graduate with research. We might question the need for students to have this freedom to decide their learning path. We might even question the ability of students to know their strengths and weaknesses. Incidentally, these questions are contrary to the faith the Constitution of India places on the youth above 18 – for it allows them to vote and elect officials to the Government. Giving students the agency of autonomy is the NEP 2020's greatest strength, and challenge; and unless we give it an opportunity to see the light of day, one will not be able to fathom the benefits students reap by learning in a multidisciplinary and interdisciplinary learning environment.

Another advantage that multidisciplinary and interdisciplinarity would provide is breaking the artificial hierarchy of subject areas – the genesis of this hierarchy is unknown, but often students from Engineering or Management background seem to get more traction within a college community than a student of a local language. But, thanks to this policy, now students across disciplines can share their viewpoints, learning paths and learning goals while working towards a common goal.

Autonomy in Education

Thus so far we have seen how the NEP 2020 fosters student and institutional autonomy via the multidisciplinary and interdisciplinary approach. If we look deeper, NEP 2020 also offers greater opportunities to foster teacher autonomy. Let us understand this with an example – say there is a professor who specializes in hydroponics (the branch of Science that deals with growing plants without and instead uses substitutes that enrich

the plant growth) and there is a student who is studying Geography and Economics. NEP 2020 fosters Teacher Autonomy by allowing the professor to offer a credit based course in Hydroponics; and the professor in his part can create a course structure that can help enrolled students to develop vocational skill sets or even learn the science of hydroponics for the pleasure of gardening; while the student of Geography can enroll in this course of Hydroponics without a pure Science background – this autonomy also allows the student to develop her autonomy. In the whole process, there is a knowledge discipline that develops and students can benefit from such micro level credit courses and have the opportunity to convert it into a major credit course basis on the institutional policies.

Let us now take a broader view how these autonomies – students, teachers and institutional – can shape the future of our youth. Pre NEP 2020, the Universities, affiliated institutes and colleges following the same curriculum – almost having a factory model of education. Teachers, Institutes and colleges did not have the autonomy to create their own courses and curriculum based on either the needs of students or the society or industry, instead there was a rigid structure that was expected to be followed. This tight control over the curriculum and syllabus by the parent Universities allowed the mushrooming of affiliated colleges because in order to start a college all one needed was the minimal physical infrastructure and not the academic capability and wherewithal to conceptualize and execute academic curriculums. There have been news articles where a university had nearly 800 affiliated colleges. This number itself speaks volumes about the quality of education, state of students and teachers. The NEP 2020 therefore gives autonomy and more importantly responsibility to institutes to develop and maintain academic standards that help students (and ultimately the country in the process). The NEP 2020 is creating a process where institutes are expected to share in the public domain their curriculum, parameters for maintaining academic excellence, enrolment processes for courses. This important information is expected to be available for public viewing and not just inspecting committees that grade institutes on Quality Parameters.

Learning Outcome Based Curriculum Framework

By introducing the Learning Outcome Based Curriculum Framework, the NEP and UGC are paving the way for institutes to create curriculum and learning paths for students that can draw from local culture / indigenous knowledge / local language. From the culinary science to local sustainable agricultural practices, knowledge worth sharing can now be formally documented and recognized. When we talk about local culture and local knowledge, we also acknowledge the local art and craft which also provide opportunities for creating vocational courses; also NEP 2020 provides opportunities to create credit courses that help sustain indigenous knowledge of herbs and medicines that are locally sourced. In the year 2020, during one of the informal discussions with The Vice Chancellor of the Indira Gandhi Tribal University at Amarkantak, Madhya Pradesh has said local people still prefer locally sourced herbs to cure the common ailments and Ayurveda remedies before seeking assistance from allopathic doctors. Many can argue regarding this, but the point that needs our attention is that there are local medicinal practices that are effective, low cost and locally sourced. As an educationist and researcher in the field, one could argue that for learning outcome based curriculum

framework to succeed it needs the scaffold of multidisciplinary and interdisciplinarity. This in turn would help create a more holistic education. To develop disciplinary integration among all these is the objective of the holistic education and that is one of the primary objectives of the education policy 2020.

Let us look at another example that explains the need to develop a multidisciplinary and interdisciplinary approach in the courses offered by higher institutes. A student studying fashion design is interested in creating a fashion cloth line—apart from having the skill sets to plan, conceptualize and develop designs for the clothline; the student also needs to know where can she source the best material from? Which type of material would be best suited for her design? Which factory manufactures it? Which area produces the raw material? Is the raw material production heavily dependent on natural factors like rain, humidity, temperature? How scalable is the design? Is the design to be produced for a few exclusive clients or would it go into mass production? Economics, Geography, Sustainable Development, Marketing, E-commerce all areas come into play while the student is busy planning and conceptualizing the cloth line. A multidisciplinary and interdisciplinary knowledge base created by various courses that the fashion design student takes would help her make her cloth line a reality and probably even create a sustainable business to generate employment.

Let us take another example that has great social implications – sex education. Sex education gets its theoretical framework from biology, sociology, gender theory and practices, medical sciences and psychology. These five disciplines play their role in understanding the concepts be it reproductive health, substance abuse, growth and development of the children, adolescent issues. Examples from different domain can be taken to explain the concept of reproductive health, contraceptive or population control or substance abuse. Developing an understanding on these issues can help students and teachers create a safe living environment.

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environ to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education. (Source: Foreword by Professor Yogesh Singh, UGCF-2022, University of Delhi)

The Preamble of the Undergraduate Curriculum Framework-2022, as prepared by NEP Cell of the University of Delhi underlines the historical perspective, philosophical basis, and contemporary realities of higher education as enshrined in the National Education Policy 2020 and endeavors to synchronize these cornerstones while

charting the road ahead for the state of higher education. The University of Delhi, a premier seat of teaching, learning, and research in higher education, acclaimed nationally and internationally, has nurtured the quest for reaching the peak in every sphere of education, in its true sense, in the process of its contribution to the nation-building. Being a Central University, mandated to act as the torch-bearer in expanding the horizons of human resource development through expansion of higher education, it has always paid adequate premium towards constructive and meaningful innovation as a regular feature in its undergraduate curriculum development over the years (Source: Preamble, UGCF-2022, University of Delhi).

Plan of Action to achieve Multidisciplinary Education

So far we have seen various examples of how multidisciplinary and interdisciplinary education help create holistic learning experiences for students. Let us now see how the NEP 2020 plans to achieve this.

UGC (2022) has presented Draft Guidelines for transforming HEIs into Multidisciplinary Institutions; First line of the document says "Let noble thoughts come from all directions. This profound concept from the Rigveda illustrates the recognition of limitless learning in the Vedic Period. India has a rich tradition of the multidisciplinary approach since ages, as exemplified by the ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, mathematics; vocational fields such as carpentry, clothes-making; professional fields such as medicine and engineering; and soft skills such as communication discussion and debate. Over the centuries the broader learning opportunities got narrowed, and gradually, in recent years the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions. To reboot the legacy of multidisciplinary education, the National Education Policy 2020 (NEP 2020), suggests several policy directions for offering multidisciplinary education."

Shuriah Niazi (2021) in University World News has presented article 'Plan for 35 multidisciplinary research universities' Niazi says India has devised a bold plan to construct world-class "multidisciplinary education and research universities," or MERUs, by upgrading 35 publicly financed universities around the country.

The project's draft plan, which will be submitted to the cabinet for approval soon, calls for an initial investment of INR one billion (about US\$13.8 million) each university to expand the choice of courses available.

The acceptance of the MERUs will kick off the process of multidisciplinary higher education, which is a fundamental element in the National Education Policy (NEP) established last year. According to the NEP paper, all undergraduate programmes, including those in professional, technical, and vocational subjects, should strive towards a more holistic education in the long run. By grouping institutions into 'clusters,' some transdisciplinary programmes will be provided across institutions.

Engineering institutes, including as the country's top-ranked Indian Institutes of Technology (IITs), would shift to a more holistic and multidisciplinary approach, with

more arts and humanities degrees provided alongside engineering degrees, as the NEP envisions.

In Assam, for example, IIT Guwahati is establishing a medical school, a management school, and currently provides undergraduate design degrees. IIT Delhi is establishing a public policy school. According to IIT Gandhinagar, it already has design and environmental science schools.

IIT Madras in Chennai has announced that its students can take courses in Indian history, psychology, and economics from other departments and authorised schools. In addition to the undergraduate major discipline, some can be combined together to form a 'minor.'

Educational Framework for Global Citizenship in Higher Education by UGC (2021) states that "the flexible and innovative curricula of all Higher Education Institutions (HEIs) shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education" in order to achieve a holistic and multidisciplinary education. Climate change, pollution, biological diversity conservation, biological resource and biodiversity management, forest and wildlife conservation, and sustainable development and living are all anticipated to be covered in environmental education. Humanistic, ethical, constitutional, and universal human values of truth, righteous conduct, peace, nonviolence, and love, citizenship values, and life skills are expected to be developed through value-based education; lessons in service and participation in community service programmes are considered an integral part of holistic education.

Conclusion

UNESCO International Bureau of Education (IBE) defines Multidisciplinary as an 'approach' to curriculum integration bringing different disciplines together to illustrate a topic, theme or issue from different perspectives. It further explains that in a multidisciplinary curriculum the same topic is studied from perspectives of more than one discipline.

Teaching is currently confined to subject-specific silos, leaving students unprepared to make realistic correlations. When students discover connections across diverse subject areas, learning becomes more interesting and meaningful. As a result, it is preferable to move beyond distinct disciplinary zones and develop co-taught transdisciplinary courses.

In a multidisciplinary plan of study, the underlying idea is that no subject exists as a separate field of study. As a result, in order to comprehend the fundamental structures of knowledge, one must consider how discrete subjects link in a larger context. Multidisciplinary education's overarching purpose is to teach students in a way that is relevant to their lives.

While the aforementioned example is just one of many that may be thought of in the context of a multidisciplinary approach to education, it is critical to develop successful teaching-learning strategies in order to attain the aforementioned goals. Students' school learning experiences should always be viewed as an integrated learning experience rather than a subject-by-subject segmentation of knowledge. Instead than

being an end in itself, completing the core curriculum in all areas should be the starting point for more advanced learning.

Multidisciplinary teaching is one way for assisting students in connecting several strands of school curriculum. This teaching-learning method can be used for two purposes. For starters, it allows students to work on real-world problems while applying knowledge from many topic fields. Second, it promotes collaboration among students by fostering a sense of learning communities. On the one hand, it develops a scientific attitude and analytical skills in learners, but on the other side, it makes learners more welcoming and humanistic.

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ONLINE TEACHING CHALLENGES AND OPPORTUNITIES CREATED FOR SCHOOL TEACHERS AMID COVID-19 PANDEMIC

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Abstract

In most countries, especially third world countries, the acrimonious infectivity of the Covid-19 pandemic has affected human ecology industries, trading & economy, and education was the most impacted. Like other countries, India too adopted online teaching as crunch time. With the adoption of online teaching, teachers and students face challenges in technical proficiency and digital availability. Given this, the research aims to find out the difficulties faced by teachers in online teaching. The study also explores created opportunities and support initiatives by the Delhi government. Data from 60 teachers were collected through closed-ended survey questionnaires and semi-structured interview schedules. Major challenges and opportunities experienced by them were enquired about, along with their role of govt in providing support for the online teaching and learning process. It was found that teachers encountered multiple technological, content delivery, assessment, effective communication, environmental challenges and opportunities of time, space flexibility, and easy access have also been created. This study can be carried out in-depth to make better planning and future decisions.

Keywords: *Online Teaching, Covid-19 teaching, Teaching challenges, Teaching Opportunities in Covid, Covid pandemic, Covid school.*

1. INTRODUCTION

Teaching and learning are continuous processes. It goes parallel in the classroom. Before COVID-19, there was constant face-to-face interaction without interruption. Still, due to the sudden announcement of the nationwide school closure and lockdown by the government of India to enforce the COVID-19 guidelines within communities, educational institutions have had a tremendous impact on the country's education system. It affected education in urban areas and rural areas as well.

Since SARS COV-2 was a highly infectious virus⁽³²⁾ causing the closure of schools, there was a prevalent trend in the education system called "emergency e-learning"⁽¹⁵⁾, which was the only way left for education. This is also technically known as synchronous (encounter each other at the same time) and asynchronous (do not

encounter each other at the same time) teaching, in which the teacher teaches face-to-face and shares study-related materials using digital platforms. Online teaching was not employed in India before COVID-19, but. It became the only medium/source available to fill the gap in the education system created by the lockdown.

The first outbreak was officially documented on January 30, 2020,^(20,23,27) and India went into complete lockdown on March 24, 2020, with minimal advance notice to the general public. In March 2020, all educational institutions in India were closed immediately, but most schools completed the 2019–20 academic year before lockdown. The new school session would have begun in May, but due to an increase in COVID-19 cases across the nation, teaching and learning could not be resumed in face-to-face offline mode in schools. The Ministry of Education with the publication of the National Education Policy

(NEP, 2020), released the Alternative Academic Calendar (AAC) in April 2020 for continuing formal school education through online mode in the academic year 2020–21.

According to the United Nations Students' Fund⁽²⁹⁾, school closures have impacted 250 million children in India's elementary and secondary schools and another 28 million children aged 3–6 years in early childhood education. A total of 278 million students, from early childhood to secondary school, have been impacted by COVID-19 in India.

According to the ASER (2021),⁽⁴⁾ Wave-1 survey, the proportion of "out-of-school children" in rural India in the 6–10 age group jumped from 1.8 per cent to 5.3 per cent between 2018 and 2020. Given this, it can be concluded that a generation of students will be affected by the devastating effects of the COVID-19 pandemic, which induced an education divide and learning loss. It is critical to recognise it early and make quick and significant adjustments.

UNESCO, in March 2020, launched the Global Education Coalition program.^(28,30) It was the multi-sectoral collaboration partnership platform and exchange to protect the right to education during COVID-19. The Ministry of Human Resource Development⁽¹⁶⁾ introduced various free digitised online learning programs and platforms for students, such as the National Program on Technology Enhanced Learning (NPTEL), e-pathshala, Study Webs of Active–Learning for Young People, Aspiring Minds (SWAYAM), Swayam Prabha, and others to continue teaching and learning.

2. LITERATURE REVIEW

The increscent fruition of information and communications technology (ICT) in the 21st century has affected not only Delhi and India but also throughout the globe. In the institutions of school teaching, the application of ICT unclogs online teaching, which has chauffeured the whole pedagogical aspect of education. Online teaching has been facilitated by multiple socioeconomic and pedagogical elements, which have forced many schools to confine themselves to online teaching processes.

As such, this section immerses into past research about implementing online teaching in schools as

groundwork for discussing the issues identified during the COVID-19 pandemic. Various themes relating to the online teaching challenges and opportunities created for teachers during the COVID-19 pandemic have been considered to show the study's need and relevance.

This section attempted to critically address and review the kinds of research studies published during and before COVID-19 in India and abroad on online teaching challenges and opportunities for teachers, indicating the trends and themes in the concerned field and pointing out the research void.

Online teaching means⁽⁶⁾ delivery of content, courses, or instruction using different Web-based technologies, platforms, from the internet or an intranet, and other communication technologies, which enable learners to participate in learning activities beyond the campus, from students' homes to workplaces and other locations.

In online teaching⁽⁷⁾, the learning or presentation of a course, syllabus, or syllabi takes place through a computer system. Learning occurs through the explicit use of technology and computer networking systems.⁽¹⁰⁾ Instructional delivery using a computer network, usually the Internet, without requiring face-to-face meetings of students and teachers is called teleconferencing. Courses may be synchronous, asynchronous, or a combination. Teachers reported that a common barrier to teaching was a lack of confidence, familiarity, and experience with digitally enhanced teaching methods.⁽²⁴⁾

This can result in low-quality design and delivery of teaching materials, hindering interaction, engagement, and overall learning. Internet access was an ethical concern to stakeholders and policymakers⁽¹⁷⁾ as it significantly influenced access to online teaching.

During the COVID-19 pandemic, teachers reported lower satisfaction and more significant negative experiences with digitally enhanced education in developing countries (i.e. Iraq, Nigeria, and Egypt) in comparison to teachers in developed countries i.e. Australia, UK, and the USA.⁽¹⁾

Due to not having a proper internet connection, teachers living in rural areas could also be disadvantaged compared to teachers based in

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urban areas with slow internet speeds⁽⁵⁾ and unreliable internet access.⁽¹⁷⁾

India Today (2021)⁽¹¹⁾ stated that Delhi govt shall provide digital devices to over 2,000 newly appointed Teachers.

The academic literature cites technological and logistical problems as barriers to online teaching. These issues included the timely unavailability of reliable online teaching platforms⁽²⁴⁾ and internet connectivity issues resulting in audio/video breaking/buffering,⁽¹⁴⁾ and broken web links to resources.⁽³³⁾ While practising communication and interaction skills with students through video, an unstable internet connection has disrupted flow and rapport building.⁽¹⁹⁾

The pupils' and teachers' interrelationship has also changed, particularly the lack of close connectivity in face-to-face interaction has affected the motivation in learning.⁽⁹⁾ According to Yusnilita (2020)⁽³⁴⁾, teachers had difficulties during online teaching due to a lack of technical resources, skills, and interest on the part of students and a decrease in the involvement of students. Many excuses were given by the students, making it challenging for the teachers to figure out the real reasons.

Another study discussed several challenges teachers have when shifting from traditional teaching to online teaching, including actively engaging students, motivating them to participate in the online teaching-learning process, and providing high-quality teaching content. During online teaching, downloading issues, app installation issues, poor Internet connection, login id issues, inaudible voice, video, and other technological challenges have occurred.⁽²²⁾

Digital learning is a difficult challenge for 84% of teachers, and just 20% have received training on how to give education in a distance mode.⁽²¹⁾

Another study⁽¹²⁾ classified difficulties into four categories, including *challenges in the home setting*, such as a lack of essential equipment and disruption of family life while teaching. A study from Indonesia shows difficulties in conducting online classes due to poor networks. Some students did not have cell phones or laptops. And when lessons were taking place, the student's home environment was less conducive, for example, interference from younger siblings.⁽¹⁸⁾

According to the UNICEF (October 2020)⁽²⁹⁾ survey, teachers experienced several problems regarding remote teaching, and many teachers noticed that remote education had limited benefits over traditional classroom instruction.

They faced challenges like difficulty reaching students (75%) and a lack of class discipline in online classes (51%). These are the biggest obstacles experienced by those teaching from home. Some teachers believe that lack of e-skills (12%) and extra expenditure (7%) hinder effective remote instruction. This study deals with the following research questions-

- What were the significant challenges for teaching students online amid COVID-19?
- What support facilities were initiated and different provisions made by the government for teachers to facilitate teaching in COVID-19?
- What were the opportunities created for online teaching due to COVID-19?

3. RESEARCH METHODOLOGY

In the context of the present study, the researcher attempts to identify and understand the challenges met and opportunities created in online teaching and learning.

The current study utilises a mixed-method research design wherein both quantitative and qualitative approaches are used. Teachers from primary to senior secondary levels from government and private schools who had done online teaching during the pandemic were the target population for this study. The sample of this study involved teachers from the northern part of Delhi and other teachers in their contact.

The data were collected in a short period from those who were available on the school premises. The researcher has also distributed questionnaires in Google form through Whatsapp, e-mail and telegram and encouraged teachers to share the same link with their colleagues who qualify the similar criteria (government / private teachers in north Delhi).

The researcher in this way had used snowball techniques for data collection. Almost 100 questionnaires were distributed through in-person and snowball, and 60 teachers (male-45 & female-15) responded to this study. Thirty

teachers from government schools and 30 teachers from private schools participated. The analysis was carried out through quantitative (percentage-based analysis) and qualitative (theme-based research) approaches.

4. Results, Analysis and Discussion

The study's significant findings on a dimensional basis and discussion from relevant literature are presented below and also shown in Figure 1.

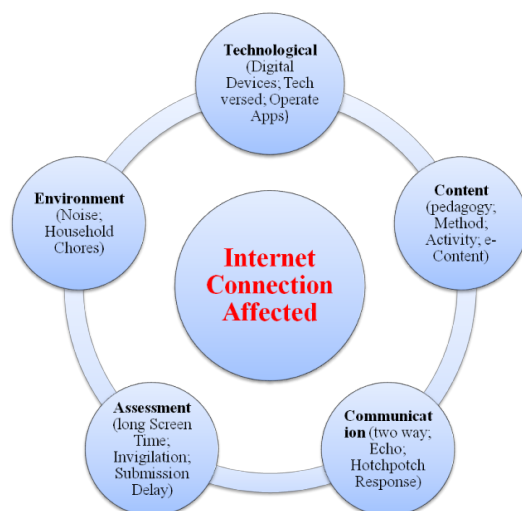


Figure 1: Internet Connection is Affected by Various Dimensions

4.1. Technological Platform Access

The highest percentage of platforms used by 56 (93.8%) teachers during COVID-19 to teach online was *Google meet*. The second most popular platform was Whatsapp. In the present study, WhatsApp as an asynchronous platform was used most by 41 (68.8) of teachers. The next most used platform was YouTube, an audio-visual platform for learning and teaching. In the present study, 37 (62.5%), teachers made use of it. Zoom had been used by 34 (57%) of teachers. The Microsoft team by 19 (32%) teachers. Telegram by (8) 13% of teachers. Radio and television for attending or watching recorded lectures were recommended by 7% of teachers only. And 7% of teachers had used school-made applications for teaching, including other platforms.

4.2. Content Delivery

49 (81%) of teachers have said that they have used *videos and animations to complete the*

content delivery. To clear the whole concept of a topic, they used videos already made and available on various websites, government sites, and YouTube television broadcasts.

45(75%) of teachers used the *lecture method* to deliver the content during the COVID-19 pandemic. 75% of teachers (male and female) used *PowerPoint presentations (P.P.T.)* for content delivery. *Classroom discussion* was used by 68.8% of teachers in online teaching. 50% of teachers used and utilised the *presentation method* prepared by students presented on a topic as a method teachers used to run the class. Around 44% of teachers used *group and activity methods to teach* online. The *case study method* was used by 31% of teachers.

The role play method was used by only 6.3% of teachers. It shows how some well-established methods can be left behind and of no use due to sudden changes in teaching practice. Teachers reported that *student feedback was inappropriate*, and lack of feedback was prominent in online content delivery.

One teacher highlighted that students were *Hooting* in the classes and *less disciplined* in the classroom too. Managing a disciplined type was challenging for teachers here. Another teacher highlighted that whatever teaching method he\she could adopt on the school premises during face-to-face teaching that was to be used online was challenging for him\her. Teachers also pointed out that their methods were less effective as students could not interact appropriately. One teacher said that students were unaware of the PowerPoint Presentation as they had never used or heard about it.

4.3. Communication

Martin et al. (2019a) mentioned that an ideal online teaching and learning session happens when the teacher can communicate and complete the online assignment. Before COVID-19, as schools were open, teachers and students could interact face-to-face and use facial expressions to express their feelings and emotions.

Related to this, a teacher highlighted that '*I couldn't do proper face-to-face interaction with students and unable to look out their facial expression, engagement, behaviour and body movement*'. Another teacher mentioned that

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'efficient communication was essential because the teacher could use the online time to repair students' minds from the negativity of news related to covid-19, fear of the virus, and deaths of so many people.

He added that *'he wanted to remove students from the world of negative news; otherwise, it could harm the students' healthy minds.* Communication has been seen as a significant challenge in online teaching and learning. Since it is a two-way process, getting regular and appropriate feedback could help the teachers improve their pedagogy and prepare best for the lesson.

4.4. Assessment

The internet connection was the major challenge of the assessment, as per an online review reported by 56 or 93.8% of teachers. Internet connectivity was a significant issue in online education. A second major challenge in online assessment faced by 75% of teachers was the long screen time for checking assignments and the lack of digital devices at the students' end.

Teachers had spent lots of time on mobile or laptop screens; they had to do every single work using gadgets. This caused eye problems, muscle twitching and headache. A teacher mentioned that *'long screen time bothered me a lot, and sometimes I got irritated.* Invigilation of students' work was also a challenge for 34(56.3%) teachers.

A teacher in this reference expressed that *he could not monitor the online assessment process of every single student* as they have been doing in face-to-face class assessment. Even 18.8% of teachers also faced difficulty marking grade scoring on online e-pdf, photo and zip format assignments submitted by students.

According to Arkorful & Abaidoo (2015)⁽³⁾, assessments and examinations conducted in online have limitations. Instructors and teachers were limited to proxy supervision of students, making it impossible to regulate and control cheating.

4.5. Environment Changes and Challenges

The first significant change adopted by 68.8% of teachers was classroom *engagement*. They had

realised that, as they engaged students before the pandemic, that was no more relevant to online teaching. So, they developed distinct techniques for retaining engaged students in the face-to-face classroom.

This was also obvious that teachers had to change the pedagogic style of teaching; 62.5% of teachers adopted *modified pedagogy for teaching* in online education. Some other environmental changes were made by 56.3% of teachers in *co-curricular activities and homework* format.

They also made changes in the classroom *interaction module* as teachers had limited time to interact with students, primarily faceless and expressionless. Also, 37.5% of teachers believed they had to grow a healthy relationship with students in an online teaching framework to sustain online education with quality output.

For some teachers, these environmental changes were not a severe challenge. Most of them welcomed new changes and treated them as an opportunity. One teacher pointed out that *'This pandemic also provided a new dimension of thought & skill for teachers. I explored many new tools & techniques and used many pedagogy styles such as lecture, discussion, question-answer, etc. I took a live online quiz and interacted on the topic to assess children.*

One teacher said that *'yes! Environmental changes were challenging, but it was a new opportunity for preparation for the future.* Some teachers repeatedly said, ' while teaching from home, one major environmental challenge was *household chores* and family members' disruption; *our little children* also bothered us so much at work.

Therefore, it was a big challenge to deal with house chores while working from home. From these teachers' experiences, it can be concluded that a well-organised set-up of schools was needed to be established at teachers' and learners' ends to cope with environmental challenges.

4.6. Opportunities

Online teaching-learning on its own has excellent benefits, such as flexibility⁽²⁵⁾, interactivity^(13,31), self-pacing⁽²⁾ and opportunities. Whenever a disaster or pandemic strikes, it brings with it new opportunities. Or people themselves find new

ways to deal with the situation. Online teaching has created space for considerable opportunities in the field of education. Many teachers have reported that online mode has made situations wherein those not used to technology could learn and explore it. One also enjoys *space flexibility*.

During online classes, physical presence was a precondition for learning. But now, one can connect from anywhere at a scheduled time. It also provided the platforms to conduct or attend meetings, workshops, and conferences and connect worldwide.

Besides space flexibility, *time flexibility* is another opportunity; it is easy to teach at any time. Time flexibility allowed us not to miss the classes, meetings, and interviews; one could reschedule, postpone and restart at the appropriate time. In a way, *mobile learning* has been possible with this model.

A teacher reported that mobile learning *facilitated those students who were uncomfortable or hesitant in replying or receiving feedback face-to-face. Those students frequently responded and answered comfortably without hesitation.*

56.3% of teachers said that online education created an opportunity for free accessibility of e-resources, increased the scope of doing creative things and increased teachers' digital literacy rate. 37.5% of teachers experienced that online education created hope for those who were not in the capacity to afford costly education; they could now afford education by distance mode, online mode, and easy to access freely available resources and study materials, also during pandemic government, non-government organisations, various schools, publications, created e-resources, e-books, pdf, e-library so that one could access study material easily and freely and enhanced their knowledge.

50% of teachers said that we could easily and quickly share knowledge or exchange ideas. One teacher said that through the opportunity of online teaching-learning, *'one could pursue more than one academic course simultaneously, at different time frames.*

They also mentioned that students have a tremendous opportunity to learn formal and informal education, skill, technology, etc., by

themselves. Schools sometimes have to close in Delhi or other places due to high pollution or some other reason, such as when riots occur, natural disasters like a flood, threats of infectious viruses or diseases etc. In this scenario, online education could be a milestone in continuing education.

4.7. Government Supports

In this study, 43.33% (26) of government school teachers participated, and all were teaching during the pre-pandemic. Therefore, when classes shifted to online mode, the government of Delhi made arrangements for conducting online.

As every government teacher has said, they received training and orientation from the government. 50% (30) of private teachers responded that they were not given any special training from the government, and 6.66% (4) of teachers preferred not to say as they didn't want to share information regarding this question.

The researcher has tried to know the provisions and support facilities initiated for teachers to facilitate teaching by the government or concerned authority from government teachers and various secondary sources (i.e., government websites, Twitter handle, DOE website and newspapers & articles).

Teachers said that the government of Delhi had made so many online meetings and virtual sessions to connect with teachers and students and took various decisions and initiatives to continue education.

One of the virtual sessions addressed by the education minister started a new unique campaign, "Har Ghar School, Har Abhibhavak Shikshak", every house as a school and every parent as a teacher. For facilitating teaching and making competent teachers in technology, government agreements with famous education service provider company career launchers that initially trained 60 school teachers.

The government distributed tablets to newly appointed 2000 teachers. Before the COVID-19 pandemic, 60,555 tablets were already distributed to in-service teachers.

These tabs and digital devices came into play during the lockdown when all academic activities

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were shifted online. The charges provided to teachers have requisite teaching and learning materials to streamline and ease the online teaching process. The government designed a circular to accelerate the teaching & learning activities from grades 1st to 12th. By this circular, they had adopted three-stage models. Stage-1, teachers updated students' contact details, made WhatsApp groups and prepared a list of those without smartphones.

Stage-2, teachers taught light activities such as reading, writing, and numeracy till 8th grade and from 9th to 12th, teachers recapitulated & understood students' current abilities. Stage-3, teachers provided class-specific activities, subject-wise classes and worksheets, assignments were provided, and those who did not have phones took hardcopy of worksheets from the school for practice work.

Some of the teachers said that with the government's support, they had designed an interactive voice recorded [IVR] lecture and shared it with students and a TV broadcast for phoneless students. One of the significant challenges of online teaching & learning was digital device access.

To bridge the digital divide gap, the government distributed tablets with wireless keyboards to 10th & 12th board students. The government created an art studio to create quality content educational videos by the core unit of teachers and circulate them to other teachers. The government had also made a partnership with Khan academy for high-quality content. But some of the teachers and schools themselves created and continued.

So, the government had ample support and provisions that facilitated teachers during online teaching. Teachers themselves had taken responsibility and obligation for their job. They said they had been provided support and guidance for becoming technologically friendly.

4.8. Discussion

This research study explores the online teaching challenges and opportunities created for teachers involved in primary to senior secondary school teaching and also examines the Delhi government support and provisions initiated for teachers working from home.

During COVID-19, teachers have been restricted from most of the infrastructural setup. They have faced several dimensional challenges similar to the study of Joshi et al. (2020)⁽¹²⁾, as technological operating challenges, content delivery challenges, compelling communication challenges, challenges in the assessment process⁽⁸⁾ and environmental and home-within-home challenges. Internet connectivity issues result in audio/video breaking/buffering.⁽⁵⁾ This research similarly found from the teacher's responses that network issues during online classes challenged them the most.

Further, lessons were less interactive; inappropriate feedback and similar findings of Sumanth's (2021)⁽²⁶⁾ study verifying student engagement behind the camera bothered them.

Teachers reported that establishing effective communication for the purposeful study was lacking due to proper internet connectivity, arranging a school-like peaceful environment at home and skipping household chores were difficult for them. Each dimension has its challenges in teaching.

This COVID-19 pandemic, besides posing many challenges, created a massive opportunity in education. The opportunities made an alternative option to face-to-face teaching. The other opportunities similar to Smedley's (2010)⁽²⁵⁾ findings are space flexibility, time flexibility; mobile learning; easy access to e-resources and education affordability.

The Government of Delhi had initiated various provisions and support for school teachers to facilitate online teaching. Among them were early training, digital devices, an art studio for content creation, worksheets, three-stage models, and encouragement and motivation from time to time—supporting teachers for uninterrupted teaching-learning.

The government had distributed tablets to newly appointed 2000 teachers. To bridge the digital device gap, the government distributed tablets with wireless keyboards to 10th & 12th board students. With the government's support, teachers designed an interactive voice recorded [IVR] lecture and shared it with students and a TV broadcast for phoneless students.

4.9. Educational Implications and Recommendations

The finding of this study would exhort schools, educational institutions, stakeholders and policymakers to enhance the quality of online teaching with the latest technique of education along with the government should improve basic infrastructure and Internet connectivity, reduce the digital divide and develop urban and rural areas for making electronic learning more successful and widely accepted across India.

In addition, proper technological training for teachers on delivering online/virtual/blended classes should be emphasised, as it is a prerequisite for effective online class adoption and delivery. Government must build basic infrastructure for online teaching to support teachers.

Online education in India is in its initial phase and still growing. Having a proper understanding of the challenges faced by teachers and the experience of teachers can aid in creating successful and organised ways to conduct online classes.

5. CONCLUSION

This study revealed various challenges that teachers encountered in online teaching. Some of them include lack of sufficient infrastructure (device & internet connectivity), technical glitches during the transaction of lessons, pedagogical methods, pedagogical style, assessment and effective communication. These challenges have adversely impacted both teachers as well as students.

However, online teaching has created some opportunities, too, such as time and flexibility, space flexibility, broad reach etc. Teachers can connect to students at any time from anywhere. The government has also taken a few initiatives to support online teaching, including training teachers and distributing tablets to students and teachers.

Government even intends to teach the masses through online mode. Thus, it can be concluded here that online education is now complementary to teaching physics. Training in the classroom cannot be negated, for they are essential for

teachers' and students' connections. Teachers' and students' relationships are built there.

This is only to say that online teachings have the potential for mass teachings, incorporating innovative pedagogies and exploring their newer dimensions. It is a promising alternative to learning in crisis. Therefore, the possibilities to learn and make it integral to education must be explored more.

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TRUTH AND NON-VIOLENCE AS SOUL FORCES: A GANDHIAN PERSPECTIVE

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ABSTRACT

Gandhi's life continuously strengthened the ideas of truth and non-violence. He considered it as a 'soul force'. Gandhi discovered the 'active' and most effective force of Ahimsa and called it "The active non-violence of the strong". He never contemplated nonviolence as a negative concept, as the word reflects negative prefix meaning non-injury or non-killing. For him non-violence meant love or selfless service of entire creation. The doctrine of truth and non-violence acted as a tool for the attainment of independence in India. The aim of this article is not to detail the views of Gandhi on the independence movement but it attempts to mention Gandhi's teaching and sayings in relation to truth and non-violence only. Certain examples of Gandhi's own phraseology, writing and speeches related to truth and non-violence are discussed and philosophically analysed. Initial part of article express Gandhi's ideas on truth and non-violence while the later part deals with Gandhi's practice and action through discussion on Satyagraha, fasting and prayer, etc. So this paper attempts to codify and analyse the features of truth and nonviolence as a soul force which reflects in Gandhi's social, spiritual, and political actions.

Keywords: Truth, Non-violence, Ahimsa, Soul force, Satyagraha, Prayer, Fasting

Introduction:

The two fundamental words in Gandhi's philosophy of life are "Truth and Non-violence". Earlier, he used to say that "God is truth" but, after 1931, he started saying that "Truth is God". He believed human beings are sparks of truth. Nowadays selfish ends, untruth and violence seem to have the upper hand over each man's action and animal and brute instincts reflect predominantly than why does the power of Truth and Non-violence not manifest and assert in human beings? Is it the fault of our contemporary education system which promotes competition, greed and materialism and it deteriorates ethics and normative values? Why truth and Non-violence as a soul force appeared only in certain visionaries like in M.K. Gandhi, Aurobindo, Vivekanand, etc.? How Gandhi understood, explained and practised non-violence in his life action? This

paper attempts to deal with these queries.

Rediscovery of Truth and Non-violence in Gandhi's life:

Gandhi's life experiences, experiments were accountable for the rediscovery of such soul forces. His soul was overflowing with the traditional Hindu spirit of "truth and non-violence". When he launched the first Satyagraha in South Africa-based on non-violence and truth, he was doubtful about who listened to him. He spent his twenty years in South Africa. He used non-violence resistance successfully against white racial pride and oppression.

He proved to the world the truth preached in the teachings of the Gita that what could not be followed in daily life could not be called a religion. For him, there could be no religion apart from human activity. Gandhi's life mission was to guide humanity

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towards the right path through reinterpreting and rediscovering the practicality of eternal truth. Gandhi says, *"I claim no perfection for myself"*. He further mentioned, *"To be a passionate seeker after truth, which is another name for God. In that search the discovery of non-violence came to me"* (BidyutChakravati, 2006). Gandhi had to point out the correct implications of great religious teachings. One incident of Gandhi's life reflects how he rediscovered the concept of non-violence against violence and injustice. When his mother said, *"You must not touch this boy, he is an untouchable"* (H, 24-12-1938, p393), He questioned back, *"Why not?"* (H, 24-12-1938, pp.393), and from that day his revolt began. This is how and when non-violence was re-born or re-discovered its root in Gandhi's early life.

1.1 Making of Gandhi as a person of Truth and Non-violence:

In his experiments of life, Gandhi subsequently carried out practice of "On-violence and truth" from childhood. He got additional inspiration not only from Hindu religion scriptures and from his mother and family environment but was also influenced from writings and thoughts of Ruskin, Tolstoy and Thoreau. The book "Civil Disobedience" written by Thoreau influenced Gandhi's Satyagraha (GeorgeHendrick, 1956, pp. 468). Thoreau wrote an essay entitled "The Work of Human Obedience" and gave him scientific confirmation of what he was doing in South Africa. (George Hendrick 1956). Gandhi accepted once that, "Three moderns have left a deep impression on my life and captivated me: Raychandbhai by his living contact; Tolstoy by his book *The Kingdom of God Is Within You*; and Ruskin by his *Unto This Last*." (Mark Lindley, 2011). Ruskin's book "Unto this last" changed Gandhi overnight from a lawyer into a city dweller to a royal village close to Durban on the farm, three miles from the nearest railway station. Tolstoy provided a sound basis for his nonviolence. Tolstoy's essays such as "The Kingdom of God is in you", "The Only Way" influenced Gandhi and clarifies the reasons for the evils that exist in the present social structure and show how to end these evil. So Gandhi became a person of non-violence through realizing and practicing Eastern Gita philosophy and Western philosophers, as discussed above.

1.2 Active non-violence Gandhi's revelation:

The English word "non-violence" does not convey the full purport of the Sanskrit word 'ahimsa'. Ordinarily 'ahimsa' means an attitude not to hurt or not to cause an injury to anyone. The non-violence that Gandhi practiced propounded and preached was active non-violence of the strong and the brave, and he never conceived it as a shield for the weak or a coward. So Gandhi's idea on nonviolence was very with word as 'non-violence' has negative prefix. For him it has very positive connotations. He wrote: "Ahimsa is not merely a negative state of harmlessness, but it is a positive state of love, of doing good even to the evil-doer." (Young India, August 25, 1920, p.2)

The doctrine of truth and non-violence in its visibly active form is called "Satyagraha, i.e., in ancient times called the law of self-sacrifice, the law of self-suffering. The whole idea of non-violence is based on the trust of other people, complete self-purification. Gandhi said, *"In its positive form, ahimsa means the largest love, the greatest charity. If I am a follower of ahimsa, I must love my enemy...It is no nonviolence if we merely love those who love us. It is nonviolence only when we love those that hate us. I know how difficult it is to follow this grand Law of Love. But are not all great things difficult to do?"* (Speeches and Writings of Mahatma Gandhi, p. 346). In his opinion, internal growth depends on the intensity of each individual's soul energy. His understanding towards non-violence reflects that he understood it as a soul force as he wrote: *"Nonviolence is soul force or the power of the Godhead within us. We become Godlike to the extent we realise nonviolence"* (Harijan, March 14, 1936, p. 39). *"Because it is soul force, it is the greatest force at the disposal of mankind, argued Gandhi and added that "it is mightier than the mightiest weapon of destruction devised by the ingenuity of man."* So, non-violence in Gandhi's view acts as a weapon which can be used for resisting all injustice.

1.3 Truth and non-violence as inexhaustible and invincible Soul force :

For Gandhi, "Truth is God" Non-violence is the path that alone leads to the search of truth or God". It is a spiritual and inexhaustible force which cannot have any inherent weakness or defect. It possesses supreme, indomitable, infallible strength. Gandhi responded when asked by him, *"Where there is only a choice between cowardice and violence". He*

replied, "I can advise violence. What is important to us in integrity? There will be no question of cowardice. If non-violence becomes a watchdog of our weakness, it ensnares us. "There is hope that a violent person will become non-violent but there is no such hope for the weak." However, Gandhi answered and clarified but he never permitted violence, but simply he had stated two grades of bravery and cowardice. He said, "My path is clear. Any attempt to use me for violent purposes is bound to fail. I have no secret methods. I know no diplomacy save that of Truth. I have no weapon but non-violence. Attempts have been made before now to use me unlawfully more than once. They have failed each time so far as I am aware"(Young India, 11-12-1924). For Gandhi, the acceptance of "Ahimsa" means the development of irresistible strength.

Gandhi mentioned "I believe that in the history of the world, there has not been a more genuinely democratic struggle for freedom than ours. I read Carlyle's French Revolution while I was in prison, but it is my conviction that inasmuch as these struggles were fought with the weapon of violence they failed to realize the democratic ideal. In the democracy which I have envisaged, a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master" Quit India Movement Speech 8 August 1942). So it is the only genuine force in life and surpasses all other forces. So in Gandhi's opinion, truth and Non-Violence is a more effective movement than the use of weapons. It can destroy the edge of a dictator's sword.

2. Realization of Truth and Non-Violence in Gandhi's life:

According to Gandhi for practice of truth and non-violence, individual must have faith in non-violence, self-sacrifice and self-suffering and it is possible only through faith in God, without it, the individual would not have courage to die without fear, anger and retaliation. It is impossible without humility. For it one need not physical strength but need bravery of the spirit.

Gandhi for practice of truth and non-violence adopted certain methods which are as-

2.1- Satyagraha:

Literally "Satyagraha" means insistence on truth. But Gandhi widened the above definition.

According to Gandhi true "Satyagraha" is and who is true "Satyagrahi". A Satyagrahi relies upon God for protection against the tyranny of brute force. In Gandhi opinion, conditions necessary for the Satyagraha are such as Satyagrahi had no hatred in an individual's heart against the opponent. He or She must be prepared to suffer till the end and there is need of utmost purity of heart and indomitable courage or strength of the spirit. A few Satyagrahas propelled by Gandhi are discussed as:

2.1.1 South African Satyagraha:

In South Africa Indians were called 'Coolies' and even Gandhi himself called a "Coolie barrister". The Natal law society even opposed his enrolment as a barrister because he was coloured. Indians could not enter railway stations by the main gates. They would not get accommodation in the higher class compartment. Besides that there was the discriminatory "black laws". Gandhi was shocked by Asiatic law Amendment Ordinance Act of 1906, which practically closed the door for any new Indian immigrant even if he passed the language test. The act made fingerprints compulsory for Indian, such fingerprints required that time for criminals. Refusal to register, to give fingerprints and to receive permits was the form by which Satyagraha started. On 16th Sept. 1908 two thousand certificates were thrown into fire and a long struggle began. All the inmates of Phoenix passed Transvaal. Gandhi and Polak were arrested. Gandhi Kaleen back and Polak were released on the 18th Dec 1913. But at the end of July 1914, the India Relief Bill passed. So first time Gandhi started Satyagraha in South Africa.

2.1.2-Champaran Satyagraha:

European Indigo planters had been exploiting the simple peasantry. The main grievance of the peasant was regarding the "Tinkathia contract". Tinkathia literally meant three sticks. Each tenant was compelled to cultivate indigo in 3/20th of his holding. The peasant direly needed deliverance from the tyranny of the planters so they invited Gandhi to visit Champaran. Gandhi reached Motihari, on the 17th April, 1917 and he proceeded to a village for assurance of the truth, then he found an order under section 144. He disregarded the order and courteously intimated to the magistrate his intention and wrote he wanted to

inquire about the grievances of the peasants. He collected twenty thousand statements. Later the Governor of the province took interest in the inquiry with Gandhi. The commission came to the unanimous conclusion that the "Tinkathia" and all other illegal levies should be abolished. So, through this Satyagraha Gandhi arose the conscience of India and opened the eyes of the provincial Govt. to the inequities.

2.1.3 Salt Satyagraha:

Gandhi wrote the historic letter on 2nd March 1930 to the Viceroy regarding contemplated campaign against Salt Law, when Viceroy promptly replied to regret this step, Gandhi with 79 Volunteers, inmates of Sabarmati Ashram, started March on 12th March 1930 from Sabarmati to Dandi on foot in Surat district, a distance of 200 miles. He intended to walk about 24 days. The party reached Dandi before 6th April, 1930. Gandhi was arrested on 4th May 1930. He was released from prison on Jan, 26 1931, and then he started the Civil disobedience movement.

2.1.4 -Individual Satyagraha of Civil disobedience:

On 17th Oct 1940 Gandhi along with Vinoba Bhave started individual Satyagraha. The aim of this Satyagraha was to vindicate and exercise the right and liberty of the individual for freedom of speech and also carry on anti-war propaganda. Result of this Satyagraha is that on the 4th Dec, 1941 because of the pressure of public opinion about 30,000 persons were released from jail.

2.1.5 The Quit India 1942 movement:

Gandhi said, "*We will liberate India, or die in the struggle; we will not live to see the continuation of our slavery*". (Speech on 9 August Quit India Movement) Following the above speech, a congressional committee pushed the protection of India's right to freedom and independence. On 9 Aug 1942, Gandhi was arrested.

2.2. Weapon in Satyagraha (non-violence approaches)

2.2.1 Fasting:

According to Gandhi, fasting is a spiritual act and is directed to God. Immediately command the inner voice. It was never intended to affect other

people's bodies. It must affect the soul. So, in Gandhi's perspective, fast is a process of self-purification.

2.2.2 Prayer:

To Gandhi's knowledge, the living existence of God within one is undoubtedly the first requirement of prayer. It does not require the attitude of going to the temple, daily repetition, etc.

2.3- Khadi, Spinning wheel for practice of Non-violence:

Gandhi organised a movement of the spinning wheel to displace machinery. So in Gandhi's opinion khadi and use of Swadeshi goods is the only way that would bring village regeneration.

2.5 Practicing Truth and Non-violence evolution of true democracy:

Gandhi mentioned his vision of democracy, which gives the same opportunity to the weakest and strongest and it can only happen through practicing non-violence. It therefore introduced weapons such as Satyagraha, depicted in Charkha, village industries, primary education in handicrafts, removal of impunity, social cohesion, and a non-violent trade union to achieve democracy. He understood nonviolence and truth were the law of our being and the cohesive soul force that held human life together, so he always advocates establishing such Sarvodaya Samaj, where nonviolence acts as the central organizing principle and reflects in all human transactions and activities.

Conclusion:-

Thus, Gandhi continuously strengthened truth and Non-Violence through his life action and never compromised with his basic values and ethics. He mentioned that the individual needs to take care of means and the end will take care of itself. For him truth and non-violence always remained soul free or motivational force and he adhered to it in his ideals and duties. In contemporary settings Gandhi's idea of non-violence inspired Herold Peipunsky, Richard Quinney to develop the concept of peace-making criminology under their concept of crime understood by Gandhian perspective as crime is suffering it can only be ended through elimination of suffering. John Fuller developed a peace-making pyramid in which Gandhi's ideas of non-violence, social justice, and human correct means included. So not only Indians but western thinkers,

philosophers, educationists all accept his principle of truth and non-violence. Thus from the above analysis it concluded that Gandhi understood nonviolence as being soul force or love force, which has common and collective applicability as he had used as a solution to solve the problem of racial and political discrimination in South Africa, and also for the elimination of many social evils like untouchability, discriminations against women and peasants, etc. in India.

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Teaching of Literature in Multilingual Context: An Approach for Social Justice

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Abstract

More often than not teaching of literature in Indian classrooms includes those literary pieces that are from the dominant community despite the fact that Indian classrooms are highly characterised by multilinguality. Our literature classrooms are also hierarchical in nature and promote an autonomous model of literature teaching-learning. Further, the pedagogy of literature classrooms is not based on sound psychological theories/principles such as 'moving from known to unknown', 'schema-theoretic view of language learning'. Thus, our literature classrooms are subtractive, and not additive, for they often ignore the prior knowledge of literature and its associated knowledge that the learners bring to classrooms.

In order to address the issues discussed above, this paper makes an attempt to re-examine our literature pedagogy and subsequently advocates for a pedagogy that is rooted in the larger framework of multilingual education. It also analyses how the multilinguality present in the literature classrooms can be effectively manipulated not only as a classroom resource but also as a classroom strategy. Finally, the paper concludes with some of the practical suggestions on as to how teachers and teacher educators can seamlessly implement a multilingual pedagogy in the contexts of teaching literature in order to better facilitate teaching-learning,

enhance learners' participation, and promote an egalitarian society while paving the way for social justice.

Keywords: Multilinguality, multilingual pedagogy, teaching literature, social justice.

Introduction

When we talk about teaching literature in the Indian classroom, several questions arise in our mind: Whose literature? Which genre of literature? Who are my learners? What are their needs? Should the focus be on teaching literature or language? To contend with these issues, let us first analyze an Indian classroom.

It goes without saying that Indian society is characterized by the diversity represented by its people, their ethnicity, religion, social status, culture, and language. School being a miniature form of society, the learners come from diverse backgrounds. As such, there is an abundance of literature brought into the classroom which goes ignored due to the predetermined syllabus and the assessment system. In other words, overtly we may observe the heterogeneity in the country through its people, their culture, religion, and language(s) but when we delve into the educational system, the curriculum, and textbooks, we can very well grasp its fabrication which implicitly believes in weaving the heterogeneity of the country under the rubric of one religion, one language, one nation policy (Panda, 2018) with the slogan of '*Vashudeva kutumbukum*' – the whole world is my family, sounds as good as can be but does it translate in each member of the society irrespective of their caste, creed, religion, economic status is a question to ponder. The '*Three-Language Formula*' which we assume to be a multilingual policy in nature has remained a myth as it promotes state language but not regional language(s) or home language. Pattanayak (1986) called it a 'strategy' rather than a 'national language policy' as the latter should consider the issues not covered either in the three-language formula or the Constitution. The policy draft has been prepared strategically and the use of terms like 'if possible' or 'whenever possible' does not allow to bring mother tongue into the classroom. Hence, the problem lies in not the 'what' but the 'how' - its implementation.

National Education Policy (NEP), 2020 reiterates the previous policies and is simply ambitious, theoretical, and superficial in nature with respect to the language policy. Though it places importance on the mother-tongue of the child, the concept of a mother tongue itself

causes confusion. To a few, mother tongue is the language they speak at home but the debatable question is how many speak ‘a language’ (Agnihotri, 2014 & Panda, 2018). For example, in a metropolitan city like Delhi, one may not be surprised if children say Hindi is their mother tongue. In fact, if you listen to them speak ‘Hindi’, it has a variety of dialects they may have acquired from their surroundings. This impact on the societal patterns can be attributed to factors such as migration, acculturation, identity crisis, aspirations to study in English medium schools, availability of online resources in different languages, and so on.

Bi/Multilingualism is, therefore, a natural phenomenon of a multicultural and multilingual society like India, Africa, Singapore. In such societies, code-switching and code-mixing is often used in conversations. *Code-switching* occurs when we mix different languages while interacting in society. Translanguaging is yet another practice of the multilingual society. ‘It refers to multilingual speakers’ shifting between languages in a natural manner’ (Park, 2013) by drawing upon different linguistic, cognitive, and semiotic resources to make meaningful communication. These phenomena exist as language boundaries are very porous. We can therefore say that in India we have Hinglish, Tamenglish, Punjenglish, Telenglish, Benglish, Maratinglish, Gujenglish, Rajenglish (Pallavi, 2016). Globally, we get to hear languages like Singlish (English with the Mandarin language), Italish (English with Italian vocabulary) Germanish (English with German grammar) more amongst the youngsters or the millennials who are internet users. These situations make it apparent that multilingualism is the phenomenon today. Thus, we often hear sentences that have code-switching and translanguaging between two languages like Hindi and English in India. Example,

Sentence 1- Hello! Tum kab aa rahi ho.

Sentence 2- Wow! Khana bahut tasty tha.

Sentence 3- Sorry, I need to go. Mujhe deri ho rahi hai.

Sentence 4- Mere ghar mai pet dog hai. What about you?

Hence, a conversation where children or adults unconsciously mix two or more languages from their linguistic repertoire is characterized by multilingualism.

Conceptual framework

Literature in any form -novels, drama, stories, folktales, poems are cherished by all globally. Literature has an appeal to the people as it deals with universal issues like love, bravery, truth, revenge, etc. People can relate to it to their own experiences and feel connected with the protagonist of the novel. Mostly the writings are authentic and are created for giving pleasure to the readers and not uninteresting lessons as given in the textbook used in language teaching. Literary pieces also have the capacity to provoke a lot of debate and discussion for language learners. However, it can also create ambiguity as the readers have their own freedom for diverse interpretations (as quoted in Rosenblatt's Reader's response theory). Her teacher's role and pedagogy to develop the aesthetic sensibility, learner's imagination through comparing and contrasting the world literature with Indian literature can help them correlate while learning the target language. Learners can be made to appreciate the literary devices used in the poetry; the stylistic features, the plot, and settings in a drama, etc.

In literature, language is used creatively and has its connotative meaning. A word may have different connotations which represent its social, cultural, and psycho-linguistic aspect. For example, the color 'white' symbolizes happiness in Christian weddings while it is a symbol of mourning in the Hindu religion. 'White' also signifies peace. So, each culture has its own signs and social identity attached to it. Hence, language use is contextual and is a matter of conventions constructed out of the speech-habits of a community.

More often than not teaching of literature in Indian classrooms is restricted to language teaching than the teaching of literature which includes literary pieces that are from the dominant community despite the fact that Indian classrooms are highly characterized by multilingualism. Our literature classroom is also hierarchical in nature and promotes an *autonomous model* of literature teaching-learning. This is very well reflected in the selection of literary pieces in the NCERT syllabus where 70-80% of the content is from British and American literature belonging to the 18th and 19th century and very little space is provided to all genres of Indian literature of the marginalized society of India. Students are introduced to science fiction, humor, and satire from classical and contemporary writers from western literature. For example, the text has excerpts from H.G. Well's story, the Invisible Man; 'Three men in a boat' by Jerome K. Jerome. A cosmetic touchup in the syllabus is seen by including the literature from the marginalized section of the society as is depicted in the story,

‘Madam Rides a Bus’, Bismillah Khan. To compensate for this, there are numerous classic works of literature in coursebooks from Indian writers translated in English such as ‘Malgudi days’ (R. K. Narayan), ‘Untouchable’ (Mulk Raj Anand), stories, novels, travelogue, poems such as ‘Where the mind is without fear’, ‘Kabuliwallah’, ‘Ek Ratri’ (A Single Night) by Rabindranath Tagore translated to English and Sarojini Naidu’s ‘Bangle seller’ is a famous poem revolving about Indian women and culture. This regional literature depicting different communities of India can be used as a resource and ‘multilingual pedagogy’ can help to understand and develop a sense of respect for other community's literature.

However, the concept of multilingualism should not be mistaken with ‘parallel monolingualism’ and ‘sequential bilingual theories’ that believe in the separation of languages (Escamilla, 2009). Jim Cummins, ‘dual iceberg model of language proficiency’ states that the skills and metalinguistic knowledge acquired in one language (L1) has a beneficial effect on another language (L2). However, this argument does not hold true in the context of multilingualism and has been criticized as there is evidence that children can acquire several languages simultaneously (Agnihotri, 2020). On the basis of these arguments, my understanding of ‘multilingualism pedagogy’ would thus mean:

*“A pedagogy that uses the learners’ rich **linguistic resources, ways of learning** and the **unlimited knowledge that they bring from their culture** and how they use it to construct new knowledge in the classroom.”*

By ‘linguistic resource’, I mean the linguistic and metacognitive skills acquired at home in their mother tongue/home language/regional language. Secondly, each culture has its distinct way of learning. For instance, in Japanese culture, teachers instruct their students what to do while in America the students have full autonomy; in such a case, if Japanese students go to America for higher studies, they may take time to adjust (Takeya, 2000). In another instance, many tribes in India such as the Juang tribes of Orissa associate themselves with hedonistic qualities of pleasure-seeking. They have a minimum desire and are fun-loving. They sing, dance, drink, and are quite content. Elders of the family teach young children not to share personal information about their families with strangers. Now, if these tribal children are asked about their family, the children don’t respond. In such a case, the teacher will hold a negative attitude towards them thinking that they are not open to learning. Also, for these children to study in a disciplined classroom environment that is contrary to their home environment, is a challenge. They sustain themselves with their indigenous

knowledge of beekeeping activities (as related to me by one of my students). Hence, alienating them from their language, their knowledge, and culture will be an act of injustice to the community.

Therefore, the teacher should take into account that when children begin their formal education, they have a complete linguistic repertoire and the knowledge of their culture which they have acquired from their home, neighbors, or in the playground. However, the teacher, unaware of this fact, alienates the child from the vast knowledge and plans a new methodology, a new language, and draws boundaries between the school and home.

Therefore, ‘multilingual pedagogy’, will promote increased participation, for learners to connect themselves and their community with the curriculum in the classroom. This approach to the teaching literature is thus free from promoting rote learning. It simply paves the way for language tolerance, social justice and helps learners appreciate literature. It also takes away the hierarchy that exists between teacher and learner in the classroom. Thus, it breaks the power relationship, learners choose their own learning, do the discussion for themselves, and plan their own learning while the teacher acts as a co-learner who facilitates learning. With this new approach to teaching literature, the discussion will now focus on ways to analyze how the multilingualism present in the literature classrooms can be effectively manipulated not only as a classroom resource but also as a classroom strategy. Practical suggestions on how teachers and teacher educators can seamlessly implement a multilingual pedagogy in the contexts of teaching literature in order to better facilitate teaching-learning, enhance learners’ participation, and promote an egalitarian society while paving the way for social justice.

Multilingual Education for social justice

Language and power have strong relationships and it is the dominant language(s) that has been able to establish itself. This is the reason why out of 1,652 languages (2011 census), only 22 languages have been incorporated in the Eighth Schedule of the Indian Constitution and English (even after more than seven decades of independence) is still the ‘lingua franca’, the language of aspiration and opportunities. However, linguists like Robert Philipson (2009) argues how English as a language of colonization has transformed itself into a language of neo-imperialism; he opposes the idea of English as a ‘lingua franca’ and does not hesitate to call it a ‘lingua frankensteinia’ as it terrifies and annihilates other language (s).

‘Language, culture and ethnicity are the foundations of identity formation’. Recognizing one’s language empowers a person and raises his/her self-esteem. Hence, if the Dalit or a migrant or any person from the marginalized section of the society can learn in his/her own language, he/she can contribute in the building of the nation (Vasanthi, 2009).

According to Skutnabb Kangas and many other linguists, the loss of linguistic and cultural diversity is the consequence of globalization. Realizing its significance, the global movement for the mother tongue-based MLE has gradually taken its momentum as a human rights movement protecting the rights of the marginalized minorities, the indigenous and tribal people to protect biodiversity, their linguistic and cultural rights. In some parts of India such as Orissa and Andhra Pradesh, the right of the children to learn in their mother tongue experiments have been conducted. Articles have been written henceforth, which resonates with the idea of language as a contested area, as a tool for domination and demand for separate land (for example, demand for Gorkhaland, the formation of Telangana, Chhattisgarh).

Challenges in Using literature for teaching the English language

There are several challenges while teaching English literature in rural schools where resources are limited and English is used sparingly. For instance, one of my B. Ed trainees commented that the students of class VI told her that English classes are the most boring classes. The lessons are taught mechanically and anyway we read to pass the examination. She related that she felt the anguish in the child’s voice; the alienation with the language made her feel further marginalized and she remained deprived of the pleasure of reading literature. Another student commented that those who are from elite schools will score better and they will remain backward due to their less knowledge in the subject; hence studying English is futile. A further disappointment was felt when the teacher teaching a lesson from the text did not seem to be acquainted with the in-depth meaning of the poems selected and hence superficial teaching was done while explaining the poem. For example, in Robert Frost’s poem, ‘the Road not taken’, the teacher wrote a few difficult words on the blackboard with its Hindi equivalent; later she explained the poem in Hindi and asked the students to copy the work from the blackboard and complete the task given at the end of the lesson. Here the purpose of teaching a poem is defeated. Though the learners may pass the examination with this surface-level meaning provided to them through translation the metaphorical meaning of making decisions in life can never reach them. Moreover, the essence of poetry

and its difference from prose was not adhered to. This made me ponder to what extent it is useful to teach English to these children.

Hence, the need to introduce multilingual pedagogy becomes a necessity. What if translated texts of our great epics Ramayana and Mahabharata, the Puranas, the Jatak kathayes, Panchatantras find more space in the Indian classroom. I am sure the learners have heard bedtime stories from these folktales from their mothers and grandmothers. Why can't we have texts translated from the cross-section of cultures of different communities of India- for example, the Bengali culture, the South Indian culture, stories from the minorities such as the Juang community of Orissa, the story from the mountainous region of Ladakh, the Gorkha community of India such that the variety of culture, language finds space in the text. This way we get to know and respect every individual without spending crores to save the endangered languages. The literature classrooms promote western literature rather than the literature that children bring to the class. The colonization and the imperialistic attitude have penetrated the mindset of the powerful few to create a wide gap between the 'have' and the 'have not'. As a consequence, even after studying English as a subject in school and college, the students do not gain language proficiency. Most of the tribal students could not complete school after class V. They could not speak a single sentence in English. Very few could read and complete class X. With the introduction of Communicative English, the purpose of using language through literature has further challenged the purpose of using literature for language teaching.

In a study by Sayeef, (2019), it was indicated that literature was used for giving moral messages and lessons memorized for examinations. Here the language teacher plays an essential role in language development through the aesthetic and emotive aspects of literature. Teachers can use multilingual pedagogy in the classroom to empower the learners while using folktales as a tool for language teaching. To achieve this, course materials in ELT should be based on tribal folklore and oral literature can be adapted for ELT in the class with the help of the community and preserved in the form of books. This way the learner's intrinsic motivation is stimulated (Deci 1975; Deci & Ryan, 2000) which assists in learning the language faster.

Multilingual Pedagogy in the contexts of teaching literature

Multilinguality is present in the literature classrooms and can be effectively used not only as a classroom resource but also as a classroom strategy. A pedagogy that is rooted in

the larger framework of multilingual education is the best practice of teaching literature to multilingual learners. Since each learner comes up with a lot of prior knowledge, the literature of his and nearby community, a teacher, may conduct a *linguistic survey* and find out the native languages of the students of her class. Based on the data, she can ask the students to prepare a chart with the name of the student, their birthday, and the home language of the child. This will make the students proud of their native language and they will be aware of the languages of India.

Each group can share a story, or a poem, or a traditional song in the classroom. Once it is done, the teacher can look into the literary piece from different perspectives; for instance, locate it to its historical, socio-economical, socio-political, geographical contexts, and so on. One can also look at its structure, compare and contrast it with the other literary works of that community or the other community present in the classroom. By the end of the session, a diary can be maintained which has collections of these literary pieces from different communities brought by the learners themselves in different genres. This way social justice is promoted with the participation of the learners. Learners develop critical thinking, a sense of respect to their own language, culture, literature, and value the other community's literature. This way the teacher directs them to extensive reading and listening materials and encourages them to use dictionaries, library, and online resources and learn knowledge and skill apart from the academic content.

A multilingual word wall with words and expressions used in daily life can be created. This can be done on a weekly basis and new words can be added to increase the vocabulary of the students. This will also help them learn the words in different languages including English. The wall can appear like this:

Sentence 1

English: How are you

Hindi: क्या हाल है

Nepali: तिमी कस्तो छ

Sentence 2

English: sorry

Hindi: माफ़ करना

Nepali: माफ गर्नुहोस्

Sentence 3

English: Thank you

Hindi: धन्यवाद

Nepali: धन्यवाद

Sentence 4

English: I am hungry

Hindi: मैं भूखा हूँ

Nepali: मलाई भोक लाग्यो

Another activity can include story writing. The teacher can brainstorm by either showing pictures or giving the introduction. She can then ask them to form a small group of 4-5 students and tell them to read their stories in English. Others can also join and add a few sentences to help the reader complete the story. Each child should get a chance to read his/her story.

Here, I will discuss a lesson plan prepared by a trainee to teach English to first-generation learners.

Activity: Story Bag

Skill: Speaking

Objective: To improve the oral skills of the learners through storytelling.

Level: Class VI

Materials: A bag containing small objects such as birthday cards, toffees, stones, pitchers, and a picture of a crow.

Procedure:

The teacher narrates the story of 'The Thirsty Crow' by using stones, a water jug, and a picture of a crow. In this manner, the teacher will introduce the class to the activity in which

they have to pick an object from the bag and start a story revolving around the object selected.

The teacher will ask a few volunteers to select an object from the bag and tell a story. Each student will have only one minute to think about the story and as soon as he/she completes the story, the next student has to start the story.

Suppose, the first child picks up a birthday card and makes up his/her own story. For example,

First child: *“One fine day Sonia received a birthday card and a letter from her old college friend, Leena. The card and the letter were from Singapore, and in it, Leena had invited Sonia to come for a visit...”*

Suppose the next child has picked up a picture of a crow, for example, he/she could say,

Second child: *‘Sonia flew to Singapore and met Leena at the airport. Leena had come with her pet which was a ‘crow. Leena was surprised when the crow greeted her with her name.’*

Third child: *‘The crow lived in a cage that was in the shape of the pitcher’.*

Fourth child: *‘Leena was surprised to see the pitcher was filled up with stones to the brim. No, the stones were actually made of chocolates and toffees.’*

Similarly, other students will complete the story by picking the objects from the bag. This way, the students learn to use their creativity and imagination; they learn to work in collaboration and improve their speaking and critical thinking skill as well.

Also, there are many channels on television that have programs in parallel languages. Some of the awarded movies have subtitles in English or Hindi to increase the viewership. Newspapers are both published in parallel languages. Children's magazines like Chandamama and Amar Chitra Katha are published in English and other Indian languages (Position paper on teaching English, 2006).

Conclusion

The conventional use of pedagogy in literature classrooms is not based on sound psychological theories/principles such as 'moving from known to unknown', 'schema-theoretic view of language learning'. Therefore, the theory and its practical implications fall far apart leaving a wide gap and a void forever. Literature which assumes to provide pleasure

is filled with desolate mechanisms of rote learning with its classrooms endorsing subtractive rather than the additive methodology of language learning; for they often ignore the prior knowledge of literature and its associated knowledge that the learners bring to classrooms.

Therefore, with a vision to create an egalitarian society, language policies such as the three-language formula recommended by Kothari Commission (1964-66), National Policy of Education (NEP) 1968, and subsequently NEP of 1986, 1992 were prepared to negotiate with the linguistic diversity and navigate the various languages in India. However, Mohanty (2010) in his paper, '*Languages, inequality and marginalization: Implications of the double divide in Indian multilingualism*' argued that 'minority languages are subjected to inequality and discrimination; for multilingualism in India, is characterized by a double divide which can be observed in the relative positions of English, Hindi, regional majority languages (as the language of power) on one hand and other indigenous/minority languages on the other.

To conclude, the intention was good but it seemed that the language planners did not see it from the social and psycho-linguistic perspectives. Hence, when it comes to selecting materials and textbooks, NCERT is left with no option but to include the majority of its contents from Western literature when it comes to teaching English as a second language. To fill the void in education, to develop 21st-century skills, to celebrate its diversity, and to provide social justice, the best practice is to come out of the hangover of monolingualism or plural monolingualism and to switch over multilingual pedagogy in Indian classrooms which has manifold benefits such as celebrating learner's autonomy as the students work independently while the teacher scaffolds and facilitates the learner to work collaboratively with the peers. This way, the learners gain control of their own learning and become lifelong learners.

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44. The Changing Narratives of Indian Gorkhas

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Abstract

When we ponder over the question of Gorkha identity, it is often at a complex dualism of being and not being a part of the nation state and the crisis that exists in their identity as a result of the same. It is then, we should look at how identity construction is a goal on which hinges the opportunities and recognition for the scattered Gorkha populace in the country. The article charts the historical trajectory of the Gorkha community in India and its changing narratives and attempts to clarify the myth and paradoxes associated thereby. Further, it discusses how education as a potent weapon of social change has impacted the community to a larger extent.

Key Words: Narratives, Gorkhas, Community

1. Introduction

It has been rightly stated, “What is today, shall be different from what it would be tomorrow” (Shah nd.) The line suggests ‘dynamism’ and is synonymous to the ‘Gorkhas’ who are known to be brave and hence, the ‘Martial clan’. The description befits the community quite well, for they are known for their liveliness, vigorousness, powerfulness, positiveness and strength. However, when we ponder over the question of Gorkha identity in India, it is often at a complex dualism of being and not being a part of the nation state and the crisis that exists in their identity thereof. It is then, we should look at how identity construction is a goal on which hinges the opportunities and recognition for the scattered Gorkha populace in the country. This article charts the historical trajectory of the Gorkha community in India and its changing narratives and attempts to clarify the myth and paradoxes associated thereby. Further, it discusses how education as a potent weapon of social change has impacted the community to a larger extent. To understand the Gorkha ethnic identity, it is pertinent to know who the Gorkhas are and, how they are associated to the mainland India.

1.1. Who are the Gorkhas?

The term Indian Gorkhas is explicitly used as a, ‘distinction between Gorkhas, who are citizens of India, and those who are Nepali citizens living in India’ (Tripathi & Saha, 2018; Subba, 2018) particularly, in the Himalayan belt and belong to the two major races- the Caucasoid Khasas and

the Tibeto-Burmese Kiratas (Tamang, 2019). Authors such as Golay (2006), Chettri (2013) and Gurung (2014) referred to 'Indian Gorkhas' akin to the 'Gurkha syndrome' i.e., the large scale Gorkha recruitment in British army, an idea propagated by Cynthia Enloe (Thapa, 2020). The inherited trait of martiality (martial race) and the climatic factor that influenced the biological and sociological attributes of the inhabitants enhanced their ability as soldiers (Gurung, 2014:520 cf Thapa, 2020).

Besides being addressed as the martial clan, the Gorkhas from the Darjeeling hills are loosely narrated as being migrants from Nepal (Thapa, 2020). It is also very crucial to understand that Gorkhas are concentrated not only in the Darjeeling hills region but also in most of the North East states and Northern parts of India particularly in Dehradun, the capital city of Uttarakhand owing to army settlement in the past. The actual population of Gorkhas in India is difficult to project. A Facebook website known as 'We are Gorkha and we are Proud to be Indians' proclaims a population of 12 crores; however, if we count by the number of speakers, the record states 29,26,168 Nepali speakers (Census 2011) in India. This disparity in the data could be due to several factors, some of which are- the failure to document the correct data (speakers of language does not account to the population), acculturation and, the problems in identifying the seasonal migrants from Nepal who share the same culture, tradition and language (Sharma & Thapa, 2013).

Hence, to trace who the Gorkhas are, we need to look at the historical prevalence of Gorkhas in India even before the Indian Independence and the demand for recognition of identity while taking into account the '*othering*' of the host country which is also an unjustified tribulation to the community. In the context of the notion of being equal citizens then, Gorkhas have not only been deprived of a recognized identity but also in many facets of opportunities and development. The changing narratives of Gorkhas from just a '*Martial Race*' to crusading for varied employment and growing levels of education should also be seen as a marker of social change that Gorkhas strive for today.

1.2. Historical trajectory of the Indian Gorkhas

A brief historical outlook provides us with facts about the Gorkhas annexation towards India through the Himalayan belt. Several authors like Subba (2002), Sharma & Thapa (2013), Dhakal (2016) and Gurung (2016) acknowledge the historical fact that the first movement of Nepalis to the territories of India began with being recruited in the regiment of Sikh ruler Ranjit Singh in the

Northern frontiers of India. Secondly, during the time of Anglo-Nepal war of 1814 to 1816, the Britishers had signed a 'Treaty of Sagauli' (1816) which allowed for Gorkhas to be recruited in the army of the East India Company (EIC). Interestingly, the sheer courage and fearlessness of the Gorkhas was not something the EIC was used to. Though the Gorkhas were ill equipped, yet their courage impressed the Britishers. Thus, continued the valour of the Gorkhas as brave soldiers and their settling down in the region they were victorious. Moreover, during the same time several push factors such as the grinding poverty and repressive regime of the Rana ruled-Nepal and a set of pull factors like jobs in the army of the EIC, tea plantation, labour in the construction, forests and a variety of opportunities also led to a large number of Nepali people to move to the Indian soil (Sinha, 2009). On the other side, Darjeeling hills in West Bengal have had a turbulent history, marked by repeated annexations. Initially under the rule of the king of Sikkim, it was captured by Nepal in the Sikkim Nepal conflict of 1790. Following the Anglo-Gorkha war and the signing of the *Treaty of Titalia*, it came under the control of the British rule in 1835. This was followed by the British annexations of Kalimpong and the Terai region (which includes Siliguri) from Bhutan (1865) and Sikkim (1850), respectively (Dasgupta, 1999). Hence, when we look at the historical aspect, the Gorkhas have had tumultuous rise and fall stories that form an integral part in the Indian history that is often excluded. Golay (2006) writes that the tendency of hybridity in today's global world has facilitated integration in the form of transnational politics but at the same time newer forms of micro politics is emerging to rekindle better representation and acceptance.

Thus, the challenge that how the politics of identity has been constructed and conceptualised through the 'history' for the Gorkhas in India needs to be deconstructed and re-defined and the changing narratives about the community be made noticeable. The need is also felt because due to the lapse of literature to clarify the myths, the community has seen a positive trend which is more so observed in the educated ones who are well aware of their rights.

According to Gillin and Gillin, "social change is the variation from the accepted modes of life which is the resultant of several factors such as, alteration in geographical conditions, in cultural, composition of the population or ideologies and is brought about by diffusion or inventions within the group." (cited in Shah nd.). These factors interlink to bring about the change and the result of the same is exhibited in the ways society and social life of man achieves mobility. Here, education plays a pertinent role, for it reconstructs the social stratification through vertical mobility and rise in the socio-economic status. Hence, we can say that change is the law of nature

and, when it occurs, it happens not only at the individual level but within the community and society at large. This suggests that the life of man and the society that they are a part of, changes with time. This change in the community has been brought through a wave of educated young Gorkhas who simply desire to exist as a part of mainland India and not be called foreigners henceforth.

2. Education and Social change among the Indian Gorkhas

Auguste Comte, the father of sociology, in his discourse on social static and social dynamic has mentioned that no society remains static for a long time as it keeps on evolving. Social change is inevitable and is prevalent in all societies. Most of the understanding and studies on social change point out changes that encompass the entire social structure. These include changes that take place in the social institutions, relationships, ways of life, norms and rules, works, activities etc. All of them are in a constant process of changing and evolving over time which is the result of social change. While social change is being considered one factor that plays an important role in societal changes, education has been one of the important means of facilitating the social change. It has been an agent of social change and development for decades. Hence, education empowers an individual to actively participate in transforming the society. Signifying the role of education, author and business tycoon, *Shiv Nadar* says, 'Education is and will be the most powerful tool for individual and social change; and, we must make an effort to make it accessible to all.' Similar views have been shared by author, statesman and former Prime Minister of India, *Atal Bihari Vajpayee* who said, "Empowering the individual means empowering the nation and empowerment is best served through rapid economic growth with rapid social change."

Studies have also shown significant relationship between the variables (i.e., education and social change) wherein an upward trend in the perception and involvement in social change activities increased with the achievement of education (Brown & Baltes, 2017). Education can thus; initiate social changes by bringing about a change in outlook and attitude of man (Patil, 2012). Irina Bokova, Director General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2015) further commented:

There is no more powerful transformative force than education- to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and

international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity. (p. 4)

Hence, education has been seen as a potent weapon of social change which can bring about a change in the pattern of social relationships and thereby, it may cause social changes. An educated person can effectively contribute to the development of the society and thereby the nation (Idris et. al., 2012). Critical theory formalized the role of education as an important agent of social change (Corradetti nd.). This was further elaborated by Paulo Freire (1970) in his seminal text 'Pedagogy of the Oppressed' in which he emphasized its significance by stating that education enables the oppressed to regain their 'sense of humanity and escape their role of the oppressed' (cf. Brown & Baltes, 2017). To add further, Raymond Boudon in his work on 'Education, Opportunity and Social inequality' (1974) has shown that the position of man's social class has relation with the attainment of education. He has said that the working-class person with higher level of education alienates the attachment with the family in terms of choice in careers after education. However, same would not be the case for persons belonging to the upper-middle class strata. Instead, they would strengthen their attachment with the family and work to continue the family status. Thus, Boudon claims that the position in the class hierarchy affects the choices that individuals would make with respect to their career after their education. When we link the same understanding to the Gorkha community, it is interesting to note how the notions are changing and narratives in ideas about career choices are different than their forefathers. Earlier we have seen, heard and read about how the legacy of being good soldiers influenced the Gorkha boys to join the army and young girls on the other hand, were blessed to get married to 'Lahure' ((a term for soldiers serving in British Regiment) as that provided social security and a fulfilling life (Gurung, 2011). However, in the contemporary times we cannot disregard the changing narratives of the community in terms of what they are choosing for career paths. This, then leads us to understand the important role of education which is affecting the patterns of occupational mobility and overall social change in the community.

2.1 Identity crisis

We all agree that society is ever changing and is in a continuous flux of being dynamic and these are understood in terms of social processes and social interactions and social organization. In this general view, we see society as a space of ever evolving and changing in the patterns of interaction; but the question arises; are all societies accommodating the fact that multi-cultural

groups interlink and co-habit? The answer is usually 'no' for the marginalized community with distinct characteristics. Hence, the demand for recognition of identity is one social change that the Gorkhas of India still aspire for in the country, and beneath this aspiration is the intrinsic need for 'wanting to belong' and to get 'equal treatment' and 'opportunities.' The identity of the Gorkhas then rationalizes into a social need and a social construct upon which various other factors are dependent as has been discussed above. This issue of identity is often at a complex dualism of being and not being a part of the nation state and the identity crisis that exists thereof. The idea of belongingness then becomes central to understanding the importance of the history of the Gorkhas of India. The feeling of 'otherness' meted out to the community with remarks such as 'foreigners', 'Nepali citizens', in the country where they have lived prior to its independence and proved their patriotism. Such remarks should no longer be used and they should be assimilated, recognised and identified as any other citizen in the country. This, however, has been a challenge since decades and requires an attitudinal change within and outside the community as well. Change is the law of nature and therefore, accepting the diversity of its population has been the characteristic of the Indian society which itself is heterogeneous.

Further, when we look at the movement of Gorkhaland than a strong narrative that has been constant in the need for identity or what Gorkhas call the 'identity crisis.' This demand and a need for asserting their identity has a historical linkage with colonialism and movement of people. The feeling of displacement that is attached because of the historical reasons and a constant othering in the present times has created a sense of what Homi Bhaba has coined 'unhomeliness'. Adding to this, Tyson (2004) has stated, *"To be 'unhomed' is not the same as being homeless. To be unhomed is to feel not at home even in your own home because you are not at home in yourself: your cultural identity crisis has made you a psychological refugee, so to speak."*

Therefore, when we try to attempt to focus on Gorkha identity crisis then it speaks of a constant consonance of a created identity by colonialism through categorizing them as 'martial race' which has stereotyped the identity in negative ways. This has further marginalized the position of Gorkhas of India in their own homeland and has in many ways limited their social mobility in terms of equal opportunities, development and equal treatment. That is how we are attempting to understand that the politics of identity and Gorkhaland is a crux on which other aspects like development, opportunities are dependent as the sense of othering and forefinger treatment solely

based on how Non-Gorkhas see the identity of Gorkhas is a blockage to mobility and development of the Gorkhas.

2.2 Myth and Paradoxes

The realm of Gorkha identity in India is intertwined by factors like history, colonialism, language and a different culture that does not align with the idea of what others consider 'Indian' enough. Firstly, at this point it becomes necessary to deconstruct the pre-conceived notions on Gorkhas who belong to India. As reiterated earlier, the Gorkhas of India have a historical legacy as the 'martial race' that began with the coming of Britishers and their recruitment policies. While, the legacy has been an important identity to be proud of but at the same it is important to question how well we see its consonance with the Gorkhas of India today? In this context, we must also look at the recruitment of various men into the Gorkha regiment comprising of Nepalese from Nepal and Gorkhas of India. Although a historical similarity in terms of culture and language can be found but the parlance of being 'Lahure' has close association more so with the men from Nepal and not from Gorkhas of India. So, it becomes crucial to look at the confused identity construction for the Gorkhas of India. When we look at the region of Darjeeling hill, we rarely get to hear or see people talking about wanting to join the army or continue its legacy. The use of term like 'Bir Gorkha' has become just a political slogan during agitation and protest rallies and showcases an ambiguous relationship with history. However, Dehradun has a different story to relate. The region constitutes of many army settlements due to Gorkha Regiment in the region for decades before it was shifted by the then Chief Minister of Uttar Pradesh, Sri Hemvati Nandan Bahuguna (Uttarakhand was a part of Uttar Pradesh till 9 November, 2000). It witnessed the establishments of many prominent institutes and one cannot forget to mention the proud institution - Indian Military Academy which trains army cadets. Seeing one in the 'Olive uniform' therefore, attracted its residents.

Apart from being deployed in the army and police, Gorkhas are also referred to as, graziers, potters, peons, and chaukidars (Subba, 2018; Chetry, 2016). Perhaps, the confusion exists with those workers who migrate from Nepal to their friendly neighbouring country India to earn their livelihood. Since the language, culture, religion and even castes are similar, evaluating them as one is a possibility. Here, I would therefore mention few Gorkha achievers whom I interviewed and met as a part of my research as well as from the glimpse of their writings. To mention a few, Col. Siddhiman Rai achieved the status of the first Inspector General of Assam Rifle; Lt Gen.

Shakti Gurung has been an army hero; his wife Madhu Gurung is a famous writer and journalist; footballer Shyam Thapa played and coached the Mohun Bagan football team in West Bengal for decades. Academician, anthropologist and writer Professor T. B. Subba continues to contribute to the community through his articles, seminars and books. He is an anthropologist and has held positions as Head, North-East Hill University, Shillong; Honorary Director, Indian Council of Social Science Research in North Eastern Regional Centre and former Vice-Chancellor of Sikkim University. In the present generation, it will be worth to mention Roshni Rai, who is a motivator, writer, and lawyer and runs an NGO with the slogan, “We are Gorkhas: Proud to be Indian”. To conclude, the Gorkhas are working in order to make their community proud and the nation in all spheres of life. Hence, a need was felt to bridge the gap between the paradoxes and reality about the community who have been present even before the country’s Independence.

At this juncture, it is important to understand that the construct of Gorkha identity has limited the way others look at the community. The historical understanding that they make good soldiers because they are brave, loyal and honest does not cater to the fact that they are much more than that and have surpassed professions beyond serving just as ‘sepoys’ in the army. They have also achieved the highest official portfolios in the same. From a pastoral and agro-based economic life to changing levels of modern-day professions, Gorkhas have been achieving different feats. These examples are not limited to what Gorkhas of India have achieved and there are much more than that. Having said that, it becomes then, very crucial to understand that the changing narratives of the community shows a trend of change being brought. From being known just as a ‘martial race’ to the important portfolios they have achieved denotes a positive social change in the community. The achievement and contribution of the community to the larger society rarely gets highlighted and is often misrepresented. If we take into account the wider discourse, the community is often misrepresented and seen largely as inhabitants belonging to Nepal causing anxiousness and insecurities and a fear of eviction based on past experiences as in states like Mizoram, Nagaland, Assam, Manipur and Meghalaya (Subba, 1992 cf Subba, 2018). It has rightly been stated then, “Anxieties over national belonging remains a powerful, but less understood, force of contemporary politics. Capable of galvanizing individuals and publics alike, they continue to imbue national and sub-national politics with alarming volatility and transformative possibility” (Middleton, 2013). The sub-national politics among the Gorkhas are a result of the intensified movement that has crossed the mark of a hundred years. It has transitioned into a demand that is

collectively emotional and resonates with every Gorkha person scattered in the country. Tracing the lineage of the community, Gorkhas are settlers before India got independence. Moreover, it is also important to highlight that academic discipline and research studies have specifically been focused on the issue of identity crisis and Gorkhaland movement which also cannot be disregarded and denied. However, what gets lost in between is to record and depict that the community has come a long way and is in the pace of achieving tremendous feats in their social life. It highlights their changing social life with the achievement in getting education which is not just limited to degrees. Education as a concept in general, plays an informative role of bringing transformation and this is what the paper is attempting to look at and is being studied elaborately in the study funded by ICSSR, New Delhi titled, Education and social change: A study of Gorkha community of India.

2.3. Glimpses from the field visit

Drawing linkages to the Gorkha community of India, it is, therefore, imperative to understand the way education has mobilized the community to assert for their identity, demand opportunities where needed. At the same time, the community accepts social change resulting from education for the benefit of their younger generation. Hence, it becomes interesting to understand that identity, which is, a crux of their demand for recognition, can also be seen as an important social construct requiring acceptance and representation in the society. Further, I would like to add few glimpses from my field visit to provide a nuanced idea of what the study is trying to look at.

- Education has been looked at as an important aspect that brings changes in the lives of the community and forms linkages to social change and mobility.
- Being broad minded, there has been acculturation and many families have assimilated with their surroundings with regard to marriage, culture and food habits. Although the community has attained social mobility through education and place themselves well in administrative and academic fields, the number is handful as majority of them still live below the poverty line.
- Further, the language they speak i.e., Nepali is losing its significance as today's youth prefers to speak in English or Hindi especially in Uttarakhand and U.P. regions. Therefore, alienation from tradition, language and food habits was observed as an important element of social change. It also indicates 'identity crisis' especially among the younger generation as they themselves are in the dilemma of being or not being faithful to their native language and hence, their culture and tradition. Thus, the demand and recognition for identity of the Gorkhas in

India is an integral and recurring movement thus unifying the Gorkhas living in every part of the country. This demand observes a central position because the identity has been a major issue and debate upon which Gorkhas of India have remain marginalized in other aspects of opportunities, social mobility and focus from the larger national discourse.

3. Concluding Remarks

To conclude, the Gorkhas are brave and peace-loving people. Though the article argues that the paradox attached to the community as being the 'Martial clan' still continues to ring in the ears even today of which the community is proud of it. However, they would also like to be recognised in other areas of achievement and not only as soldiers and gatekeepers.

The gap that exists in academia and research to address such issues is the kind of debates and works we need rather than just the dominating 'Gorkhaland' issue primarily concerning Darjeeling hill region that is read in the news widely or studied by researchers. We need studies that also curates and brings forth the positions of Gorkhas in all the regions of their settlement throughout the country in aspects of education, opportunities and social change. This is because, with identity, the above-mentioned issues are equally important and should draw attention to the immediate need of the community. The study also identifies gaps in academia and research on the basis of how little Gorkhas history has been written about thus, creating difficulties in acquiring references. Largely, the studies are centric to Darjeeling hill region which gives an opportunity to delve our focus also in other parts of the country where Gorkhas are situated. Lastly, the regions of Gorkhas settlement and their history is a site of intense socio-economic inequality and exploitation which has resonance even in the present. The diverse spaces where Gorkhas have settled are also important factors of understanding how a collective need for a recognition and identity is crucial to how they are not equal recipients of developments in terms of better education, economy and rights.

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THE COMMUNICATIONS

Journal of Applied Research in Open and Distance Education

The Communications—an applied journal of research in open and distance education, is an official publication of the Directorate of Distance Education, University of Kashmir, Srinagar. The Journal seeks to bridge and integrate the intellectual, methodological and substantive diversity of educational scholarship and to encourage a vigorous dialogue between educational scholars and practitioners. The journal seeks to foster multidisciplinary research and collaboration among policy makers, professionals, teacher educators, research scholars and teachers. The journal also intends to exert its efforts in capacity building for the future of learning and teaching among the new researchers across the broadest range of research activities internationally. The directorate seeks to offer spaces for more critical thinking and reflection grounded in rigorous scholarship as to ways in which higher education might go on being further reshaped in the future.

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EDITORIAL

Distance Education, as a philosophy takes education to its wide range of learners who are separated by time and space and cannot afford regular mode of education for various constraints. As a flexible mode of education, distance or non-formal education surpasses all the barriers which are put up by the factors like distance, time and age, and thus helps in facilitating a lifelong learning. In the present-day age, spreading education through non-formal or distance modes has gained high currency as it proves highly beneficial for the aspirants seeking to achieve higher education, skill development, and career enhancement. It is therefore, very important that research based on various dynamics of the distance learning is brought to the forefront. In this regard, the Directorate of Distance Education, University of Kashmir, is fully committed to play its active role in the present times and also in the times to come.

It is indeed a moment of great joy to present *The Communications - Journal of Research in Distance Education* to dedicated researchers, teachers, scholars and students who are associated with the sphere of distance education across the country and also in other parts of the world. Through its journal "*The Communications*", the Directorate of Distance Education aims to provide platform to the dedicated researchers to put forward their valuable research endeavours regarding the different aspects of distance education in a concrete and organized way. In consonance with this effort, the present volume contains twenty three research and general papers which cover different themes related to distance education like educational psychology, pedagogy, distance education in the state and the rest of the country, social psychology, and educational technology. It is also heartening to know that this volume has received a great response from all over India and abroad. It is sincerely hoped that the assortment of research papers accessible in this volume will prove helpful and beneficial to the readers and the users in their learning and research explorations.

I express my earnest gratefulness to Prof. Khurshid Iqbal Andrabi, Hon'ble Vice-Chancellor, University of Kashmir, for his sagacious guidance and patronage from time to time.

The members of the Editorial Board of this journal deserve special accolades for their devotion and commitment in bringing the journal to its final realization. Dr. Habibullah Shah, Editor of this journal, deserves my thanks for his dedicated efforts in the collection and consolidation of research papers with care and caution.

Prof. Neelofar Khan
Chief Editor

PLAY; IT'S MEANING AND SIGNIFICANCE IN CHILDHOOD

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ABSTRACT

In this paper the developmental significance of play in children's life has been explored. The paper explores how play facilitates physical, cognitive and social-emotional development in children. It also explores how development in children leads to progression in play. Further in the paper the therapeutic significance of play has been explored, how play develops out of a healthy psychological development through 'good enough mothering' and its failure to develop signifies psychological pathology. In the paper an attempt has been made to integrate the developmental perspective on play with the psychoanalytic perspective paving a way to explore the continuum between play in childhood and creativity and innovation in adulthood. In the end the impact of various factors like geography, mass media, technology, social, cultural and economic factors on the expression and experience of play in a childhood have also been explored in it.

Keywords: Play, children and development

Introduction

One often finds children engaged in various play activities in almost every physical space they have an access to and are a part of. From classroom to community parks to domestic spaces play is an important developmental process in children's life. The importance of play in cognitive development, mind-body coordination, social and emotional development of children is emphatic. Looking at the cultural significance of play in childhood we often find the conceptualization of childhood in India is marked by *śbal lila* in the cultural psyche often drawing connections with the childhood of Hindu deities like *śKrishna*, *śHanuman* and *śGanesha*. Earlier the narratives of these deities were told in the folk tales, poems, songs and stories by the older generation to the younger one. With the advancement in technology and reach of media to the lives of a very large segment of Indian population these narratives have reached the world of children through the animated cartoons and movies that enrich the content and structure of children's play especially make-believe play with these narratives. Children identify with deities and their *ślila* which gets supported by the adult world. How play and playfulness is experienced in our mythological narratives informs to a large extent our everyday attitudes towards children's play which has no other aim than playing itself. The stories and images of Krishna stealing *śmaakhan* (butter) from people's house, breaking pots of village women carrying water, playing with cows, playing flute and killing the demons like *śBakasura*, *śAghasura*, raising and holding *śGovardhan* mountain on his finger contribute to our everyday cultural understanding of play in childhood in which children not only invert the rules of the real life and experience a sense of omnipotence but they are also allowed to do so. They are generally exempted from punishment for breaking down the social norms and rules for living like we often see the boundaries of religion, class and caste gets weakened while playing in childhood. Mischief is allowed while playing as it is considered a feature of play for example entering into the neighbor's garden while playing hide and seek, using mother's sarees to construct a tent to play etc. The cultural narrative and understanding

of play through mythology allows adults to let children experience autonomy, initiative, omnipotence, abstract thinking, creating rules and laws of punishment etc. that have important implications on the physical, cognitive, language, moral and social and emotional development of children. One can easily find parallels between the common cultural understanding of play in childhood and developmental understanding of play in the domains of psychology and education.

Play often provides for the space for exploring new possibilities in which children display skills that they have not yet displayed in their non-play behavior. They also display of their existing and growing understanding of the self and the world. Play leads to development and development leads to transformations in play behavior. Children often not just display but also learn social roles in group play. Group play becomes a possibility after achieving certain developmental milestones.

Play: Types and developmental significance in childhood

The nature of play changes in children as they grow. What represents play at a given age stops exciting children to play at another age and they bring more novelty and innovation in exploring the same objects and constructs that served as play at an earlier age. Developmentally we see it evolving from solitary play to games with rules. Generally this development of play behavior and transition from one type of play to another is seen as an indicator of new gains in the cognitive development of children.

Children start with solitary play in infancy and toddlerhood i.e. playing alone with different objects. In this initial stage of play thought and action are not separated from each other. The meaning of the object and the ways of its manipulation are the same as in the reality outside play. According to Piaget (1945/1962) it is also the functional or practice stage of play with the defining features of the sensorimotor stage.

In the preoperational stage children (2-7 years of age) are usually occupied in solitary and parallel play in which children play alone with their toys but they play beside or in the presence of other children. Quite often in a play school one can observe children sitting in a group but engaged in their own play activities in which they do not have to cooperate and negotiate with other children in exchanging roles and defining rules. The major cognitive development at this stage is the symbolic representation i.e. when children are able to substitute an object for something else in play e.g. using a spoon as a mobile phone and geometry box as car. Piaget calls it symbolic play (make believe play). In symbolic play Piaget further makes a distinction between constructive play and dramatic play. In constructive play objects are used to build and create other objects. In dramatic play, children create pretend situations and roles using gesture and language. Dramatic play usually surfaces slightly behind the emergence of constructive play (Bodrova and Leong, 1996).

Perspective taking skill is required for children to engage in cooperative play or organized games with rules with other children as rules and themes need to be negotiated with other children and just cannot be established unilaterally. Piaget finds this capacity missing in preoperational children and characterizes that stage with egocentric thought which is the inability to take other's perspective. Therefore for Piaget this kind of play can only emerge in the concrete operational stage where children have the capacity for decentration of thought and hence of perspective taking which begins at 7 years of age. Piaget's view on lack of perspective taking in preoperational children has been contested in later studies that show that

children around 3 years of age begin to acknowledge that others can have feelings, desires, beliefs and intentions that are different from their own (Dunn, 1988; Fein 1984; Cox, 1999).

For Piaget the final stage of play is games with rules which is primarily a feature of concrete operational stage (7-11 years). The gains in cognitive development at this stage allow children to coordinate with other children to develop various rules and regulations for the games and decide on the penalty of breaking them. This has important linkages with Piaget's stages of moral development where children during this age judge the outcomes based on the intentions of the doer rather than the factual consequences.

In the Vygotskian framework play integrates social, emotional and cognitive development in children. It is seen as a tool that leads to development. For Vygotsky, play serves as a tool of the mind enabling children to master their own behavior (Vygotsky, 1996/1977). In the development and progression of play rules shift from being hidden and implicit (pretend play) to being external and reached through a shared understanding with others (structured games with others) but rules inevitably exist in every form of play. When a child pretends to be a mommy and feeds her doll who is her daughter in the play, the play is governed by the hidden rules of how a mommy behaves and how a daughter behaves coming from the real life understanding of these roles by the child, informing the roles and enactments in the imaginary play. Language hence becomes an important theme in play for Vygotsky, its development is interwoven with the development of play from one stage to the other. Language and external speech plays an important role in associated, cooperative, pretend plays and games with rules. At the same time language also plays an important role in self-regulation and following of implicit rules and expanding of play themes in solitary play. For Vygotsky, play influences development in three ways; Play creates the child's zone of proximal development, Play facilitates the separation of thought from actions and objects, Play facilitates the development of self-regulation (Bodrova and Leong, 1996).

In play situations children can behave more maturely and exhibit higher cognitive, social and emotional competence than in non-play situations. For example, a five-year-old child will show sustained attention and more commitment in writing alphabets and practicing phonemic sounds or drawing and coloring while playing teacher-student in which she is playing the role of a good student as compared to non-play situation where she is asked to do her homework. It is not surprising to find children resolving their disputes quickly in play and bond well with each other during play as compared to normal classroom tasks.

In play, children act in accordance with the internal ideas rather than external reality. Because play requires the substitution of one object for another, the child begins to separate the meaning or idea of the object from the object itself. The separation of the meaning from the object is preparation for the development of abstract ideas and abstract thinking (Berk, 1994). In abstract thinking we evaluate, manipulate, and monitor thoughts and ideas without reference to the real world. This act of separating object and idea is also preparation for the transition to writing, where the word looks nothing like it stands for. Finally behavior is no longer driven by the objects; it is no longer reactive. Objects can be used as tools to understand other ideas (Bodrova and Leong, 1996).

Psychoanalytic understanding of play; Developmental and therapeutic significance; through the work of D.W Winnicott

D.W Winnicott defines play as doing; a doing in time and space. Play as a potential space between the subjective inner experience and the external objective shared world. It is the meeting and interplay of these two worlds where the child uses the power or the experience of the subjective to manipulate the objective reality (without reverting to hallucination) to master anxieties that surround child's life, gain pleasure while the sensual instinctual bodily erogenous pleasure have not taken over the child, to express aggression without damaging the child's relationship with the external world, to gain experience and knowledge of herself and the world and to communicate the same to the receptive others, etc. all these aspects in the play becomes purposive to a better integrated personality of the child who can contribute to the development of the culture and is able to exploit and manipulate the culture and its resources for personal development.

Play is seen essential for healthy emotional, social, intellectual development and for facilitating creative imagination in child hence an inevitable part of artistic development and development of civilization. One can see a kind of transition in a child's play from solitary to group play to artistic work. There is an excessive use of transitional objects in the play which are never lost but get diffused with time into a psychic constellation of many objects.

The absence of play in a child's life and in a person's life in general can be seen as pathological while play in itself is seen immensely therapeutic. A child who can not play in forms that could be recognised or related to the external world, is the child who lives in a split where inner is not integrated with the outer to give the child a complete wholist experience of himself or herself. This is the child withdrawn in his/her inner world ó cannot socialise with people in meaningful way- the child whose experience of external reality is so harsh that the child repudiates it with rejection and to survive creates a kind of psychotic defense where the child gets divorced from the larger shared external world as the symbols and forms with which the child experience his experience is too different from the forms in which the shared reality invites experience. For this child the private speech is never given away but used as a defensive play. For this child retreating into a fantasy world is the solution. Living difficulty of this unrelatedness might get translated into an addiction of a dissociated life where the child loses herself completely in the television- cartoons or fairy worlds or that of romantic songs where the child vicariously fills the gap or emptiness of the absence of companionship/friends.

While asserting the significance of play in therapy and therapy in play, Winnicott says that no psychoanalytic therapy or interpretation of the psychic content is possible if the therapist and the patient do not enter into a play with each other that is to say an overlap of subjectivities for the creation of an inter-subjective space. Winnicott calls psychoanalysis as a highly specialized form of playing in the service of communication with oneself and others.

According to Winnicott there is a sequence of relationships related to development processes which also exist in the development of play.

Play begins with a state of complete fusion where the baby and the object of play are merged into each other and the object is subjectively perceived by the child. The mother or the mother figure supports

or provides for this subjective view of the object by translating the child's imagination into experienced reality. The mother feeds the doll of the child when the child demands the doll to be fed along with her.

“The object is repudiated, re-accepted and perceived objectively by the child.” This can happen only when the mother is able to provide for the experience of omnipotence by the child. When the child and the mother enter into a play in the mutuality created between them. When the mother asserts her distinctness by waiting to be objectively perceived by the child but at the same time let herself to be subjectively perceived by merging herself with her child. The mother becomes the object of play. It is this effective role of the mother that leads to significant progressions and transitions in the development of complexity in the play of the child. the child makes a transition from the mother's breast to the friends in shared play and then to art forms like painting and poetry where the child plays by making his/her subjectivity fiddle with the external reality to give shape to something creative and concrete.

When the mother through her good enough mothering is able to provide a sense of security to her child, the child begins to develop a capacity to be alone marked with development of reflective thinking and containment of experience. The capacity of the child to play alone in the presence of the mother unfurls into a capacity to play alone in the absence of the mother as the child is secured of her presence in need. If the child always remains insecure with precariousness of the mother's warmth the child is not able to play alone and later in life the child encounters problems in working through her loneliness.

The next developmental stage in the theory of play is the development of a group play. When the child is able to introduce creatively other children in her play and play with them. At the same time the child is also able to enter into other's themes of play and play co-operatively and productively without losing her agency to play. This lays the foundation of team work in latter stages of life. Children who face difficulties or are not able to play group play find group work difficult later on in life.

Thus in this theory of play Winnicott makes play the bedrock of all health in the child. The failure at any stage alludes to failure the emotional and social development (psychological development) of the child which later in life might result in psychological disturbances or vulnerabilities in the child. While attaching play to health or failure of health, *Winnicott opens the possibility of psychological healing in play and hence called Play a therapy in itself*. In play there is a form and content and both are important routes to understand the child in observation and important therapeutic goals can be achieved in the play without engaging in the classical interpretive work.

The play in the therapeutic setting and the free play that is continuous outside the intimate room of therapy, both are real for the child and thus have an underlying similarity or uniqueness of the element of revelation of the inner experience of one's existential being in relation to the world one inhabits and also an element of discovery- undertaking the task of knowing the unknown terrains of intra-psychic material by the child by its ripening and the child's spontaneity and creative imagination in short the child's readiness to know them and the discovery of art of manipulation the objects, relationships, symbols of the external world. There is a continuous process of re-signification that is involved in the child's play. Winnicott brought to us the understanding of play as a noun. Every play has a form and content. An understanding through observation is made of progression as well as regression in the play of children.

Play and Development of Creativity –

There is a lot of spontaneity in a child's play. This is easily observable in children's play. They spontaneously create games with the resources that are available to them. Children's creativity therefore overcome the challenges of lack of commercially available toys as play is a mental operation therefore play activities seen amongst children across socio-economic and cultural groups are vivid and rich. Pebbles and wooden sticks are as significant as play material as a Barbie doll or a digital game for facilitating the development of creativity in children. With one object children can play multiple games while using and manipulating the object differently in the multitude of themes that they play. For example blocks can be used by children to construct towers or as potential spaces to hide something while playing with other children or they can serve as anything a child wants during pretend play.

Playing allows the child to experience her/his omnipotence to create new meanings, experiences and worlds. It has a magical quality where the magic of the child's omnipotence works beautifully if gets supported by a good nurturing containing environment. A wooden stick can become a magic stick which reduces people to horses in a child's play. The magic of the play enables the child to manipulate the external world according to her subjective world. Playing facilitates creative abstract thinking and imagination in children which latter enable them to perform creative arts like painting, poetry etc. which become cultural artifacts and contribute to the development of the civilization. There is a similarity in early and adult forms of play, in play children display their knowledge of the world, try to construct and produce new things with their imagination and try to know and reach the unknown and this search for the unknown meaning is what at the heart of invention and innovation, development and evolution of human culture (referred to as adult form of play).

Social factors affecting play: Rural and Urban spaces, socio-economic class, mass media, technology

Play also gets influenced by the various factors affecting children's life at systemic level. For example smart mobile phones, high rise buildings, scarcity of safe open spaces like courtyard and neighborhood garden in contemporary urban India has changed the nature of play as compared to the rural spaces where play still develops around nature like water bodies, forests, agricultural land, soil, bricks, coconut shells etc. At the same time transformations are visible in the patterns of play in rural spaces where children have been introduced to board games and toys bought from the market and digital games on mobile phone. A study conducted by Bowen in 2008 in Mayurbhanj district of northern Odisha gives a vivid description of this.

According to Bowen children's play in Mayurbhanj was more closely and intricately involved with nature and its resources such as soil, water sources, agriculture, and forest which were also the center of the community's cultural and economic life. At the same time she reports how the shifts in the center of the cultural and economic life have brought visible transformations in children's play.

ōCertain trees were favored for climbing games, others for the shade they provide for board games or card games, or the space they provided to build miniature homes for play; the village pond was not simply a bathing and laundry *ghat*, it was a prime *shang-out* spot for meeting up to gossip, joke and muck around with friends, and for numerous water games such as underwater tag. The post harvest rice plots are the site of winter-only games of *chakri*, a local hockey variant with hockey sticks carved from jungle wood and a

puck/flat disc cut out of an old rubber sandal. Apparently švacant lands were peer-recognized cricket and *kabadi* fields. The river during the monsoon season is the site for a number of exhilarating play activities, engaging with wildly flowing inlets, sending off and capturing floating objects and setting each other personal or tea, challenges in crossing and channeling streams. Flooded paddy fields become sites for fishing and observing frogs and waterbirds.

The soil/earth was a primary medium and constituent for elementary school-children s peer play. Soon after my arrival, a group of girls told me that playing dolls is one of their favorite activities. When I asked to see their dolls, they responded šWe have to make them first! and later showed me how they collect clay from the bottom of the pond, mold whatever dolls and paraphernalia they needs for a particular game or story that they want to play, leave them to dry for a while and then start playing . Dressing the clay dolls in strips of colourful rags converted into saris (female dress) and lungis (male garments), they enacted mock weddings, picnics and family-life/village-life dramas with their creations. Games, too drew on the soil as a play resource.

In an environment of high-level local self-reliance, children s games too, by and large, relied on props produced by children themselves. The list of noncommercial/market props and toys that children were regularly making included cricket bats and hockey sticks which boys hand-carved from wood that they had cut down in the forests; kopra balls (different kinds of balls that children made from tightly bound rags or discarded plastic bags and string, sometimes around a stone, or wooden core); ceramic discs/towers for the kopra ball game (made from discarded broken pottery or clay roof tiles); bows, arrows and catapults; cars and carts made either of clay or old bottles/containers, wires etc; clay dolls, and other figurines including miniature animals, miniature pots and plates; and of course game boards, which, as described, are generally drawn straight onto the ground at the start of a game, and the accompanying dices, counters etc.

I found that when children inhabited spaces where mains power was present and market commodities were easily accessible and homes more densely laid out, young people reported that they depended more on store-purchased cardboard game boards with plastic tokens and dices and less on their own autonomously produced props. Their game choices were more influenced by television media marketing and the commercial offerings of general stores and the local market. Children, particularly girls, reported spending more time indoors in solitary play or watching television. Mobile phones were increasingly common and highly valued in rural households within the single span of the year of my fieldwork. For many young people, a significant attraction of the phone was as a digital gaming device, which honed their familiarity with the devices.ö(Bowen,2015)

In another study done on children s play in urban spaces by T.S Saraswati in Vadodhara and Mumbai, she reports that the various types of play played by children were catch/tag, hide and seek, ball and stick, Jumping/skipping/dancing, paper and pencil, singing ,pretending, masti/horse play/teasing/play fighting. The taxonomy of play material included things that were designed for play like swings, see-saw, slides, jungle gyms and merry go round, stuffed toys, board games, marbles, dolls, balls, tricycle, ropes etc. In the urban landscape the material which was not designed for play but was used by children included parked vehicles; construction material like sand and cement mixers, household and personal material like utensils, slippers; rubbish like plastic rings, wooden planks, coconut shells, tin boxes, polythene bags, scrap of cloth, thread, plastic bottles, tobacco packs, bottle tops, torn balloons, broken bangles etc and nature s

bounty like trees, leaves, twigs, stones, grass, mud etc. Physical setting for play mostly included places which not designed for play like railway tracks, roundabouts at traffic signals and crossroads, staircases of abandoned buildings, pavements and pathways, parking lots, school compounds etc. These spaces are not always safe for play but play inevitably happens in these spaces. In both low income group and in middle and higher income groups there is a scarcity of space for children to play. The soft grass lawns provided for children to play in the residential areas often provide enough space for children to play and push them to play in spaces not designed to play.

We can see a stark difference between the play material designed and made available to children in urban spaces as compared to the rural ones where children themselves design and create their material for play. There is also difference in the conceptualization and use of space for play in both the rural and the urban setting. In rural setting we do not find a space especially dedicated and provided to children to play but they find their own spots and convert them into spaces to play. In rural areas work and play does not have to be differentiated in the child's world as they are intricately interwoven with each other. One can find this continuity in the life of urban children who are not a part of formal schooling process. Children often play around with each other while selling pens on metro railway stations, while begging on urban streets or doing household chores. On the other hand in school going children in both urban and rural spaces work and play gets compartmentalized from each other and have a different schedule and life of its own.

The socio-economic class and the specific context of the children's life also influence children's play by influencing the play material, space and content of play. The themes of make-believe play changes with the context of children's life. A school going child will have dominant theme of school and education in her pretend play as compared to a child living in slum and not attending any school. The dominant theme in this child's pretend play would represent the conditions and situations of the real life of this child and her family like master-servant. It is not often to observe children from low socio-economic class playing on the swings and other play material available in community parks. These children would often play in the congested spaces in their slums, construction sites or on roadside. Rubbish than commercially available play material is used by these children to play mostly. Many a times replicas of expensive toys sold in weekly *shaats*, used toys and games which might not be in good state are used as play material by them. The boundaries of caste often get blurred in the urban areas in children's play as compared to class. In the rural spaces caste acts as a stronger segregating factor as compared to class in children's play. There are more chances of children from same caste but different in class to become playmates.

The changing social conditions in urban India along with the changing landscape have also influenced the nature of play in childhood. The increasing rate of crime against children has made the outside spaces for play very unsafe unless guarded by parents or other family members in the collective psyche of urban population. This has forced children to play mostly inside their home in which there is a high proportion of apartments in the high rise buildings which have very limited space for children to play. A small open area is generally kept for children to play in these apartments. This area is often not sufficient for all the children to play and which restricts play activities that involves a lot of physical movement and energy and children often spend play time in chatting or playing games that does not require much space or movement. In situations where there are streets outside the houses children do not get enough opportunity to play outside and they play inside their homes.

Developmentally the progression of play is seen from solitary to organized group play that involves explicit rules. Digital games available to children on mobile phones and computers and other gaming devices have brought an interesting twist and turn into this sequence of change in the nature of play as solitary play has gained importance in early to late childhood through these games. Playing on mobile phones and other gaming devices restrict social interaction in children while playing. Mostly games do not require another player and children play alone. In certain types of games others can be involved remotely but the interactions are dominated by technology and are devoid of a real human communication. In other games where you can play with the other on the gaming devices, the nuances of problem solving, strategy making, team building, making of shared rules, emotional and social bonding are missing which have important developmental implications in childhood in the domains of cognitive, moral and social-emotional development.

The popularity of television in Indian homes has also affected the play behavior of children in the past 2 decades especially with the introduction of private channels available made available earlier by cable operators and then by dish TV. Children spend a considerable amount of time in watching television programmes which has reduced play timings in their daily routines. Characters and themes of popular television shows, cartoons and movies also inform the content of children's play.

Conclusion

Play is an important theme in our imagination and experience of childhood. In this chapter we have discussed in detail the developmental significance of play. Play has an important role to play in children's physical, cognitive, language, social, emotional and moral development. It not only supports development but also acts as a medium for the expression of the process of development in children. Development leads to advancement and more complex patterns of play giving way to development of play from solitary play in infancy to games with rules in late childhood to creative expression of art and innovation in adulthood.

Play not only has developmental significance but also therapeutic value in the life of children and adults and the absence of play in the life of children can lead to pathological behavior. Play serves as an important tool to enter into and understand one's phenomenological experience of life. It is an important medium to understand people's subjectivity as we have discussed in the case study of Kavya. Every act of play has a form and content to it. It is important to understand them to understand what processes are unfolding in play behavior and what is getting to expression in the doing of the child. In play the child honestly expresses herself in the most hidden and unconscious ways. In play the child functions on the mobius of the inner and the outer world. Observation is an important technique to understand children's play and one can participate in the play to enrich its therapeutic value by providing intervention. When I say that participation enriches the therapeutic value of play I reassert that the very nature of play is therapeutic. It is not only a catharsis that gets expression in play but children also work through their traumas and psychological wounds while they play. Drawings become important medium to understand children's subjectivity. Art and other forms of creative expressions are popularly used by therapists, psychologists and educationists to understand problems in children's life and to provide intervention to them.

Social factors affect play in emphatic ways. The cultural and economic life of a community has important implications on what and how their children play as discussed in the work of Bowen and T.S Saraswati. The change and transitions in the social fabric of our country has brought significant changes in the play behavior of children from space to play routines to form and content. These days play is significantly driven by digital technology making children playing games on mobile applications and gaming devices ó having important implications on the personality development of children.

Play is a complex behavior that is intricately woven in the threads of the fabric of life of every culture and society. It is a natural phenomenon that unfolds in living beings with developmental and therapeutic significance. At the same time, the other factors influencing and contributing to the life cycle of a community have important role in shaping the play behavior of the children of that community and the meaning that they attribute to play in their lives as individuals and as a culture.

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CHILDREN OF WORKING AND NON-WORKING MOTHERS – THEIR ADJUSTMENT**Ambreen Syed****Prof. Mahmood Ahmad Khan****School of Education and Behavioural Sciences****University of Kashmir , Srinagar.****ABSTRACT**

The study was conducted to find out adjustment pattern among the children of working and non-working mothers. The sample of the study comprised of 800 children of working mothers and non-working mothers (N=400 each group) selected randomly from elementary schools of Budgam and Srinagar district. Bells Adjustment Inventory translated in Urdu by Qadri (1964) was employed for the collection of data and t-test was used for the analysis of data. Bar diagram and line graph were drawn to make the results transparent. It has been found that children of working and non-working mothers differ significantly so far as their adjustment is concerned. It has also been found that children of non-working mothers possess better social, emotional and home adjustment than children of working mothers. It has also been found that children of working mothers have better financial adjustment than children of non-working mothers. The study further revealed that there is a significant difference between children of working and non-working mothers on composite score of adjustment.

Keywords: Adjustment, children of Working mothers and Non-working Mothers.

Introduction

The central figure of every home is the mother. She is the one who makes the day to day decisions, guides the children as they grow up and helps them to meet the battle of life with courage and understanding. It is her responsibility to see that all her children are fed and taken well care of. She must train them in a way that will make them move forward in life in the expected way. This is particularly true in the early years before they go to school. It is her duty to give love and respect to her children. Almighty has bestowed her with such a capacity and capability that she can provide a tune of life to the new generations. We see that the progress made by developed countries of the world is attributed to a great extent to the role that the women of those countries have played. Honig, (2002) believes that the earlier months of infancy known as the ösymbiotic phase, the need for the mother is absoluteö. Reynolds, et al (2003) reveals that many mothers saw their work identity, work skills and their feelings about work as affecting their family relationships and home life in a positive way. Santrock (2004) found out the children of working parents do not see their parents from time they leave for school in the morning until about 6 or 7 p.m. They are called ölatch keyö children, because, they are given key of their home while their parents are still at work. These children have negative latch key experiences. Without limits and proper supervision, these children find their way in a trouble more easily, possibly stealing, vandalizing or abusing a sibling. Bowlby, (2004) has found that the quality of interaction between the mother and child is more important than the amount of time spent together whether the mother is working full-time or part-time, both the groups agreed that giving the child quality time is important. Quality time plays a critical role in maintaining the mother-child bond..

Bernal (2008) sought to seek relationship between working mothers and cognitive development of their children. It was hypothesized that mothers who were working, their children would hinder in cognitive development. According to Betsie et. al, (2009) Pew Center survey, 82% of men and women think young children are better off if their mothers don't work outside the home or work only part time. They tend to believe that moms are better off too: 38% felt that the ideal situation for mothers with young children was not to work outside the home and an additional 44% thought that part-time work was the way to go. A mother is important not only because she has special skills but because she is with her children for a much time than anyone else and her instructions reflects a very strong influence on behavior, abilities and attitude of her children. Most of those children who are well adjusted and successful come from homes where parental behaviour is favorable and a wholesome relationship is between parents and children. Mancini and Pasqua (2012) have studied on mothers' actual time spending with their children. Results shown that working mothers, with respect to non-working ones, tend to reduce the basic care time, but not quality care time devoted to their children (reading stories or helping them with homework, taking their children to a museum or to theatre). Therefore, even if working, they may be able not to reduce the time devoted to activities which are more likely to positively influence the school results of their children. With this background it is felt that adjustment of children of working and non-working mothers will not be the same. Various Studies have been conducted on adjustment like Singh (2006) found that effects of socio-emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Raju and Rahamtulla (2007) found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and the type of management of the school. Adhiambo, Odwar and Mildred (2011) revealed that study on the relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district, Kenya and their results revealed that there were no significant differences between girls and boys in school adjustment. Zareena and Vatsala (2011) revealed that adjustment problems time management and effect of parents socio economic and educational status on students achievement Basu (2012) found that adjustments of secondary school students differ significantly between the adjustments of the secondary school students when compared to the basis of gender, type of family structure and medium of instruction in school. Dar and Tali (2014) found that adolescent boys and girls of Kashmir have high adjustment problems in various areas like family, school, social and on a personal front. Neha (2014) revealed that adjustment and self concept has a profound effect on the overall behaviour of an individual whether male or female, the difference was found significant among the groups on home, health, emotional and social adjustment area as well as self-concept scores. But little is known about adjustment of children of working and non-working mothers in Kashmir. Thus, it is hoped that this study may contribute to the literature on adjustment of working and non working mothers. With this back ground, the present investigator wants to find out whether adjustment of children of working mothers is really better than the children of non-working mothers. The study will go a long way to help the planners and administrators to make arrangement of proper creches for the children of working mothers. On the other hand, the study would educate the working mothers to take care of their children for at least some period of time, otherwise their children would face crisis.

OBJECTIVES

1. To identify children of working and non-working mothers.
2. To compare the adjustment of children of working and non working mothers.

HYPOTHESES

1. There is a significant difference between children of working and non working mothers on various factors of adjustment.
2. There is a significant difference between children of working and non working mothers on composite score of adjustment.

Operational Definitions of Variables

Working Women: Working women in the present study refer to educated women with basic educational qualification as graduation and above and are engaged in any government/semi-government, or private salaried job.

Non working Women: Non working women in the present study refer to educated women with educational qualification as graduation and above but not engaged in any government/semi-government, and private job.

Adjustment: in the present study would mean the scores gained by sample subjects on Bells Adjustment Inventory translated in urdu by A.J Qadri (1964).

METHODOLOGY AND PROCEDURE

SAMPLE: There are ten districts in Kashmir division. Out of these districts two districts were randomly selected for the present study i.e., Budgam and Srinagar. The students belonging to working Mothers (N=400) and an equal number of children belonging to non working mothers (N=400) have been randomly selected from the elementary schools of these two districts. The sample comprised of 8th class students within an age range of 13 -15 years.

Tool Used

Adjustment- For the measurement of adjustment of the sample subjects Bells Adjustment Inventory translated in urdu by Qadri (1964) has been used.

STAISTICAL ANALYSIS

The data was analysed by using mean, S.D and t-test

Table 01: Significance of mean difference between children of working mothers and children of non working (N=400 each) on various factors of Adjustment.

Groups	Factors	Mean	S.D	t-value	Level of Significance
Children of working mothers	Social	7.84	3.741	2.66	0.01
Children of non working mothers		7.12	3.909		
Children of working mothers	Emotional	7.63	4.978	2.16	0.05
Children of non working mothers		6.99	3.197		0.05
Children of working mothers	Health	5.21	2.616	1.141	Not Significant
Children of non working mothers		5.41	2.437		
Children of working mothers	Home	5.26	3.442	6.229	0.01
Children of non working mothers		3.96	2.332		
Children of working mothers	Financial	2.27	2.227		

Children of non working mothers		5.21	3.971	12.892	0.01
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Table 2: Shows the mean difference between Children of Working Mothers and Children of Non-working mothers on composite score of Adjustment

Group	N	Mean	S.D.	t-value	Level of Significance
Children of working mothers	400	28.81	8.185	2.22	0.05
Children of non working mothers	400	27.32	10.84		

CWM= Children of Working mothers; CNWM= = Children of Non-working mothers

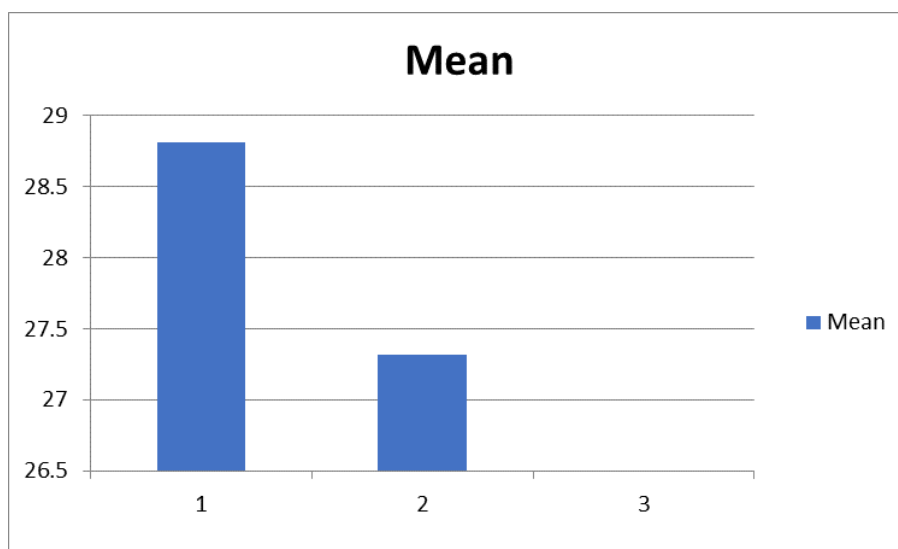


Figure 1. Acromyms: 1- Children of working mothers, 2- Children of non-working mothers

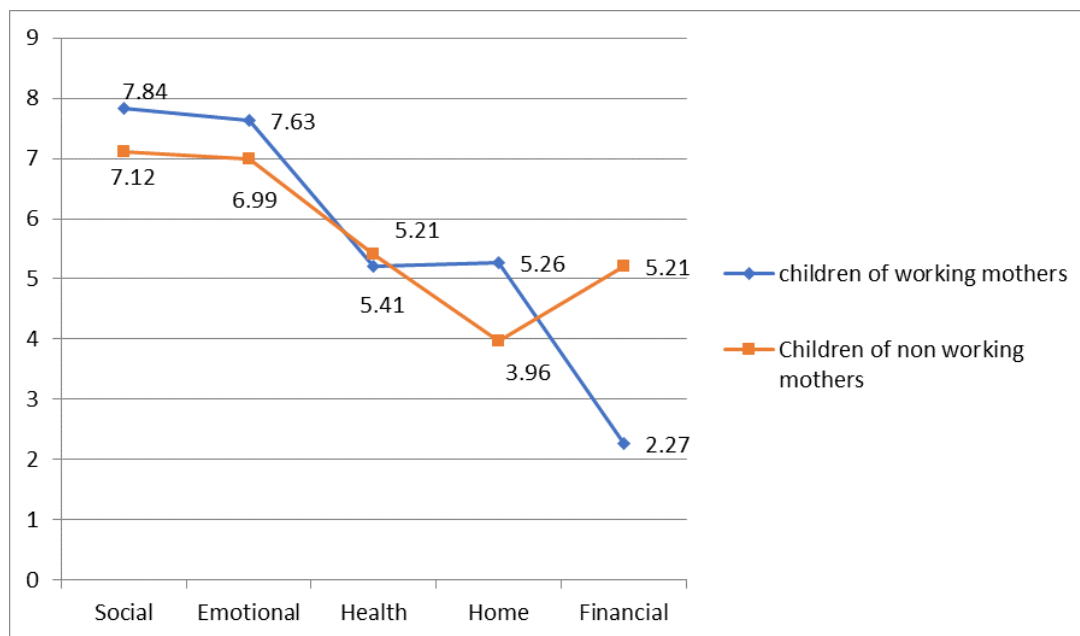


Figure 2

DISCUSSION AND INTERPRETATION

The result of the table 01 shows mean difference between children of working and non working mothers on social factor of Adjustment. The table reveals that there is significant difference between the two groups at 0.01level which indicates that children of working mothers are socially maladjusted as compared to children of non-working mothers who are socially adjusted. Children of working mothers do not have ample time to spend with their children, as a result these children usually remain in isolation and it hinders their social adjustment. While as children of non working mothers provide proper attention to their children which is the basic requirement for socialization.

The table 01depicts that there is significant mean difference between children of working and non-working mothers on emotional adjustment. The mean difference is significant at 0.05level. The result revealed that children of working mothers are emotionally instable while as children of non-working mothers are emotionally stable. As it is clear that employed mothers are subject to role conflict, they have to perform the dual role, as domestic duties as well as occupational duties with the result their home life is full of stress and strain. While as children of non-working mothers have to play only one role, they have enough time to provide them emotional comfort and congenial atmosphere at their homes, that is why these children can manage their emotions easily and are emotionally stable.

The table 01depicts that there is no significant mean difference between children of working and non-working mothers on health adjustment. Therefore, no conclusive decision can be drawn about this factor.

The table 01 reveals that there is significant difference between the children of working and non working mothers on home factor of Adjustment. The mean difference is significant at 0.01 level. As working mothers are not readily available to their children, with the result they develop a sense of loneliness and insecurity, thus they remain under stress they do not find their mothers providing the needed care love and affection and this negligence on their part disturbs them. While as children of non working mothers are easily available to their children whenever they need them, therefore they feel more adjusted at home.

The result of the table 01 shows mean difference between children of working and non working mothers on Financial factor of Adjustment. The table reveals that there is significant mean difference between the two groups. The difference was found significant at 0.01 level which points that children of working mothers are financially sound and their children may not face any financial difficulties. They may enjoy healthy life style. As both the parents work therefore children of working mothers have more financial comfort. Reverse is true with the children of non working mothers.

The results on table-I on factors of adjustment have been presented in the figure 1. The lines presented in figure 2 moves apart on social, emotional, home and financial adjustment.

It is obvious from the table that the mean difference between children of working mothers is high than the children of non working mothers on composite score of adjustment. The table reveals that there is significant mean difference between the two groups and the difference was found to be significant at 0.05 level, which indicates that children of non working mothers are well adjusted than children of working mothers. The results clarify that children of non working mothers are well adjusted than their counterparts. Children of working mothers have less opportunity to interact with their interrelationships, friends and different people of community. They have narrow range of social environment because mothers are not able to spend ample of time to enjoy and socialize their children. Reverse is true with the children of non working mothers as they spent more time with their children. The mothers act as a model and the way in which she is perceived by the child determines many of behavioural choices of the child that may determine his or her stage of development. The warmth and affection of the mother is associated with happy, calm and cooperative behaviour which leads proper adjustment.

The results presented in the table are further substantiated by figure 1. In the light of the above discussion the results are in line with: Collins (1975), Mody & Murty (1988) and Ora, Einaya & Ehlas (2006). Collins (1975) found that low income families from various racial and ethnic groups showed poorer personality and adjustment among children of part time mothers than children of non working mothers. Mody & Murty (1988) have found that children of working mothers to be careless and slightly emotionally unstable in early years compared to non working mothers. Ora, Einaya & Ehlas (2006) have found that children of working mothers were having more difficulties and being less adjusted to kinder garden. Their adjustment to day care was also poorer.

Therefore, the hypotheses which reads as:

1. ***“There is significant difference between of children of working and non working mothers on various factors of adjustment” stands partially accepted.***

2. *“There is significant difference between children of working and non working mothers on composite score of adjustment” stands accepted.*

CONCLUSION

- It has been found that there is a significant mean difference between children of working and non working mothers on factor A Social dimension of Adjustment .Indicating thereby that children of working mothers are socially maladjusted.
- It has been found that the mean difference between children of working and non working mothers on factor B Emotional dimension of adjustment is significant. Indicating thereby that children of working mothers are emotionally instable while as children of non-working mothers are emotionally stable.
- It has been found that there is no significant mean difference between children of working and non working mothers on factor C Health dimension of adjustment.
- It has been found that there is significant mean difference between the children of working and non working mothers on factor D Home dimension of Adjustment. As working mothers are not readily available to their children, with the result they develop a sense of loneliness while as children of non working mothers are easily available to their children whenever they need them.
- It has been found that there is significant mean difference between the children of working and non working mothers on factor E Financial dimension of Adjustment. Indicating thereby that Children of working mothers are financially sound and their children may not face any financial difficulties while as children of non working mothers may find problem as there is lone bread earner in their home.
- It has been found that there is a significant mean difference between children of working mothers and children of non working mothers on composite score of adjustment. Thereby, indicating that children of non working mothers are well adjusted.

INFRENTIAL SUGGESTIONS

- The study has its implications for teachers also. Teachers should try to develop sound educational atmosphere in the class rooms as well as in the schools so that the students do not confront with any adjustment problem. They should act as facilitator for the children of working mothers so that their loneliness at home is supplemented by empathetic attitude of teachers.
- In dual earner families, working mothers need to talk to their children at least for some time each day to understand their psychological needs and also to help them in their studies. This will help a lot to understand and to sort out their problem.
- The parents should be oriented about, the needs of the changing social set up, problems of the children, and various procedures for the proper development of the children.

- The working mother should stay at her home for at least two to three years, during the period of infancy of her child.
- Working mothers should create such an environment in which the children can express their feelings and share their emotions with them.
- Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their behavioural problems and enhance their ability for adjustment.
- Due attention should be paid to the period of adolescence, since the students at this stage are more prone to encounter various psychological problem, which are likely to affect their physical, mental, emotional, health, home, social and educational adjustment.

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TEACHER EDUCATION: VISIONS TOWARDS ACHIEVING STANDARD

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ABSTRACT

As always dedicated teachers are notable by their promise to accomplishment of the learner. Assurance and accountability are important aspects of successful teaching. Devoted teachers are alarmed for the development of the learner and they put efforts to keep learners' learning. They nurture curiosity of the learner and promote interest in learning. Showing dedication for and motivating learners' learning are important factors of teacher education. Passionate teacher recognises and makes an effort to fulfill his responsibility to the learner. The extent of fidelity of faithful teachers have in the direction of their work, is one of their well-known characters. Teacher education institutions, which are dedicated to their line of work and, devoted to learners and their learning, are playing an important role in development of teachers. The famous proverb in Bible indicates that where there is no vision, the people perish. This research article emphasises on the visions of teacher education towards achieving standards.

Keywords: Dedication, Accountability, Learner, Learning, Devotion

Introduction

Every day, teacher education is emerging with more sensitive demands from the education system. Therefore, in this emerging era need of dynamic teachers is increasing. Gardner (1973) in his document *Versatility and Innovation* opined that "of course, our schools cannot be wholly preoccupied with educating for innovation; they are concerned with continuity as well as change. There are continuities in the human condition, continuities in our own tradition and lessons to be learned from the past." Therefore, preparing teachers to play multi role in classroom or school steps of-

- Inspiring, supporting and making humanitarian helper in teaching and learning situations which empowers learners to realize their capacities, to appreciate their physical and intellectual potentialities, to grow personality and necessary societal and human ethics to play role of responsible citizens.
- Being an energetic supporter of the group of individuals who make sensible efforts to contribute towards the process of renovation of school education and teacher education curriculum to retain its significance to shifting the societal needs and individual needs of learners, in the light of emergent goals and educational primacies.

These hopes recommend that teacher works in a larger context. It is to say, teacher is completely responsible and sensible to the social frameworks of education. There are several discrepancies like poverty, inequality, social injustice, casteism, religionism in the background of learners as well as in the national and global settings. O'Loughlin (1995) cleared about recent researches on teacher education raise worries about teacher education programmes' tendency to encourage acquiescence and conformity to the

status quo of both schooling and society. For achieving the goals of impartiality, uniformity, social justice and also excellence, teacher education must be moderated to-

- Care and teach the learners to love each other.
- Teach the learner in context of social, cultural and political.
- Provide insightful learning with personal experience.
- Understand the different and unique, ways and styles of learning.
- Teacher respect of each other with humble acceptance of guilt.
- Provide views for generating knowledge for developing process of reflective learning.
- Environment friendly and continuously learning.
- Appreciate the hands on practices to train the brain.
- Understand the responsibility for community, society and nation.
- Analyse the curriculum frameworks, policies and texts.
- Have a comprehensive knowledge of languages.

Skills to sharpen the abilities of a teacher

An effective teacher should be known of teaching skills that help to make effective the teaching-learning process. In an interview APJ Abdul Kalam said that *“Teaching is a very noble profession that shapes the character, caliber and future of an individual”* (The Hindu July 28, 2015). The teachers of today need to be proficient in not only elementary skills, but in innovative skill sets.

Flexibility

In this digital era, teacher needs to be malleable and be able to accept and overcome on fearful ways. New skills are developing day by day that are changing the way of learning and teaching. Similarly, Institutions are updating expectations and globalized learning standards. Being able to adjust is a skill that every fresh teacher must have. Dejan Stojanovic, a Serbian philosopher wrote in his book *The Shape* that *“I lose faith in mathematics, logical and rigid. What with those that even zero doesn't accept?”* If a teacher can able to adapt the new skills, then he will have their existence.

Assurance

The old testaments have described that a teacher is *Father of Knowledge* of a student. This was the symbol of assurance of teachers. Today all teachers need to have assurance, not only in themselves also in their scholars and their contemporaries. An assured person encourages others to be self-assured, and a teacher's assurance can help to inspire others to be an improved person.

Communication

Teachers of today should be skilled in inter-personal communication with students, parents and staff, while intra-personal communication with self. If a teacher will skilled in communication then he can teach easily and clearly according to understanding of students.

Team Player

A teacher should be able to graft together in a team or group like classroom. If he has attitude toward grouping then he will provide a better chance to learn in unity. Thus networking of groups in a school creates a team spirit to solve problems of each other.

Continuous Learner

A teacher must be a continuous learner. Because teaching and learning both are lifelong processes which never end. The education systems of the world wide countries are always changing the curriculum and educational technology due to innovations in the area of pedagogy and technology. Therefore, a teacher who is constantly ready to go extra footsteps to learn will definitely be an effective and productive teacher.

Imaginative

A real teacher can stimulates faith and ignites the mind of his student by his way or tricks of teaching. Imagination is the effective tool of a teacher to develop creative and unique thinking. Maria Montessori, an Italian philosopher and educator, opines in his book *From Childhood to Adolescence that* "Imagination does not become great until human beings, given the courage and the strength, use it to create." A teacher should find the imaginative methods to make learning enjoyable and fostering inventiveness in children. But Montessori also warned that "The child's imagination is vague, imprecise, without limits." Therefore, it is need to control and provide right direction to the imagination power of a learner softly.

Leadership

John F. Kennedy (1963) contemporary president of America once stated when was delivering speech as Dallas that "Leadership and learning are indispensable to each." Today, this quote is pointing to the teachers of the world to find out great leaders in self to prepare the leaders for future from their students to give the best support to the human civilization.

Passion and Commitment

Hector Berlioz (1989) has rightly said that "Time is a great teacher, but unfortunately it kills all its pupils." The statement says to manage the time with a particular commitment. If a teacher is truly passionate about his teaching, then he is on his commitment with his profession of teacher education. Only a passionate teacher has ability to impart essential dedicative characteristics in his pupils.

Association

If a teachers has associative ability with unknown and always ready to which does not wish to meet, he will be able to impart associative skills in his students. Mainly a good teacher shares daily life experiences with his students. William Merritt Chase, an American artist said that "Association with my

pupils has kept me young in my work. Criticism of their work has kept my own point of view clear.ö (Cited in *The Art Teacher's Book of Lists, Grades K-12, in 5.1 quotations*)

Inventive

If a teacher willing to try new things, new teaching skills and new education technology, is an innovative teacher. The inventive and innovative teacher has divergent thinking and uses cognitive learning practices in his classroom. The inventive teaching practices increase insight of the learner. The cognitive learning will lead to cognitive impact to the skills and strategies as shown ó

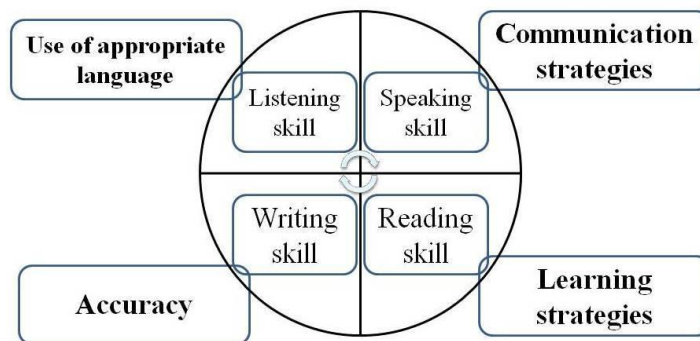


Figure 1 (Cognitive Impact of Learning)

Commitment

Every student feels that his teacher has power of commitment, because he believes that who knows everything. Therefore, commitment is that characteristic of a teacher which makes him superhuman. Some time words are replaced with the name due to commitment. A modern teacher must have the quality to commit with his students, parents and the society to establish reliability.

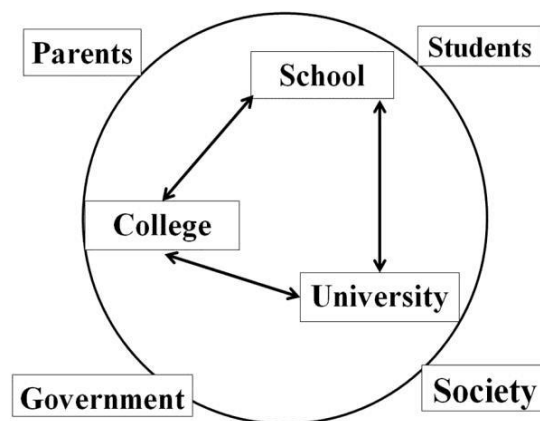


Figure 2 (Commitment)

Ability to Expedient

Sometime thing not rests in the state in which we want. Thus, the subject matter to be taught has some difficulty to understand by the students. Here, the teacher plays important role to expedient the content according to understanding of the students by presenting some examples or by some experiments.

Understanding of Technology

From the last one decade, we are percipient of advancement of technology. Today the technology has been a part of teaching learning process. Offline content has gathered on online to less the burden of bags. Therefore, a teacher must have understanding of technology to use in classrooms.

Supportive for Discussion

There are many ways to encourage discussion in classroom. For example, some teachers initiate his content with whole group discussion, other some with single learner discussion. Truly, a successful discussion in classroom involves planning on the part of the teacher and preparation on the part of the learners. The degree of success of the discussion depends for the most part on the ability of the teacher in securing the whole hearted collaboration of the learners and selecting, organising and conducting group discussions. In case teacher finds that learners or volunteers are not obliging, then he should ask learners to relate their daily experiences in such a way the whole of the class is embodied.

Impartial and Tolerant

It is not easy to get right answers form students in classroom. Therefore, it should be quality of teacher to tolerate their stuff and nonsense in manners, to converse their minds freely with encouragement for diverse perspective and be impartial with their unexpected bearable behaviours in discipline.

Ideal teacher is being demand of every time. But today need of pioneer teacher is emerging according to the time changing smartly. Society has demanded of dynamic teacher, who has capacity to take challenges with sudden problems of education. To prepare a professional and skilled teacher more study and learning about the content, practice of application, inter-personal and intra-personal discussion with mentoring and improvement in ideas are needed, which are given in following diagram.

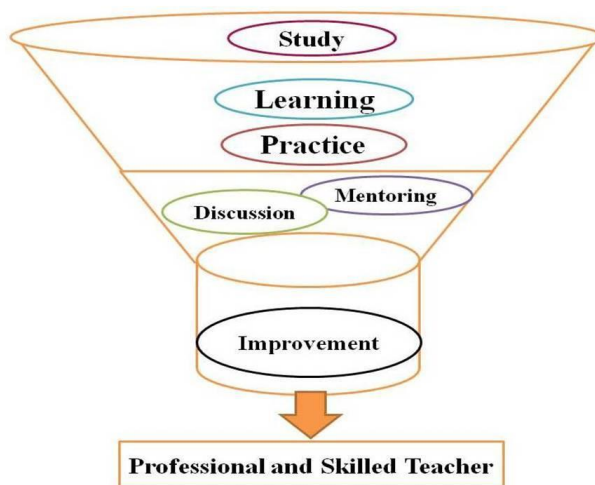


Figure 3 (Development of Professional Teacher)

Find Sweet Spot for Learning

Gardner (1963) in his book *Self-Renewal: the Individual and the Innovative Society* described that “Those in the cognitive school think highly of bafflement. They suggest that bafflement motivates the learner to utilise previous learning to come to an understanding.” While Steve Barkley, the executive vice president of PLS 3rd Learning, an organisation is engaged to improve the teaching-learning in K-12 Schools through advanced technologies, suggested that “learning is minimised at both ends of the given scale”

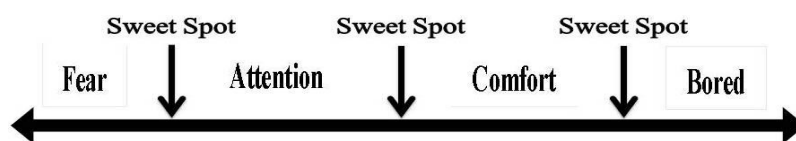


Figure 4 (Sweet Spots of Learning)

Barkley described that “we need to eliminate school and classroom cultures based on fear, where students experience threats, embarrassment and/or violence and where learning is secondary to safety.” However, “when students exhibit characteristics of boredom, teachers need to raise the anxiety level by increasing requirements through additional rigor or depth of learning. If students begin to show anxiety, the teacher must reduce that feeling. One way is for students to complete challenging assignments by working

together in pairs or groups. John Dewey in his book *Experience and Education*, was published in 1938, wrote that "students are not actively involved in the learning process in the traditional model of education."

Learning through Interest

A few years ago, I was inspecting teacher trainees during their internship; a teacher trainee was teaching *Interest* to class 8th by reading book without making a dot on blackboard. When I asked, then he answered me that the children have been taught this topic in lower classes. It was not first time when I was shocked. It is seen often, a few teachers have natural quality to make learning enjoyable, but most of them have to learn. It is the main function of teacher to motivate the learner by increasing his interest and arousing curiosity for learning. A teacher should understand the passion of learner and do efforts to awaken it by-

- Showing interest in yourself
- Focusing in curiosity of the learner
- Making relevance of the content to the real world of the learner.
- Using audio-visual aids in classrooms
- Active learning
- Changing the activities of the students regularly
- Surprise and novel activities in classrooms and play grounds
- Group competitions and group discussions

Phil Schlechty in his speech at the Schlechty Centre Conference at Atlanta, GA in October, 2010 focused on importance of zeal of work entitled "Engagement". Phil Schlechty described five types of engagement (zeal of work), are discussed under-

1. **Authentic Engagement** – In this type of engagement, the student has propensity to the task that is personally useful for him. For example reading a book for personal interest.
2. **Ritual Engagement** – In this type of engagement, the student has propensity to the task's outcomes that are valuable for the learner. For example reading of books to pass a test.
3. **Passive Compliance** - In this type of engagement, the student has propensity to the task to avoid negative consequences. For example reading a book to verify the answer.
4. **Retreatism** - In this type of engagement, the student has no propensity to any task but does not attempt to disturb the other activities for it.
5. **Rebellion** - In this type of engagement, the student refuses to do the task, tries to disrupt and disturb the work, or attempts to substitute other tasks to which he is committed for sake of those assigned by the teacher.

Useful strategies of teaching and learning

It is the responsibility of higher education institutions to favour the individual, society and the nation whole from the view of political, socio-economic and technological development. But these days, suicidal tendencies are homing in the mind of learners due to pressures of families and institutions. After

the development of technologies, the question, how good learners are prepared, is before us today too. The teachers are trying to less the burden of the learner by feeling his pressure, by making classroom more interactive and collaborative, by using technology in teaching. Some useful strategies for the teaching and learning are earmarking as follows-

1. Steadiness of power ó for empowerment of learner.
2. Content ó according to the needs of learners.
3. Responsibility of teacher ó as guide, supervisor, supporter, inspector.
4. Accountability for learning ó decided by environment of learning and willing for learning.
5. Objectives and procedure of evaluation ó self assessment and problem solving.

Teacher Education and Skill Maintenance

After getting a job most of teachers Bloom (1964) focused on individuality of learning. He documented that some factors also affected the learning like environment, study habits, time paying for the contents etc. But teacher influenced the learning by his teaching strategies. Bloom opined the skill and conceptual learning programmes can help to assess the learner's learning. Harlow, Petricia Miranda (2004) expressed about the benefits of maintaining skills up to date. She said that maintaining skills help to keep your mind young in addition to-

- Build confidence by updating of knowledge
- Stay malleable and keen about your work
- Make better time management and use of time
- Turn into more valuable to the learner
- Make a larger and healthy contribution to your profession of teaching

Teacher Education v/s Formal and Informal Learning

More or less, the word *Education* is used in common conversation, but in reality, what is meant by formal education? Roland Meighan and Iram Siraj-Blatchford (1997), in his book *A Sociology of Educating* have described that a more comprehensive and precise explanation of education might be the means by which a society transmits its culture, ethics, ideology, and information in a way to learn easily. In the other hand the majority believes that most proficient and special identities come from informal learning. Highly professional personalities often found difference between practice and theory. Therefore, Frit of formal learning or conventional schooling with education is a big mistake that most learners, teachers, scholars, parents, educationists, schoolists and governments make daily. In teacher education, skill development programmes like microteaching, school internship, block teaching and other curricular activities have a short time period for practice. It is need of today to provide skill support for practicing behaviour of teacher. Informal strategies like proficient reading, use of internet, using new strategies for teaching in classrooms, action research projects and advanced studies etc. may be useful for developing teacher.

Prepare Teacher for Assessment

Today when time is change, a teacher should be skilled for proper and exact assessment of the learner. This continuous and comprehensive assessment of learner will provide ideas for futuristic arrangement of the learner. The teachers are to be skilled for following assessment -

- **School assessment** refers to assessment of the learner for mastery on content in order to develop teaching and improve learning.
- **Central assessment** refers to written and oral tests, daily assignment, project work that assesses subject command.
- **Psychometric assessment** refers to various psychological tests as attitude tests, aptitude tests, personality tests and study habit inventories to assess students' behaviour, his skills, choices, attitude, aptitude and personality.
- **Physical activities assessment** refers to assessment of learners' physical stamina, body measurements.
- **Co-curricular assessment** refers to assessment of learners' participation and performance in other extra co-curricular activities.

Projects and Programmes for Teacher Education Improvement

At the global stage, various agencies like the World Bank, United States Agency for International Development (USAID), Asian Development Bank (ADB), The European Agency for Special Needs and Inclusive Education (UASNIE), and various universities as University of Winchester, University of Oregon, Michigan State University and so on are engaging for changing and modifying the shape of teacher education through various projects of teacher education with the objectives to -

- Prepare the teachers of inclusive education for initial inclusive education.
- Prepare the general teachers for working in inclusive settings
- Provide the opportunity for the disabled persons with general settings
- Develop, introduce, maintain and implement the curriculum of teacher education of two year and four-year Bachelors degree programmes.
- Improve the efficiency and effectiveness of teacher education through implement the newly developed programmes of teacher education
- Make teacher education more personalised through mobile technology
- Promote knowledge beyond classroom.
- Provide learning independence to the learners.
- Review and evaluate the teacher education projects

Future Facets for Teacher Education

Berry et al. (2010) pinpointed about specific skills for teachers of 21st century, in the book entitled *Teaching 2030: What we must do for our students and our public schools - now and in the future*, will be useful in the schools of tomorrow. They said that teachers must be ready to discover and adapt new technologies to connect the next digital generation, as well as effort across conventional subject areas using scheme learning. They must be able to use facts and evidence to update their practice and know how to

work in both practical learning environments and brick-and-mortar schools. They will need also to work together with community centered organisations and work in schools that provide all varieties of other services for learners and their families. Some future facets are discussing for preparing new world of teacher education.

- **Learner centred values** – it includes empathy, belief in children or learner, commitment to nurturing the potential in each learner and valuing of diversity.
- **Teacher identity** – it includes aims for high standards, enquiring nature, quest for learning, strive to improve, passion, adaptive and resilient, ethical and professionalism.
- **Service to the profession and community** – it includes collaborative learning and practice, building apprenticeship and mentorship, social responsibility and engagement, and stewardship.
- **Skills** – it includes reflective skills and thinking dispositions, pedagogical skills, people management skills, self management skills, administrative skills, communication skills, facilitative skills, technological skills, innovation and entrepreneurship skills and, social and intelligence.
- **Knowledge** – it includes self, pupil, community, subject content, pedagogy, educational foundation and policies, curriculum, multicultural literacy, global awareness and environment awareness.

Implementation of Policies

Countries of the world are changing strategies, curriculum of teacher education and infrastructures and other facilities of teacher education institutions due to changing needs of individual and society day by day. The implementation of teacher education can be attained by policy actions at every level of education. Some basic aspects are helpful for these actions are discussing as under-

1. Policies of teacher education should be based on the understanding of the professional requirements as development of teacher according to teacher education and its scenario, mental satisfaction and job satisfaction of the teacher, culture of society and need of society, current competencies.
2. Attractive incentive possibilities and career development should be taken into account.
3. Teacher should be free for developing and maintaining his mindset for his professional and individual development.
4. Principals of initial teacher education should be in base of the development of teacher education.
5. The opportunity for experience oriented and research oriented development should be provided for strengthen the professional participation.
6. Collaborative culture, associative practices, cooperative skill development should be incorporated for professionalism.
7. Teacher educators and teachers should communicate with each others to find and resolve the gaps between theory and practice.
8. Government and stakeholders in alone and in association should take responsibility.

9. There should be unity in decision making, implementation and monitoring of process.

Conclusion

Gardner (1963) in his book *Self-renewal: the individual and the innovative society* wrote that the ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education. This will not be a widely shared pursuit until we get over our odd conviction that education is what goes on in school buildings and nowhere else. Not only does education continue when schooling ends, but it is not confined to what may be studied in adult education courses. The world is an incomparable classroom, and life is a memorable teacher for those who are not afraid of her. The words of the famous American writer William Arthur Ward support the passionate and dedicated teachers that "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires" (Cited in Benzouine, 2012). Conclusively we can say that the role of teacher education is reflected in its vision of preparing teachers for the universalisation of education.

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VOCATIONAL MATURITY OF THE VOCATIONAL EDUCATION STREAM SUBJECTS IN KASHMIR

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ABSTRACT

The study was conducted with the objective to work on the captioned title, "Vocational Maturity of the Vocational Education Stream Subjects in Kashmir". The objective in general is to compare the Vocational maturity of vocational stream subjects (ITI, Polytechnic and NIT courses). The N-1502 subjects were drawn randomly and the Manju Mehta's Vocational Attitude Maturity Scale was used. The comparison was made among the various vocational courses on Vocational maturity at ITI, Polytechnic and NIT levels. The results of the said study revealed that there is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses

Keywords: Vocational Maturity, Vocational Education stream, Subject.

Introduction

Vocational maturity is a construct that was originally proposed to account for individual differences regarding readiness to make career choices, plan ahead and assume the role of a worker.

According to The Flarex Dictionary of English the definition of Vocational education: "Vocational education is a specific vocation in industry or agriculture or trade; the gradual process of acquiring knowledge; "education is a preparation for life". According to Super, vocational or career maturity involves the mastery of increasingly complex tasks at different stages of career development in the course of the life span. In this context, career maturity is characterised by: -

1. An increasing orientation to vocational choice.
2. Increasing amounts of vocational information and more comprehensive and detailed planning.
3. Increasing consistency of vocational preferences.
4. The crystallization of traits relevant to vocational choices.
5. Increasing wisdom in vocational preferences.

R. Bhandari, and T. Lingzay, (2014) this study examines the vocational maturity of senior secondary school students in relation to their family environment. The major findings of the study revealed significant difference in vocational maturity of female students studying in government and private schools. Further, it indicated that vocational maturity level of students with high family environment was significantly higher than the students with low family environment. Vineeta .& Sirohi, (2013) in their study which is focused on the stage of secondary education which is a critical period for the development of career maturity, when students are faced with ongoing academic and occupational decisions over the course of their study and these educational and vocational decisions pave the way for future decisions to be taken by any individual in the world of work. The findings of the study have strong implications for the policy makers and educationists for institutionalizing the vocational guidance and counseling programmes

in secondary schools and delivering planned and systematic counseling interventions to increase the career maturity of secondary school students.

Dr. Y. K. Anand, (2011) (Vocational Education in India: World bank report-2006): In India, skill acquisition takes place through two basic structural streams – a small formal one and a large informal one. Status of Vocational Training received: Only about 2.5 million vocational training seats are available in the India whereas 12.8 million persons enter the labour market each year (Meeting of State Education Ministers on NVEQF 28th Jan, 2011 – Report from MHRD). Similarly, the World Bank Report, 2006 shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non-formal vocational training. The proportion of persons (15-29 years of age) who received formal vocational training was the highest among the unemployed.

Dybwad, (2008) research increasingly focuses on individuals' career readiness, career concerns and career adaptability as aspects of their career maturity in dealing with the challenges posed by the contemporary world of work, which is turbulent and uncertain. Short, (2008) Education in general is the concurrent responsibility of the central and state governments. The implementation of VET, however, is largely the responsibility of the state governments. For this reason, in addition to the agencies state authorities are involved in providing VET. The organization and allocation of responsibilities is not consistent across the country.

Jacobs, (2007) in career development practices, career maturity are regarded as one of the most commonly employed outcome measures. A person is regarded as career-mature or ready to make appropriate career choices when he or she has engaged in carefully planned exploration and has appropriate occupational knowledge, self-knowledge and decision-making knowledge. Swanson, (2005) the concept of career maturity has been used to describe both the process by which individuals make career choices appropriate to their age and stage of career development, and their readiness and ability to successfully negotiate, resolve and deal with the specific tasks and challenges in their particular developmental stage. Herr et al., (2004). The cognitive dimension refers to individuals' awareness of a need to make a career decision, their understanding of their vocational preferences and the world of work, and their ability to apply their knowledge of the principles of career decision making to actual choices. In this regard, career maturity is described as the attitudinal and cognitive readiness to cope with the developmental tasks of finding, preparing for, getting established in, pursuing, and retiring from an occupation.

Rue, (2004) from an organizational perspective, career development is viewed as an ongoing, formalised effort by the organization that focuses on developing and enriching the organisation's human resources in the light of the needs of both the employee and the organization. Caligiuri, (1997) found that a career workshop intervention with high school 10th graders increased vocational identity, and decreased career indecision of students. Super's, (1992) career development theory identifies five career or vocational stages, namely: (1) growth (ages 4 to 13), (2) exploration (ages 14 to 24), (3) establishment (ages 25 to 44), (4) maintenance (ages 45 to 65) and (5) decline (over 65). The primary task in the first stage is to develop a picture of the kind of person one is and an understanding of the nature and meaning of work. In the second stage, the primary task is to crystallise, specify and implement a vocational preference.

Crites, (1976) described career maturity as having attitudinal and cognitive dimensions. The former refer to individuals attitudes and feelings about making an effective vocational choice and whether they will continue to pursue their career choice as they enter the workforce. Affective variables involve individuals planning ability and career exploration or curiosity. Career mature individuals are generally better adjusted to their careers, whereas maladjusted individuals career choices are generally neither congruent with their field of interest nor with their level of aptitude.

The construct of career maturity was introduced by Donald E Super, (1957) as 'vocational maturity' in his career development theory more than 50 years ago. Career maturity is reflected by an individual's mature behaviour in coping with the tasks of career development when compared with the behaviour of others who are dealing with the same tasks at a particular life or career stage. Career maturity focuses on the manner in which the individual responds to the emerging demands, problems, challenges and expectations that are generally associated with a particular life stage. This is a normative definition of the construct since it compares an individual's career behaviour with the career behaviour that is expected at a particular life or career stage.

Objectives

To compare the Vocational maturity of vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Hypotheses

There is no significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Sample

For this study, the population from which the sample was drawn is the various ITI's, Polytechnics and National Institute of Technology of Kashmir division. The technique of random sampling was employed to draw N=1502 subjects. In which all the three levels of vocational cum technical courses were selected for this study (73-courses).

Tools Used

1. Manju Mehta's Vocational Attitude Maturity Scale (VAMS-1971)

Statistical Treatment

Mean, S.D and F-test were used for the analysis of the data (SPSS).

(Table: A)

Integrated 'vocational attitude maturity' VAMS and dimension wise 'vocational attitude maturity' results on its various dimensions viz: (Vocational Aspiration Level, Influence and Money in Job choice,

Altruism and passivity in job choice, Lack of job awareness and change in job performance, Indecisiveness in vocational choice, Vocational understanding, Lack of independence And Chance factor in vocational choice) -ANOVA

THE COMMUNICATIONS		Sum of Squares	df	Mean Square	F	Sig.
		Vol. 25, No. 2 (2017)				
Vocational Attitude Maturity Scale	Between Groups	6993.345	23	304.058	20.497	.000
	Within Groups	21925.369	1478	14.834		
	Total	28918.714	1501			
Vocational Aspiration level	Between Groups	355.210	23	15.444	12.168	.000
	Within Groups	1875.837	1478	1.269		
	Total	2231.047	1501			
Influence and Money in Job Choice	Between Groups	229.431	23	9.975	8.171	.000
	Within Groups	1804.253	1478	1.221		
	Total	2033.684	1501			
Altruism and Passivity in Job Choice	Between Groups	261.099	23	11.352	8.890	.000
	Within Groups	1887.314	1478	1.277		
	Total	2148.413	1501			
Lack of Job Awareness and Change	Between Groups	222.900	23	9.691	14.488	.000
	Within Groups	988.017	1477	.669		
	Total	1210.917	1500			
Indecisiveness in Vocational Choice	Between Groups	180.947	23	7.867	4.363	.000
	Within Groups	2665.309	1478	1.803		
	Total	2846.256	1501			
Vocational Understanding	Between Groups	97.742	23	4.250	6.851	.000
	Within Groups	916.768	1478	.620		
	Total	1014.509	1501			
Lack of Independence	Between Groups	158.098	23	6.874	11.149	.000
	Within Groups	911.244	1478	.617		
	Total	1069.342	1501			
Chance Factor in Vocational Choice	Between Groups	31.305	23	1.361	5.944	.000
	Within Groups	338.437	1478	.229		
	Total	369.742	1501			

Discussion And Interpretation Of The Results Of (Table: A)

Integrated §vocational attitude maturity VAMS and dimension wise §vocational attitude maturity results on its various dimensions viz: (Vocational Aspiration Level, Influence and Money in Job choice, Altruism and passivity in job choice, Lack of job awareness and change in job performance, Indecisiveness in vocational choice, Vocational understanding, Lack of independence And Chance factor in vocational choice) -ANOVA

The (Table: A) shows the integrated §vocational attitude maturity VAMS f-test results of courses, which is .000 respectively.

The result depicts that integrated §vocational attitude maturity VAMS results of courses, differ at 0.01 level significantly.

Also the dimension wise §vocational attitude maturity VAMS results on its various dimensions viz: - V1-Vocational Aspiration Level, V2-Influence and Money in Job choice, V3-Altruism and passivity in job choice, V4-Lack of job awareness and change in job performance, V5-Indecisiveness in vocational choice, V-6 Vocational understanding, V-7 Lack of independence And V-8 Chance factor in vocational choice are as: .000, .000, .000, .000, .000, .000, .000 and .000 respectively.

These results depicts that the dimension wise §vocational attitude maturity VAMS results (i-e V1, V2, V3, V4, V5, V6, V7 and V8) of all the eight dimensions of §vocational attitude maturity differ significantly at 0.01 level of significance.

The (Table: A) shows, There is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

CONCLUSION

The result of the present study is as under:-

The hypotheses no. 1 is rejected, because there is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

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A COMPARATIVE STUDY ON JOB SATISFACTION OF MALE AND FEMALE TEACHER EDUCATORS AT SECONDARY LEVEL

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ABSTRACT

The present study was examined to find out job satisfaction of teacher educators with respect to their gender working at secondary level. The sample for the study consisted of Secondary Teacher Educators working in SIE's and Govt. Colleges of Education in Jammu and Kashmir respectively. Out of 100 total samples, 50 were selected as Male secondary Teacher Educators and 50 were selected as Female secondary Teacher Educators. The sample was drawn through purposive random sampling. For measuring Job Satisfaction of Male and Female Secondary Teacher Educators, Amar Singh and T.R Sharma's scale was administered. The findings of the study revealed that female teacher educators were found highly satisfied as compare to male teacher educators.

Keywords: Job satisfaction, secondary, teacher educators, DIET's, Male and Female Teacher Educators .

Introduction

The formal definition of the job satisfaction could be traced back to the studies of Fisher and Hanna in the year (1931). Based on amounts of case studies, they described the job satisfaction as a product of non-regulatory mood tendency. In a positive measurement of the constitutional concept of the job satisfaction, Churchill, Ford and Walker (1974) gave an operational definition of the job satisfaction, i.e. the work-related affection states covering five aspects, namely the supervisors, the jobs, the work colleagues, the compensation and the promotion opportunities. In the year 1976, Locke improved the study of Fisher and proposed the definition of the job satisfaction with far-reaching influences i.e. the job satisfaction is a kind of pleasant or positive affection state which grows in the process of evaluating an individual's work experience. At this point, the job satisfaction is gradually taken as an affective reflection to the work. In the year 1985, (Organ and Near) recognized that job satisfaction could be defined in perspective of affection or explored in perspective of cognition. Based on the perspective of cognition, the job satisfaction is interpreted as an understanding of a psychological process of recognition, including the consciousness, the perception, the reasoning, the judgment and other aspects. The measurement of job satisfaction mainly focuses on the cognition. In summary, the affection-based job satisfaction is an overall positive affective evaluation on the job. According to this definition, the job satisfaction is about whether the job stimulates employees' pleasant emotions and positive feelings. The affection-oriented job satisfaction is to measure the feelings and emotions of employees in working. The positive feelings or emotions mean high job satisfaction. Generally job satisfaction is related with number of employee's variables such as turnover, absence, age, occupation and size of the organization in which he/she works. The degree of satisfaction of job largely depends on satisfaction of employee variables.

Objectives of the Study

The following objectives were formulated for the present study:

1. To study Job satisfaction of Teacher Educators working at Secondary level.
2. To compare Secondary Male Teacher Educators and Secondary Female Teacher Educators on Job Satisfaction.

Hypothesis

On the basis of above mentioned objectives the following hypothesis was formulated:

1. There is a significant difference between Secondary Male Teacher Educators and Secondary Female Teacher Educators on Job Satisfaction

Operational Definition of Term and Variable

- 1) **Job Satisfaction:** The term job satisfaction refers to a pleasurable or positive emotional state resulting from the appraisal of one's job. It is an affective reaction to one's job and an attitude towards one's job (Weiss, 2002). In the present investigation, Job Satisfaction refers to the dominant set of scores obtained by the sample subjects on Job satisfaction Scale by Amar Singh and T.R Sharma.

Design of the Study

Sample

The sample for the study consisted of secondary Teacher Educators working in SIEs, and Govt. College of Education in Jammu and Kashmir respectively. Out of 100 total sample, 50 were selected as Male secondary Teacher Educators and 50 were selected as Female secondary Teacher Educators. The sample was drawn through purposive random sampling.

Tools Used

The investigator after screening a number of available tests finally selected the following standardized tools to collect data:

1. For measuring the job satisfaction of Elementary and Secondary level Teacher Educators, Amar Singh and T.R Sharma's Scale was administered. The scale has 34 statements in total. Each statement has five alternatives from which a respondent has to choose any option which expresses his response views.

ANALYSIS AND INTERPRETATION

Table No1: Showing the percent wise distribution of Male Secondary and Female Secondary Teacher Educators on levels of Job Satisfaction (N=50 each).

Levels	Male		Female	
	N	%age	N	%age
Extremely Satisfied	26	52.0%	28	56.0%
Very Satisfied	18	36.0%	19	38.0%
Moderately Satisfied	3	6.0%	1	2.0%
Not Satisfied	2	4.0%	1	2.0%

Extremely dissatisfied	1	2.0%	1	2.0%
Total	50	100	50	100

The information presented in the table shows the percent wise distribution of Male Secondary Teacher Educators and Female Secondary Teacher Educators on Job Satisfaction. For male teacher educators the table reveals 52.0% were extremely satisfied, 36.0% were very satisfied, 6.0% of teacher educators were moderately satisfied, 4.0% teacher educators were not satisfied and 2.0% of teacher educators were extremely dissatisfied on levels of job satisfaction. In case of female teacher educators the table further reveals 56.0% were extremely satisfied, 38.0% were very satisfied, 2.0% teacher educators were moderately satisfied, 2.0% teacher educators were not satisfied and 2.0% of teacher educators were extremely dissatisfied on levels of job satisfaction.

Table No.2: Showing the significance of difference between Mean and S.D. scores of Male and Female Secondary Teacher Educators on “Job-Intrinsic” Dimension of Job Satisfaction (N=50 each).

Group	Mean	S.D.	t-value	Level of Significance
MSTE	17.54	1.50	2.38	Significant at 0.01 level
FSTE	18.16	1.07		

MSTE= Male Secondary Teacher Educators.

FSTE= Female Secondary Teacher Educators.

A perusal of the above table shows significance of mean difference between Male and Female Secondary Teacher Educators on “Job-Intrinsic” Dimension of Job Satisfaction. The mean score obtained for male secondary teacher educators is (M=17.54) and (M=18.16) for female secondary teacher educators. The t-value obtained is 2.38.

Table No.3: Showing the significance of difference between Mean and S.D. scores of Male and Female Secondary Teacher Educators on “Job-Abstract” Dimension of Job Satisfaction (N=50 each).

Group	Mean	S.D.	t-value	Level of Significance
MSTE	19.04	1.22	1.21	Not significant
FSTE	18.76	1.93		

MSTE= Male Secondary Teacher Educators.

FSTE= Female Secondary Teacher Educators.

A perusal of the above table depicts significance of mean difference between Male and Female Secondary Teacher Educators on “Job-Abstract” Dimension of Job Satisfaction. The mean score obtained for male secondary teacher educators is (M=19.04) and (M=18.76) for female secondary teacher educators. The t-value obtained is 1.21.

Table No.4: Showing the significance of difference between Mean and S.D. scores of Male and Female Secondary Teacher Educators on “Psycho-Social Dimension” of Job Satisfaction (N=50 each).

Group	Mean	S.D.	t-value	Level of Significance
MSTE	17.86	1.34	0.29	Not significant
FSTE	17.78	1.46		

MSTE= Male Secondary Teacher Educators.

FSTE= Female Secondary Teacher Educators.

A perusal of the above table reveals no significance of mean difference between Male and Female Secondary Teacher Educators on Psycho-Social Dimension of Job Satisfaction. The mean score obtained for male secondary teacher educators is (M=17.86) and (M=17.78) for female secondary teacher educators. The t-value obtained is 0.29.

Table No.5: Showing the significance of difference between Mean and S.D. scores of Male and Female Secondary Teacher Educators on “Economic” Dimension of Job Satisfaction (N=50 each).

Group	Mean	S.D.	t-value	Level of Significance
MSTE	17.80	1.56	0.86	Not significant
FSTE	18.06	1.25		

MSTE= Male Secondary Teacher Educators.

FSTE= Female Secondary Teacher Educators.

The detail of the above table shows significance of mean difference between Male Secondary and Female Secondary Teacher Educators on Economic Dimension of Job Satisfaction. The mean score obtained for male secondary teacher educators is (M=17.80) and (M=18.06) for female secondary teacher educators. The t-value obtained is 0.86.

Table No.6: Showing the significance of difference between Mean and S.D. scores of Male and Female Secondary Teacher Educators on “Community/National Growth” Dimension of Job Satisfaction (N=50 each).

Group	Mean	S.D.	t-value	Level of significance
MSTE	18.14	1.60	0.77	Not significant
FSTE	18.40	1.56		

MSTE= Male Secondary Teacher Educators.

FSTE= Female Secondary Teacher Educators.

The results in the above table show no significance of mean difference between Male and Female Secondary Teacher Educators on Community/National Growth Dimension of Job Satisfaction. The mean score obtained for male secondary teacher educators is (M=18.14) and (M=18.40) for female secondary teacher educators. The t-value obtained is 0.77.

Table No.7 Showing the significance of difference between Mean and S.D. scores of Male and Female Secondary Teacher Educators on Composite Scores of Job Satisfaction (N=50each).

Group	Mean	S.D.	t-value	Level of Significance
MSTE	90.38	4.15	0.89	Not significant

FSTE	91.16	4.43		
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MSTE= Male Secondary Teacher Educators.

FSTE= Female Secondary Teacher Educators.

The details of the above table show significance of mean difference between Male Secondary and Female Secondary Teacher Educators on composite of Job Satisfaction. The mean score obtained for male secondary teacher educators is (M=90.38) and (M=91.16) for female secondary teacher educators. The t-value obtained is 0.89.

In the light of the above analysis, our Hypotheses No.1 which reads as, "There is a significant difference between Secondary Male Teacher Educators and Secondary Female Teacher Educators on Job Satisfaction" stands rejected.

FINDINGS:

1. Both Elementary Male and Female Teacher Educators were found satisfied on Job Concrete Factor, Job Abstract Factor, Psycho-Social, Economic Factor and Community/National Growth Factor of Job Satisfaction.
2. On comparison Secondary Female Teacher Educators were found high on Job Satisfaction as compare to Secondary Male Teacher Educators. Female teacher educators had better satisfaction on economic advantages like salary and other allowances.

CONCLUSION:

It is important to keep in mind that increasing teacher satisfaction will not eliminate attrition, as some attrition is natural. However, it is important to study teachers who left the profession because they were dissatisfied with some aspect of the job. This type of analysis might help identify ways to alter negative types of teacher turnover. Similar studies are recommended to be conducted on the larger sample at different places in order to have in-depth knowledge of factors associated with attitude and job satisfaction of teacher educators.

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HUMAN RESOURCE DEVELOPMENT AND HEALTH: A STUDY OF GIRL CHILD HEALTH (6-16 YEARS)

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ABSTRACT

Human resource development is very significant for the growth and development of North Western region including Jammu and Kashmir in which health constitutes an important dimension. Gender based health discrimination against girl child is very pervasive across the region. Evidence from literature suggests that girl child receive less health care than boys and therefore have lower health status. The same is true for girl child health status in Kashmir. The study is based on a sample of 150 respondents and has been carried out in the rural and urban areas of Srinagar district of the Kashmir valley. The objective of the study has been to analyse the social implications of gender health status of children (6-16 years) like frequency of illness, recovery time, doctor consultations, anaemia, mental health and nutritional intake. The socio-economic background of children is of pivotal importance; though there are numerous indicators of socio economic status yet household income and mothers' education were found to be important indicators of socio economic status which have a serious impact on health of girl child. This is evidenced from statistics released by Census 2011 which shows that overall sex ratio of 889 females per 1000 males in Kashmir as compared to 940 at the national level.

Key words. Human Resource Development; Health status; Girl child; Gender discrimination; Srinagar district.

Introduction

The health status of the people is the wealth of a nation as it is one of the major attributing factors of development. It is now globally acknowledged that investment in human resource development is a pre requisite for any nation. Human resource development is very significant for the growth and development of North Western region including Jammu and Kashmir in which health constitutes an important dimension. Childhood constitutes the most crucial period in life, when the foundations are laid for cognitive, social and emotional language, physical/motor development and cumulative lifelong learning. The young child is most vulnerable to the vicious cycles of malnutrition, disease/ infection and resultant disability all of which influence the present condition of a child at micro level and the future human resource development of the nation at the macro level¹. Rural areas are mostly backward areas and lag behind in development indicators. In all spheres of life including health, sanitation, awareness, education, income and political participation, they are accorded low status. Due to limited knowledge, skills and resources at their disposal, rural people are engaged in informal and unorganised sectors where wages are very low. As a result, the income is very low, thus degrading their quality of life and lowering their standards of living. They tend to get marginalised due to their low visibility and also due to the fact that their health issues tend to be confined within the domestic sphere.² Hence, it is clear that children form weaker sections of society due to their vulnerable position. Children need extra care because they are our supreme assets as the children of today form the human resource of tomorrow. Health is important because

it is better living and not because it is an instrument for better living. Better health can have interpersonal benefits. There are many externalities of morbidity and malnutrition. In the instrumental sense good health has an economic rationale. While good health leads to reduced medical costs of the government and households, ill health leads to loss of income for poor families subsisting on daily income, pushing them to hunger and malnutrition. Improving child health and nutrition is not only a moral imperative but also a rational long term investment. In reality, healthcare is one of the inputs that go in to the generation and maintenance of health. The health production function is symbolically represented as, $GOOD\ HEALTH = f(\text{nutritious food, pollution free environment, safe drinking water, mental peace, opportunity for work and recreation, genetic endowment, and use of health services})$ 3. Good health is essential for both individual and society. Good health is not a means towards an end but it is an end in itself. The provision of all the facilities for ensuring proper health therefore is a long term investment for the creation of a healthy and productive society.

Health is not simply a biological phenomenon but is rooted within the society. Gender is one the most influential of the social determinants of health. Gender inequality damages the health of millions of girls and women across the globe. It can also be harmful to men's health despite the many tangible benefits it gives men through resources, power, authority and control. Gender relations of power constitute the root causes of gender inequality. They determine whether people's health needs are acknowledged, whether they have voice or a modicum of control over their lives and health, whether they can realize their rights. Health gradients can be significantly different for men and women; medical poverty may not trap women and men to the same extent or in the same way. Gender systems have a variety of different features, not all of which are the same across different societies. Women may have less land, wealth and property in almost all societies; yet have higher burdens of work in the economy of care - ensuring the survival, reproduction and security of people, including young and old. Girls in some contexts are fed less, educated less, and more physically restricted; and women are typically employed and segregated in lower paid, less secure and informal occupations. Gender hierarchy governs how people live and what they believe and claim to know about what it means to be a girl or a boy, a woman or a man. Girls and women are often viewed as less capable or able, and in some regions seen as repositories of male or family honour and the self-respect of communities. Restrictions on their physical mobility, sexuality, and reproductive capacity are perceived to be natural; and in many instances, accepted codes of social conduct and legal systems condone and even reward violence against them⁴. Hence, it is clear that women constitute one of the vulnerable sections of society and their health status is influenced by their social standing. Preference to boys over girls is one of the influential factors in determining health of girl child. It determines their nutritional intake and healthcare. Girl child is mostly neglected by family due to less importance attributed to their very being.

2. Methodology

2.1. Rationale of the study

Children constitute one of the most vulnerable sections of society. They are understood as dependents on their families, society and state for their welfare and wellbeing. In spite of several focused initiatives addressing the various needs of children, it is very evident from the statistics that the health condition of children remains a cause of concern. The gender inequality is wide in terms of health, calling for special attention on girl child. It is estimated that every sixth female death is directly due to gender discrimination. The difference in sex ratio bears a testimony to such discrimination. Srinagar district has

worse sex ratio as compared to the country as well as the state. Hence, it is necessary to look into the impact of gender discrimination on health of children in Srinagar.

2.2. Hypothesis

1. The health status of girls is worse than boys mainly because of gender discrimination.
2. Nutritional status of girls lags behind boys.
3. Health care practices are undertaken more for boys compared to girls.

2.3. Objectives of study

1. To analyze the role of gender in determining the health status of girls.
2. To find out the difference in nutritional status of boys and girls.
3. To see the role of gender in seeking health care practices for boys and girls.

2.4. Sources of information

Data for the study is based on both primary as well as secondary sources. The secondary sources include official documents, schemes, government statistics, census data, books, Journals, research papers and studies carried by various Non Governmental Organizations, Newspaper reports etc. For generating further data and analyzing the impact of various socio-economic variables on health status of children, an extensive household survey was conducted.

2.5. Research design

This study has an explanatory research design and is conducted in a single situation (S1) and time period (S2).

a) Universe of the study

The universe of the study was district Srinagar which is the summer capital of J&K. It is divided in two Tehsils viz north Tehsil and south Tehsil. The district also consists of four medical Zone and one Block namely; Khanyar Zone, S.R.Gunj Zone, Batmaloo Zone, Zadibal zone and Hazratbal Block. As per 2011 census, Srinagar city's population was 1,192,792 and Srinagar urban agglomeration population was 1,273,312. The child population of both the city and the urban agglomeration is approximately 12% of the total population. Males constituted 53.0% and females 47.0% of the population⁵.

b) Sampling

The specific population selected for the sample was children between the age group of 6-16 years. Children selected for this study between the age group of 6-16 were further divided in two groups viz; 6-11 and 12-16 and an equal number of children i.e. 50% of the total sample was taken from each age group. This was done to provide equal assessment of health status of children belonging to different age groups and sex. The total sample consisted 150 (75 boys and 75 girls) children from different areas of Srinagar district. Stratified random sampling technique was used for the collection of sample in which population was stratified on the basis of age, sex, area, family income and mothers' education.

c) Locale

The locale for the study was district Srinagar from Kashmir region. The data was collected from both the North and South Tehsil of Srinagar district. In the North Tehsil the sample was drawn from 10 areas namely Hazratbal, Buchpora, Khanyar, Rainawari, Nowhatta, Nishat, Cheshmashahi, Shivpora, Batwara and Sonwar. Similarly, in the South Tehsil, the sample was drawn from 10 areas namely Baghimehtab, Chanapora, Natipora, Rambagh, Nowgam, Mehjoornagar, Padshahibagh, Barzulla, Hyderpora and Rawalpora.

d) Techniques of data collection

The techniques of interview schedule, observation and in-depth interviews were used for collecting data from the field.

e) Data Analysis

The data obtained through questionnaire was consolidated, analyzed and interpreted as per the requirement of the objectives. MS excel, SPSS and Minitab, Software were used for data analyses. The data was presented with the help of tables.

3. Results and Discussions

The major findings of the study are as under:

Frequency and recovery time of illness episodes provides insight into the health status of children as lower nutrient and immunity levels among children results in frequent and long illness episodes. Quick recovery from illness means better immunity level of the body which in turn means better health condition of the person. Table 1 provides details about frequency of illness episodes among children.

Table 1: Illness episodes and recovery time among children

Health indicators	Boys						Girls						Total responses	
	6-11 years		12-16 years		Total		6-11 years		12-16 years		Total		6-16 years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Frequency of illness episodes														
Frequently falls ill	7	4.66	3	2.00	10.0	06.6	05.0	03.3	09.0	06.0	14.0	09.3	24.0	16.00
Frequently does not fall ill	31	20.6	34	22.6	65.0	43.3	32.0	21.3	29.0	19.3	61.0	40.6	126.0	84.00
Total	38	25.3	37	24.6	75.0	50.0	37.0	24.6	38.0	25.3	75.0	50.0	150.0	100.0
Time taken to recover from illness														
Recovers quickly without medication	03.0	02.0	05.0	03.3	08.0	05.3	04.0	02.6	02.0	01.3	06.0	04.0	14.0	09.33
Recovers quickly only after medication	27.0	18.0	26.0	17.3	53.0	35.3	24.0	16.0	25.0	16.6	49.0	32.6	102.0	68.00
Takes time to recover without medication	01.0	00.6	03.0	02.0	04.0	02.6	04.0	02.6	02.0	01.3	06.0	04.0	10.0	06.66
Takes time to recover even after medication	07.0	04.6	03.0	02.0	10.0	06.6	05.0	03.3	09.0	06.0	14.0	09.3	24.0	16.00
Total	38.0	25.3	37.0	24.6	75.0	50.0	37.0	24.6	38.0	25.3	75.0	50.0	150.0	100.0

Source: Field Data for health status of children, 2014 in Srinagar District of Kashmir Valley

Table 1 shows that boys have better health status compared to girls in all the indicators of low immunity, however girls fared better than boys in the lower age group of 6-11 years. Maximum (43.33 percent) boys and 40.66 percent girls do not fall ill frequently with majority of boys (22.66 percent) in 12-16 years age group and majority of girls (21.33 percent) in the age group of 6-11 years. 6.66 percent boys and 9.33 percent girls were reported to fall frequently ill with majority of boys (4.66 percent) in 6-11 years age group and majority of girls (6 percent) in the age group of 12-16 years. Only 5.33 percent boys and 4 percent girls recover quickly without medication. The above findings reveal that boys have slightly lesser illness episodes and recover quickly with or without medication (40.66 percent) as compared to girls (36.66 percent). These findings fall in line with a number of studies which highlight low health status among girls due to preferential treatment given to boys as compared to girls in India. Study of Suresh Sharma in Haryana clearly shows that gender inequalities prevail in work, education, allocation of food, and health care. Similarly, studies like Arnold et al, 1992; Sen and Sen Gupta 1983; Pebley and Amin, 1991 show that girls are more likely to be malnourished than boys in both the northern and southern states⁶.

Doctor's consultation is important at the time of illness and acts as an important indicator in showing how much importance parents attribute to the wellbeing of their children. It reveals the level of awareness among parents about the need to consult a doctor for their children instead of self medicating them at the time of illness. It also brings forth various possible reasons responsible for parents' inability to consult a doctor.

Table 2: Doctor Consultations among children

Responses	Boys						Girls						Total responses	
	6-11 years		12-16 years		Total		6-11 years		12-16 years		Total		6-16 years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Often takes child to the doctor when ill														
Yes	27.00	18.00	32.00	21.33	59.00	39.33	31.00	20.66	25.00	16.66	56.00	37.33	115.00	76.66
No	11.00	07.33	05.00	03.33	16.00	10.66	06.00	04.00	13.00	08.66	19.00	12.66	35.00	23.33
Total	38.00	25.33	37.00	24.66	75.00	50.00	37.00	24.66	38.00	25.33	75.00	50.00	150.00	100.00
Reasons for no treatment														
Poverty	08.00	22.85	04.00	11.42	12.00	34.28	03.00	08.57	11.00	31.42	14.00	40.00	26.00	74.28
Treatment not necessary	00.00	00.00	01.00	02.85	01.00	02.85	02.00	05.71	00.00	00.00	02.00	05.71	03.00	08.57

Health facility too far	00.0 0	00.0 0	00.0 0	00.00	00.0 0	00.0 0	00.0 0	00.0 0	01.0 0	02.8 5	01.0 0	02.8 5	01.0 0	02.8 5
Any other	03.0 0	08.5 7	00.0 0	00.00	03.0 0	08.5 7	01.0 0	02.8 5	01.0 0	05.7 1	02.0 0	05.7 1	05.0 0	14.2 8
Total	11.0 0	31.4 2	05.0 0	14.28	16.0 0	45.7 1	06.0 0	17.1 4	13.0 0	37.1 4	19.0 0	54.2 8	35.0 0	100. 0

Source: Field Data for health status of children, 2014 in Srinagar District of Kashmir Valley

Table 2 reveals that majority of boys (39.33 percent) and girls (37.33 percent) were often taken to the doctor at the time of illness, while 10.66 percent boys and 12.66 percent girls were not often taken to the doctor when ill. These findings reveal that girls are a little less likely to be taken to the doctor at the time of illness as compared to boys, however the difference is small i.e. only 2 percent. Among the reasons responsible for no treatment of children, poverty was the main reason. Out of 74.28 percent children who couldn't receive treatment due to poverty, majority of boys (22.85 percent) belonged to 6-11 years age group, while majority of girls (31.42 percent) belonged to 12-16 years age group. 2.85 percent boys and 5.71 percent girls were not taken to the doctor because their parents didn't consider treatment necessary for their children. The findings reveal that income status of the family plays an important role in doctor consultations and treatment options for children at the time of illness. Even when health services are provided free of cost by government, the findings show that these services are not sufficient to cover all costs of treatment as inability to meet the medical expenses forces people to skip treatment of their children. A similar result has been obtained by Bermana, Zeitlina, Roy and Khumtakar in their study which was carried in Haryana state of India. The study reveals that 20.3 percent children were not taken to the doctor at the time of illness mainly due economic reasons⁷.

Signs and Symptoms of ill health are essential in ascertaining the health status of children. Illness and sickness are generally used as symptoms for disease. However, this term is used to refer specifically to the patient's personal experience of his or her disease. In the present study the children's personal account of illness has been taken into consideration. A number of symptoms were used to check the health status of children. Most of these problems are caused by lack of proper nutrition and health care which are beneficial in revealing both the health status of children and the underlying causes of the same.

Table 3: Signs and symptoms of ill health among children

Signs and symptoms	Boys						Girls						Total responses	
	6-11 years		12-16 years		Total		6-11 years		12-16 years		Total		6-16 years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ill health symptoms														
Lack of energy	02.0 0	01.3 3	03.0 0	02.0 0	05.0 0	03.3 3	03.0 0	02.0 0	04.0 0	02.6 6	07.0 0	04.6 6	12.0 0	08.0 0

Lack of appetite	04.0 0	02.6 6	03.0 0	02.0 0	07.0 0	04.6 6	04.0 0	02.6 6	02.0 0	01.3 3	06.0 0	04.0 0	13.0 0	08.6 6
Dizziness	02.0 0	01.3 3	00.0 0	00.0 0	02.0 0	01.3 3	01.0 0	00.6 6	05.0 0	03.3 3	06.0 0	04.0 0	08.0 0	05.3 3
All of these	07.0 0	04.6 6	03.0 0	02.0 0	10.0 0	06.6 6	05.0 0	03.3 3	09.0 0	06.0 0	14.0 0	09.3 3	24.0 0	16.0 0
None of these	23.0 0	15.3 3	28.0 0	18.6 6	51.0 0	34.0 0	24.0 0	16.0 0	18.0 0	12.0 0	42.0 0	28.0 0	93.0 0	62.0 0
Total	38.0 0	25.3 3	37.0 0	24.6 6	75.0 0	50.0 0	37.0 0	24.6 6	38.0 0	25.3 3	75.0 0	50.0 0	150. 0	100. 0
Health problems														
Under weight	02.0 0	01.3 3	01.0 0	00.6 6	03.0 0	02.0 0	02.0 0	01.3 3	00.0 0	00.0 0	02.0 0	01.3 3	05.0 0	03.3 3
Over weight	00.0 0	00.0 0	01.0 0	00.6 6	01.0 0	00.6 6	00.0 0	00.0 0	02.0 0	01.3 3	02.0 0	01.3 3	03.0 0	02.0 0
Anaemia/other deficiency	05.0 0	03.3 3	02.0 0	01.3 3	07.0 0	04.6 6	04.0 0	02.6 6	11.0 0	07.3 3	15.0 0	10.0 0	22.0 0	14.6 6
Both under weight and anaemic	03.0 0	02.0 0	01.0 0	00.6 6	04.0 0	02.6 6	01.0 0	00.6 6	06.0 0	04.0 0	07.0 0	04.6 6	11.0 0	07.3 3
None	28.0 0	18.6 6	32.0 0	21.3 3	60.0 0	40.0 0	30.0 0	20.0 0	19.0 0	12.6 6	49.0 0	32.6 6	109. 0	72.6 6
Total	38.0 0	25.3 3	37.0 0	24.6 6	75.0 0	50.0 0	37.0 0	24.6 6	38.0 0	25.3 3	75.0 0	50.0 0	150. 0	100. 0

Source: Field Data for health status of children, 2014 in Srinagar District of Kashmir Valley

Table 3 shows that majority of boys (34%) and girls (28%) had no symptoms like lack of energy, lack of appetite and dizziness, while 22% girls and 16% boys have one or all of these symptoms. Also, on seeking information about health issues like underweight, overweight, anaemic or other deficiency, majority of boys (40%) and girls (32.66%) were found to have none of the problems, while 10% girls and 4.66% boys had anaemia or other deficiency. 4.66% girls and 2.66% boys were both anaemic and underweight and 2% boys and 1.33% girls were under weight. A similar trend has been provided by National Family Health Survey 3 which shows that one-fourth (26%) children in Jammu and Kashmir are underweight, which takes into account both chronic and acute undernutrition. Among children between the ages of 6 and 59 months, the majority (59 percent) were reported to be anaemic⁸. However, NFHS 3 reveals that boys and girls are equally likely to have anaemia but in the present study girls were seen to be more anaemic as compared to boys. In all cases boys seem to have better health compared to girls especially in the age group of 12-16 years.

Nutrition is a basic human need and a prerequisite to a healthy life. It is a major determinant of the health and wellbeing of children. Inadequate or unbalanced diets and chronic illness are associated with poor

nutrition among children. A proper diet is essential from the very early stages of life for proper growth, development and to remain active. Lack of proper diet may result in malnutrition. Malnutrition commonly affects all groups in a community, but infants and young children are the most vulnerable because of their high nutritional requirements for growth and development.

Table 4: Nutritional intake among children

Health indicators	Boys						Girls						Total responses	
	6-11 years		12-16 years		Total		6-11 years		12-16 years		Total		6-16 years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Takes meals adequately														
Yes	23.00	15.33	28.00	18.60	51.00	34.00	24.00	16.00	18.00	12.00	42.00	28.00	93.00	62.00
No	15.00	10.00	09.00	06.00	24.00	16.00	13.00	08.60	20.00	13.30	33.00	22.00	57.00	38.00
Total	38.00	25.33	37.00	24.60	75.00	50.00	37.00	24.60	38.00	25.30	75.00	50.00	150.00	100.00
Reason for not taking meals														
Lack of appetite	10.00	17.54	06.00	10.50	16.00	28.00	09.00	15.70	12.00	21.00	21.00	36.80	37.00	64.90
Doesn't take lunch to school	03.00	05.26	02.00	03.50	05.00	08.70	03.00	05.20	05.00	08.70	08.00	14.00	13.00	22.80
Poverty	02.00	03.50	01.00	01.70	03.00	05.20	01.00	01.70	03.00	05.20	04.00	07.00	07.00	12.20
Total	15.00	26.31	09.00	15.70	24.00	42.10	13.00	22.80	20.00	35.00	33.00	57.80	57.00	100.00

Source: Field Data for health status of children, 2014 in Srinagar District of Kashmir Valley

Table 4 depicts that 22 percent girls do not take their meals adequately compared to 16 percent boys. 34 percent boys do not miss any major meals compared to 28 percent girls. Majority, 28.07 percent boys and 36.84 percent girls miss their meals due to lack of appetite. 5.26 percent boys and 7.01 percent girls miss their meals because of their inability to consume adequate meals due to poverty which again shows a relation between nutrition and socio-economic status. The above findings show that girls have low dietary intake as compared to boys which can be attributed to gender bias as parents tend to take proper care of diet of boys as compared to girls. Although the percentage of girls missing meals due to poverty is more than boys, however the difference is small in comparison to the difference in the consumption of adequate meals among boys and girls. Hence, the differences in dietary intake can be attributed to discrimination in the provision of adequate meals to girl and boy child. These findings are in line with the study of Das Gupta which shows that gender differentials in nutritional status start during infancy, with discriminatory breastfeeding and supplementation practices. Infant girls are breastfed less frequently, for shorter duration,

and over shorter periods than boys⁹. Similarly, Sen and Sen Gupta (1983) show that girls are more likely to be malnourished than boys in both the northern and southern states¹⁰.

Mental health can be ascertained by the checking the prevalence of various signs and symptoms. Children suffering from mental health problems show signs like nervousness, intense fear under normal situations, frequent outbursts of anger and prolonged sadness. Children also complain of symptoms like stress, nightmares, lack of concentration etc. Table 4.5 provides detail of children suffering from various mental health problems in Srinagar.

Table 5: Mental health problems among children

Mental health problems	Boys						Girls						Total responses	
	6-11 years		12-16 years		Total		6-11 years		12-16 years		Total		6-16 years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Complaints of the following problems														
Stress	06.0 0	04.0 0	11.0 0	07.3 3	17.0 0	11.3 3	07.0 0	04.6 6	13.0 0	08.6 6	20.0 0	13.3 3	37.0 0	24.6 6
Nightmares	01.0 0	00.6 6	00.0 0	00.0 0	01.0 0	00.6 6	00.0 0	00.0 0	00.0 0	00.0 0	00.0 0	00.0 0	01.0 0	00.6 6
Intense fear	01.0 0	00.6 6	02.0 0	01.3 3	03.0 0	02.0 0	02.0 0	01.3 3	00.0 0	00.0 0	02.0 0	01.3 3	05.0 0	03.3 3
Nervousness	02.0 0	01.3 3	03.0 0	02.0 0	05.0 0	03.3 3	03.0 0	02.0 0	04.0 0	02.6 6	07.0 0	04.6 6	12.0 0	08.0 0
Any other	00.0 0	00.0 0	02.0 0	01.3 3	02.0 0	01.3 3	00.0 0	00.0 0	01.0 0	00.6 6	01.0 0	00.6 6	03.0 0	02.0 0
None	28.0 0	18.6 6	19.0 0	12.6 6	47.0 0	31.3 3	25.0 0	16.6 6	20.0 0	13.3 3	45.0 0	30.0 0	92.0 0	61.3 3
Total	38.0 0	25.3 3	37.0 0	24.6 6	75.0 0	50.0 0	37.0 0	24.6 6	38.0 0	25.3 3	75.0 0	50.0 0	150. 0	100. 0
Existence of the following problems														
Sleeping too much or too little	00.0 0	00.0 0	02.0 0	01.3 3	02.0 0	01.3 3	01.0 0	00.6 6	02.0 0	01.3 3	03.0 0	02.0 0	05.0 0	03.3 3
Lack of concentration	07.0 0	04.6 6	05.0 0	03.3 3	12.0 0	08.0 0	02.0 0	01.3 3	05.0 0	03.3 3	07.0 0	04.6 6	19.0 0	12.6 6
Frequent out bursts of anger	03.0 0	02.0 0	01.0 0	00.6 6	04.0 0	02.6 6	01.0 0	00.6 6	00.0 0	00.0 0	01.0 0	00.6 6	05.0 0	03.3 3
Prolonged sadness	01.0 0	00.6 6	06.0 0	04.0 0	07.0 0	04.6 6	02.0 0	01.3 3	06.0 0	04.0 0	08.0 0	05.3 3	15.0 0	10.0 0
None	27.0 0	18.0 0	23.0 0	15.3 3	50.0 0	33.3 3	31.0 0	20.6 6	25.0 0	16.6 6	56.0 0	37.3 3	106. 0	70.6 6
Total	38.0 0	25.3 3	37.0 0	24.6 6	75.0 0	50.0 0	37.0 0	24.6 6	38.0 0	25.3 3	75.0 0	50.0 0	150. 0	100. 0

Source: Field Data for health status of children, 2014 in Srinagar District of Kashmir Valley

Table 5 reveals that majority of the children (31.33 percent boys and 30 percent girls) had no complaints of mental health problems like stress, night mares, intense fear, nervousness etc. Similarly, majority of the children (37.33 percent girls and 33.33 percent boys) had no complaint of prolonged sadness, lack of concentration, frequent outbursts of anger etc. Girls (13.33 percent) had higher complaints of stress as compared to boys (11.33 percent), while boys (8 percent) had higher complaints of lack of concentration as compared to girls (4.66 percent). Similarly, among the problems like prolonged sadness and nervousness girls fared worse than boys, while among other issues like intense fear, frequent outbursts of anger etc. boys fared worse than girls. These findings reveal that among boys and girls the difference between the incidences of mental health issues is little. These results are in not consonance with some studies like the study carried by Saima and Sharma on mental health status of children (12-18 years) from intact and disrupted families of Kashmir belonging to District Anantnag which reveals that girls have poor mental health (76.66 percent) compared to boys (66.66 percent)¹¹. This may be due to the fact that in my study more boys were reported to be affected by conflict situation prevalent in Kashmir as compared to girls. Some studies have also shown that girls mature quickly than boys and are more resilient to chronic stress than boys. Also, since boys were reported to be more affected by conflict, the mental health problems faced by girls are not solely due to the impact of conflict on their health. These findings can be explained by the previous findings where it was revealed that girls have lower physical health compared to boys. Since physical health condition also has an impact on mental health of children so these results are in consonance with the previous results.

4. Conclusions

The findings show that boys have better health status compared to girls in all the indicators of low immunity. 6.66 percent boys were reported to fall frequently ill compared to 9.33 percent girls. The findings reveal that boys have slightly lesser illness episodes and recover quickly with or without medication (40.66 percent) as compared to girls (36.66 percent). The findings reveal that majority of boys (39.33 percent) and girls (37.33 percent) were often taken to the doctor at the time of illness, while 10.66 percent boys and 12.66 percent girls were not often taken to the doctor when ill. These findings reveal that girls are a little less likely to be taken to the doctor at the time of illness as compared to boys, however the difference is small i.e. only 2 percent. The main reason for seeking no treatment was poverty. Out of 23.33 percent children who couldn't receive treatment 74.28 percent were due to poverty. The findings depict that majority of the boys (34 percent) and girls (28 percent) had no symptoms like lack of energy, lack of appetite and dizziness, while 22 percent girls and 16 percent boys have one or all of these symptoms. 10 percent girls and 4.66 percent boys had anaemia or other deficiency. On asking about Nutrition of the children which is a basic human need and a prerequisite to a healthy life, it was found that 22 percent girls do not take their meals adequately compared to 16 percent boys. It can be said that girls have lower health status and low dietary intake as compared to boys which can be attributed to gender bias as parents tend to take proper care of diet of boys as compared to girls. The findings of the study show that girls (13.33 percent) had higher complaints of stress as compared to boys (11.33 percent), while boys (8 percent) had higher complaints of lack of concentration as compared to girls (4.66 percent). These findings reveal that among boys and girls the difference between the incidences of mental health issues is little. Since boys are

reported to be more affected by conflict, the mental health problems faced by girls are not solely due to the impact of conflict on their health.

In the light of above findings it can be concluded that most of the children in Srinagar have good health and the health status of children is correlated with their household income and level of maternal education. Comparing health status of girls with boys, it can be concluded that boys have better health status than girls in Srinagar district. Girls had inadequate nutritional intake and were less taken to the doctor at the time of illness compared to boys. Though, income was strongly correlated treatment seeking yet some elements of gender discrimination can be inferred from the nutritional intake and immunity level among boys and girls.

5. Recommendations

Differential health status was seen among boys and girls. Health status of girls was lagging behind boys. Hence, it is recommended that awareness should be spread against the evil of gender discrimination. Schemes to prioritize the provision of opportunities, equitable rights, benefits and status of a girl child who is exposed to gender discrimination should be started in the state. Parents should also support their children by providing equal opportunities to both boys and girls in health care so that there will be no gender discrimination. Thus, effective economic, social and political changes, nutrition education program especially for mothers and school children are few interventions and tools to bring about change in child health.

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DIFFICULTIES OF STUDENTS IN LEARNING ENGLISH AT ELEMENTARY LEVEL

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ABSTRACT

The present study was conducted to find out the difficulties of teachers teaching English as a second language to the elementary students. The method adopted for this research was descriptive method and the sample comprised of 144 teachers and 288 students. It was found that 75.6% sample students of elementary level face difficulty while interacting in English with teachers and classmates. 67.3% students of elementary school admitted that they face difficulty while learning English as compared to other language. It was found that 71.8% agreed that their English teacher taught them English as a subject rather than language. 53.1% students mentioned that they do not know how to speak in English. It was found that 69.7% students felt that mother tongue is one of the barriers for learning English. 69.1% students were of the opinion that overcrowded classes hamper learning English effectively where as 30.9% were against it. It was found that 100% students agreed that their English teacher uses translation method while teaching English. Out of 288 student respondents, 70.5% were of the opinion that teachers use Kashmiri language and the rest 29.5% were of the opinion that their teacher uses Urdu language while teaching English. Out of 288 students of elementary schools, 60.1% were of the opinion that learning of English is tough as compared to other language.

Keywords: Elementary students, difficulties, language, pronunciation, consonants,

Introduction

Language is a familiar feature of our daily life. It is a human and social activity without which human beings cannot function in the society. It is one of the basic needs. One has to learn it. It is not something optional. We just cannot avoid it. We regard it as both simple and natural. It is an essential element in the culture of a society. It is the flesh and blood of our culture. According to Leonard Bloomfield, (1935), "Each Community is formed by the activity of language." Without language, human life would exist, but there shall be no standard and no transmission of all, that is best in human tradition and civilization from one generation to another. It plays a prominent role in our daily life and compels us to study it. With the advent of the concept of globalization, people all over the globe communicate with each other and exchange ideas. Though technological advances have served as a medium for communication, we cannot deny the role played by language. In India, elementary schools provide education from Class 1 to Class 8. The children in these classes are generally aged between 6 to 14 years. It is the next stage after kindergarten (Pre-Nursery, Nursery, Prep or Lower Kindergarten and Upper Kindergarten). The next stage after primary education is Middle School (Class 6th to 8th). In most schools in North India, children in Classes 1st to 3rd are taught English, Hindi, Mathematics, Environmental Science, and General Knowledge. However some schools may introduce this concept in Class 3 itself. Some schools may also introduce a third language in Class 5th or even in Class 4th. At some places, primary education is labeled as the education of Class 3rd to Class 5th and up to class 2nd as pre-primary education. This is because many new concepts are introduced in this class. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies.

Objectives

- 1) To find out the problems faced by elementary students in learning English as compared to other language.
- 2) To know the opinion of students of elementary level regarding learning English as a second language.

Review of related literature

Sobia, B. et al. (2015) found that the teachers described their difficulties related to grammar, pronunciation, vocabulary; linguistic devices i.e. rhyme scheme, alliteration, assonance, consonants, syllable, diphthong, digraph, etc. **Wong, M. L (2010)** revealed that Pre-service teachers recognized the existence of foreign language aptitude and placed strong emphasis on excellent pronunciation, vocabulary acquisition, the benefits of practice and an immersion approach to language. Most of the teachers reported of being highly motivated to learn English and were positive about their ability to master the language. **Enamul, H. (2008)** found that the major problems in English language teaching and learning at the Alim level lie with the textbook materials, syllabus, uninteresting lessons, method of teaching, avoidance of practicing listening and speaking, poor quality of teachers, lack of physical facilities of the classroom, very poor quality teaching aids and equipment, etc. **Mishra, K.C. (2005)** revealed that the trainees exhibited positive attitude towards errors during the course period and 93 percent of teachers under the present course had changed their methods of correction. **Chidambaram, K (2004)** revealed that the medium of instruction has direct impact on the achievement of second language Skills.

Method and Design

The present study has been completed through the descriptive method of research.

SAMPLE

The sample for the study has been drawn from both rural and urban elementary schools of Kashmir division. List of all these elementary schools was obtained from the Directorate of School Education, Kashmir division. There are 10 districts in Kashmir division, out of which only four districts were selected. Out of which, two districts fall in urban areas viz, Anantnag and Srinagar and two districts fall in rural areas viz, Bandipora and Budgam. The investigator took one educational zone from each district. The sample comprised of 48 elementary schools, 12 schools were taken alphabetically from each zone. The sample included 24 lower primary and 24 upper primary schools.

The breakup of the sample is given as under:

	District		Boys School	Girls School	Total Boys & Girls Schools	Total No. of Schools
Urban	Anantnag	Lower Primary	3	3	6	12
		Upper Primary	3	3	6	
	Srinagar	Lower Primary	3	3	6	12
		Upper Primary	3	3	6	
Rural	Bandipora	Lower Primary	3	3	6	12

		Upper Primary	3	3	6	
	Budgam	Lower Primary	3	3	6	12
		Upper Primary	3	3	6	
Total						48

Description of the tools

As the researcher planned a descriptive study, keeping in mind the objective of the study therefore, the data for the present investigation was collected with the help of the following self-constructed tools:

1. Questionnaire (for students): The investigator in consultation with the research supervisors constructed a questionnaire for students of elementary level. The initial format of the questionnaire consisted of 45 items was presented to a jury of 10 experts who were working in the field of language teaching for their opinion and judgment. These experts were requested to give their opinion regarding inclusion of each item in the questionnaire. On the basis of 75% agreement among the experts, the final selection of items was made as such and only 28 items were retained for the final format. Out of these 28 items 14 were multiple choice items and the remaining 14 items were with 'Yes' and 'No' options. These items were spread over various elements like textbooks, audio-visual aids, skills, syllabus, and method of teaching and mode of evaluation.

2. Interview Schedule (for students): The interview schedule was prepared by the investigator in order to collect the information from the students regarding English language learning. The interview schedule was constructed for the sample of selected elementary students. The interview schedule included 19 open ended questions. The sample of elementary students selected for the study was interviewed to know the problems faced by them in English Language Learning through interview.

Statistical treatment:

In order to accomplish the objectives of the present study, the data collected through various data gathering devices was analyzed by applying the percentage statistics

Analysis and interpretation

Table 1.1 showing the problems faced by elementary students in learning English as compared to other language

Statement	Yes		No	
	N	%age	N	%age
Difficulty while interacting in English	218	75.6	72	25
Teach English as a subject rather than language	207	71.8	81	28.1
Mother tongue as a barrier for learning English	201	69.7	87	30.2

Difficulty while learning English as compared to other subjects	194	67.3	94	32.6
Subject matter hardly related to environment	192	66.6	96	33.3
Defective methods of teaching English	154	53.4	134	46.5

The table 1.1 shows the problems faced by elementary schools in learning English as compared to other language. A perusal of the table depicts that out of 288 sample students, 218(75.6%) mentioned that they face difficulty while interacting in English with teachers and classmates whereas 72(25%) mentioned that they do not face difficulty while interacting in English with teachers and classmates. Out of 288 student respondents, 207(71.8%) mentioned that their English teacher taught English as a subject rather than language whereas 81(28.1%) did not agreed. Out of 288 student respondents, 201(69.7%) felt that mother tongue is one of the barriers for learning English whereas 87(30.2%) were against it. Out of 288 student respondents, 194(67.3%) admitted that they face difficulty while learning English as compared to other languages whereas 94(32.6%) mentioned positively. Out of 288 student respondents, 192(66.6%) felt that their subject matter is hardly related to their surrounding environment whereas 96(33.3%) responded positively. Out of 288 student respondents, 154(53.4%) felt that methods of teaching English adopted in the schools are defective whereas 134(46.5%) did not agreed.

Table 1.2 showing the Problems faced by elementary students in learning English as compared to other language

Statement	Response	N	%age
Language used by teacher	Kashmiri	170	59.1
	Urdu	100	34.7
	English	8	2.7
	All of the above	10	3.4
Difficult skills of English	Speaking	231	80.2
	Writing	18	6.2
	Reading	17	5.9
	All of the above	22	7.6

Teacher skips while teaching English	Pronunciation	245	85.1
	Spelling	43	14.9

The table 1.2 shows the problems faced by elementary students in learning English as compared to other language. A perusal of the table revealed that out of 288 sample students, 170(59.1%) admitted that their teachers use Kashmiri language while teaching English, 100(34.7%) agreed that their teachers use Urdu language while teaching English, 8(2.7%) mentioned that their teachers use English language while teaching English in the class, 10(3.4%) mentioned that their teachers uses all the above three languages while teaching English in the class. Out of 288 student respondents, 231(80.2%) agreed that speaking skill is most difficult while learning English, 18(6.2%) found writing skill is difficult while learning English, 17(5.9%) mentioned that reading skill is difficult while learning English, 22(7.6%) admitted that all the above three skills are difficult while learning English. Out of 288 student respondents, 245(85.1%) admitted that their teacher skips pronunciation while teaching English in the class, 43(14.9%) mentioned that their teacher skips spelling while teaching in the class.

Table 1.3 showing the problems faced by elementary students in learning English as compared to other language

Statement	Yes		No	
	N	%age	N	%age
Picturized text books	288	100	0	0
Overcrowded classes	227	78.8	61	21.1
Regular home work	61	21.1	227	78.8
Completion of syllabus	120	41.6	168	58.3
Lack of individual attention	161	55.9	127	44.1
Successful in motivation	151	52.4	137	47.7
Boring text books	96	33.3	192	66.6

The table 1.3 shows the problems faced by elementary students in learning English as compared to other language. A perusal of the table depicts that out of 288 student respondents, all the 288(100%) agreed that they like more picturized English textbooks. Out of 288 student respondents, 227(78.8%) felt that overcrowded classes hamper learning English effectively whereas 61(21.1%) were against it. 61(21.1%) mentioned that their English teacher give them regular homework whereas 227(78.8%) were against it. Out of 288 student respondents, 120(41.6%) agreed that their English teachers complete syllabus within stipulated time whereas 168(41.6%) did not agreed. Out of 288 student respondents,

161(55.9%) felt that most of the students lack individual attention in the class when English is taught whereas 127(44.1%) did not agreed. Out of 288 student respondents, 151(52.4%) mentioned that their English teacher successfully motivated them towards the lesson whereas 137(47.5%) responded negatively. Out of 288 student respondents, 96(33.3%) found that their textbooks are boring whereas 192(66.6%) did not agreed.

Table 1.4 showing the problems of elementary students in learning English as compared to other language

Statement	Response	N	%age
Types of evaluation	Written	205	71.1
	Oral	23	7.9
	Both (oral& written)	60	20.8
communication with teacher	You do not know how to speak	153	53.1
	You are shy	17	5.9
	You are afraid of teacher	15	5.2
	All of the above	103	35.7
Reading skills	Loud reading	151	52.4
	Silent reading	117	40.6
	Both	20	6.9
Mode of evaluation	Marks	129	44.8
	Grading	63	21.8
	Both	96	33.4
Art of teaching	Asks pupils to read one by one	198	67.7
	Make you read aloud	23	7.9
	By reading alone	12	4.1

	All of the above	58	20.1
Modes of question paper	Multiple choice questions	129	44.7
	Yes/No & True/False	117	40.6
	Completion items (Fill in the blanks)	16	5.6
	Descriptive questions (Long answer)	18	6.2
	Matching exercises	14	4.8
	Oral tests	12	4.1

The table 1.4 shows the problems faced by elementary students in learning English as compared to other language. A perusal of the table revealed that out of 288 student respondents, 205(71.1%) admitted that they like to have written type of evaluation system in their examination, 23(7.9%) agreed that they like to have oral type of evaluation system in their examination, 60(20.8%) reported that they like to have both written/oral type of evaluation system in their examination, Out of 288 student respondents, 153(53.1%) admitted that they do not know how to speak, 17(5.9%) agreed that they feel shy while learning English in communicating their problems with the teacher, 15(5.2%) agreed that they are afraid of teachers while learning English, 103(35.7%) mentioned that they face all of the above problems while learning English. The table also shows, out of 288 students, 151(52.4%) agreed that they like loud reading most while learning English, 117(40.6%) admitted that they like silent reading, 20(6.9%) mentioned that they like both reading skills most while learning English. From the table above, 129(44.8%) agreed that teachers follow marks method for assessing students performance, 63(21.8%) mentioned that teachers follow grading method for assessing students performance, 96(33.4%) mentioned that teachers follow both marks/grading method for assessing students performance. The table also depicts, out of 288 students, 195(67.7%) admitted that their teacher imparts teaching by asks them (students) to read one by one in the class, 23(7.9%) agreed that their teacher make them (students) read aloud in the class, 12(4.1%) agreed that their teacher teach them by reading alone (teacher) in the class, 58(20.1%) mentioned that the teacher adopts all methods (in the table) of teaching in the class. Out of total 288 student respondents, 129(44.7%) mentioned that Multiple choice question papers should be made compulsory, 117(40.6%) agreed Yes/No&True/False mode of question papers should be made compulsory, 18(6.2%) mentioned that descriptive questions (Long answer) mode of question papers should be made compulsory in examinations, 16(5.6%) mentioned that completion items should be made compulsory, 12(4.1%) added that oral tests question papers should be made compulsory in schools, 14(4.8%) admitted that matching exercises question papers should be made compulsory.

Table 1.5 showing the opinion of students of elementary level regarding learning English as a second language

Statement	Yes		No	
	N	%age	N	%age
Importance of work books and other reference books	280	97.2	8	2.7
Importance of mother tongue	268	93.1	20	6.9
Provision of audio-visual aids	259	89.9	29	10.1
Illustrated English text books	259	89.9	29	10.1
Relation of text material with environmental knowledge and issues	209	72.5	79	27.4
Teach English as a subject rather than a language	198	68.7	90	31.3
Sufficient time not given to teaching English	175	60.7	113	39.2
Correction of notebooks	147	51.1	141	48.9

The table 1.5 shows the opinion of students of elementary level regarding learning English as a second language. Out of 288 student respondents, 280(97.2%) were of the opinion that workbooks and other reference material are important for learning English whereas 8(2.7%) did not agreed. Out of 288 student respondents, 268(93.1%) admitted that mother tongue is important for learning whereas 8(2.7%) were against it. Out of 288 students, 259(89.9%) were of the opinion that provision of audio-visual aids should be necessary while learning English whereas 29(10.1%) did not agreed. Out of 288 student respondents, 259(89.9%) were of the opinion that their English text books should be illustrated whereas 29(10.1%) did not agreed. Out of 288 student respondents, 209(72.5%) were of the opinion that their text material should be relevant to environmental knowledge and issues whereas 79(27.4%) were against it. Further it was revealed that 198(68.7%) opined that their teachers teach English as a subject rather than a language whereas 90(31.3%) did not agreed. Out of 288 student respondents, 175(60.7%) were of the opinion that sufficient time were not given to teaching English whereas 113(39.2%) were against it. Out of 288 student respondents, 147(51.1%) agreed that teachers check their notebooks whereas 141 (48.9%) did not agree.

Discussion and conclusion

The researcher revealed that students of elementary level felt that sufficient time was not provided to them in teaching English. The researcher found that the time-bound limit provided by teachers in schools is main reason of inadequate/insufficient teaching; resulting in poor access of learning English language. They mostly agreed that their English text books should be illustrated with suitable examples. It was found that overcrowded classes hamper learning English in classrooms. The teachers opined that provision of audio-visual aids should be necessary while teaching English. Further it was found that Student respondents also

agreed that mother tongue is important for learning English as a second language. They stressed mostly on using workbooks and other reference material for learning English language. Some student respondents agreed that teachers correct their notebooks in classrooms while others did not agree. The student respondents were of the opinion that their text material should be relevant to environmental knowledge and issues. It was revealed from the analyses that students of elementary level opined that marks method should be effective in evaluating students while as some others prefer both marks and grading at elementary level. They also mentioned that loud reading improves the learning of English and some others felt that silent reading improves the learning of English. They also admitted that their teachers use Kashmiri language and some teachers use Urdu language while teaching English in the classrooms. Further, it was found that all the student respondents agreed that teachers follow translation method while teaching English. Student respondents also agreed that Grammar book should be used in learning of English. They also agreed that speaking is the difficult skill for learning. Majority of students mentioned that they complete 75% of syllabus during the year in English. The researcher found that proper timely planning of academic schedule and the syllabus completion strategy facilitated the teacher to complete the syllabus as per the pre-decided schedule. Further it was found that students of elementary opined that weekly tests are suitable evaluating system for them. They felt that reading poetry helps them in improving pronunciation in English language. Most of the student respondents also agreed that learning of English is tough as compared to other language. The researcher found that the students lack proper pronunciation of English language as they do not focus on practical methods like drill work while teaching English. Majority of the students considered English as a tough subject because of their low or lack of confidence, inability of use formal language, lack of adequate language skills, and lack of exposure to English.

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HUNGER AND ELEMENTARY EDUCATION IN INDIA**Mirza Muneeb Manan****Dr. Dinesh Chahal****School of Education Central University of Haryana****ABSTRACT**

Ironically India is having one of the largest elementary education system in the world and at the same time having a large number of economically weak populations. Every person is required to focus primarily on physical needs and then psychological, social, emotional etc. It is a matter of concern that students are being taught in the schools, attempting to fulfill the very important need of education, but on the other hand their physical need is at stake. Students attending the school empty stomach usually belong to the weakest sections of the society and those students are expected to be retained in schools without food. Classroom hunger is an emergent problem at elementary school education level in India. In this paper an attempt is made to unveil the reality of classroom problems in Indian context and effect of intervention programs on the very issue.

Keywords: classroom hunger, elementary education, Physical needs..

Introduction

Hunger, as perceived in everyday life, is a state of disquiet or discomfort for an individual on account of not having enough food. It is associated with a set of symptoms that could vary in a range and intensity depending on the degree and the duration for which a person experiences food scarcity. Hunger has an obvious element of subjectivity that makes it difficult to assess its incidence accurately in a society. It is more evident in a poor developing country, where hunger also poses some difficult policy challenges. In a well-liked public discourse in India, there is also a lack of clarity about the concept of hunger, malnutrition, and poverty that underpins the official data categorizing the people in one or the other of those categories. In fact, these terms are often interchangeably used making, for instance the activists, who are concerned about the scale and expression of the problem, deemed that the policymakers are not responding properly to these concerns. While hunger refers to insufficiency of food or starvation, malnutrition refers to a discrepancy of both macro and micronutrients, which could be because of derisory or improper intake and inefficient biological consumption due to physiological or environmental factors. Evaluation of poverty in India involves the use of a least consumption expenditure level (poverty line), which was originally fixed in an average (food) energy capability norm. Thus, there is some overlap in the concepts, but they are certainly different and require a separate policy focus. There is also a matter that surfaces every now and then about the aptness of using developed country anthropometric standards for measuring starvation or malnourishment in India, given the racial, climatic and cultural divergences. Without going into the tinges of this debate, it is possible that more appropriate context specific benchmarking for India may yield lower incidence of malnourishment in the country than the levels currently estimated. However, even that is likely to be too high to tolerate for a country aspiring to be among the ranks of developed nations in the near future. Trends in undernourishment and malnourishment on different measures are analyzed, followed by an evaluation of the efficiency of policy framework in the country to address the problem.

Hunger in India

India is residence to the world's biggest food insecure population, with more than 200 million people who are hungry, India State Hunger Index (ISHI) said, adding that the country's poor performance is driven by its high levels of child under-nutrition and poor calorie count. It is further noted that "The child malnutrition of India is higher than most of the countries in Sub-Saharan Africa (World Bank, 2003). As per the global hunger index report which was released in 2009 India ranks at 65 out of 84 countries.

In India more than 200 million people suffer from hunger which is more than any other country in the world, as according to 2008 report. Report also brings attention to some specific states of India where child nutrition should be addressed urgently. The key features of scheme like Mid-day meal scheme are defense of children from classroom hunger, improving social inclusion, minimizing caste discrimination, dealing with malnutrition and social empowerment of women (Sengupta, 2012).

Child Labor and Hunger

The occurrence of child labor is another main problem, which developing countries are facing, in the liberalized economic system. Various suitable policies are sought today by the dealing authorities of the concerned fields (such as economists and policy makers) to overcome these problems. In theoretical perspectives the child labor has largely been attributed to high poverty and faults in capital market (Chaudhuri, 2007). Relationship between "Access to Education and Child Labor" has received greater attention during the last two decades. The issue became popular due to the publication of Myron Weiner's influential work, *The Child and the State in India* (Weiner, 1991). As pointed out by Weiner: "Primary education in India is not compulsory, nor is child labor illegal. The result is that less than half of India's children between age six and fourteen (82.2 million) are not in school (Weiner, 1991: 3). He also stated that "depending upon how one defines 'work' (employment for wages, or full time work whether or not for wages) the number of child laborers in India varies from 13.6 million to 44 million or more (Weiner, 1991: 3). After fifteen years, the circumstances are still not acceptable, with large population of children suffering as child workers instead of attending educational institution regularly. The practice of child labor employment still continues across the country. As per Multiple Indicator Cluster Survey (MICS) data conducted by UNICEF (2004: 57), there are above 12 million children working as laborers in India. Poverty is attributed as the main reason for the upholding of child labor and the related segregation of the children from educational institutions. A number of intellectuals blame the authorities for not implementing the "Child Labor Act" and for a failing to provide a Universal Access to Education for all children. According to the Census, there is a spiky turn down in the proportion of child laborers working full-time from 4.3% in 1991 to 2.3% in 2001. At the same time, the population of secondary workers increased from 2.2 million to 6.9 million, so in effect the sum total of child workers increased from 12.9 million in 1991 to 16.35 million in 2001. Maximum children were engaged in agricultural activities on a part-time basis.

Elementary Education and Intervention Program

An initiative by the government was taken to tackle the problem of hunger with special reference to education. In the state of Kerala the Mid-Day Meal has been proved as one of the important policies at elementary school education level which depressed the cost of education for parents and also aided in improving the child nourishment to promote learning, hence allows an increment in returns to education. But during the course of study it seems that scheme could not improve the dietetic status of the lower primary school children. It was also revealed that scheme has not been proved very fruitful so far as the Nutrition Echelon, Enrolment and Dropout of students are concerned. But it may surely contribute in enhancing the nutritional status when the government would enrich the menu and start monitoring it sincerely. (N. Karunakaran & Krishnaraji, 2015). As per the figures available through the study, that 42.5% of the primary level students below 5 years of age falling below the optimal value of weight. Usually most of the students did not get enough food to eat which may meet the needs of children. The follow-up should be very much dynamic to make outcomes positive and hence the scheme can be truly be advantageous and supportive for the poor children. (Sarkar & Battacharyya, 2015). After the implementation of the scheme it can be clearly reflected that scheme has positively affected the enrolment, attendance and gender equity at elementary school education level. It also affected the retention level, learning ability and inclusion. Children from about 84% families enjoy the scheme and ensure their educational survival. Parents reported that they get rid of the burden of their children's day meal. Teachers however observed that scheme is showing some positive results regarding learning ability and academic achievement. It also brought social integrity and social equity among students. Scheme is more affective in the areas where there are poor families as compared to the areas with elite classes. (Penisetty, 2015),

Conclusion

After having such a significant contribution government schemes to the needs of children at elementary level we are still underprivileged of having access of all children to education in India. There are huge numbers of children getting exploited as child labors where it is clearly marked that they are not getting equal opportunities. Our right to equality slogan is also getting questioned when looking it on empirical grounds. Intervention programs are implemented well but neither executed nor followed up properly. If we take the mid-meal scheme as reference it is clearly evident that it has brought a positive output in many states especially north east but is deteriorating in cities like Delhi and Punjab (Manan, 2016). All citizens should take a responsibility to fulfill the task of bringing out of school children into the schools.

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SOCIAL NETWORKING SITES IN THE LIVES OF UNIVERSITY STUDENTS: A STUDY

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ABSTRACT

Digital technologies and Social networking sites (SNS) have increasingly become a natural part of students' lives at home. Many academics and researchers are interested in finding out how these newer technologies are changing the way students live, work and play (Gemmill, & Peterson, 2006; Mohamed, & Sumitha, 2011; Roy, 2016; Shaheen, 2008). The current paper aims to understand the usage pattern of Social Networking Sites (SNSs) among the university students studying in Delhi-NCR region. The results reveal several findings viz. a viz. the sites they most frequently use, the device of access, average hours spent, personal information shared, general perceptions and experiences of university students studying in Delhi-NCR region. Furthermore, the paper also throws light upon the various reason/purposes for which these students are using several social networking sites.

Keywords: Social Networking Sites, Technology, Internet, University, Students, Delhi-NCR

Introduction

One of the ways for global communication that has lead to a network boom in the cyberage is the development and rising use of the internet technologies (Bedi, 2016; Roy, 2016). This boom of networks is not a simple network made of numerous wires, but it is that of social connections also known as the social network. This social network enables its users to connect to other users (also known as nodes in the network), no matter how many, on an everyday basis (Ellison & Boyd, 2013), thereby further contributing towards the ever so increasing social networks. Platforms such as Facebook, Twitter, Instagram, WhatsApp among a few, represent these social networks wherein users across the world communicate, or rather network with each other. Although one major reason behind an enormous success of these social networking platforms is the availability of internet (the very lifeline of these networks) that help in easier, faster and at times cheaper communication than ever before. However, the question that arises is what exactly does these sites offer people that these have become so popular among people all across the world and especially among the youth. The use of Social Networking Sites (SNSs) has become an integral and significant part of people's lives (Gemmill & Peterson, 2006) all across the globe. These sites are especially popular among the adolescents and young adults (Mauri, Cipresso, Balgera, Villamira, & Riva, 2011).

The current paper aims to understand this very landscape of social networking among university students. The paper elaborated upon the usage patterns viz. a viz. the sites they most frequently use, the device of access, average hours spent, personal information shared, general perceptions and experiences of university students studying in Delhi-NCR region. Furthermore, the paper also throws light upon the various reason/purposes for which these students are using several social networking sites.

Review of Related Literature

The use of the early SNSs started out as a hobby among the computer-literate people of those times. However, with the increasing introduction of newer and more advanced SNSs, that offered multiple features, began, its popularity among people also grew exponentially, so much so that these sites have now become like a social norm as if it is a way of life for people living across the globe (Boyd, 2007; Coyle & Vaughn, 2008). These sites have become popular, especially among the teenagers and young adults who use these sites for connecting and communicating with their friends, sharing information and also for showcasing their social lives and status, thereby an opportunity for these users to reinvent their lives and their personalities (Boyd, 2007), viz. a viz. how they want to project their lifestyle in front of other community of users. Such social networking activities by the users of various Web 2.0 technologies also helps contribute towards content generation and value creation on these SNSs (Vasalou, Joinson, & Courvoisier, 2010). This use of SNSs as an integral and significant part of one's life has become an international phenomenon in the recent years (Gemmill & Peterson, 2006), so much so that many researchers are now interested in exploring this area in the social science and academic domains.

One question that straight away crops up in our minds is that why are these sites such as Facebook, Twitter etc. so popular among the youth? Mauri, Cipresso, Balgera, Villamira and Riva (2011), through their study aimed to answer just this. They identified particular aspects of users' online experience that contributes to the success of these SNSs. In their study, they studied specific psychophysiological patterns that leads to a positive experience among the SNS users. Their study revealed that a state of positive valence and high arousal can be evoked among the users through the use of SNSs. Thereby, the probable association between positive affective state of users of SNSs and the successful spread of SNSs. Hence, the implications that the nature of SNSs usage (positive or negative) results into corresponding influences (positive or negative) on the user. A study conducted by Oberst, Wegmann, Stodt, Brand, and Chamarro (2016) aimed at understanding the influence of the use of SNSs on the users' psychological state of mind revealed that an increased use of SNSs is a resultant of different feelings among boys and girls. For girls, it is the feeling of depression that seems to trigger an increased usage of SNSs, while for boys, a feeling of anxiety seems to be triggering higher usage of SNSs.

A study conducted by Mohamed and Sumitha (2011) investigated the use and perceptions about SNSs among the students studying at the Calicut University, Kerala. The results of the study revealed that a large majority of students were using the several SNSs for the purpose of meeting new people and also communicating with old friends. Out of the several sites that these students were using, Orkut was found to be the most popular among others less popular sites such as Facebook and MySpace. Despite of their avid use of several SNSs, the respondents were also found to be concerned about various issues of security and privacy that arise due to use of these sites.

However, meeting and communicating with old and new friends is not the only purpose for which people are found to be using SNSs for. Several other activities such as that of employing, raising awareness, political activism etc. can also be seen to be performed easily with the help of SNSs. An instance of this can be seen from the work of Shaheen (2008), who investigated the use of SNS and political activism on the internet among university students during the time of political crises in Pakistan. The study, surveying 420 students from 3 universities of Pakistan, revealed the changing communication channels in the country.

These changes, as the study reports are influenced by the social networking tools. Hence, the reportedly positive role of internet use for the promotion of greater awareness about individual rights, freedom of expression, and also democracy among the people, especially during the times of emergency in Pakistan.

Often, studies reveal the role of SNSs in changing the mindsets of youth by making them either more aware about contemporary social issues and or enabling them to freely express and voice their opinions on burning social issues. Women are also seen to be more sensitive towards social issues despite of spending much less time on these SNSs (Jain, Gupta, & Anand, 2012).

The SNSs are also being increasingly used for employment purposes, helping not just the prospective employees to look for recruitment opportunities, but also for them to know more about the companies and their products through the customer feedbacks already available online, hence influencing their final decisions (Barnes, 2008). These sites are also helping the employers to recruit the best suited candidate for their company/firm/organization. The employers do this by making use of the applicant's personal information, available on their social networking profiles, thereby trying to make better hiring decisions. A USA-based study examined the feasibility of using solely the available online information (about the candidate) for improving candidate hiring decisions made by the employers. It revealed that just by using the information available on social networking profiles of individuals, the judges were successful in distinguishing high performers from that of the low performers (Kluemper & Rosen, 2009).

Keeping all these in mind, the need for studying the status of SNSs usage among university students of Delhi-NCR region was felt, so as to build a more contextual understanding of the entire phenomenon.

Objectives

The objectives of the study are:

1. To examine the various categories of SNSs used by university students of Delhi-NCR.
2. To examine the extent and nature of usage of SNSs by the university students.
3. To examine the purpose of the usage of SNSs by the university students.
4. To understand university students' perceptions on the issues of privacy and security relating to the SNSs that they use.

Significance of the Study

The outcomes of this study are expected to benefit students, teachers and the administrations of the universities under study by providing a clearer picture of the extent of SNSs usage among Delhi's youth, more accurately among university students studying in Delhi-NCR. This shall further help them in understanding and proffering ways to maintain students' attention in the classroom using SNSs. The results would also add to the already available academic literature on social networking.

Method

The current study utilizes a descriptive survey research design for the purpose of describing, explaining the existent and non-existent facts concerning the present status of a phenomenon, which in this case is the use of SNSs among the university students. For the purpose of this study, the sample was the students studying at different kinds of universities (Central, State, Private and Deemed-to-be Universities) located in the Delhi-NCR region. The instrument for data collection was a self-constructed open-ended questionnaire divided into three main sections namely, students' access to, experiences with and perceptions about the SNSs they use. The questionnaire so developed was also content and face validated by a panel of 40 experts. After the validation process, the final tool was distributed to the sample students, partly through print and partly through google forms. A total of 100 completely filled questionnaires were received back and were further processed for analysis. The data so collected, was then analysed using frequency distributions and was then represented graphically. The results & implications of the current study are delimited to only the sample universities from the Delhi-NCR region.

Results

The study is based on understanding the way Social Networking Sites (SNSs) are used by university students to serve their academic or non-academic purposes. This objective was helpful in knowing the overall ways (academic as well as non-academic) in which university students use various SNSs. The objective is also helpful in understanding the general perceptions of the university students about the SNSs that they use. The higher is the usage, the better is the possibility of finding the potential role of SNSs in an individual's academic life hence academic social networking.

The results revealed that 97% of the respondents are using one or more SNSs regularly. Also, a majority (30%) of them have been using these sites ever since their senior secondary school grades. 25% were using these sites since their senior school classes and 23% since their undergraduate years.

Among the users of SNSs, WhatsApp was found to be the most popular among the respondents (i.e. 95% of the sample university students). While the second most popular SNSs, with 91% of the respondents being active on Facebook. YouTube was the third most popular SNSs that was found to be used regularly by 62% of the sample university students. Instagram, Google+ and Snapchat were the next popular SNSs in the line. Academic sites such as Academia.edu, Blogger.com, Google Scholar, Moodle, Quora, ResearchGate, TEDx, and WordPress were found to be used by less than 50% of the respondents. The probable reasons for this can be found in the role and the extent to which these sites provide entertainment and socialization for the users like watching videos, sharing any multimedia, digital material (audios, videos, pdf, doc files, .jpg etc.).

Also, the most popular device that is being used by the respondents for accessing their social network profile was their own smartphones, followed by Laptops and finally Tablets/iPads and desktop computers being the least popular devices for accessing social networking sites. This finding also indicates the youth's being wanting to stay continuously in touch with their online lives. With the portability of mobile phones and the feature of providing easy access to the SNSs, provided a sound internet connection is there, seems to attract a large number of today's youth. This also becomes possible due to good tower connectivity in

urban areas like Delhi and also due to the coming of JIO services that has made high speed internet available at cheaper prices. This can also be one reason why people are spending so much time online. As the study revealed, a majority of the respondents i.e. 63% of them reported to being online for around 1-6 hours per day. While 22% reported to be using SNSs for less than one hour per day and 12% reported to be using SNSs for around 7-12 hours per day.

Being online for so many hours, the youth tends to share different sorts of personal information online. Out of these a majority of them freely shared their gender, pictures and email address on their social network profiles while only very few of them shared more personal information such as their residential address on their online social network profiles. As the respondents felt that sharing such personal information can actually be harmful especially with respect to other unknown users misusing their personal information.

The study revealed that 53% of the respondents believed (or were unsure i.e. 22% respondents) that the privacy and security of their personal information is protected by the SNSs they use and (47% of the respondents believed or 25% were unsure) that these SNSs companies will not use it for any other purposes. This result can also be corroborated with the findings of a study by Dwyer, Hiltz, and Katia (2007), that reported the development of online relationships even in sites having weak trust and privacy safeguards at the users' end. They (60%) also do not worry about any embarrassment that they might have to face from the information posted about them. Also, it can be inferred that the respondents (58% and 62% respectively) are ready to overlook the privacy policies of the SNSs that they use if these sites help them to stay connected with their friends/family/teachers and if it helps them with their educational tasks. However, the students (65% of the respondents) would not overlook the security policies only if the SNSs is popular.

In addition to disclosing their personal information online, the youth also tends to use these sites for staying in touch with their friends and family (85% of the respondents), finding information (67% of the respondents), sharing videos/pictures/other media (65% of the respondents), and playing games and dating (18% of the respondents). This small number of respondents using SNSs for dating matches with the 16.90% of the respondents using Tinder. However, this does not mean that the users cannot use other sites such as Facebook, WhatsApp etc. for dating. Hence more research is needed in this regard.

Conclusion

The study revealed the SNSs usage pattern among university students studying in the Delhi-NCR region. It reports largely entertainment and social sites such as WhatsApp, Facebook, YouTube and Instagram to be most popular among the users while educational sites such as Authoria.com, ResearchGate, WordPress to be least popular. Also, the portability and easy, cheap internet access leads to smartphones being the device mostly used by the students for accessing their social networking profiles. Thus, also contributing towards an increased online active period among the users of SNSs. Being online, the users use these sites for finding information, chatting with new and old friends, sharing multimedia files, playing games and also for dating. The users, on their social network profiles, share information such as their gender, pictures, email address but not their residential address. Also, these users, a majority of them, trust the sites they use for not using their personal information for any other purposes and also believe that the information they share online is kept private and secure by the social networking companies. The study also revealed that the

users, i.e. the university students are ready to overlook the privacy policy of these sites if they get to communicate with their friends and family, and if they get help for their educational tasks. However, the student users were not ready to overlook the privacy policies of social networking sites only for the reason of them being popular. Finally, the study can be concluded with an understanding of SNSs use among the students studying in universities located in Delhi-NCR.

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A STUDY THE ADJUSTMENT PROBLEMS OF ADOLESCENCE IN RELATION TO EMOTIONAL INTELLIGENCE

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ABSTRACT

This research paper is an attempt to find the levels of emotional intelligence and adjustment among adolescents. The present study consisted of 100 samples equally divided into two groups (boys and girls) further these two groups are divided into two subgroups Rural and Urban . The tool was used for data collection An Adjustment inventory for school students developed by A.K.P. Singh and R.P Singh (1983). Mangal Emotional intelligence inventory developed by Dr.S.K.Mangal and Mrs.Shubra Mangal (1971).. Mean, S.D, Correlation and t-test were applied for data analysis. The results reveal that there is a significant positive relationship between adjustments of adolescent students in relation to their emotional intelligence.

Keywords: Emotional intelligence, Adjustment, Gender

Introduction

Adolescence is known to be a period of exploratory self-analysis and self-evaluation ideally culminating in the establishment of a cohesive and integrative sense of self or identity. The search for identity by the social world, peers, parents, school and neighbourhood .Adolescence can be described as a phase of life beginning in biology and ending in society. Adolescence may be defined as the period within the life span when most of a person s biological, cognitive, psychological and social characteristics are changing from what is typically considered adult like. For the adolescent this period is a dramatic challenge are requiring adjustment to changes in the family, and in the peer group. Adolescence is a time of excitement and of anxiety; of happiness and of troubles; of discovery and of be wilderness; and of breaks with the future. Adolescence can be a confusing time-for the adolescent experiencing this phase of life, for the parents who are nurturing the adolescent during his or her progression through this period, and for other adults charged with enhancing the development of youth during this period. The hopes challenges, fears and success of adolescent have been romanticised or dramatised in novels, short stories, and news articles. It is common place to survey a newstandand to find magazines articles describing the östormy yearsö of adolescence, the new crazes or fades of youth or the explosion of problems with teenagers. Adolescents years to develop a unique and independent identity, separate from their parents; yes, they love their parents. But they don t simply want to follow their steps. They challenge their parents in any way they can. They

disobey their rules, criticize their 'old fashioned' values; they discard their suggestions. They want that they should be respected and treated as adults. They can even offer useful insight on many things, and can set goals for themselves and follow them through. By this time, teenagers learn self-regulation and accept social institutions and cultural traditions more easily. There can be mental and emotional problems. So during the period of adolescent the presence of emotional intelligence is very important because it is emotional intelligence which makes the individual to monitor one's own and another's emotion.

Adjustment:- The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes (Monroe, 1990). It is used to emphasize the individual's struggle to adjust or survive in his or her social and physical environment. Good (1959) states that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment includes all the social factors. Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which person belongs will encourage this desire.

Areas of Adjustment:- Adjustment in the case of individual consisted of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Broadly speaking there are three areas where an individual needs to be adjusted to live a balanced life. These are family home school and society.

Adjustment in family and home

An individual is not born adjusted or maladjusted. It is his Physical, Mental and emotional potentialities that are influenced and directed by the factors of environment in which he found himself adjusted or maladjusted. The family is the oldest and the most important of all the institutions that man has devised to

regulate and integrate his behaviour as he strives to satisfy his basic needs. However, to understand the influence of the family on the child, it is important to understand the family and its functions. It has been confirmed through various studies that if family relationship has been good, has been confirmed through various studies that if family relationship has been good, not only during childhood but also during adolescence, the person will develop into a well adjusted individual.

Adjustment at school: - The school is the major socialization institution for any child. It is the child's first contact with the world outside the house. School is one of the most important foundation pillars on which the individual's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. The concern, therefore, extends to how the school facilities can be enhanced and improved to meet the growth needs of the children. Several studies have been reported in the area of social, educational, health and emotional adjustment of adolescents. Some studies try to relate adjustment with variables like intelligence, achievement, age, sex, socio-economic status, needs, anxiety, and security. Student's reaction to frustration has also been studied. A few studies focused on the nature, causes, and extent of indiscipline among students. The relation between indiscipline and variables like achievement, participation in co-curricular activities etc., were also examined. A review of the studies carried out in the three surveys of educational research edited by Buch (1991) reveals that no systematic attempt has yet been made to develop a tool for the assessment of adjustment problems of school students.

Adjustment in society Adjustment is influenced by social maturity of the person. Maturity in social relationships means to establish good relations with family, neighbours, playmates, class fellows, teachers and other members of the society. Socially mature person behaves in accordance with social norms, customs and traditions.

Adjustment Problems of Adolescents: Adjustment problems of Adolescent Problems of Adolescence The physical and psychological characteristics of adolescents and the nature of developmental tasks which they are expected to perform often pose certain challenges and problems for adjustment. Basically adolescents face problems related to their home, school and society. They are presented in Table

Self related	Home related	School related	Society related
Body image Pimples Complexion Eating	Authoritative parenting Poor rapport with	Strict teachers Partial treatment Closed school	Gender bias, caste related problems

disorders Body changes	parents Lack of	atmosphere Not	Generation gap
Moodiness Touchiness	communication Low	acceptable classmates	Orthodox practices
Anger Hypersensitivity	socio-economic	Poor marks Too much	Repressive atmosphere
Feeling of rebel Crushes	background Non	homework No co-	Over expectations Lack
Infatuation Day dreams	conducive atmosphere	curricular participation.	of friends
Personality	Space constraint	Long school hours	
	Comparison with others		

The problems listed in table are a few representative common problems which adolescents face. The more serious problems include drug addiction, alcoholism, smoking, truancy, sexual obsessions, etc. They may not appear in everybody. There are variations in the experience of these problems across people.

Emotional intelligence: - Emotional intelligence (EI) is an ability, skill or, in the case of the trait EI model, a self-perceived ability to identify, assesses, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centred on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions. The concept of emotional intelligence is a new one. No one can say exactly how much of the variability from person to person in life s course it accounts for but what data exists suggest it can be as powerful and at times more powerful, than I.Q. The concept of emotional intelligence taken together means, how intelligently we can control our emotions. Emotional intelligence refers to the capacity for recognizing own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. Emotional intelligence (EI) is ability, skill or, in the case of the trait EI model, a self-perceived ability to identify, assesses, and controls the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centred on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions. The concept of emotional intelligence is a new one. No one can say exactly how much of the variability from person to person in life s course it accounts for but what data exists suggest it can be as powerful and at times more powerful, than I.Q. The concept of emotional intelligence taken together means, how intelligently we can control our emotions. Emotional intelligence refers to the capacity for recognizing own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our

relationships. Daniel Goleman (1998) for the first time developed a frame work of emotional competencies, which determines the extent of emotional intelligence acquired by an individual. This earlier frame work consisted of five domains or dimensions such as self-awareness, self-regulation, self-motivation, empathy and social skills. This was further refined by Richard Boyatzis, Goleman and Rhee in the year of 2000. Two more domains are added such as self-esteem and confidence, interpersonal skills. Seven Basic Competencies of Emotional Intelligence Now Emotional Intelligence includes Seven basic emotional and social competencies:

1. Self-Awareness and Appraisal 2. Self-Regulation and Responsibility 3. Self- Motivation 4. Empathy and Acceptance of others 5. Social- Skills 6. Self-Esteem and confidence 7. Inter-Personal Relations

Reviews

There exists a great deal of diversity in adolescents level of maturity. Adultoid adolescents do exist (Galambos and Tilton Weaver, 2000). There have been enormous psychological pressures on adolescents to perform well and succeed in life. Emotional intelligence is positively correlated with appraisal of situation to be changed and problem-solving whereas threatened, lost, aggressive efforts and self criticism is negatively correlated with emotional intelligence among adolescents.(Tiwari and Verma 2008)

Another study conducted by Kim et al. (2003) suggested that negative life events experienced during early adolescence intensify the symptoms of sadness, fear and antisocial conduct which are domains for maladjustment in turn, increase risk for future adversities and life crises. The reciprocal process between negative life events and maladjustment has a developmental dynamic that unfolds in a more clear fashion across the years of adolescence. Smoking in adolescence is a great health concern as it is related to many chronic diseases and mortality in later life. It is also associated with high-risk behaviours among adolescents. School work is reported to be the most important factor which contributed to the stress among adolescents. Other common reasons reported for initiating smoking were curiosity, peer pressure, stress and addiction (Omar et al., 2007).

Khan and Asma (2012) conducted a study on emotional intelligence and academic achievement of children of working and non working mother and found that children of non working mother were more emotionally intelligent. Study indicated that mother separation from and absence to her children influenced the emotional intelligence to large extant.

Mohmood Ahmed khan and Ahmed bhat (2013) conducted a study on emotional intelligence on adolescence boys and girls. It had been found through the study that adolescent boys and girls differed significantly on composite scale of their Emotional intelligence. Boys were found to have higher level of emotional intelligence than girls. Umadevi(2013) conducted a study on emotional intelligence of the adolescents and found that later born adolescents from joint families with large families possess high emotional intelligence skills.

Justification : most of the problems in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nation. if proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their childhood, then it with right actions and behaviour on the part of the individual and group, to lead a better life in peace and cooperation. To progress and let other progress and to live and let others live are thus the ultimate goals of any education or training provided for developing one's potential of emotional intelligence. Keeping in view the importance of emotional intelligence in adjustment at various situations of life of an individual and especially in the life of adolescents, the present study has been undertaken by the researcher to study the adjustment of adolescents in relation to their emotional intelligence.

Objectives of the study

1. To study the relationship between adjustment of adolescent students in relation to their emotional intelligence.
2. To study the difference in adjustment of male adolescent students in relation to their emotional intelligence.
3. To study the difference in adjustment of female adolescent students in relation to their emotional intelligence.

Hypothesis

1. There would be no significant difference between adjustments problems of adolescent students in relation to their emotional intelligence.
2. There would be no significant difference in adjustment of male adolescent students in relation to their emotional intelligence.
3. There would be no significant difference in adjustment adolescent female students in relation to their emotional intelligence.

4. There exists no significant difference in adjustment of rural adolescent students in relation to their emotional intelligence.
5. There exists no significant difference in adjustment of urban adolescent students in relation to their emotional intelligence.

Research design

Method

Descriptive survey method was used for the present study.

Variables: -

- 1 Emotional intelligence
- 2 Adjustments
- 3 Gender

Sample: - The present study consisted of 100 students of Jammu district.

Tool used: - In the present study the investigator used the following tools.

1. An Adjustment inventory for school students developed by A.K.P. Singh and R.P Singh (1983).
2. Mangal Emotional intelligence inventory developed by Dr.S.K.Mangal and Mrs.Shubra Mangal (1971).

Data collection The data was collected from Govt higher secondary school Gandhi Nagar, Jammu and Govt higher secondary school Akhnoor Jammu.

Statistical techniques Used

Appropriate statistical techniques were utilized to analyse and interpret the data.

Results: - The present study aimed to study the levels of emotional intelligence and adjustment among adolescence. The obtained scores were assigned for different responses according to the item. Later these scores were arranged in tabular form than Mean, S.D.,

Correlation and t- test was applied for statistical analysis. Results are given in tables

Table 1 showing analysis of correlation between Adjustment and emotional intelligence among adolescence

Variables	N	Mean	S.D	Correlation	Remarks
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Adjustment	100	30.63	9.13	0.34	Positive correlation
Emotional intelligence	100	34.5	14.81		

The results of the present study demonstrated that the mean scores of adjustment and emotional intelligence of adolescent students are 30.63 and 34.5, standard deviation 9.13 and 14.81, respectively and correlation is 0.34, which is not significant at 0.05 level. It indicated that, there is a significant positive relationship between adjustments of adolescent students in relation to their emotional intelligence. so, hypothesis-1
there exists no significant relationship between adjustments of adolescent students in relation to their emotional intelligence

Table 2 showing Mean, S.D,Df and 't'-value for mean scores of adjustment of male adolescent students in relation to their emotional intelligence

Male	N	Mean	S.D	't'-value	Remarks
Adjustment	50	29.98	7.88	1.26	Not significant at both levels
Emotional intelligence	50	32.86	13.82		

The mean scores of adjustment problems and emotional intelligence of male adolescent students are 29.98 and 32.86. The obtained t -value (1.26) which is less than table value at both levels (0.05 and 0.01). It indicates that there exists no significant difference in adjustment of male adolescent and their emotional intelligence. This finding may be due to the fact that emotional intelligence has no effect on the adjustment of male adolescent students because all types of adjustment problems of adolescent students do not correlate with their emotional intelligence. These adjustment problems are created by other reasons as such, unhealthy environment at home and school, low understanding, low social-economic status of the parents etc. hence the second hypothesis is accepted.

Table 3 showing Mean, S.D,Df and 't'-value for mean scores of adjustment of female adolescent students in relation to their emotional intelligence

Female	N	Mean	S.D	't' -value	Remarks
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Adjustment	50	31.32	9.27	1.92	Not significant at both levels
Emotional intelligence	50	36.18	15.32		

The mean scores of adjustment problems and emotional intelligence of female adolescent students are 31.32 and 36.18. The obtained t -value (1.92) which is less than table value at both level (0.05 and 0.01). It indicates that there exists no significant difference in adjustment of female adolescent students and their emotional intelligence. Thus our hypothesis "there exists no significant difference in adjustment of female adolescent students in relation to their emotional intelligence" is accepted.

Table 4

Showing Mean, S.D, Df and 't'-value for mean scores of adjustment of Rural adolescent students in relation to their emotional intelligence

Rural	N	Mean	S.D	't' -value	Remarks
Adjustment	50	28.52	7.75	2.19	Not significant at 0.01 level
Emotional intelligence	50	35.14	13.72		

Our fourth hypothesis "There exists no significant difference in adjustment of rural adolescent students in relation to their emotional intelligence". The mean scores of adjustment problems and emotional intelligence of rural adolescents are 28.52 and 35.14. The obtained t values (2.19) which is less than the corresponding table at 0.01 level significance. It means there exists no significant difference in adjustment of rural adolescent students in relation to their emotional intelligence.

Table 5 Showing Mean, S.D, Df and 't'-value for mean scores of adjustment of Urban adolescent students in relation to their emotional intelligence

Urban	N	Mean	S.D	't' -value	Remarks
Adjustment	50	34.78	8.72	0.36	Not significant

Emotional intelligence	50	33.86	15.80		at both level
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To verify hypothesis-5 ò There exists no significant difference in adjustment of urban adolescent students in relation to their emotional intelligence ò the mean scores of adjustment problems and emotional intelligence of urban adolescents are 34.78 and 33.86. The obtained t -value (0.36) is less than table value at both level (0.05 and 0.01) it indicates that there exists no significant difference in adjustment of female adolescent students and their emotional intelligence. This finding may be due to the facts that emotional intelligence has no effect on the adjustment of urban adolescent students because all type of adjustment problems of adolescent students do not correlated with their emotional intelligence. The adjustment problems are created by other reasons as such unhealthy environment at home and school, low understanding, low socio economic status of the parents etc. Hence, the hypothesis is accepted.

Conclusion

To conclude the present study demonstrated that adjustment of adolescent students and their emotional intelligence are positively correlated. It means that emotional intelligence of adolescent students has effect on their adjustment. There is a great need to explore the awareness about the Emotional Intelligence. Emotional Intelligent people are more likely to succeed in everything they undertake. Quality emotions and feeling help student give their best potential in the classroom. The inclusion of emotional intelligence as part of curriculum could lead to variety of positive personal and social outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve carrier choice and likelihood success, but could also enhance the probability of better personal and social adaptation.

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A STUDY OF LONELINESS AND ACADEMIC ANXIETY AMONG COLLEGE STUDENTS

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ABSTRACT

Loneliness and academic anxiety have become common problems for many college students. The purpose of this study was to investigate students' loneliness levels and their academic anxiety at the college level. The descriptive survey research method was used for the study and the sample consisted of 210 college students (99 male and 111 female) which were selected randomly from Govt. Degree College Pulwama of J&K. Russell et al. (1980) revised Loneliness Scale and Academic Anxiety Scale by Singh and Gupta (2013) were used. The result of the study showed that: (1) there is a positive relationship between students' loneliness and their academic anxiety; (2) there is no difference between male and female students' loneliness; and (3) there is significant difference between academic anxiety of male and female students. Based on research findings, researchers suggest that the psychological counselling and guidance services of colleges must be functionalized and improved to moderate students' academic anxiety and to decrease loneliness level.

Keywords: Loneliness, Academic, Anxiety

Introduction

When the literature about loneliness is examined, it is seen that there are different descriptions. The descriptions of Peplau and Perlman are widely used in the literature. According to this description, loneliness is an unpleasant subjective psychological condition emerged as a result of incoherency between the existing social relation of the individual and desired social relation (Ozatca, 2009). The loneliness is a complex, difficult and an anxiety-giving situation. According to the related literature, the loneliness is a displeasing and unwanted experience which everybody avoids and which results in anxiety, anger, sorrow and the feeling of being different from others. The loneliness is both a situation and a feeling. All other feelings are influenced by the socio-cultural characteristics of the society one lives in as well as his/her physiological and psychological properties. However, a person's responses towards situations and events change according to the environment one is in (Gun, 2006). Loneliness is also seen as a normal experience that leads individual to achieve deeper self-awareness, a time to be creative, and an opportunity to attain self-fulfilment and to explore meaning of life (Borys and Perlman, 1985). According to Weiss, loneliness is caused not by being alone but being without some definite needed relationship or set of relationships. Loneliness appears always to be a response to the absence of some particular relational provision, such as deficits in the relational provisions involved in social support (DiTommaso, 2003). According to the Larson (1990) in the presence of social relationships, loneliness may occur. Because being with others, will not protect the individual from the sense of loneliness at all times. Loneliness may result from small number of social relationships, it may also result if social relations haven't the desired meaning and character. The person's cognitive processes determine the individual's feeling alone or not feeling alone, more than the frequency of communication (Turan, 2010).

The word 'anxiety' was first used, conceptualized and defined by Freud in psychology field. Freud put forward that anxiety is emerged as a result of the power suppressed, sourced by drive and instinct. Freud later changed his opinion about this and he connected anxiety to a perception of dangerous

situation of ego and in order to hide this situation, he accepted that the suppressed system functioned (Köknel, 1987, cited by Duman, 2008). Educational or academic anxiety is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like Science, Mathematics, and English to some extent for some north Indian states (Anand, 1989). It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic anxiety is totally not a bad thing. However, it is true that a high level of anxiety interferes with concentration and memory which are critical for day to day academic performance and success, however it is also true without any anxiety, and majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework or write any research papers (Tina & Annayat, 2014). A modest amount of anxiety actually helps academic performance by creating morale and motivation (Garg, 2011). Academic anxiety is a common issue that students cannot ignore if they want to achieve academic success in school. If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, tell lies to parents, perform poorly on school work, absent classes to pursue activities that interest him and withdraw from socializing with peers or friends and may recoil into his own cocoon and drop school (Bihari, 2014).

Objectives of the Study

1. To find out the relationship between students' loneliness levels and their academic anxiety.
2. To compare the male and female students' level of loneliness.
3. To compare the academic anxiety of male and female students.

Hypotheses

1. There is no relationship between students' loneliness levels and their academic anxiety.
2. There is no significant difference between male and female students' level of loneliness.
3. There is no significant difference between academic anxiety of male and female students.

Method and Sample

Descriptive survey method was used by the investigator to collect the relevant information for the research. In the present study the sample consisted of 210 college students (99 male and 111 female) selected through stratified random sampling technique from Govt. Degree College Pulwama of J&K. Whereas, for the data collection, investigator used the Russell et al. (1980) revised Loneliness Scale and Academic Anxiety Scale by A.K.Singh and A. Sen Gupta (2013).

Results and Interpretation

The data was analyzed by used statistical techniques like, Pearson's product moment correlation and t test.

1. Relationship between students' loneliness levels and their academic anxiety.

Table 1

Group	N	R

Male	99	0.76**
Female	111	0.90**
Total	210	0.80**

Interpretation

It is evident from table 1 that the coefficient of the correlation between male students' loneliness levels and their academic anxiety is 0.76 which is positive and significant at both levels of significance. Further the coefficient of the correlation between female students' loneliness levels and their academic anxiety is 0.90 which is also positive and significant at both levels of significance. It is also evident from the table 1 that the coefficient of correlation between students' loneliness levels and their academic anxiety is 0.80 which is positive and significant at both levels of significance. This implies that there is a positive and significant relationship exists between students' loneliness levels and their academic anxiety. The positive relationship between students' loneliness levels and academic anxiety indicate that the students who have higher loneliness levels having higher or moderate academic anxiety.

2. Comparison between the male and female students' Loneliness levels.

Results pertaining to study the significant difference between the male and female students' loneliness levels have been shown in table 2.

Group	N	M	S.D	t-value
Male	99	21.30	9.16	1.175
Female	111	20.31	8.82	

Interpretation

The table 2 depicts that the difference between the mean scores of male and female students' loneliness levels is (21.30) and (20.31) respectively. The calculated t value (1.17) is not significant at 0.05 level of significance. Therefore the hypothesis No.2 that is, "there is no significant difference between male and female students' loneliness levels" is not rejected. This indicates, that male and female students having no difference in their loneliness levels.

3. Comparison between the academic anxiety of male and female students.

Results pertaining to study the significant difference between academic anxiety of male and female students have been shown in table 3.

Group	N	M	S.D	t-value
Male	99	37.00	11.65	

				3.095*
Female	111	33.75	9.60	

Interpretation

The table 3 depicts that the difference between the mean scores of male and female student perceptions of their classroom environment is (37.00) and (33.75) respectively, which shows that male students having more academic anxiety than female students. The calculated t value (3.095) is significant at 0.05 level of significance. Therefore the hypothesis No.3 that is, "there is no significant difference between academic anxiety of male and female students" is rejected. This indicates, that male and female student having significant difference in their academic anxiety. Hosseine and Khazali (2013) analysed that male students scored higher in academic anxiety than female students.

Conclusion

The result of the study showed that there is positive relationship between students' loneliness and academic anxiety, the students who have higher level of loneliness having higher academic anxiety. The result also shows that academic anxiety also differ significantly with respect to gender, but shows no significant difference in their levels of loneliness. This is proven by past studies which suggested that students' levels of loneliness are not related to the gender of the student. This specific finding of the study is consistent with the results found out by Jones, Freeman and Goswick (1981), Wittenberg and Reis (1986), Russell, Peplau and Cutron (1980), Ari, and Hamarta (2000) who have claimed that males and females do not differ in their level of loneliness. Individuals' psychological developments are influenced by cultural values of the society in which they live. Hosseine and Khazali (2013) analysed that female students scored higher in academic anxiety than male students. Girls were more likely to have positive social interactions and student support (Slavin, 2003) as in affiliation scale which encourages friendships and group work (Fisher and Fraser, 1983).

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TEACHERS OPINION ON QUALITY OF PRIMARY SCHOOL TEXTBOOKS IN GOVERNMENT SCHOOLS OF DISTRICT SRINAGAR

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ABSTRACT

The study aims at knowing the opinion of primary school teachers of government schools of district Srinagar regarding content, coverage, language, printing, durability and illustrations of primary school textbooks. The data was collected from 128 teachers working in 32 primary schools of 8 educational zones of district Srinagar at an average of four teachers from each primary school and 10 faculty members from DIET and SIE Srinagar. The data was collected through self constructed opinionnaire. Data was statistically analyzed by using percentages. The result shows that 59(46.09%) Primary School teachers were average satisfied with the content of Textbooks, 62 (48.44%) were average satisfied with the coverage of Textbooks and 58, 62(48.44%) Primary School teachers were average satisfied with the quality of Textbooks. Out of 10 faculty members of DIET, Srinagar and SIE, Srinagar, 6(60%) were highly satisfied with the content of Primary School Textbooks, 5(50%) were highly dissatisfied with the coverage of Primary School Textbooks and 5(50%) were highly dissatisfied with the quality of Textbooks.

Keywords: Teachers opinion, Quality, Primary, School, Textbooks, Government Schools, District Srinagar

Introduction

Introduction

Schools are the prominent part of contemporary society's formal organization of education, they are particular institutions, separated out from other spheres of social life and invested with the function of socializing young people into the culture of society. As the pace of change has accelerated markedly in the decades, an increasingly important part of the socializing process is to prepare young people for adult life in this dynamic ever changing world. As society changes so too does society's expectations of school. The overriding expectation from education is that it should provide the individual with the means to be successful in the world which she or he inhabits so educating is about achieving. There is an expectation that the individual wants to achieve in order to succeed in life. The ability of the Education system to enable each individual child to achieve success is bound up in the form, structure and conception of the knowledge that makes up the school curriculum.

Curriculum is perhaps, best thought of as that set of planned activities which are designed to implement a particular Educational aim- set of such aims in terms of content of what is to be taught and the knowledge, skills, and attitudes which are to be deliberately fostered.ö[Winch] together with statement of criteria for selection of content, and choices in methods, materials and evaluation. (Stenhouse)

Textbooks are the part of the curriculum and place a vital role in our educational system. They are the primary conduits for delivering content knowledge to the students and teachers base their lessons plans on the material given in the textbooks. The aim of Education can't be achieved if we provide poor quality of text books to our students. Text books have been a controversial issue in Education. It becomes imperative

that the textbooks are well structured in their content and delivery. Their content has raised pedagogical and curriculum concerns to such an extent that Central Advisory Board of Education constituted a committee in 2005 for evolving regulatory mechanism for textbooks. The Yashpal committee set up by the Ministry of Human Resource Development in 1992 recognized that both the packed content and dense nature of textbook writing add to mental burden of children. So preparation of suitable textbooks and other teaching material is also basic to the success of any attempt at curriculum improvement.

The content of Textbooks is usually considered to be the most important component of developing Curriculum. Content and objectives are interdependent, we select content on the basis of objectives and objectives can be achieved through well-defined content. Content refers to subject matter or the compendium of facts, concepts, generalizations, principles and theories. The Curriculum content should enable students to gain and apply knowledge in day to day life. The content selected should contribute to the student's knowledge or understanding of the reality of human life. NCF-2005 pointed out that the quality dimension also needs to be examined from the point of view of the experience designed for the child in terms of knowledge and skills (pp8)

Coverage refers to area or amount covered. NCF-2005 pointed out that content must meaningfully incorporate experiences of children and their diverse cultural contexts, including languages, it is important that Textbook writing is decentralized keeping in view the capacities that are required as well as the systems that will make this possible (pp119).

Language is not only a means of communication. It is also a medium through which most of our knowledge is acquired. Language is a very power set of symbols and one can express everything in language. NCF-2005 pointed out that language used in Textbooks should be age appropriate and in accordance with the cognitive reach of learner. The language used in Textbooks should be simple, precise, clear and correct and should be within the apprehension of weak students and should not affect their learning.

As a measure of Textbook life or duration, durability has both economic and technical dimension. Economic dimension refers to physical state of Textbook and technical dimension refers to content matter in Textbooks. The researcher here is concerned with the economic dimension. In terms of physical state, durability is typically defined as the length of time a Textbook can be used by student before it deteriorates beyond usefulness and replacement becomes preferable to continued repair. This depends largely on paper quality, quality of printing and binding and care of use. The cover of the Textbook, quality of paper the textbook are printed on are believed to influence a student's first impression of that text.

Illustrations are useful in part of a text giving information about items or events which are not encountered in pupil's daily life or in School setting, the region or even the country. They show the pupil more evocative and more accurate representations of the outside world, human life, geographical environment and landscape with which he/she is unfamiliar. Illustrations should faithfully depict and explain what is described in the written text. They should be clear, accurate and not give rise to ambiguities. Decorative illustrations are justified to stimulate and develop a pupil's artistic sensibility.

Visualization is an important factor, because of words or new concepts are related to mental images, they will be easier to understand and memorize. These images can be tangible (drawings, photos) or linguistics. Children with visual intelligence are artistic. They are very aware of their surroundings and are good at

remembering images. They have a great sense of direction. They like to draw, paint and read map. They learn best through drawings and visual aids.

Need and importance.

Textbooks are the part of the School Curriculum and preparation of suitable Textbooks and other teaching material is also basic to the success of any attempt at Curriculum improvement. Thus not only the suitability of the existing Textbooks needs to be verified, but there also seems to be a need for investigation into the best types of Textbooks. The Textbooks prepared by NCERT for class 1st to 8th have been prepared keeping in view NCF-2005 guidelines.

NCF-2005 recognized that the size of the textbooks have been growing over the years, even as the pressure to include new topics mounts and the efforts to synthesis knowledge and treat it holistically gets weaker. Flabby textbooks and the syllabi they cover, symbolize a systemic failure to address children in a Child Centered manner. Those who write such encyclopedia textbooks are guided by the popular belief that there has been an explosion of knowledge. Therefore, vast amounts of knowledge should be pushed down the throats of little Children in order to catch up with other countries. So we need professional support for age specific content development for Schools which has been found in adequate in many aspects. This is the most daunting task for the State to achieve because the content has to be age specific and continuous from one standard to the other. Usually Content development is taken to be a mechanical job of compiling content into topics and sub topics without regard to Child psychology and age specificity. Many of the times these textbooks find no connection with the real life and child experiences. Much of the attention has not been given to these issues which make our books disinteresting to Children. Teachers too prefer rote memorization over building experiences of Children because books don t serve the purpose, and many times the language is beyond the comprehension of Children. Naturalistic dimension also is not taken care of as pictures and illustrations in many cases do not appeal to children given their print quality, learning by doing principle mostly does not seem to be attended in text because we do not find much of šdo it yourself kind exercises. So it emerges that thrust is on accumulation of information than development of skills and experiences.

Statement of the problem.

The problem for the present investigation was formulated as under.

ōTeachers Opinion on Quality of Primary School Textbooks in Government Schools of District Srinagarö

Operational definitions of variables

Teachers' opinion: Teachers opinion for the present study refers to belief of teachers regarding quality of textbooks.

Quality: Quality for the present study Standard of textbooks in terms of content, coverage, language, printing, durability and illustrations.

Primary: It is a stage that includes the first eight grades i.e., 1st to 8th grade

School: School for the present study A place or institution for teaching children

Textbooks: Textbooks for the present study refers Books that contain and gives instruction in the main principles of subject.

Government Schools: Government Schools for the present study refers Schools run by the Government organization

District Srinagar: It is one of the Districts of Jammu & Kashmir, India.

Objectives of the study

The following objectives were framed for proposed investigation.

1. To know opinion of Primary School teachers regarding content, coverage and quality of Primary School Textbooks.
2. To know opinion of faculty of DIET Srinagar and SIE Srinagar regarding content, coverage and quality of Primary School Textbooks.

Methodology

The study was undertaken in eight educational zones of District Srinagar out of which only four Primary Schools were selected from each educational zone on random basis. The sample consists of 128 teachers working in 32 primary schools of eight educational zones at an average of four teachers from each school and 10 members from faculty of DIET and SIE Srinagar.

Tools used

On the basis of research objectives formulated for the present study the investigator collected data with the help self constructed tool opinionnaire. The investigator identified the following dimensions for the opinionnaire i.e., content, coverage and quality in terms of language, printing, durability and illustrations. There were total 36 statements in the final format of the opinionnaire. Out of 36, 22 were positive polarity items and 14 were negative polarity items.

Statistical Treatment

In order to accomplish the objectives of the present study the data was analyzed with the help of percentages.

Analysis and interpretation

Table-1.0 showing the opinion of Primary School teachers regarding content of Primary School Textbooks (N=128)

S. No	Content	Range	No. of respondents	%age
1.	Highly satisfactory	32 & above	49	38.28%
2.	Average	23-31	59	46.09%
3.	Highly dissatisfactory	14-22	20	15.63%

The Table-1.0 shows the opinion of Primary School teachers regarding content of Primary School Textbooks. The perusal of the above table reveals that 49(38.28%) Primary School teachers were highly satisfied with the content of Textbooks, 59(46.09%) Primary School teachers were average satisfied with

the content of Textbooks and only 20(15.63%) Primary School teachers were highly dissatisfied with the content of Textbooks.

Therefore, the quick look of the table reveals that majority of the Primary School teachers were average satisfied with the content of Textbooks.

Table-1.1 showing the opinion of Primary School teachers regarding coverage of Primary School Textbooks (N=128)

S. No	Coverage	Range	No. of respondents	%age
1.	Highly satisfactory	36 & above	50	39.16%
2.	Average	28-35	62	48.44%
3.	Highly dissatisfactory	20-27	16	12.5%

The above Table shows the opinion of Primary School teachers regarding coverage of Textbooks. The perusal of the table shows that out of 128 Primary School teachers, 50(39.06%) were highly satisfied with the coverage of Textbooks, 62 (48.44%) were average satisfied with the coverage of Textbooks and only 16(12.5%) were highly dissatisfied with coverage of Textbooks.

Therefore, the quick glance of the table reveals that majority of the Primary School teachers were average satisfied with the coverage of Textbooks.

Table-1.2 showing the opinion of Primary School teachers regarding quality (language, printing, durability and illustrations) of Textbooks (N=128)

S. No	Quality in terms of language, printing, durability and illustrations	Range	No. of respondents	%age
1.	Highly satisfactory	54 & above	58	45.31%
2.	Average	41-53	62	48.44%
3.	Highly dissatisfactory	28-40	8	6.25%

The table shows the opinion of Primary School teachers regarding quality (language, printing, durability and illustrations) of Textbooks. The perusal of the table shows that out of 128 Primary School teachers, 58(45.31%) was highly satisfied with the quality of Textbooks, 62(48.44%) Primary School teachers were average satisfied with the quality of Textbooks and 8(6.25%) Primary School teachers were highly dissatisfied with the quality of Textbooks.

Therefore, the above table reveals that majority of the Primary School teachers were average satisfied with the quality of Primary School Textbooks.

Table-2.0 showing opinion of faculty of DIET, Srinagar and SIE, Srinagar regarding content of Primary School Textbooks (N=10)

S. No	Content	Range	No of respondents	%age
1.	Highly satisfactory	22&above	6	60%
2.	Satisfactory	19-21	0	0%
3.	Highly Dissatisfactory	16-18	4	40%

The table shows the opinion of faculty of DIET, Srinagar and SIE, Srinagar taken as a sample regarding content of Primary School Textbooks. A perusal of the table shows that out of 10 faculty members of DIET, Srinagar and SIE, Srinagar, 6(60%) were highly satisfied with the content of Primary School Textbooks and only 4(40%) of faculty members were highly dissatisfied with the content of Primary School Textbooks.

Therefore the above table reveals that majority of faculty members were highly satisfied with the content of Textbooks.

Table-2.1 showing opinion of Faculty of DIET, Srinagar and SIE, Srinagar regarding coverage of Primary School Textbooks (N=10)

S. No	Coverage	Range	No of respondents	%age
1.	Highly satisfactory	27&above	2	20%
2.	Satisfactory	24-26	3	30%
3.	Highly Dissatisfactory	21-23	5	50%

The table shows opinion of faculty of DIET, Srinagar and SIE, Srinagar regarding coverage of Primary School Textbooks. A perusal of the table shows that out of 10 faculty members of DIET, Srinagar and SIE, Srinagar, only 2(20%) were highly satisfied with the coverage of Primary School Textbooks, 3(30%) were average satisfied with the coverage of Primary School Textbooks and 5(50%) were highly dissatisfied with the coverage of Primary School Textbooks.

Therefore the above table shows that majority of faculty members were highly dissatisfied with the coverage of the Textbooks.

Table-2.3 showing opinion of Faculty of DIET, Srinagar and SIE, Srinagar regarding quality (language, printing, durability and illustrations) of Primary School Textbooks (N=10)

S. No	Quality(language, Printing, durability and illustrations)	Range	No. of respondents	%age
1.	Highly Satisfactory	27 & above	2	20%
2.	Satisfactory	24-26	3	30%
3.	Highly Dissatisfactory	21-23	5	50%

The table shows opinion of faculty of DIET, Srinagar and SIE, Srinagar regarding quality of Primary School Textbooks in terms of language, printing, durability and illustrations. Out of 10 faculty members, only 2(20%) were highly satisfied with the quality of Textbooks, 3(30%) were average satisfied with the quality of Textbooks and 5(50%) were highly dissatisfied with the quality of Textbooks.

Therefore from the above table reveals that the majority of faulty members were highly dissatisfied with the quality of Textbooks.

Discussions

The results revealed that majority of Primary School teachers were average satisfied with the content, coverage and quality of Primary School Textbooks. The results further revealed that majority of faculty members of DIET, Srinagar and SIE, Srinagar were highly satisfied with the content of Textbooks, highly dissatisfied with the coverage of the Textbooks and highly dissatisfied with the quality of Textbooks. The results are partially in line with the study conducted by Shivender Prakash in 2013 in which he found that on the whole there were some lapses in the coverage in environmental education textbooks.

Conclusions

On the basis of analysis and interpretation and discussion of the results presented above, one can conclude that the opinion of teachers towards the primary school textbooks in government schools of district Srinagar is generally average satisfied in relation to content, coverage and quality in terms of printing, durability, illustrations and language and highly dissatisfied with the coverage of the Textbooks and the quality of Textbooks. This may partly be responsible for the reason that textbooks used in government schools are not framed as full satisfaction of teachers. This perhaps may be attributed to all guidelines are not followed by textbook designers. Therefore following implications can be suggested: A critical review of Textbooks by parents, teachers and other stake holders must be encouraged, and their comments must be made available in the public domain for further discussion and feedback. DIETs under SSA scheme have funds for making innovations and doing research. The need of the hour is to utilize these funds and do more and more researches. Universities can be encouraged to conduct studies of Textbooks so that regular research output on School knowledge is available. Constructive suggestions and feedbacks from parents, teachers, students, DIET s, SIE s, and scholars help in making the Textbooks more comprehensive, relevant, visually appealing and useful for both teachers and students and content of the Textbooks should be in line with the latest curriculum document, reflecting the curriculum aims and expected learning

outcomes of students. And Educationists and subject experts who are assigned the responsibility of writing Textbooks should follow the guidelines strictly.

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ONE WAY PROCESS OF GLOBALIZATION OF LANGUAGE: CONCERNS AND ISSUES

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ABSTRACT

Globalization is the process of transmission of ideas, meanings, values and cultures around the world in such a way as to extend and intensify social relations. In globalization, economic and cultural phenomena spread across the political and geographical boundaries. Among the aspects of globalization like economic, cultural, industrial, and many others, the globalization of language is an important aspect. Globalization of language means the spreading of a language to the societies which otherwise have languages of their own. In the present world scenario, the globalization of language means globalization of English language. This globalization of English language is a one way process wherein the English language has been gaining ground everywhere at the cost of other native languages and has therefore given rise to many issues. The present paper is an attempt to highlight the concerns and issues which have emerged because of the globalization of English. The paper also throws light on the effects of English on the languages of Jammu and Kashmir. The paper brings to fore the fact that English language has become global, while as other languages have remained local in their size and scope. This has resulted in the prestige differences among different languages in different world societies. English is considered as a dominant language in terms of prestige in almost all societies and this garners negative attitude, among the natives of different societies, towards their native languages. People tend to be inclined more towards English which has given rise to the serious issues like language shift, language endangerment, language loss and language planning. There are about 7,000 languages in the world and half of them have fewer than 7000 speakers, 80% of the world's languages have fewer than 100,000 speakers. These smaller languages are increasingly thought of as endangered, since all over the world they are failing to be taken up by young people. Closely associated with the problems of language endangerment and language loss is the problem of identity. The loss of language means the loss of identity and all this is encroaching upon the diversity in the world leading to a kind of homogeneity with respect to language.

Key Words: Globalization, Language Shift, Language Death, Identity, Language Planning, Social Justice, Prestige, Minority Languages

1. Introduction

Globalization is currently a popular and controversial issue, though often remaining a loose and poorly-defined concept. In general terms globalization is defined as the process of transmission of ideas, meanings, values and cultures around the world in such a way as to extend and intensify social relations. When we talk about extension of communicative networks, it presupposes a multilateral flow of the phenomenon being globalized, not a unilateral and unidirectional flow. The fact of the matter, however, is that there are many things like power at the base of Globalization. It is power that enhances the chances of globalization of a particular phenomenon. There is no denying to the fact that all societies across the world are not at par in terms of their power and this power differential makes the process of globalization a one-way affair. All attributes associated with power have more tendency of getting globalized. The case of globalization of language is not an exception to it. Like many other attributes associated with power, the language associated with it also has proved the same. If we look back in history, visiting the colonial era, we recollect the fact that the language associated with power was imposed upon the people of the British and American colonies by the colonial powers. The globalization of language therefore refers to the globalization of English. This language has been gaining more and more importance in its non-native territories even in the post colonial era. It is the language which has become global whereas other languages have remained local in their size and scope. As far as the impact of globalization is concerned, discussion on it tends to consider its effects on economic growth, employment, income distribution and other social impacts such as opportunities for poverty alleviation, human and labour rights, environmental consequences and so on. The effects of globalization of language have always been undermined. A serious look at the globalization of language draws our attention to the fact the globalization of one particular language has been taking toll on other world languages. The space for the minority, lesser known and subaltern languages has always been shrinking. This has resulted in a huge lot of issues

ranging from languages shift to languages death and loss of identity. Therefore, in the case of globalization of language, the one way flow is more severe than the globalization of other aspects.

2. Issues Arising from Globalization of Language

As already mentioned in the introduction, English has got globalized whereas other languages have remained local in their size and scope. A lot of issues have arisen because of the one way process of globalization of language. But we will be discussing some of the most prominent issues related to the process of globalization of language.

2.1. Prestige Differences

There is no denying to the fact that majority of the world societies are multilingual having their own indigenous languages. The spread of English to such societies has added the load on these societies. In multilingual societies, there always emerge the prestige differences among languages because of the different roles these languages are assigned. Popan posits that language never spreads due to intra-linguistic causes, instead affected by the perceived prestige of speakers, perceived usefulness, and, most saliently, the dominant position of speakers in the social, political, and economic domains. This dominant position gives the speakers prestige. The speaker's position in society appears as a goal worth striving for. In order to reach this goal, we imitate their language and their way of speaking. English due to the perceived social superiority and social, political, and economic control wielded by English speakers has gained relatively higher prestige. The prestige differences among languages create classes in the society on the basis of proficiency in the more prestigious languages. If we take the Kashmir society as an example, it is clear that in the hierarchy of prestige, English lies at the top of the ladder followed by Urdu. The indigenous languages of the valley have low prestige associated with them because of their meager role in the important domains like education, media, law etc. The prestige differences among languages in a multilingual setup become the reason for all the related issues which are more severe. The issues which directly emerge because of the prestige difference among languages include language shift, language endangerment and language death.

2.2. Language Shift

While a language requires social, political, and economic power in order to spread, the language continues to grow in power in accordance with an expanding number of speakers. The more speakers a language has, the greater the power it is able to wield, as both active and passive use of the language, or oral and written communication, garner a greater reaction if the audience is wider. The prestige of speakers may serve to initially catalyze the language's spread, with social rise and communal integration representing lures for language learning. Popan writes that "a person belonging to a minority/less prestigious group is aware of this perception, wishes to dissociate from their group in order to integrate into the more prestigious/majority group." In other words, the low prestige of a language in a particular society garners negative attitude among its speakers which results in language shift. Once again taking example from the Kashmiri speech community, there has been a continuous decrease in the usage of Kashmiri language so far as its usage in different domains is concerned. There has been a continuous intrusion of the non-indigenous languages like English and Urdu in the different domains. Starting with the domain of education and media, these languages have finally entered the home domain and that is where the threat to native languages is posed and shift has happened.

2.3. Language Endangerment

Closely related to the issue of language shift is the language endangerment. An **endangered language** is a language that is at risk of falling out of use as its speakers die out or shift to speaking other languages. Many of the world languages have got endangered because of the language shift. Today there are about 7000 different natural languages. Eleven of them account for the speech of more than half the world's population. Those eleven are Mandarin Chinese, Spanish, Hindi, French, Bengali, Portuguese, Russian, German, Japanese, Arabic, and English. According to Garrick Bailey and James Perle in their book *Humanity: An Introduction to Cultural Anthropology*, estimates for extinct languages range from 4,000 to 9,000 since the 15th century. Other estimates for the future predict that only 10 percent of the present languages will continue into the 22nd century.

2.4. Language Death

The issues of language endangerment and language death are closely related. In fact language death directly occurs because of the language endangerment. The first step in language death is *potential endangerment*. This is when a language faces strong external pressure, but there are still communities of speakers who pass the language to their children.

The second stage is *endangerment* is once a language has reached the endangerment stage, there are only a few speakers left and children are, for the most part, not learning the language.

The third stage of language extinction is *seriously endangered*. During this stage, a language is unlikely to survive another generation and will soon be extinct. The fourth stage is *moribund*, followed by the fifth stage *extinction*. A language is said to be dead or extinct when no one speaks it any more.

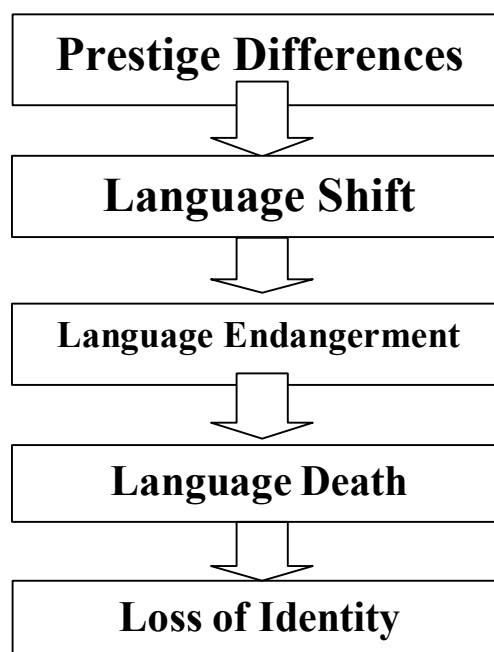
Crystal (2002) explains that languages with only one speaker are already dead languages for language is considered alive only as long as there is someone to speak it to.

He refers to implicit and explicit role of in extinction of Australian indigenous language and states that in Australia, the presence of English has, directly or indirectly, caused great linguistic devastation, with 90% of languages moribund.

More than half the world's languages have fewer than 5,000 speakers, and there are many hundreds that have as few as a dozen.

2.5. Loss of Identity

Language is inextricably linked with identity and the loss of language is not the loss of language only, it is the loss of identity also. After learning a new language, one's perception of his or her competence, communicative style, and value systems undergo some changes. Tabouret-keller (1997) says that the link between language and identity is so strong that a single feature of language use suffices to identify someone's membership in a given group. It is explained that linguistic items are not only the characteristics of groups or communities; they are themselves the means by which individuals both identify themselves and identify with others. The loss of language means the loss of the whole treasure of knowledge encoded in that language, the loss of the cultural values etc. The whole scheme of things goes in an ordered way starting from prestige differences as shown in the next page.



Flowchart showing the scheme of things from prestige difference to loss of identity

3. Other Issues

The other issues arising out of globalization of language include the issues of language planning, social justice and conflicts which are related issues.

3.1. Language planning

Any decision or principle of action adopted with regard to the usage of language or languages by an organization or individual is known as language planning.

Language policies are basically designed to promote one or more languages and also it specifies the usage of language in different domains, like education, administration, media, etc. So we can say that language policy is a cover term for all the linguistic behaviors, assumptions, and cultural forms, folk beliefs, attitude towards a language etc.

Language planning is one of the biggest issues for the language planners, governments, educationists etc. particularly in the sensitive multilingual societies like India. It is an uphill task to do justice with all the languages in a society because all languages cannot be equally treated in the practical world.

Therefore other issues like Social justice and conflicts arise because of unacceptable language planning.

3.2. Social (In)Justice: Violation of Language Rights

When one or more languages are given preference over certain others, it violates the democratic principles of equality and equity. In such cases, the minority languages always remain at the receiving end. Such scenarios have occurred many a time in the history of language planning and thus giving rise to other issues. If we take the example of the Valley of Kashmir, Kashmiri is the most dominant language in terms of number of speakers. Along with Kashmiri, there are many other minority and lesser known languages which are spoken in different parts of the valley. After strongly pressing for the introduction of Kashmiri as a subject in schools, out of the concern for its preservation and maintenance, the majority community somehow managed to initiate what they consider as a step towards proper planning. As a matter of fact, the same cannot be done for other minority and lesser known languages given the impracticability of any such step. In this way these minority communities are denied equal rights and this is the case with most of the minority languages in multilingual set ups across the world.

3.3. Conflicts and Language Riots

Faulty language planning at times results in serious conflicts in a society. The communities whose language rights are violated find the solution in confronting with the language planners, governments in most of the cases. Many violent organizations have been witnessed fighting for their language rights. Certain groups organize themselves on the basis of linguistic affiliations. The violation of language rights and faulty language planning has resulted in language riots even in India. The faulty language planning in the name of Three Language Formula resulted in language riots in West Bengal and Tamil Nadu. Such incidents can happen anywhere if a language is imposed upon people against their wishes.

4. Conclusion

The article sums up some of the major issues that have arisen because of the one way process of globalization. The article starts with a brief introduction about globalization with special reference to globalization of language and proceeds forward with the proposition that the globalization of English has come up with serious issues starting from prestige differences in languages in multilingual societies. The prestige differences lead to many other related issues like language shift, language endangerment, language death and loss of identity. Other issues that arise because of the globalization of English include language planning, language riots and violation of the democratic principles of equity and equality.

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INCLUSIVE INDIAN HIGHER EDUCATION AND EQUITY ISSUE OF MARGINALIZED SOCIAL GROUPS.

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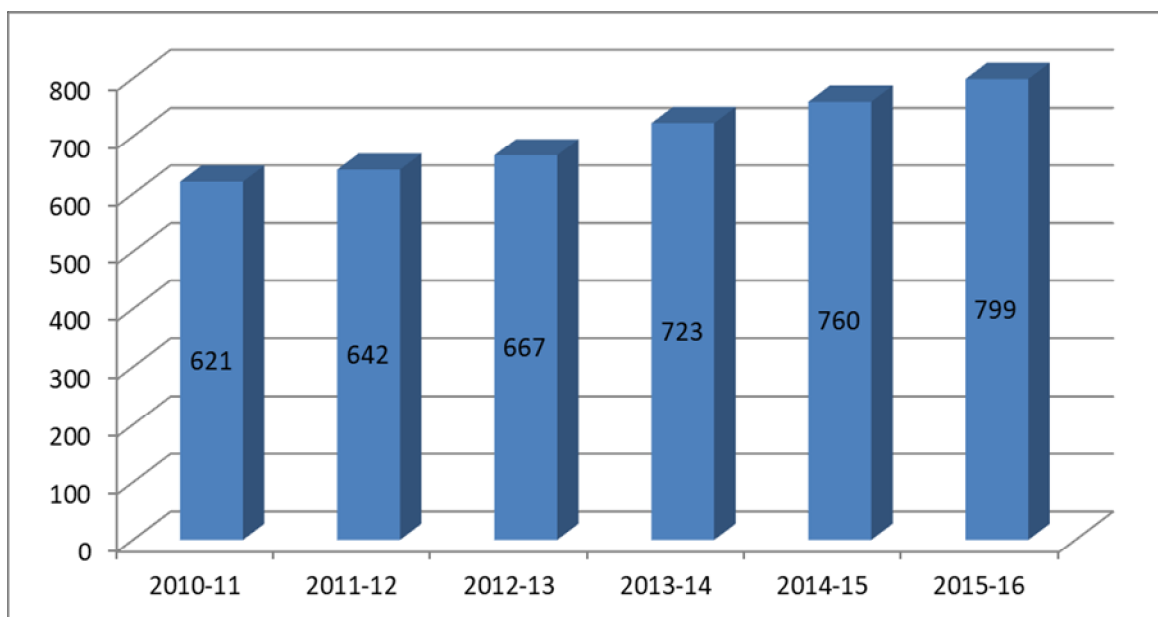
ABSTRACT

Inclusion in Indian higher education means to provide access and opportunity to all groups of people irrespective of their social class, caste, gender, ethnicity to participate in higher education. The inclusiveness has two main dimensions including all sections of society and including all expected goals of education. Indian higher education is the third largest in the world in terms of enrollment, next to the United States and China. The sixth report on All India Survey on Higher Education for 2015-16 states that there are 799 universities, 39071 colleges and 7154 standalone institutions which provide only diploma level courses. Over the years higher education in India has gone through a phase of unprecedented expansion, marked by a huge increase in the volume of students and in the number of institutions. The increase, however has not been commensurate with the growth of population and its diverse needs. According to the Ministry of Human Resource Development's Report on All Indian Survey on Higher Education, the Gross enrollment ratio (GER) which is calculated for 18-23 years of age group is 24.5% during 2015-16. In addition to very low access to higher education in general, there are disparities between various marginalized social groups like schedule castes (SC's), schedule tribes (ST's), other backward classes (OBC's) and women whose Gross enrollment ratio is below than the national average. The present paper attempts to highlight the issues concerning equity and inclusion in higher education in Indian context. The paper attempts to highlight the extent and manifestation of non-inclusion or exclusion in Indian higher education with special reference to marginalized sections like schedule castes, schedule tribes and women.

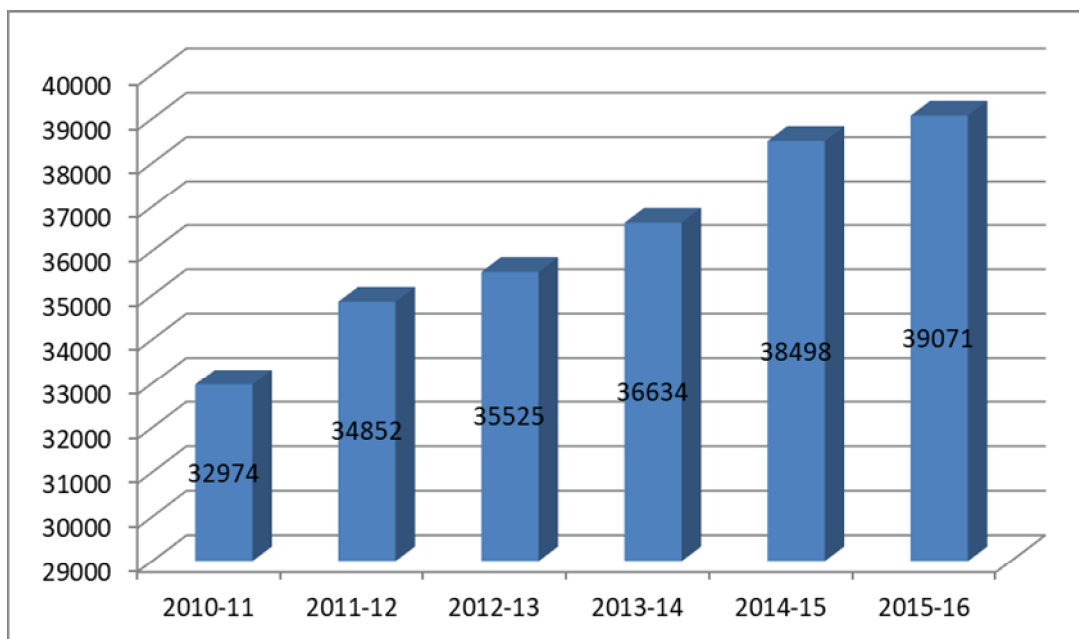
Keywords: Higher education, Gross enrollment ratio, equity, access, inclusion, marginalized groups.

Introduction

The inclusive education is a precondition for socio-economic growth of any country (Kumari, 2013). It is well documented in the history of various countries like Japan and China in Asia and a number of countries in Europe accorded highest priority to education which resulted in higher growth of these countries (Thennady, 2013). The focus of the government in recent years has shifted from promoting incredible India to building inclusive India to which higher education is no exception. The focus of the higher education in India in recent decades has been to have inclusion of marginalized groups like schedule castes, schedule tribes, and women through various schemes like scholarships, reservation, education loan etc. The last decade has witnessed an exponential growth in Indian higher education system (Mahli, 2013). The number of institutes have grown at a compounded annual growth rate (CAGR) of 11% while student enrolment at a compound annual growth rate (CAGR) of 10.8% (Joseph, 2013). In a press release, the Ministry of Human Resource Development (MHRD) informed that the Gross enrolment ratio for higher education in India increased to 24.5% during 2015-16 from 17.9% in 2012 (AISHE, 2016).



Number of universities: AISHE (2010-16).



No of colleges: *AISHE (2010-16)*.

Access of social groups to higher education: In India exclusion takes place on account of three parameters in *higher education*. One is social exclusion on the basis of caste. Most people belonging to lower castes don't have opportunity for higher education, skill training or availing decent jobs. Second is economic exclusion, on account of poverty, because of which there is no upward mobility (Manisha, 2013). Historically, education in India had an elitist and upper caste centered basis. In ancient India the education was the monopoly of Brahman class and rest of society was excluded from education due to the water tight compartments of caste (Shahlani, 2013). The traditional deprivation kept schedule castes and schedule tribes at a lower rung of the caste hierarchy and denied access to any form of education with the demand of knowledge driven society under globalization left them out of mainstream as social misfits and disposable people of society because of their lack of education (Sundar, 2013).

Poor enrolment of schedule castes (SC's), schedule tribes (ST's) and other backward classes: Out of every 100 students getting into institutions of higher education, less than 11% are from schedule castes and less than 5% are from schedule tribes, despite reservation in education (Pinto, 2013). The schedule castes constitute 16.6% of the total Indian population and schedule tribes constitute 8.6% (census, 2011). The poor enrollment percentage of schedule castes and schedule tribe students in universities and colleges has been brought to the fore by a nationwide survey conducted by a Govt appointed task force for the academic year 2011 (Pinto, 2013). According to the results of the survey conducted for the first time in the country, the enrollment of schedule caste students in higher education institutions stood at 10.2% of the total while the percentage of schedule tribe students came out just 4.4%. The data includes enrolment of students in higher educational courses conducted in distance mode. The recent Report of the All India Survey on Higher Education (AISHE) 2015-16 the Gross enrollment ratio of schedule castes has reached up to 19.5% and for schedule tribes to 14.2% (HRD, 2016). The low participation of schedule castes and schedule tribes in higher education as compared to the national average 24.5% is a matter of grave concern (AISHE, 2016). The enrollment of the other backward classes (OBC's) in the year 2010-11 pegged at 27.1% and the state was able to fill the 27% OBC quota (The Hindu, 29th sep. 2012). But the percentage of the population of the other backward classes in the country is 54% according to the Mandal report. In proportion to their population Muslims were worse off than schedule castes and schedule tribes. Muslims comprise 14.4% of India's populations but account for 4.4% of students enrolled in higher education (AISHE, 2015).

Reasons for exclusion of schedule castes and schedule tribes:

1. Education in India has an elitist and upper caste basis from very early times.
2. The traditional deprivation kept schedule castes and schedule tribes at a lower rung and denied them access to education as main stream.
3. Lack of accessibility to institutions of higher learning especially for ST, s who experience geographical isolation from the main stream society.

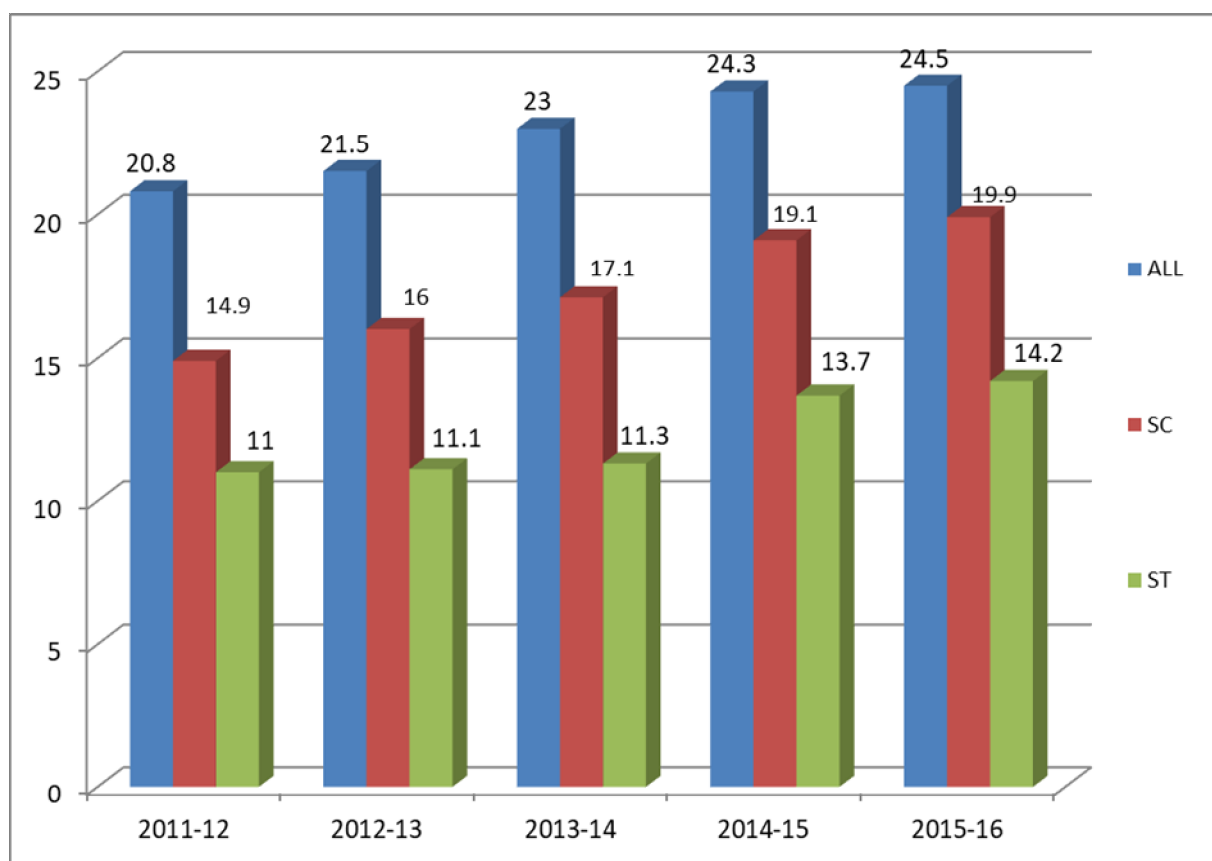
4. Economic backwardness of SC s and ST s is also an abstacle that denies them access to higher education.

5. Lack of proper financial assistance and awareness among SC s and ST s also acts as a source of exclusion.

Gross Enrollment Ratio (GER) 2011-16

Year	GER(Overall) in percents	Male GER (in percents)	Female GER (in percents)	SC(Schedule caste) GER (in percents)	ST(schedule tribe) GER(in percents)
2011-12	20.4	21.6	18.2	-	-
2012-13	21.5	22.7	20.1	16	11.1
2013-14	23.0	23.9	22	17.1	11.3
2014-15	24.3	25.3	23.2	19.1	13.7
2015-16	24.5	25.4	23.5	19.9	14.2

Source: All India Survey on higher Education (AISHE) 2015-16.



Category-wise GER (AISE, 2011-16)

Population constitution of students as per their category.

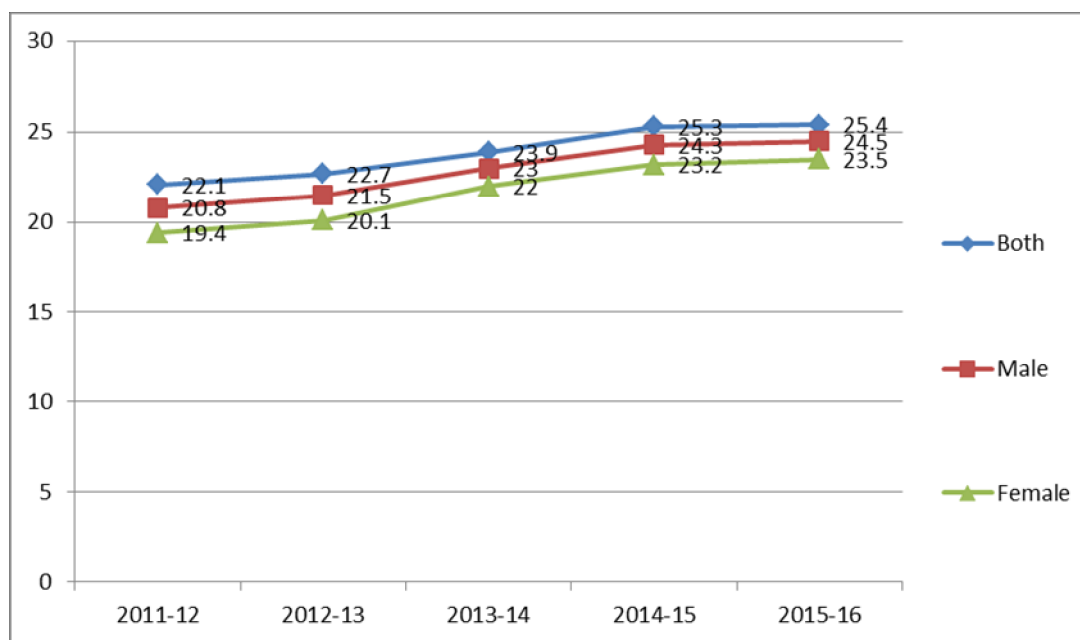
Year	Schedule caste(in percents)	Schedule tribe(in percents)	Other backward classes(In percents)	Muslims(in percents)	Others(in percents)
2011-12	12.5	4.2	31.6	4.5	2.1
2012-13	12.8	4.4	31.2	4.2	1.9
2013-14	13.1	4.6	32.4	4.3	2.0
2014-15	13.44	4.8	32.8	4.4	1.9
2015-16	13.9	4.9	33.75	4.7	1.97

Source: All India Survey on higher Education (AISHE) 2015-16.

Enrollment of Women in Higher Education: Though gender is another source of exclusion in Indian *higher education* but in recent years the number of women enrolled in higher education has risen almost 50% in four years, according to *the Times of India* (Joseph, 2013). This is a very positive development given the fact that women remain subjugated and subordinated in the country. In the 2010-11 academic year almost 7 million women enrolled in colleges, compared with 4.7 million in 2006-7 (AISHE, 2011). The Gross enrollment ratio of women in 2010-11 was pegged at 16.5% while it was 12.7% in 2009-10 (AISHE, 2011). The present enrollment ratio of women as the report of All India Survey on Higher Education is concerned is 23.5% (AISHE, 2016). Though the increase in the enrollment of women is a sign of progress but they don't have access to *higher education* commensurate with their population share and still there is a gap when we compare it with the gross enrollment ratio of men which is 25.4% (AISHE, 2016).

So the inequality or disparity experienced by social groups like schedule castes, schedule tribes, other backward classes and women reflected by the afore mentioned data is a matter of grave concern for India. The exclusion experienced by these groups on the basis of caste, ethnicity or gender is aggravated by insufficient scholarships, lack of mature loan system administrative apathy etc (Nagraja, 2013). The vision statement of the Ministry of Human Resource Development (MHRD) highlights the consciousness amongst the policy makers for affirmative action. Equitable access (equity) of *higher education* is described as an unambiguous objective (Sharnapa, 2013). The most prominent policy for promoting access to higher education has been reservations. The policy of reservation in higher education is based on the assertion that participation of disadvantaged groups has been low and reservation would enhance their participation. The percentage of reservation varies across the states in accordance with the population of these groups in respective states. 22.5% quota /seats are reserved for schedule castes and schedule tribe students. An additional quota of 27% is reserved for other backward castes in federal institutions (Jairam, 2013). It means 49.5% seats are reserved for the marginalized social groups. Along with reservation, the Govt

provision of scholarships, special hostels, meals, book loans and other schemes exclusively for schedule castes and schedule tribe students have encouraged the participation (Joseph, 2013).



Gross Enrollment Ratio (AISHE, 2011-16).

Causes for low Gross Enrolment Ratio (GER) of women.

1. Negligence of female education due to gender inequality.
2. Imposition of domestic responsibilities on girls.
3. Lack of educational facilities especially in rural areas.
4. Historical and traditional factors; for centuries together female education was neglected and hence tradition bound people came to believe that education of women is not worthy of any serious consideration.
5. Economic factors especially in terms of grinding poverty and hunger is probably the most influential in adversely affecting female participation in higher education.
6. Orthodox attitude of parents to send their girls for attaining higher education.

Policy intervention towards equality and social justice at higher education level: From time to time the Government of India has launched a number of schemes and programmes for the purposes of enhancing the participation of deprived classes in higher education. The Government has it mandatory for all these institutions to provide 15% reservations to schedule castes (SCs), 7.5% reservation to schedule tribes (STs). In addition, the Central Government has provided for 27% reservation to other backward classes (OBCs) in all centrally funded institutions of higher learning (Agarwal, 2006).

The SC/ST students who secure admission in the notified institutions are given scholarships to meet the requirements for full tuition fees, living expenses, books and stationery. The scholarships once awarded continue till the completion of the courses, subject to satisfactory performance. Under the 'Book Bank Scheme' for SC and ST students pursuing Medical, Engineering, Agriculture, veterinary, polytechnics, law, chartered accountancy, and bio-science courses are provided books at undergraduate and postgraduate level. The Government of India also provides 17 overseas scholarships each year to the meritorious SC and ST students who wish to pursue higher studies abroad. The Government also committed to provide increased financial assistance to institutions located in border, hilly, remote and educationally backward areas. The central government is also going to provide increased support to institutions with large percentage of SC, ST, OBC, girls and minority population. Besides the government is also committed to build more hostels for the students belonging to underprivileged sections of the society (Prakesh, 2008).

Positive Discrimination: A constitution may indicate the direction in which we are to move; but the social structure will decide how far we are able to move at what pace. *said Andre Battelle*. As would be seen from the forgoing the pace at which the different disadvantage sections are having access to higher education leave a lot to be desired. This is despite the myriad affirmative action and positive discrimination towards SC/ST and OBCs. Several studies have shown that only the elites among the SC&ST have benefitted significantly from the positive discrimination policy of the Government (Sundar, 2015).

Human resource development programmes to ensure equity in higher education: In spite of the significant progress made during the past few years, Indian *higher education* is still plagued with several challenges, i.e. relatively low gross enrollment ratio, inequitable access to higher education by caste, community, geography, gender and lack of high quality research and educational institutions, resulting in sub-optimal outcomes (Joseph, 2013).

The twelfth plan recognizes these challenges and proposes several initiatives around six focus areas to address them.

- Expansion: augmenting capacity in existing institutions.
- Equity: creating targeted schemes for backward and minorities
- Excellence: building excellence through research and innovation, faculty development and internationalization.
- Governance: enhancing institutional autonomy and transparency.
- Funding: Increasing public and private funding and linking them to outcomes.
- Implementation and monitoring: Improving coordination across ministries and agencies (Joseph, 2013).

Twelfth five year plan (2012-17) in relation to equity and inclusion: The objective of the 12th five year plan (2012-17) in the sphere of equity should be to eliminate gender disparities and to significantly reduce urban -rural, inter-regional and inter- social group disparities. This will call for a much larger facilitative and promotional role for the central and state governments as well as the private sector in higher towards the hitherto marginalized sections of the society .Thus the major emphasis of the 12th five year plan should be on promoting inclusiveness so as to accommodate more students from marginalized sections of the society. Thus the prime focus of the 12th five year plan should be on promoting inclusiveness so as to accommodate more students from marginalized sections into the ambit of higher education in India (Fahmeeda, 2013).

Central initiative for inclusive education: In the twelfth five year plan a new scheme called Rashtriya Uchchatar Shiksha Abiyan (RUSA) was launched which seeks to promote equity, access, and excellence in state higher education system. This scheme supports upgrading autonomous colleges to universities, clustering colleges to form a university ,setting up of new professional colleges in unserved and underserved areas and providing grant to colleges and universities to help them improve their infrastructure(12th FYP, 2012).

Suggestions and recommendations: few suggestions and recommendations are put forth for the successful implementation of various strategies to redress equity related issues in the higher education system, they are as follows;

- While access to qualitative professional higher education needs to be further expanded at the same time equity must be ensured by extending financial and academic support to poor and marginalized sections of the society (Joseph, 2013).
- To provide Need Based Job óOriented Courses all round Development of personality is the purpose of education there shall be industry academia collaboration. But the present day education is neither imparting true knowledge of life and nor improving the talent of a student by which one can achieve laurels /glory in the field one is interested in (Nagraja, 2013).
- There must be a fee concession; regular scholarships as well as education loan must be provided at right time to all students including schedule castes and schedule tribes to complete their courses successfully (Joseph, 2013).
- Effective measures will have to be adapted to mobile resources for higher education.
- The Equal Opportunities Cells (EOCS) in the universities and colleges should work with the (IQAC) to monitor the social diversity in the composition of the institution (Najraja, 2103).
- The UGC should monitor the performance of the equity parameters through its standing committees (Joseph, 2013).
- The career counseling and redressal grievance cells should be established and made operational for schedule castes, schedule tribes and women in every higher education institution (Shalini , 2013).
- Establishment of a National Monitoring Cell (NMC) under University Grants Commission (UGC) (Joseph, 2013).
- Optimizing the existing institutions and creating new facilities, more so in backward areas to make higher education more inclusive.

- The pace of affirmative action ought to be accelerated to ensure larger participation of SCs, STs, women and minority students in progressive disciplines.

Conclusion: The paper presents the development and present scenario of higher education in India with a prior focus on the inclusive higher education and equity issues. As a country India has made tremendous strides in terms of enrollment in higher education since independence cutting across caste, gender, ethnicity and religion. However there is asymmetry between male and female, majority and minorities in terms of their relative access to higher education despite affirmative action.

This is not unsurprising given the historic nature of such deprivation in respect of SC/ST& women; alienation of tribal s, segregation of schedule castes and ingrained bias towards women. How the inclusive higher education is a product of social context .The interrelation between hierarchical social structure ,the economic inequalities and gender inequality and have been reflected as an obstacle to inclusive higher education in india. Despite low gross enrollment ratio for the schedule castes ,schedule tribes and other backward classes and women ,several policy initiatives have been taken by the Ministry of Human Resource Development and in the 12th five year plan to promote inclusiveness so as to accommodate more students from marginalized sections with higher education in Indian context .This will have a good prospect for Indian by establishing it as the world capital of rich human resource with motto that should read as òincluding the excluded, giving the best to the leastö.

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DIVERGENT PRODUCTION ABILITIES AMONG COLLEGE STUDENTS IN RELATION TO THEIR DIFFERENT COGNITIVE STYLES

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ABSTRACT

This study examines divergent production abilities in a sample of 290 college students (145 female and 145 male). 't' value indicated no significant gender differences in word, ideational fluency, expressional fluency, elaboration dimensions of divergent production abilities among college students in relation to different styles. But significant gender differences were found among college students in associational and spontaneous flexibility having integrated style. Significant gender differences were found in adaptive flexibility among college students having systematic and undifferentiated style. Significant gender differences were observed in originality among college students having undifferentiated style. In case of both male and female students significant as well insignificant correlation was found between the dimensions of divergent production ability. This study has lot of educational implications.

Keywords: : word fluency ideational fluency, flexibility, adaptive flexibility, originality and elaboration,

Introduction

A creative person is an important requirement in the global world, and this makes divergent thinking an increasingly important area in education. The first person who defines creative thinking was Torrance, who defined it as "the ability to sense problems, make guesses, generate new ideas, and communicate results" (1965, 1966, 1988, as cited in Wang, 2011). However, individual and group differences can occur for creativity and such differences demand study to permit understanding of their underlying causes. One such class of group differences for creativity is gender differences. Boys and girls may differ in their creativity levels, due to sex differences associated with different biological influences on the two sexes and/or due to gender differences associated with different socio-cultural influences on the two sexes. The present research is an investigation of creativity differences between boys and girls with an emphasis on gender differences on creativity.

Some empirical studies observed that females tend to have higher creativity scores than men (Anwar, Shamim-ur-Rasool, & Haq, 2012; Awamleh, Al Farah, & El-Zraigat, 2012; DeMoss, Milich, & DeMers, 1993; Hong et al., 2013; Kousoulas & Mega, 2009; Stephens et al., 2001). Stephens et al. (2001) indicated that females performed significantly better than males in the subtests of originality and creative index. Kousoulas & Mega (2009) observed that female students scored higher than the male students in the subtests of fluency and flexibility, and for the total score of divergent thinking, except for the originality subtest. Awamleh et al. (2012) found the presence of gender differences in creative thinking abilities and observed that females had an advantage over males on the subtests of fluency and flexibility. Hong et al. (2013) observed that females had a significant advantage over the males in the subtests of fluency, flexibility, and elaboration, but not in originality when domain-specific items were used. The results of the study further indicated that there were no differences between males and females in their domain-general creative thinking scores. Klausmeier & Wiersma (1964) found that the mean divergent thinking test scores for girls were higher than for boys. Khaleefa et al. (1996) reported that small girls in the Sudan were found to be more creative than boys, for as long as they enjoy the same level of freedom. This, however, changes during adolescence, when girls have less freedom and face more pressure in the restricted socio-cultural system. Halpern & LaMay (2000) observed that women tend to have slightly higher verbal abilities than

men. Raina (1980) reported a reversal in sex differences in creativity over a 10-year period in India. In 1969, boys in India had shown a consistent superiority in both the verbal and figural tests. Retesting a decade later, however, revealed that the advantage in both verbal and figural creativity had shifted in favor of the girls. Still other studies indicated that female students were more creative as compared to the male students. So the creativity differs significantly on the bases of gender. Female academically gifted students were found to be more creative and have better personality characteristics than male academically gifted students (Dalal & Rani, 2013; Sethi, 2012; Nadim & Wani, 2013; Deshmukh, 1978). Statistically significant differences were found between the creativity of male and female senior college students with low achievement on total creativity and also on Fluency, Flexibility and Elaboration dimensions where as insignificant difference was found on originality dimension (Wasake, 2014). Baer & Kaufman (2008) reported that there were few studies indicating the advantage of females over males, in terms of divergent thinking (Singh, 1979; Rejskind, Rapagna & Gold, 1992); but, many more studies showed mixed results or no significant differences (e.g., Goldsmith & Matherly, 1988; see Baer & Kaufman, 2008 for a comprehensive review). Overall, the display of regular gender differences has been vague. Males were found better than females on certain aspects of creativity but females were generally good than males on others (Ai, 1999).

Girls recorded superiority over boys in problem finding while boys surpassed them on spontaneous fluency and cognitive flexibility but there was no significant gender difference on overall divergent thinking (Joseph Achieng Rabari; Francis Chisikwa Indoshi & Tony Okwach Omusonga, 2011). Conti, Collins & Picariello (2001) observed that girls were less creative in competitive situations and boys were more creative in competitive situations. Lau & Li (1996) revealed that boys were more creative than girls. Razik (1964) found that girls outranked boys in their creative ability. Women showed higher scores on creativity than men (Bowers 1971; Anne, 1974; & Tripathi, 1983).

The studies presented thus far provide evidence that females have mostly higher creativity scores compared to males. However, opposed to the previous results, some studies revealed that males scored higher than females in creative thinking subtests. He et al. (2013) reported that males had superiority over the females in creativity test performance as demonstrated by both composite creative scores and individual subscale scores. Rathod (2012) revealed that Boys were more open minded, free thinking, bold, hence current affairs knowledge will be more and these all may lead them to have maximum divergent production ability than the girls. Girls are hard workers, prompt, punctual, and honest; they attain maximum divergent production ability as compared to boys. Ruth & Birren (1985) showed that men performed better than the women. Ghosh (2013) revealed that boys were found more creative than girls.

Differing from those studies, some studies indicated that there were no gender differences in creative thinking. These studies were mostly conducted in higher education settings. Ayyildiz-Potur & Barkul (2009) reported that there were no differences between males and females in their use of creative thinking abilities. No significant differences in creativity were found between males and females (Ester Come Brink 2003; Aitken-Harris, 2004). In the domain of cognitive styles Studies consistently find gender differences in its dimensions (Kaur & Oberoi, 2010). Armstrong (2010) revealed that, students whose dominant cognitive styles were Analytic attained higher grades for long-term solitary tasks involving careful planning and analysis of information. However, contrary to expectations, performance on tasks believed to be more suited to the Wholistic/Intuitive style was also higher for Analytic individuals, as was overall ability defined by final degree grades. Despite some studies reported no statistically significant gender differences in the (field-dependent & field independent) cognitive style (Al-Salameh, 2011; Reddy, 2013), systematic

and intuitive cognitive style (Jena, 2013). Others reported that sex difference is not a matter for the creativity. It is the family environment and the socio-economic status is the cause and consequence for the creative components (Kumar, 1995; Trivedi & Bhargava, 2010). Further studies observed that boys do not differ significantly in all the variables of verbal creativity, except the measures of originality from the girls (Siddiqui, 2011). Khan & Gash (2012) reported that male and female collegians showed no significant difference in the elaboration dimension of non-verbal creativity. But in originality dimension of non-verbal creativity findings showed significant difference accordingly. Significant correlation was found between field independent students with higher scientific creativity than field dependent students (Sharma, 2013).

This study was designed to explore gender differences in some variables of divergent production abilities on a sample of the college students population. The questions we seek to address are: what are the differences in eight dimensions of divergent production abilities between male and females having different cognitive styles and second what is the inter-correlation between different dimensions of divergent production abilities for both males and females.

Method

Participants

For the present study the investigator has used descriptive cum survey method of research. The population of the present study consists of all part 1st college students studying in Govt. degree colleges of district Jammu, Samba, Kathua, Reasi and Udhampur in Jammu division. Multi stage random sampling technique was used and a sample of 8 colleges were selected out of these 27 colleges in proportion to the number of colleges in each district by randomization technique. The researcher has selected a sample of 290 students (145 Male and 145 Female) from the selected colleges by randomization technique. While collecting the data the investigator have personally visited and contacting the concerned officials of selected colleges and granted permission for data collection. For collecting the data the researcher has used cognitive style inventory developed by Praveen Kumar Jha and divergent production abilities test battery developed by Dr .K. N Sharma

Measures

Divergent production abilities test (DPA) Designed by Dr .K. N Sharma. It is a battery of tests on divergent production abilities based on the model of Guilford. The battery contains 6 tests as: word production test, uses of things test, similarities test, sentence construction test, titles test, and elaboration test. These six tests are used to measure eight abilities, i.e. Word fluency Ideational fluency, Expressional fluency, Associational fluency, Spontaneous flexibility, Adaptive flexibility, Originality and Elaboration.

Cognitive style inventory (CSI) is a self-report inventory established by Praveen Kumar Jha in 2001. The inventory consists of two broad dimensions i.e. systematic and intuitive. It is self-report questionnaire which contains 40 items.

Procedure

The questionnaires were filled out individually by students; in some cases students were guided in understanding the questions which they find difficult. There were no significant differences across gender in the method of administering the questionnaires.

Results

T test were performed to test for gender differences in eight dimensions of divergent production abilities and Pearson correlation was performed to see the relationship between these dimensions of divergent production abilities.

TABLE 1: Values of Mean, S.D., SE_{DM} and 't' for male and female college students in word fluency as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	df	Significance
Systematic	Male	21	49.23	9.39	3.75	0.24	40	NS
	Female	21	48.33	9.31				
Intuitive	Male	11	48.54	10.54	5.30	0.32	14	NS
	Female	5	46.8	5.15				
Integrated	Male	35	52	11.45	2.70	0.74	77	NS
	Female	44	54	12.33				
Undifferentiated	Male	45	50.15	8.77	2.04	0.62	72	NS
	Female	29	51.44	8.47				
Split	Male	33	48.09	6.29	1.60	1.25	77	NS
	Female	46	46.39	7.50				

Review of Table 1 shows that the computation value of t for male and female college students in word fluency, having systematic, intuitive, integrated, undifferentiated and split styles is 0.24, 0.32, 0.74, 0.62 and 1.25 which is well below the table value of t 2.02, 2.14, 1.99, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 77, 72 and 77 degrees of freedom respectively. The calculated value thus, falls short of the table value. The value of t is therefore, not significant. It can therefore, said that there were no significant gender differences in word fluency among college students having systematic, intuitive, integrated, undifferentiated and split cognitive style.

TABLE 2: Values of Mean, S.D., SE_{DM} and 't' for male and female college students in ideational fluency as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	df	Significance
Systematic	Male	21	49.33	10.54	3.03	0.12	40	NS
	Female	21	48.95	8.53				

Intuitive	Male	11	51.81	9.61	4.73	0.67	14	NS
	Female	5	48.6	3.49				
Integrated	Male	35	49.45	12.34	2.48	1.61	77	NS
	Female	44	53.31	9.69				
Undifferentiated	Male	45	50.37	8.07	2.36	0.53	72	NS
	Female	29	49.10	12.31				
Split	Male	33	49.51	8.62	2.00	0.85	77	NS
	Female	46	47.80	8.92				

Review of table 2 shows that the computation value of t for male and female college students in ideational fluency having systematic, intuitive, integrated, undifferentiated and split styles is 0.12, 0.67, 1.61, 0.53 and 0.85 which is well below the table value of t 2.02, 2.14, 1.99, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 77, 72 and 77 degrees of freedom respectively. The calculated value thus, falls short of the table value. The value of t is therefore, not significant. It can therefore, said that there were no significant gender differences in ideational fluency among college students having systematic, intuitive, integrated, undifferentiated and split cognitive style.

TABLE 3: Values of Mean, S.D., SE_{DM} and ' t ' for male and female college students in associational fluency as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	Df	Significance
Systematic	Male	21	52.14	11.74	2.90	1.29	40	NS
	Female	21	48.38	5.54				
Intuitive	Male	11	49.09	10.52	5.41	0.27	14	NS
	Female	5	47.6	6.16				
Integrated	Male	35	49.94	9.10	2.50	*1.99	77	Significant at 0.05 level
	Female	44	54.93	12.41				
Undifferentiated	Male	45	50.86	9.58	2.10	1.26	72	NS
	Female	29	48.20	7.57				
	Male	33	47.57	8.72				

Split	Female	46	47.28	9.01	2.03	0.14	77	NS
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Review of Table 3 shows that the computation value of t for male and female college students in associational fluency having systematic, intuitive, undifferentiated and split styles is 1.29, 0.27, 1.26 and 0.14 which is well below the table value of t 2.02, 2.14, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 72 and 77 degrees of freedom respectively. The value of t is therefore, not significant. It can therefore, said that there exists no significant gender differences in associational fluency among college students having systematic, intuitive, integrated, undifferentiated and split cognitive style. But significant differences were found between male and female college students in associational fluency having integrated cognitive style as the value of t 1.99 equals the table value of t 1.99 at 0.05 level of significance for 77 degrees of freedom. It can therefore, said that there were significant gender differences in associational fluency among college students having integrated cognitive style.

TABLE 4: Values of Mean, S.D., SE_{DM} and ' t ' for male and female college students in expressional fluency as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	df	Significance
Systematic	Male	21	47.57	11.49	3.27	0.65	40	NS
	Female	21	49.71	9.06				
Intuitive	Male	11	51.81	13.08	6.77	0.20	14	NS
	Female	5	50.4	8.02				
Integrated	Male	35	52.17	9.76	2.50	0.86	77	NS
	Female	44	50.00	11.98				
Undifferentiated	Male	45	50.22	9.00	2.13	1.62	72	NS
	Female	29	46.75	8.92				
Split	Male	33	48.63	9.28	2.08	1.46	77	NS
	Female	46	51.67	8.82				

Review of table 4 shows that the computation value of t for male and female college students in expressional fluency having systematic, intuitive, integrated, undifferentiated and split styles is 0.65, 0.20, 0.86, 1.62 and 1.46 which is well below the table value of t 2.02, 2.14, 1.99, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 77, 72 and 77 degrees of freedom respectively. The calculated value thus, falls short of the table value. It can therefore, said that there were no significant gender differences in expressional fluency among college students having systematic, intuitive, integrated, undifferentiated and split cognitive style.

TABLE 5: Values of Mean, S.D., SE_{DM} and 't' for male and female college students in spontaneous flexibility as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	df	Significance
Systematic	Male	21	51.28	10.22	2.76	0.55	40	NS
	Female	21	49.76	6.92				
Intuitive	Male	11	52.09	10.99	5.88	0.25	14	NS
	Female	5	53.6	8.17				
Integrated	Male	35	49.97	11.73	2.48	*2.01	77	Significant at 0.05 level
	Female	44	54.97	10.33				
Undifferentiated	Male	45	53.06	8.71	3.03	1.20	72	NS
	Female	29	50.03	12.91				
Split	Male	33	51.51	9.34	2.01	0.98	77	NS
	Female	46	49.5	8.68				

Review of table 5 shows that the computation value of t for male and female college students in spontaneous flexibility having systematic, intuitive, undifferentiated and split styles is 0.55, 0.25, 1.20 and 0.98 which is well below the table value of t 2.02, 2.14, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 72 and 77 degrees of freedom respectively. The value of t is therefore, not significant. It can therefore, said that there exists no significant gender differences in spontaneous flexibility among college students having systematic, intuitive, integrated, undifferentiated and split cognitive style. But significant differences were found between male and female college students in spontaneous flexibility having integrated cognitive style as the value of t 2.01 exceeded the table value of t 1.99 at 0.05 level of significance for 77 degrees of freedom. It can therefore, said that there were significant gender differences in spontaneous flexibility among college students having integrated cognitive style.

TABLE 6: Values of Mean, S.D., SE_{DM} and 't' ratio for male and female college students in adaptive flexibility as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	df	Significance
Systematic	Male	21	52.85	9.99	2.58	*2.25	40	Significant at 0.05 level
	Female	21	47.04	5.80				
Intuitive	Male	11	50.63	6.39	3.95	1.52	14	NS
	Female	5	44.6	7.79				
Integrated	Male	35	50	6.23	2.31	0.39	77	NS
	Female	44	49.09	12.50				
Undifferentiated	Male	45	50.53	4.67	1.89	**3.20	72	Significant at 0.01 level
	Female	29	44.48	11.32				
Split	Male	33	50.60	5.86	1.60	1.83	77	NS
	Female	46	47.67	7.72				

Review of table 6 shows that the computation value of t for male and female college students in adaptive flexibility having intuitive, integrated and split styles is 1.52, 0.39, and 1.83 which is well below the table value of t 2.14, 1.99 and 1.99 at 0.05 level of significance for 14, 77 and 77 degrees of freedom respectively. It can therefore, said that there were no significant gender differences in adaptive flexibility among college students having intuitive, integrated and split styles. But significant differences were found between male and female college students in adaptive flexibility having systematic and undifferentiated style as the value of t 2.25 and 3.20 exceeded the table value of t which is 1.99 at 0.05 level of significance for 40 and 77 degrees of freedom. It can therefore, said that there were significant gender differences in adaptive flexibility among college students having systematic and undifferentiated style.

TABLE 7: Values of Mean, S.D., SE_{DM} and 't' for male and female college students in originality as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	t	df	Significance
Systematic	Male	21	50.80	12.32	3.41	0.05	40	NS
	Female	21	50.61	9.03				
Intuitive	Male	11	48.00	8.87	4.91	0.16	14	NS
	Female	5	47.2	7.72				

Integrated	Male	35	51.4	10.31	2.38	0.32	77	NS
	Female	44	52.18	10.70				
Undifferentiated	Male	45	50.82	8.45	2.10	**2.65	72	Significant at 0.01 level
	Female	29	45.24	9.21				
Split	Male	33	48.60	10.18	2.23	1.01	77	NS
	Female	46	50.86	9.51				

Review of table 7 shows that the computation value of t for male and female college students in originality having systematic, intuitive, integrated and split styles is 0.05, 0.16, 0.32, and 1.01 which is well below the table value of t 2.02, 2.14, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 77 and 77 degrees of freedom respectively. It can therefore, said that there exist no significant gender differences in originality among college students having systematic, intuitive, integrated and split styles. But significant differences were found between male and female college level science students in originality having undifferentiated style as the value of t 2.65 is greater than the table value of t 1.99 at 0.05 level of significance for 72 degrees of freedom. It can therefore, said that there were significant gender differences in originality among college students having undifferentiated style.

TABLE 8: Values of Mean, S.D., SE_{DM} and ' t ' for male and female college students in elaboration as a dimension of divergent production abilities having different cognitive styles

Cognitive Styles	Group	N	Mean	S.D	SE_{DM}	T	df	Significance
Systematic	Male	21	51.52	7.70	2.59	0.05	40	NS
	Female	21	51.38	8.68				
Intuitive	Male	11	49.45	12.84	6.38	0.54	14	NS
	Female	5	46.00	5.36				
Integrated	Male	35	49.74	11.54	2.32	1.15	77	NS
	Female	44	52.43	9.09				
Undifferentiated	Male	45	50.84	8.74	2.29	1.16	72	NS
	Female	29	48.17	10.32				
	Male	33	48.66	9.75				

Split	Female	46	47.95	10.97	2.39	0.07	77	NS
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Review of table 8 shows that the computation value of t for male and female college students in elaboration, having systematic, intuitive, integrated, undifferentiated and split styles is 0.05, 0.54, 1.15, 1.16 and 0.07 which is well below the table value of t 2.02, 2.14, 1.99, 1.99 and 1.99 at 0.05 level of significance for 40, 14, 77, 72 and 77 degrees of freedom respectively. The value of t is therefore, not significant. It can therefore, said that there exists no significant gender differences in elaboration among college students having systematic, intuitive, integrated, undifferentiated and split cognitive style.

Table 9: Results of correlation between the dimensions of divergent production abilities i.e., 1 word fluency, 2 Ideational fluency, 3 Associational fluency, 4 Expressional fluency, 5 Spontaneous flexibility, 6 Adaptive flexibility, 7 originality and 8 Elaboration among male college students (N=145)

Pearson correlation	Mean	SD	1	2	3	4	5	6	7	8
1	50.01	10	—							
2	50	10	0.50	—						
3	50	10	0.32	0.43	—					
4	50	10	0.23	0.00	-0.00	—				
5	51.73	10.00	0.47	0.87	0.46	0.02	—			
6	51.5	10	0.15	0.16	0.07	0.28	0.14	—		
7	50	10	0.14	0.13	0.21	0.34	0.14	0.60	—	
8	50.05	10.05	0.21	0.27	0.19	0.07	0.33	0.27	0.32	—

Review of table 9 revealed that word fluency ($r=.50, .32, .23, .47, .15, .14, .21$) was significantly correlated with ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, adaptive flexibility, originality and elaboration. Ideational fluency ($r=.43, 0.00, 0.87, 0.16, .13, .27$) was significantly correlated with associational fluency, spontaneous flexibility, adaptive flexibility, originality and elaboration but have no association with expressional fluency. Associational fluency ($r= -0.00694, 0.464155, 0.075773, 0.210497, 0.199438$) was significantly correlated with, spontaneous flexibility, adaptive flexibility, originality and elaboration while as negatively associated with expressional fluency. Expressional fluency ($r=0.021442, 0.289339, 0.344165, 0.075075$) was significantly correlated with spontaneous flexibility, adaptive flexibility, originality and not associated with elaboration. Spontaneous flexibility ($0.144948, 0.143927, \text{ and } 0.332935$) was significantly correlated with adaptive flexibility, originality and elaboration. Adaptive flexibility ($0.600841, 0.278909$) was significantly correlated with originality and elaboration. Originality (0.325065) was significantly correlated with elaboration.

Table 10: Results of correlation between the dimensions of divergent production abilities i.e., 1 word fluency, 2 Ideational fluency, 3 Associational fluency, 4 Expressional fluency, 5 Spontaneous flexibility, 6 Adaptive flexibility, 7 originality and 8 Elaboration among female college students (N=145)

Pearson correlation	Mean	S.D	1	2	3	4	5	6	7	8
1	50.01	10.01	--							
2	50.07	10.01	0.42	---						
3	50	10	0.46	0.44	--					
4	50	10	-0.14	0.10	-0.04	--				
5	51.38	10.01	0.34	0.83	0.39	0.14	--			
6	47.25	10.1	-0.06	0.25	0.13	0.31	0.28	--		
7	50	10	-0.12	0.16	-0.00	0.42	0.20	0.74	--	
8	50	10.01	0.36	0.32	0.21	0.10	0.39	0.10	0.14	--

Review of table 10 revealed that word fluency ($r=0.429617, 0.463782, -0.14602, 0.346371, -0.06695, -0.12963, 0.36482$) was significantly correlated with ideational fluency, associational fluency, spontaneous flexibility, and elaboration while as negatively correlated with expressional fluency, adaptive flexibility, originality. Ideational fluency ($r=0.440067, 0.108049, 0.839781, 0.255856, 0.167595, 0.324135$) was significantly correlated with associational fluency, spontaneous flexibility, adaptive flexibility, originality and elaboration but have no association with expressional fluency. Associational fluency ($r= -0.04822, 0.395127, 0.131908, -0.00682, 0.213387$) was significantly correlated with adaptive flexibility and elaboration while as negatively associated with spontaneous flexibility and originality. Expressional fluency ($r=0.149311, 0.316043, 0.423018, 0.105154$) was significantly correlated with spontaneous flexibility, adaptive flexibility, originality and elaboration. Spontaneous flexibility ($r=0.284153, 0.202139, 0.396341$) was significantly correlated with adaptive flexibility, originality and elaboration. Adaptive flexibility ($r= 0.74732, 0.108898$) was significantly correlated with originality and elaboration. Originality ($r=0.142607$) was significantly correlated with elaboration.

Discussion

Creativity is the most valued human quality. It is considered vital for shaping the man's future. Hardly there may be any one to overlook the importance of creativity. But it is not enough to recognize its importance the more important is that how we can gather knowledge on scientific principles and thus the knowledge accumulated is used to help man in the development of his creative potential. The discussion of the results based on the analysis and interpretation of data is presented in the foregoing pages. The results are discussed as under.

It was found that there were no significant gender differences in word fluency among college students having systematic cognitive style, intuitive cognitive style, integrated cognitive style, undifferentiated cognitive style and split cognitive styles. It may be due to the fact that in schools teachers treating both of them equally, parents are now more conscious about girl's education; girls are now becoming more advanced, both are getting and providing the same opportunities. Girls are now more open minded, bold, may have knowledge of current affairs all these reasons may lead them to have similar

divergent production ability as the boys. Also one more reason may be the accessibility of modern technology.

The results of the study were supported by findings of Siddiqui (2011) reported that boys and girls do not differ on the measure of fluency. Murugan and Rajendran (2013) found men and women teachers are similar so far as their word fluency is concerned.

Our results were not supported by the Ghosh (2013) found significant difference in fluency dimension of creativity among male and female school students. Sharma and Goyal (2012) found significant difference in fluency dimension of creativity among male and female high school students.

It was found that there were no significant gender differences in ideational fluency among college students having systematic cognitive style, intuitive cognitive style, integrated cognitive style, undifferentiated cognitive style and split cognitive styles.

The results were not supported by the findings of Murugan & Rajendran (2013) found that men and women teachers differ so far as their ideational fluency is concerned.

It was found that there were no significant gender differences in associational fluency among college students having systematic cognitive style, intuitive cognitive style, undifferentiated cognitive style and split cognitive styles whereas significant gender differences were found in associational fluency among college students having integrated cognitive style. It may be also because there is no social, religious, and cultural differences between them. One more reason may be due to the fact that these five districts are balanced in terms of economic development.

The results of the present study are in line with the findings of Siddiqui (2011) found that boys and girls do not differ on the measure of flexibility. Murugan and Rajendran (2013) observed men and women teachers differ so far as their associational fluency is concerned.

It was revealed that there were no significant gender differences in expressional fluency among college students having systematic cognitive style, intuitive cognitive style, integrated cognitive style, undifferentiated cognitive style and split cognitive styles.

The results of the present study do not supported by the findings of Murugan and Rajendran (2013) reported that men and women teachers differ so far as their expressional fluency is concerned.

It was found that there were no significant gender differences in spontaneous flexibility among college students having systematic style, intuitive style, and undifferentiated style and split styles whereas significant gender differences were found in spontaneous flexibility among college students having integrated cognitive style.

The findings were not supported by the results of Murugan and Rajendran (2013) observed that, the women B.Ed. trainees are better in their spontaneous flexibility than the men B.Ed. trainees. Ghosh (2013) reported significant differences in flexibility dimension of creativity among male and female school students. Sharma and Goyal (2012) found significant differences in flexibility dimension of creativity among male and female school students.

It was found that there were no significant gender differences in adaptive flexibility among college students having intuitive cognitive style, integrated cognitive style and split cognitive styles, whereas significant gender differences were found in adaptive flexibility among college students having systematic cognitive style and undifferentiated cognitive styles. The findings of the study were supported by the finding of Murugan and Rajendran (2013) found men and women teachers are similar so far as their adaptive flexibility is concerned.

It was found that there were no significant gender differences in originality among college students having systematic cognitive style, intuitive cognitive style, integrated cognitive style and split cognitive styles whereas significant gender differences were found in originality among college students having undifferentiated cognitive style. It may be due to the reason that girls are now equally active and become dominant risk takers as boys.

The findings of the study were supported by the findings of Siddiqi (2011) revealed that boys do not differ significantly on the dimension of originality.

Results of the present study were not supported by Khan and Gash (2012) found significant differences among male and female collegians in originality dimension of non-verbal creativity. Ghosh (2013) found significant difference in originality dimension of creativity among male and female school students. Sharma and Goyal (2012) found significant difference in originality dimension of creativity among male and female school students.

It was found that there were no significant gender differences in elaboration among college students having systematic cognitive style, intuitive cognitive style, integrated cognitive style, undifferentiated cognitive style and split cognitive style styles. It may be due to the fact that boys and girls are paying equal attention to details and have equal pace of concentration. The findings of the study were not supported by the results of Ozdemir and Cakmak (2008) found that male and female students differ on elaboration dimension of creativity. Cakmak (2005) found that creativity scores of female students in elaboration dimension were higher than the scores of male students. Nadim and Tariq (2013) found that female academically gifted students were found to be more creative. Sethi (2012) observed that female students were more creative as compared to the male students. Sharma and Rai (2012) found that girls juvenile delinquents children have more creativity than boys juvenile delinquent child. Results were supported by the findings of Khan and Gash (2012) observed that the male and female collegians show no significant difference on the elaboration dimension of non-verbal creativity. Kumar (1995) found that the sex difference is not a matter for the creativity.

Limitations

The Present study should be viewed in light of several limitations. Since the sample of the present study was small (male 145 and female 145) due to paucity of time, resources and availability of students. Therefore, results may limit the generalizability to the larger population. This study only focussed on five major districts of Jammu division i.e. Jammu, Samba, Udhampur, Kathua and Reasi; did not include all the districts of Jammu division and mostly included male and female population. Therefore, the results cannot be generalized to whole population. It did not included locality of students as one of its independent variable. It was also limited to general category students so the results cannot be generalized to reserved category students. In the study the researcher could not include the academic achievement of the students due to certain academic formalities and complexities. The research was limited to verbal creativity only.

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RELEVANCE OF ICTs IN TEACHER EDUCATION

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ABSTRACT

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural issues. ICT is one of the factors that is changing & shaping the world very rapidly. Teacher education institutions are facing with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. Accordingly, teacher education institutions must consider the utilization & applications of ICT in their programmes. The curriculum must be restructured & must include the important components of ICT. Thus ICT is no substitute but a powerful tool for teachers & learners to use. ICT can become the vehicle for the journey on the path of excellence. The present paper aims on highlighting the significance of information and communication technologies in teachers training programmes.

Keywords: education, Teacher Education, ICTs and Quality.

Introduction

Improving the quality of education through the diversification of contents and methods and promoting experimentation, innovation, the diffusion and sharing of information and best practices as well as policy dialogue are UNESCO's strategic objectives in education. Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. The 1998 UNESCO World Education Report, *Teachers and Teaching in a Changing World*, describes the radical implications ICTs have for conventional teaching and learning. It predicts the transformation of the teaching-learning process and the way teachers and learners gain access to knowledge and information. With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centred, lecture-based instruction to student centred, interactive learning environments. Designing and implementing successful ICT-enabled teacher education programmes is the key to fundamental, wide-ranging educational reforms. Teacher education institutions may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid technological change. For education to reap the full benefits of ICTs in learning, it is essential that pre- and in-service teachers are able to effectively use these new tools for learning. Teacher education institutions and programmes must provide the leadership for pre- and in-service teachers and model the new pedagogies and tools for learning.

Information and Communication Technology in Teacher Education

Teachers are at the core of any living society. Technologies play an important role in training programme of teachers. ICT is very important for Pre-service as well as in- service teacher education programmes in the current Century. Without proper knowledge of ICT teacher cannot perform in his/her class room and it could not be said to be a complete one. ICT helps teachers to interact with students and helps them in

preparation their teaching, provide feedback, effectiveness of classroom. ICT helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc, in effective use of ICT software and hardware for teaching & learning process, in improve Teaching skill, helps in innovative Teaching, in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees. It is now replacing the ancient technology. As we know now-a days students are always have competitive mind. So teacher must have the knowledge of the subject. This can be done through ICT. ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied. Different tools are used such as word processing, Database, Spreadsheet etc. Various technology based plans are used to help the teachers for their practice teaching. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life. ICT plays a role of a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology. Student accesses knowledge and information through TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, Whatsapp, Linkedinn, Igo, Line, Wechat etc. ICT helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes). It removes the traditional method of teaching and prepare teacher to apply modern method of teaching. ICT helps Teachers to motivate students and growing interest in learning. ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students. ICT is store house of educational institution because all educational information can safely store through ICT.

Three Waves of Teacher Education and Development: A Paradigm Shift in Applying ICT

The teacher education around the world is experiencing three waves of changes. The first wave, deals with the role of the teacher. It is related to the ways teachers can meet the changes in methods and learning processes. The objectives of the first wave are to attain a more efficient way to fulfil the achievement & goals. Teachers' competences and skills are measured by the extent to which students' tasks and goals have been achieved. ICT is used as an efficient tool of storage, transfer and delivery of knowledge to individual student teachers. The second wave refers to teachers' effectiveness and its impact on the quality of education. The most important aspect in this wave is to improve existing structures, organizations and practices in education to meet the expectations and needs from the stakeholders. ICT in teacher education is used to deliver the necessary knowledge and professional skills for teachers to be efficient and adapt to the challenges and changes in society and the environment. The third wave concerns lifelong learning, global networking, the international outlook, and the use of information technology. This wave emphasizes future effectiveness. The third wave is characterized by a paradigm shift, which means that learning will be individualized, local, and global and in which ICT is a prerequisite for change. ICT plays the important role in transforming teacher education into a more local and global phenomenon.

Conclusion

Teacher plays a pivotal role and Teaching occupies a praiseworthy position in the society. ICT helps the teacher for effective teaching, to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, it cannot replace the teacher's exact position nor it can replace the teacher completely. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. All over the world now teachers using technologies in educational system. Laptops, T.V, LCD projector, Desktop, EDUCOM, Radio, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So we should use information & communication Technology in Teacher Education in current era as because now teachers only can create a bright future for students.

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KNOWLEDGE: A GHAZALIAN PERSPECTIVE

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ABSTRACT

Al-Ghazali is one of the most accomplished epistemologists in the history of world philosophy. In "Tahafut al-Falasifah", he has powerfully brought-out the incoherence and un-tenability of the basic philosophical positions advanced by such philosophers as; Plato, Aristotle, Plotinus, Al-Farabi, Ibn-Sina etc. Before 17th century Descartes, Al-Ghazali originally launched his famous method of doubt and before 18th century David Hume, Al-Ghazali underlined the non-necessitarian character of causal connection and inductive generalization. Al-Ghazali as an integral epistemologist accepts the role of sense experience or perception, reason and intuition in the origin and development of human knowledge. While perception furnishes us the knowledge of phenomenal world, reason makes an all-important contribution in the development of logico-mathematical as well as natural sciences. However, reason or perception has no role to play in giving us any certainty with regard to Ultimate Metaphysical Reality or God. It is only intuition which provides us absolute certainty with regard to existence of God. The Revelation vouchsafed to the Prophets is the highest intuitive knowledge. Only Prophets, Mystics and Spiritual Seekers attain affirmative certainty. Philosophers, at best, can attain negative certainty. In view of the above considerations, the present paper will emphasize on re-visiting and re-appropriating the epistemological perspective of Al-Ghazali with the view to withstanding the skeptical, relativistic and nihilistic onslaught advanced by contemporary Euro-American postmodernists.

Keywords: Al-Ghazali, Epistemology, Perception, Reason, Intuition and Certainty.

Introduction

Epistemology or theory of knowledge is a very old practice in the field of philosophy and plays a key role (Salam, et al., 2014). Different philosophers view the term epistemology in their own perspective(s) as it focuses on nature, scope and the origin of knowledge. Gradually, there have been grand discourses and disagreements found amid the epistemologists about the analysis and sources of knowledge. Islamic philosophy has also dealt widely with the issue(s) of epistemology and the means accessible to human beings to acquire authentic knowledge (Azram, 2011). Meanwhile, here it is not my endeavour to deal with the vast subject of Islamic epistemology and how each school of Islamic philosophy has dealt with relation amid faith and reason, reason and intuition, and human knowledge etc. Rather, my purpose is to deal with the understandings of knowledge in Ghazalian perspective. Al-Ghazali has an instable thirst for truth right from his teeny years. In *Al-Munqidh min al-Dalāl*, Al-Ghazali points out how ardently he was committed to search for truth and how he felt appalled as spectacle at credulity of common people conforming to the dogmas of orthodoxy without reason and rhyme. He also points out how distressingly he felt at the phenomenon of philosophical, theological and creedal disagreement amongst mankind. Such a widely prevalent disagreement galvanized Al-Ghazali to undertake an unstoppable search for certain knowledge ó a knowledge that is impervious to nay skeptical onslaught or challenge, that is unassailable (Al-Ghazali, 1980).

Methodology:

This paper is primarily intended to comprehend Al-Ghazali's theory of knowledge. The purpose is to demonstrate, identify, re-evaluate and, finally, find out the epistemological perspective(s) in Ghazalian thesis. I inquisition(ed) a search for Al-Ghazali's contemplation on the theoretical and practical aspects of knowledge which embraced a contemplation of Ghazalian perspective(s) on knowledge. This study uses rational content investigation, directed by a hermeneutic approach, analytic approach and phenomenological approach. I used qualitative research methods because they are predominantly effectual for investigating and elucidating how things were/are.

Ghazalian Epistemology:

Al-Ghazali, as an epistemologist cannot be pigeonholed into any exclusive club. He negotiates several epistemological frame-works such as Empiricism, Rationalism, Authoritarianism, Revelationism, Intuitionism etc. He is an epistemological integralist. He accepts the inferential validity of various sources of knowledge such as Perception, Reason (inductive, deductive inference), Authority or Testimony, Revelation and Intuition. Al-Ghazali seems to be implicitly committed to various zones or Jurisdictions of knowledge, each zone or jurisdiction of knowledge appropriating a relevant or corresponding source of knowledge. For example, perception or sense experience is the basic source of knowledge with reference to physical or external world. Reason plays a very crucial role in the attainment of scientific knowledge. However, its role is all-important in the jurisdiction of logical and mathematical knowledge. It is reason that derives logical and mathematical entailments or implications. Reason also is our capacity to grasp or master theoretical or abstract sciences. It also makes appropriate inductions and deductions in the domain of historical sciences. It is through reason that our understanding or cognition has multiplicative even exponential growth. When we understand something, that understanding becomes the basis of other possible understandings. This process is never-ending and ever-expanding. We go on adding fresh cognitions to our previous understandings and, in the process, frontiers of knowledge are perennially extended by recourse to reason (Faris, 1962, p. 231).

Al-Ghazali has also laid great emphasis on the study of the Quran and the Traditions of the Prophet, for they are important and authentic sources of theological, spiritual and moral knowledge. The knowledge gained by the study of the Quranic revelations and Traditions of the Prophet, is morally purificatory and spiritually therapeutic. However, the Quranic revelations and Prophetic traditions need to be unquestionably appropriated. Such an appropriation can be grounded only on faith. The knowledge gained through Quranic verses and Traditions of the Prophet are initiated or ordained by Allah. They descend on the Prophet as involuntarily as heat and light of the stars is received by the planets. They are unalloyed blessings of Allah and cannot be appropriated on demand by anyone of us. Such knowledge is a function of Divine Grace (Smith, 1983).

Apart from perception, reason and authority of the Quranic revelations and Prophetic Traditions, intuition or mystic experience plays an important role in the Ghazalian epistemology. For Al-Ghazali, intuition or mystic experience is the most vital and crucial source of knowledge and realization. The propositions with regard to Ultimate Reality can never be validated by theological, philosophical, scientific or experimental methods. Only intuition or mystical experience can validate such propositions in the

ultimate depths of our soul. The soul has the capacity to reflect the light of God and attain to direct vision of the truth provided it is liberated from the worldly distractions. It is intuition or mystical experience which can furnish us the highest Certitude. It is through intuition or mystical experience that we can dissolve our doubts and hesitations. Our mystical experience is rooted in our soul. In view of the same, intuition or mystical experience plays a foundational role in the process of acquirement of our knowledge. Our soul is the ultimate abode of our knowledge. All knowledge has been inscribed in human soul at the very time of creation. This primordial knowledge can lapse into forgetfulness in the face of our overwhelming passions. However, such a knowledge can never completely eclipse. Once we purge our soul of the impact of passion, it returns to its primordial state. All knowledge potentially exists in human soul. We need to liberate our soul from imperfections or worldly engagements. It is through the purification of soul that we can cultivate mystical experience. The purification of soul can be cultivated by disengaging ourselves from the imperatives of power, property and pleasure. The purification of soul bestows on us sufficient light guiding us to authentic God realization. The realization through mystical experience guides us to spiritual perfection. The realization of God leads to love of God and love of God leads to realization of God. In fact, love of God and realization of God are inextricably amalgamated (Karim, 1993).

Al-Ghazali was not only a voracious reader but also a prolific writer. He had delved deep into the intellectual movements or trends of 11th century Arabia, Khorasan and Central Asia. In the light of his investigations and studies, Al-Ghazali divided seekers of truth or knowledge into four categories: (1) Theologians, (2) Ta'limites or Batinites, (3) Philosophers, and (4) Mystics. He evaluated all the four movements in the light of both his convictions as well as rational and critical criteria. Firstly, Al-Ghazali did not carry out any strong criticism of theologians for Al-Ghazali was a trained theologian and in his early years an ardent advocate of theological approach. However, in course of time, Al-Ghazali became dissatisfied with the scholastic method of theologians. He came to realize that the theological, dialectical or scholastic method can never impart to us certainty of convictions or intellectual certainty. Such theological doctrines as God, Prophet-hood or Day of Judgment etc., while ineliminably ingrained in him, he certainly wanted to appropriate these doctrines by recourse to intuitive or mystical experience if not on rational grounds. Secondly, Al-Ghazali was thoroughly dissatisfied with the teachings as well as methodology of Ismailia and Batinia sects, called Ta'limites across western and central parts of Asia. The followers of the Batinite sects were asked to completely renounce the reason for human beings can attain to complete truth by fully submitting to the infallibility of Imams. Such an approach was unacceptable to Al-Ghazali and he dubbed Ta'limites to be authoritarians. Thirdly, Al-Ghazali was profoundly critical of the assumptions, predilections and presuppositions of philosophers ranging from Greek Masters such as Socrates, Plato and Aristotle to their Muslim disciples such as Al-Kindi, Al-Farabi and Ibn Sina (Sharif, 2001).

Al-Ghazali's quest for certitude vortexed him into the whirlpool of skepticism. Al-Ghazali was an empiricist, rationalist and intuitionist. However, he could not accept the evidence of sense-experience for it can so often deceive us. There are many phenomenal features which cannot be accurately quantified or qualified by the sense-experience. For example, stars seem to be so small and yet they are actually giant astronomical bodies millions of times larger than our earth; a rope seems to be like a serpent; we perceive water in a desert from a distance and yet it turns out that there is no water at all. It is through rational and scientific method that illusions induced in us by sense-experience, are cleared-up. Reason does provide us a higher knowledge in comparison to the knowledge provided to us by sense-experience. It plays a very important role in the development of logical, mathematical and natural sciences. However, how can we be

sure that knowledge provided to us through reason is absolute and unqualified? How can we be sure that there is no higher source of knowledge which can annul rational knowledge, just as perceptual knowledge can be nullified by reason so can rational knowledge be qualified by some higher faculty of understanding. How can we be sure that reason is an infallible source of knowledge? Epistemologically speaking, it is possible that this world we are living in is a dreamland, and when we die, things may come to appear differently to us. There may be an order of reality radically or substantially different from our spatiotemporal order. Such a world may not be available to men of normal consciousness. Such an order might be available to the mystics and the prophets. There can be a higher apprehension than that of rational apprehension. Such an apprehension might be vouchsafed to the inspiration of a mystic or revelation of a Prophet (Ibid., p. 589). And this apprehension can never be a function of philosophization or argumentation; one can experience such apprehension only by recourse to divine grace. Al-Ghazali's doubts were finally dissolved in the all-pervasive illumination of the divine light.

Epilogue:

However, we cannot accept that mystical disclosures or intuitive divulgements constitute absolute or final knowledge. Human knowledge is an ongoing multi-functional struggle which is never final and ever revocable. The multi-complex Being is too ineffable or inscrutable to be mystically or propositionally available to human understanding or interpretation. In view of the same Al-Ghazali's appropriation of mystical experience as the ultimate condition, ultimate source and ultimate justification of knowledge is too simplistic to be globally appropriate by epistemological community in our times – be they rationalists, empiricists, philosophers of science, hermeneuticists, analytical philosophers, phenomenologists or post-modernists etc. Historically speaking, mystics or intuitionists have come from various backgrounds, religious, traditions and cultures. In view of the same, they have been nurtured into their respective predilections, prejudices and presuppositions. Their respective histories, traditions and cultures have shaped up their hearts, minds and styles of thinking. Their mystical or spiritual journeys must have started with their respective culturally conditioned consciousness. None of them can claim to have started with a clean slate. Each mystic, to begin with, imbibes a set of beliefs and values. Each mystic starts with a set of assumptions and orientations before appropriating certain practices and exercises for a certain period of time culminating into a mystical experience revealing to him what is ultimately Real. Every mystic is related to some Hindu, Buddhist, Jain, Taoist, Shintoist, Jewish, Christian or Islamic order. All mystical orders prescribe certain practices, exercises and rituals which are to be carried out under the supervision of a master or mentor. The respective mentors orientate their disciples according to assumptions and postulates of their respective orders. The mystical orders are intimately linked to their respective religious traditions. Accordingly, the mystical experiences of the up-coming disciples are doctored or mentored. They are oriented to confirm what they are directed to do. In view of the same, a Buddhist mystic has a flashlight of Nirvana in his mystical experience, a Christian mystic confirms the validity of Trinity in his mystical experience, a follower of Sankara experiences the dissolution of his Atman into Parmatmam, a follower of Ibn Arabi experiences the truth of doctrine of Wahdat al-Wujud, etc. There are, as well, mystics who experienced that mystical experience cannot provide us any authentic disclosure of Ultimate Reality. No mystical experience can resolve any theological or philosophical disagreement. Every mystical experience itself is the product of social conditioning. In the light of these critical considerations, Al-Ghazali cannot go in for appropriation of mystical experience as the wholesale source of the revelation of Ultimate Reality, Truth or Knowledge

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INTERNET OF THINGS - REVIEW, CHALLENGES AND RECOMMENDATIONS

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ABSTRACT

The IoT (Internet of Things) with a vast network area has created diverse number of opportunities for achieving desirable change by the people connected within a society and has made sustainable technological development in the present scenario. IoT technologies include the use of RFID's, WSN, EPC, actuators and protocols such as IP protocol, bluetooth and zigbee. The main characteristic feature of IoT is support for heterogeneous and interoperability functions. In this paper, we lay emphasis on IoT technology highlighting its objectives and applications. The paper also presents IoT layered architecture with its main focus on privacy and security issues. Further, paper also presents challenges and open issues that need to be discussed including recommendations for future research in this area.

Keywords: IoT, RFID, EPC, WSN, IP

Introduction

The term Internet of Things (IoT, also known as the Internet of Objects) was first coined by Kevin and refers to the network of connected everyday objects. It is commonly referred as a self-configuring wireless network of sensors with purpose of interconnecting of all objects. The concept of IoT is an attribute of MIT Auto-ID Center, founded in 1999. At MIT, David Brock was first to mention about Internet of Things in his Auto-ID center paper about the Electronic Product Code in 2001 (ashton,2009; brock,2001). Global Standards Initiative on Internet of Things (IoT-GSI) termed it as a global infrastructure for the information society in 2013 because more than 16 billion people are connected using this technology (patrick et al ,2013). The IoT will create numerous opportunities to make desirable change in human life style. The IoT serves as a base that is rapidly gaining popularity in the field of modern wireless telecommunication system (haller et al ,2008). The primary idea of IoT shows the presence of variety of things or objects covering us, such as Radio-Frequency Identification (RFID) tags, sensors, actuators, mobile phones, etc. and communicating with us by unique addressing schemes, to attain basic goals. The primary strength of the IoT system is its tremendous impact on several aspects of human behavior in everyday life. IoT has effective and beneficial impact on human life style that necessitated US National Intelligence Council to incorporate IoT in its list of six disruptive civil technologies (nic,2008). From the technological perspective, IoT must have following three characteristics (shanzhi et al, 2014).

a. Comprehensive Perception:

It includes the use of RFID (Radio Frequency Identification), sensors and multidimensional barcodes and acts as new technology to obtain information about the anywhere location of object. It can make

information and communication system invisibly embedded in the surrounding environment. People can easily interact remotely with each other by means of a sensor network.

b. Reliable Transmission:

IoT objects are made available by means of varied resources including radio-network technology like telecommunication and internet. Telecommunication technology includes different wired and wireless transmissions, switching, networking and gateway methods. Interactive and healthy interaction can be created easily with the physical, virtual and digital world by means of M2M (Machine to Machine) and H2M (Human to Machine) interactions.

c. Intelligent Processing:

Creating a large database for storage of IoT data involves inherent support from intelligent computing technologies and its applications. The intelligent processing is also required for processing billions of objects instantly by means of cloud computing technology.

Although IoT has made human life easy and comfortable in a connected approach but it has critical issues related with its architecture, security and privacy which need to be addressed so as to provide a solution for the lifelong survival of this technology (takabi et al,2010; chen et al,2012; mcdaniel et al, 2009). IoT faces several critical issues and challenges regarding security and privacy which includes

- É Management of heterogeneous devices and their scalability.
- É Networked knowledge and context.
- É Emergence of new set of network protocols and architecture.
- É Problems with authentication and data integrity.
- É Privacy issues related with data processing, connected devices, and information exchange.
- É Lack of uniform standard architecture for IoT.
- É Quality of Service issues in IoT.
- É Ethical issues.

This paper surveys IoT with respect to its architecture and related issues. The paper discusses applications and as well as objectives of IoT. Focus will be on discussing the security and privacy issues including their proposed and feasible solutions from the existing literature. The paper also highlights challenges towards implementation of IoT in different technological aspects. Further we highlight some open issues including future scope of IoT technology.

1. Objectives of IoT

As compared to traditional information network, IoT objectives are based on advancement in information communication technology which include current scenario of customer / user demands. The objectives of IoT are generally divided into three categories (riahi et al. 2013; ma,2011).

a. Extensive Interconnection

The interconnection capabilities of IoT have been extended to interconnect with all intelligent or non-intelligent information sources /objects. These make IoT capable of handling and interconnecting billions

of devices that include sensors, actuators, vehicles and RFID devices. The IoT connected devices are powered directly from the batteries. Also, the computational abilities of these connected devices vary from one another. The mode of interconnection of these devices can be wired or wireless. Also, communication mode includes single or multi-hop communications with strong or weak state of Routing. A highly interconnected network element is therefore required for efficient and intelligent heterogeneous networks.

b. Intensive Information Perception

IoT has achieved the global environment awareness by paradigm of collaboration between multiple sensor systems. Earlier, there were certain critical issues related to single sensor objects. The aspects of criticalities include inconsistent information that is caused due to distortion of space time mapping. This also includes non-uniformity among different data types. The number of inaccuracies in data is caused by different sampling methods and sensors with different abilities. Information discontinuation is also caused by the dynamic network transmission capabilities. Another criticality includes incomplete sensing of information which may cause incomprehensiveness of data/information. Also, dynamic network of IoT may lead to partial loss of data/ information.

c. Comprehensive Intelligent Service

IoT can provide comprehensive intelligent services of physical world objects that are actively involved in it. Different intelligent networks when integrated provide dynamic intelligent services such as weather condition reporting, environment and health conditions and thus achieve the harmony of people as well as of physical objects required for civilized connected society. IoT's comprehensive intelligent services need change for dynamic environment for adaptation to latest developing software, service delivery mechanism and also methods that provide flexibility in intelligent service system.

2. Architecture of IoT

As IoT is a very diverse concept, as such it does not have any uniform architecture. The general framework of IoT architecture must consist of sensors, network, communications and different computing technologies. Different models of IoT architecture have been proposed over a period of time by well known researchers. Among the most reliable and suited one is the ITU Architecture (Agrawal et al, 2011).

4.1 ITU Architecture

As per the assessment and recommendation of International Telecommunication Union (ITU), the architecture of IoT consists of five (5) layers which are analogous to OSI reference Model. The five-layered architecture of IoT as shown in figure 1 consists of the following layers.

The Sensing Layer/ Physical Layer

This layer is also known as perception or device layer and consists of physical objects including sensor devices. It basically deals with the identification and collection of information of a specified object. The sensors used are object information specific which include RFID, multidimensional barcode readers or infrared sensors which record information on the basis of location, temperature, motion, orientation,

changes in composition of air etc. The information collected by the objects is then passed to the access/data link layer for further processing.

The Access / Data Link Layer

This layer works in coordination with the sensing /physical layer as the information is collected using underlying connected sensor hardware. Usually UART devices are used. Also, this layer facilitates communication between the sensors and controllers and also acts as an interface using MAC/IP addresses for sockets.

The Network Layer

The network layer is also referred to as transmission layer. The information collected passes from the access layer to the network layer for onward secure transfer to information processing system. The medium of information transfer can be both wired as well as wireless. The wireless technology includes 4G/3G, UTMS, Wi-Fi, Bluetooth, Zig-Bee etc.

The Middleware /Transport Layer

The middleware layer functions as the service management and is responsible for device mapping for same service types. It also provides the dedicated link to the database for data storage. This layer performs information processing and ubiquitous computations with automatic decision making based on results.

The Application/Data Layers

This performs global function of management of applications based on the objects traced and processed in the middleware. This is the layer where user actually interacts with IoT and enjoys its variety of services. This layer has another sub-layer called Business Application layer used for business purposes and that is why many researchers or authors have listed it as 6th layer of IoT architecture.

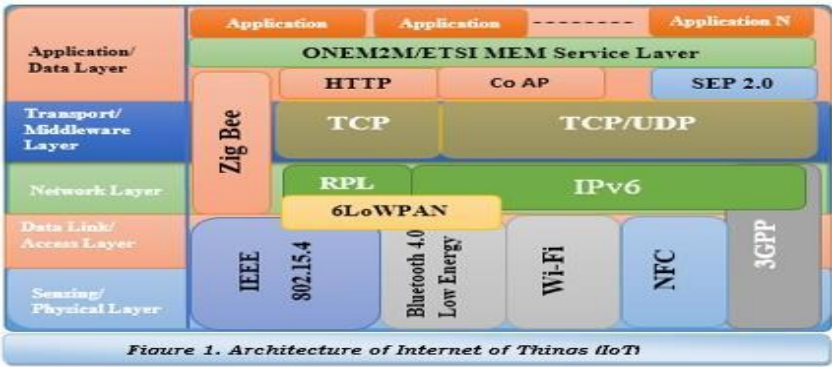


Figure 1: Five layered architecture of IoT

3. Security and Privacy Issues in IoT

IoT being the evolving technology faces major and critical challenges with respect to its security. The layered architecture must be equipped with security framework at every layer in order to avoid

vulnerabilities. Security of entire IoT system involves the series of properties like confidentiality, integrity, authentication, authorization etc.

IoT has several major security implications because of its changing hardware components at its general layered architecture. Generally, IoT devices work on the battery power and low power devices have low clocked CPUs with low clock rates. Therefore, energy computation for cryptographic algorithms is expensive and low power CPUs cannot support fast computation required for the algorithms directly (takabi et al, 2010). Also, devices that constitute IoT have limited primary memory and secondary flash memory as compared to traditional computing systems. The IoT devices are equipped with Real Time Operating System (RTOS)/ low weighted General-Purpose Operating Systems (GPOS) and are operated using system software and their associated service applications. Therefore, security must obviously be memory efficient. Though devices in IoT are efficient in terms of memory but does not support the traditional/conventional security algorithms because of issues with RAM and hard disk. These issues might create further memory issues after booting up of the systems (mcdaniel et al, 2009; arampatzis et al, 2005). The IoT devices in remote areas remain unattended for most of the time and there are chances of an attack / intrusion. As such, data may be tampered easily and therefore tamper resistant packaging is the prime need of the hour (arampatzis et al. 2005)

The software part of the IoT also faces several critical issues. The operating system embedded within IoT devices have weak network protocol stack and may not have enough security modules inviting probability for faults. For this purpose, fault tolerant and robust protocol needs to be developed (mcdaniel et al, 2009). Another issue is that operating system embedded with the IoT devices and protocol might not support the new code for remote programming

Another important domain of IoT is the network which also faces some security issues. IoT network mobility is an important attribute of IoT which supports number of devices for communication without being pre-configured and for this issue, development of security algorithms is the prime priority (mcdaniel et al, 2009; arampatzis et al. 2005) Since the familiarity of IoT is increasing day by day and therefore number of devices also get increased with the global information network. The current IoT network cannot be handled by security scheme and needs to be re-engineered. The vast network of IoT has diversity of devices ranging from small smart phone to personal computer systems. It is therefore very difficult to design a single security scheme for such vast and big networks. Since the communication media in IoT network can be both wired as well as wireless, therefore both the communication media must be equipped with the comprehensive security protocol which is very difficult task. The traditional security schemes are unsuitable for IoT network because of multiple protocols. The IoT has a dynamic topology because the devices in it may leave the network at any time and new devices may get connected. The current model of security does not support these topological changes and is not suitable for the smart network device security (takabi et al, 2010).

From the above discussion, it is concluded that precautions and preventive measure must be followed while designing the security solutions for IoT devices. The chief and important measures are that are expected to encounter by the IoT security scheme are:

- Data integrity in IoT is one of important security measure and must be maintained so to avoid tempering of data.

- Protection of data/ information in IoT is another preventive measure that keeps information confidential and is stored strictly.
- There must be data abstraction or anonymity in case of the source data due to which, the confidentiality and privacy remains maintained in IoT.
- The access level security enables IoT devices to ensure the identity. Users are required to prove their entity for validation purpose and for performing the network administrative tasks for controlling IoT devices.
- IoT must ensure authentication for access to service node by the help of well-developed and strong access control mechanism.
- The whole network of IoT and associated devices must have robustness so that if any kind of drastic or anomalous situation arises, it must continue work and keep the network alive.
- For the survival of IoT, it must have a mechanism of providing limited services in case of power loss failure.
- IoT must have secure bootstrapping mechanisms for data processing before network is made functional. It must also support the secure data transmission with well-defined and proper cryptographic algorithms.

Privacy is another issue with IoT enabled devices. The privacy is described by the abstraction of personal data and control mechanism for maintaining the data reliability. It is considered to be basic and fundamental right and provide the highest degree of reliable information. Though the privacy mechanism is very difficult in such a vast network but technological improvement in the field has made it possible by providing number of suitable technologies called privacy enhancement technologies (PET) (kumar et al ,2014). Some of the PET technologies include Private Information Retrieval System (PIR), DNS security extensions (DNS-sec), Onion Routing, Transport Layer Security (TLS) and Virtual Private Network (VPN).

4. Applications of IoT

IoT is a diverse concept of technological suite in which different technologies are mapped to achieve the specific goals. It finds application in every aspect of our life which we encounter. The applications of IoT have been divided in three different domains i.e. society, industry and environment. Every domain has specific set of activities and cannot be separated. Thus, the applications and services rendered by IoT are inter and intra-domain (chen et al ,2014; argawal et al ,2011).

One of the applications of IoT is Natural Disaster Prediction. The sensor technology in IoT has an autonomous coordination. The simulation helps to predict the land-slide occurrences and other natural disasters and hence necessary appropriate actions can be taken in advance for the welfare of the society (chen et al ,2014).

IoT also find their usability in Industrial applications during different kinds of operations. IoT sensor technology is used in automobile vehicles to make them more interactive and secure (argawal et al ,2011). Environmental performance and data processing is also determined by IoT technology. It allows the secure

monitoring of industrial plant to reduce the accidental instances and real-time vehicle diagnosis (chen et al ,2014).

The popularity and usability IoT finds its application in the academia also. Using IoT academic operation can be made more interactive and result oriented. It can even be used as a tool for live smart class (kumar et al,2014). It can be used to monitor and detect unfavorable circumstances and intervening environmental variable so that the necessary and proper action and preventive measures are taken.

IoT technology is also used for monitoring different water levels by the help of network sensors with relevant simulation techniques for long term water intervention of catchment area management (arampatzis et al, 2005; kumar et al,2014) Alerts can be given to users of water streams for water scarcity and also alert for dangerous implications can be issued.

IoT serves as the lifesaving technology in medical applications. The sensors of IoT can monitor the different parameters of patients like heartbeat; blood pressure etc. so that a complete record is maintained and proper treatment is applied to patients (chen et al ,2014; argawal et al ,2011). This technology is very useful and lifesaving during emergencies and casualties because the critical conditions of the patients are discussed by different experts across the world and at the same time best real time possible treatment is provided.

With advancement of technology, the people in the world became more civilized and smart home itself is a sign of smart civilization. The smart homes are designed by the IoT sensor technology due to which, energy consumption management becomes easy. The IoT sensor network technology makes the homes smart in terms security, emergency detection, object tracing within homes and also in terms of instructiveness (argawal et al ,2011).

The concept of smart city is possible only with IoT sensor network technology (chen et al ,2014; argawal et al ,2011). because it has the capability to detect or monitor the quality of air, discovering emergency routes, effective lighting of the cities and also monitoring of the water quality. In addition to above IoT find their applications in design of smart security, smart transport system design, designs of border security and military application, weather forecasting application etc.

5. Open Issues and Challenges

The success of IoT technology is evident by its unlimited applications and its potentialities with its gaining popularity. Unfortunately, it also encounters number of issues and challenges. The first challenge is regarding infrastructure. The unique framework of IoT is commonly expected to provide integrated developmental solution for future purpose (tsai et al,2017). General communication interface is said to be the alternative solution that provide the flexible service for data exchange. Being presence of properties of decentralization and heterogeneity still has impact on design of IoT, because the developmental design of IoT must be compatible with the existing systems and technologies (chen et al,2014; ma,2011) Another factor is computational intelligence. Since data is managed efficiently in IoT and demand for smart and intelligent decision-making system is under consideration, the data mining and other intelligence technologies are still at their early developmental stage and for this, the computational intelligence technologies are applied to provide better service (chen et al ,2014; ma ,2011; tsai et al,2017). The data extraction in IoT for any developer is also a prime concern and needs to be addressed. The process of data extraction has severe impact on the performance of IoT system particular in the heterogenic environment

and for re-engineering the whole memory size, computation power and network bandwidth are taken in to consideration (shanzhi et al,2014; miorandi et al,2012; borgia et al,2014; tsai et al,2014).

The integration of unlimited resources of computing and large storage capacity of cloud computing with the existing IoT is an important open issue which needs to be addressed. IoT is a suite of different wide range technologies with large number of smart interconnected devices and sensors that are sometimes invisible, transparent and nonintrusive (chen et al ,2014). The communication between these devices generally occurs in the wireless mode, autonomic and adhoc manner and services supported by it are more complex and decentralized. The data integration and interaction adaptation by these smart devices and the information sensed have several uncertainties (ma,2011). The data exchange of large scale network of heterogeneous components is the main characteristic feature of IoT and it supports the strong dynamic autonomy. Thus, interconnection and interoperability need to be improved for the efficient dynamic autonomy (chen et al ,2014).

In terms of security and privacy, there are large numbers of connected objects in IoT expanded over geographic area which need to be protected from intrusion (khan et al ,2012) There is a need for low cost and M2M oriented technical solution for the guaranteed security and privacy in contrast with the traditional network systems (chen et al ,2014). Since public key cryptosystem benefits from authentication scheme design, but lack of global root certification authority may hinder number of such schemes actually being deployed and in a huge network like IoT, it is a challenge to issue certificate for objects (zhang et al,2014). The cryptographic key management is an important constraint in security mechanism which is a difficult aspect of cryptography (zhang et al,2014). The light-weighted cryptographic algorithms with high performance sensors must be applied for coping up with security issues (suo et al ,2012) and therefore the public key cryptosystems and complex security protocols is the key challenge of IoT security.

6. Conclusion

In this paper, the concept and background IoT is presented with corresponding characteristics and objectives. The paper presents outline of the research and work that has already been carried out. The paper surveys the detailed layered architecture and associated technologies of IoT. In this paper, we also provide detailed overview of applications of IoT and a special attempt has been made for analyzing the security and privacy issues including requirements. Lastly, an attempt has been made to discuss open issues and challenges with respect to IoT security and privacy.

Since IoT is still evolving while making remarkable change in our lifestyle, still there are several areas that are emerging subjects for further research. Prominent issues that must be taken into consideration include systematic approach for the inter-operability of devices at different services layers, cross layer collaborations, real time data handling, development of intelligent systems for a fast and reliable IoT network and data Transparency in IoT.

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INNOVATIVE TECHNIQUES IN ENGLISH LEARNING AND TEACHING

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ABSTRACT

English is one of the most important languages which have played role in the process of globalization and knowledge explosion. It is the most common means of communication throughout the globe. ICTs in the language classroom has a lot to offer to both learners and teachers, with learners enhancing their vocabulary, improving their reading and speaking skills, and with teachers having to hold a double role; the role of the educator and that of the facilitator. Use of internet communication technology (ICT) in the English Language pedagogy is a novel tradition in India as a whole. The Computer Based Language Training (CBLT) can be employed in teaching a wide or vast range of subjects, including language based topics. CBLT is a software which was developed to train a wide range of students on the acquisition of skills in a target language without the tutor being present. We cannot think of better educational environment without a better teacher. In earlier times the teacher was the focal point of education, but now the role of teachers has changed a lot. He is considered as a guide and friend of students who helps in learning, does not provides knowledge. To teach better a teacher need to be update with the changes. For this ICT helps a lot

Keywords: English Language pedagogy, ICT, Social media, Lingua Franca, MOOCs, ELT etc.

Introduction

Introduction

Change is the law of nature. 'There is nothing permanent except change' says Heraclites, the pre Aristotelian Greek philosopher. A trend is the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the facet of traditional system of education. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ELT also. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language.

Recent literature has shown that the use of ICTs in the language classroom has a lot to offer to both learners and teachers, with learners enhancing their vocabulary, improving their reading and speaking skills, and with teachers having to hold a double role; the role of the educator and that of the facilitator. English is one of the most important languages which have played role in the process of globalization and knowledge explosion. It is the most common means of communication throughout the globe. This is why it is termed as Link language, Global language as well as Lingua Franca. In Indian context it is treated as ESL (English as a Second Language). Use of English language has become vital for better learning and earning.

Therefore, it is necessary to teach English and develop English language skills among the students from school level. Some of the important ICT tools and applications used in the field of English Language Teaching are following:-

Computers

This is the most important tool of information and communication technology and backbone of modern human life. All the modern communication process are impossible without the use of computers. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.

Internet communication technology (ICT)

In the English Language pedagogy is a novel tradition in India as a whole. In the view of Taiwo (2007), one of the most remarkable events in the last fifty years in Asian is the continent's connection to the global world through the internet and mobile telecommunications. The employment of computer mediated communication (CMC) in the teaching and learning of English as a second language has been introduced to India socio-cultural setting as a result of the global networking of the new culture called 'digital literacy'.

The Computer Based Language Training (CBLT)

It can be employed in teaching a wide or vast range of subjects, including language based topics. CBLT is a software which was developed to train a wide range of students on the acquisition of skills in a target language without the tutor being present. CBLT is a digital package and an interactive multimedia which can combine text, audio, graphic video, and animation with having a meaningful interaction with students.

E-mail

The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, hotmail, etc) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

Blogs

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on line personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts. The readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

Skype

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very

well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

Mobile Phone

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

Ipods

Ipods, one of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, ipods give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and also writing.

Audio devices

Audio devices can be used with other media to form an interactive multimedia. However, it can also be utilized separately as independent tool. Audio devices include speaker, earphone, CD, and etc.

Radio

It is very useful in education and training of the students of rural areas. Many distance and open education programmes are being conducted with the help of radio. It is also useful in audio conferencing. Programmes relayed on radio are helpful in the development of language skills, especially dialogues and dramas.

Television

It is useful in education as well as entertainment of the people. It is found that It is helpful in developing listening skills, useful in learning situational language as well as It is highly motivating also. It is very helpful in understanding the language of mass media. A large number of students may be benefitted with the programmes of television simultaneously. Many distance and open universities are running their educational programmes on television, such as Indira Gandhi National Open University, Maulana Azad National Urdu University etc. It is an important tool of audio video conferencing. Live telecast of training and discussions are done through this.

Internet

It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet. Some of them are following:-

Social media

Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.

Uses of ICT for an ELT teacher: .

To teach better a teacher need to be update with the changes. For this ICT helps a lot. ICT can be useful for a teacher in the following ways.

- It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies. He can do various certification programmes in English language teaching run by the famous educational institutions like Cambridge University, British Council etc. These programmes help in enhancing his capacity to teach English language and to make his subject content easy, economic and more understandable.
- A teacher can increase his domain of Knowledge English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT. He can also participate in discussions and conferences with the experts of his English language teaching to improve his knowledge and skills ELT through audio and video conferencing.
- ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.
- He may participate in various in-service training programmes and workshops which are essential for his professional development with the help of information and communication technologies.
- ICT helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.
- ICT also helps him framing curriculum of English language learning. He can study curriculums ELT of different countries to study their pros and cons, challenges as well as sociological and psychological issues related to English language learners. All these things helps him in framing a curriculum that leads to achieve the aims and objectives of English language teaching.
- The information required will be more quickly and easily accessible for educational purposes.
- Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.
- Progress of ICT will also allow the development of virtual classroom or classroom-based teleconference that does not require the educator and learners are in one room.
- System administration in an institution will be more easily and smoothly because of the application of ICT systems.

Limitations of ICT tools:

Though ICT tools are very helpful in the teaching and learning of English language, still these tools have some limitations. Some of the limitations are discussed below:-

- Often student fail to learn the targeted objectives of the English language teaching.
- Due to freedom of time and space often students become careless about their targets and indulge themselves in meaningless works.
- Repeated use of recorded programmes creates boredom in the students that leads to the problem of indiscipline in the classroom.
- Most of the times students remain passive and inactive in the teaching learning process because they get less opportunities to participate actively in the teaching learning process.
- The use of ICT tools needs technically trained teachers that lacks and create problems in the TLP.
- Progress of ICT will also occur of violation of Intellectual Property Rights (IPR) for the easy access to the data that is causing people plagiarists will commit fraud.
- Although the system of the administration of an educational institution like a system without a gap, but if there is a recklessness in running the system would be dangerous.
- One of the negative impact of television is to train children to think short and survive concentrated in a short time (short span of attention).

Conclusion

Ultimately, it is incumbent upon the English Language teacher to integrate the Information Communication Technology (ICT) tools into the secondary schools curriculum in a pedagogically sound and meaningful way. Clearly, target language communication and cultures are easily accessible through current and emerging technologies and information about using these resources is readily available online. The trendy, intrepid and creative teacher would venture into this virtual realm, find authentic resources, and use them to make school language classroom a marvelous place to learn. From the above discussions it is clear that ICT tools have changed the paradigm of English language teaching learning process. So it is essential for a teacher to be familiar with modern ICT tools and use it properly to achieve the aims of English language teaching.

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ROLE OF DIGITIZED COLLECTION IN OPEN AND DISTANCE LEARNING: AN ASSESSMENT

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ABSTRACT

Distance Learning (DL) is an instructional delivery system that connects learners with educational resources. DL provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current students (The California Distance Learning Project (CDLP). Although (Honeyman & Miller, 1993) defined it (Distance learning) as the field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. Thus has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance or both. The development of information and communication technology has paved the way to the development of electronic devices and has changed the traditional libraries to digital libraries. In which digitization of library collection has become a common activity. Digitization has opened up new audiences and services for libraries, that needs to be integrated into the plans and policies of any institution to maximize its effectiveness. With the help of digital technology institutions can share their research output globally by access and disseminate research information. This paper aims to explore and identify the role of digitized collection of the top 20 universities in the world according to the "Times Higher Education" World Rankings 2015-16

Keywords: Libraries, Information, Digitization, Collection. Distance education, Learning

Introduction

Today, we are living in the age of Information Technology (IT). The storage and retrieval of information has taken various forms and formats like on-line databases, microfilm/fische, telecommunications facilities, videotext etc. Now, a modern library has to provide a package of many related services with the help of computer networking which enable the interlinking of libraries and information centers to pool resources and services irrespective of their physical location (Kumar, 2001). Even the information explosion can be faced only by the application of IT and networks in libraries. We see traffic jam sometimes on the networks because of user explosion. Data Traffic will be more than Voice Traffic on the telecommunication infrastructure. Now Chat Services or Video Conferencing is possible sitting in several countries. IT has an important role in library management (Jainamma, 2000). While as, increasing number of university and college libraries have started digitization programs and there are good reasons why they are doing so. First, we are in the middle of revolutionary change as to how ideas get published and distributed. Over 50 percent of scholarly publishing has gone digital and over 20 percent has gone open access (Craighton, 2013). Moreover, the main reasons to digitize are to enhance access and improve preservation. By digitizing their collections information become accessible that was previously only available to a select group of researchers. Digital projects allow users to search collections rapidly and comprehensively from anywhere at anytime (Smith, 1999). Infact digitization can be defined as the process

of taking traditional library materials that are in form of books and papers and converting them to the electronic form where they can be stored and manipulated by a computer (Witten and David, 2003). Meanwhile in universities, digital libraries serve as gateways to information and knowledge offering essential support for teaching, learning and research. They provide access to the intellectual and scholarly output of the university community and play an important role in promoting the university to the rest of the world by exposing works to the wider community. Access to information and knowledge is made available through the ever-widening range of digital library resources and services, including full-text online databases, faculty research, classroom materials, multimedia digital resources, electronic journals, electronic books and digital libraries from all over the world Dadzie and Walt (2015). Although it is asserted by (Alhaji, 2008) that the needs for digital libraries become significant when we look for improved information sharing, improved and wider access of library materials, and improved preservation of the same. In addition to this the distance learning considers that the teacher and the students are separate in the spatial dimension and that this distance is filled by using technological resources (Casarotti, Filliponi, Pieti & Sartori, 2002). Distance learning, represents approaches that focus on opening access to education and training, freeing learners from the constraints of time and place. Distance learning offers flexible learning opportunities to individual and group learners. This is the most rapidly growing segment of education. The potential impact of distance learning on all education has been emphasized by the development of Internet-based technologies, particularly the World Wide Web. It can be described as learning involving implementation of information, computing and communications technology applications in more than one location (Webster & Hackley, 1997). Meanwhile, modern distance learning initially relied on the development of postal services in the 19th century and has been practiced at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s (Moore & Kearsley, 2005).

Innovative forms of Distance Learning

The twentieth century saw the creation and evolution of technologies beyond imagination a century ago. The acceptance of these technologies has led to a new alternative for providing education and training i.e. distance learning, studies shown that its benefits are clear and demonstrable and many forms of distance learning are quickly gaining acceptance (Belanger and Jordan, 2000). Studies shown that introducing new forms of teaching make students spend more time in working on the subject, comparing to other subjects (Dvorak and Burchanan, 2002). Also, online students display widely differing learning styles profile and other characteristics (Diaz and Cartnal, 1999). Research direction should be oriented on increasing academic quality among high-grade management and observation, improving information feedbacks of students and external partners, composing quality culture in e-learning and addition of system of distance learning education quality, new developments and academic integration (Marsap, A. and Narin, M., 2009). In this connection (Ellsworth, 1994) proposes the classification of Internet tools in accordance with the types of interaction between the participants in the educational process as follows: interaction between the students and professors in the educational process, interaction between the students and professors while searching for information on the Net, joint activities of professors and the administration, students joint research projects. The various technologies used in distance learning can be roughly divided into four categories: print, audio (voice), computer (data) and video. For example, statistical research on the use of electronic communication in distance learning identified the following types of applied telecommunication media in such programmes: telephone, fax, audio-conference, electronic mail, access to databases (Euler, Von Berg, 1998).

Objectives

- To identify the collection available in the digital format of the top 20 selected universities
- To identify the types of sources available in digital formats in these selected universities
- Comparison of collections affiliated with different universities as sources available in digital form.

Methodology

The present study was confined to top 20 world Universities according to the *Times Higher Education* world universities ranking 2015 -2016. The observation method was used to collect data from all the University websites. Each university was manually accessed to check the presence of digital formats of the collection on the websites. The collected data was tabulated and analyzed using Microsoft Excel.

Data Analysis

The websites of 20 university libraries were analyzed. The collected data is presented and analyzed with the help of charts .which shows a general availability of digital resources, rate of digitized resources, digital technology and specify the collection in these leading 20 universities in the world

From fig 1 it can be depicted that California Institute of Technology possessed 68.75% of digital collection in the form of rare-books, manuscripts, archives, digital media collection, audio visual artifacts while as University of Cambridge has 43.75%. The collection includes digitized photographs, maps, manuscripts, lithographs, prints, rare books, and posters related to a variety of topics. University of Oxford has 37.5% of digital collection which includes rare books, manuscripts, journals images, exhibitions on the other hand. While as Stanford University and Massachusetts Institute of Technology has 25% of such collection which possesses images, manuscripts and archives electronic music respectively. Princeton University has 50% of digital collection consists of rare-books manuscripts, journals, archives, photographs while as ETH Zurich & Swiss Federal Institute of Technology Zurich includes 43.75% of digital collection consists of rare-books journals, thesis, archives, digital media collection and 31.25% in Harvard University and Imperial College London includes digital collection of rare-books, manuscripts, archives, journals, thesis and photos. university of California, Berkeley and Columbia University possess 31.25% of digitized collection includes journals rare-books articles and images, exhibits while as Johns Hopkins University, Yale University, University College London contains 25% of digitized collection comprises of rare-books, journal dissertations , manuscripts, photos articles, archive. Duke University has 62.25% digital collection consists of rare-book, journals, theses, dissertation, newspapers, articles, audio visual, archives, images. While as Cornell University has 43.75% of such collection including books, journals, archives, images on the other hand University of Pennsylvania has digitized collection of 31.25% contains books journals audio visual arts and same percentage has been found in the University of Toronto containing books journals articles audio visual as part of their digitized collection and University of California, Los Angeles possess 18.75% of such collection archives

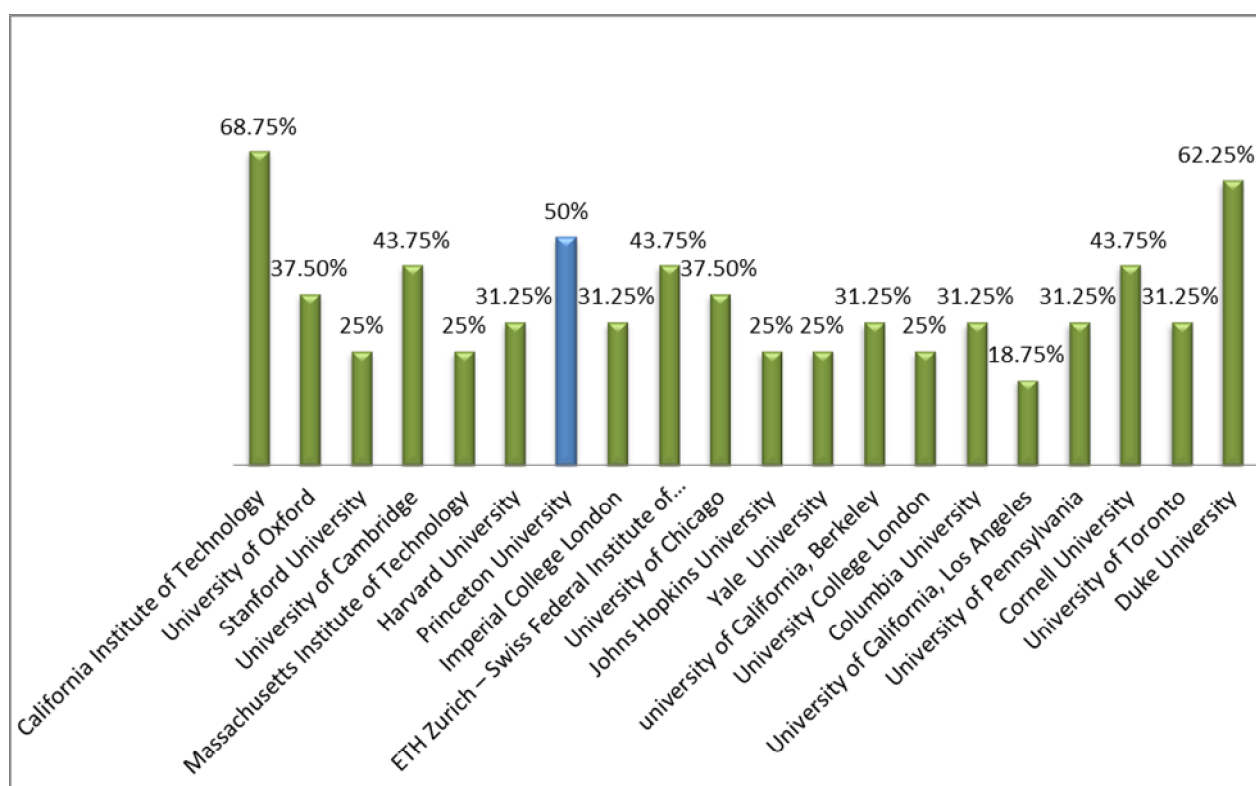


Fig:1 Availability of collection in digital format

Fig 2 shows California Institute of Technology contains 70% Rare books 50% Manuscripts 65% Journals 40% images in the digitized form while as University of Cambridge possess 60% Rare books 30% Manuscripts 40% Journals 20% images in the same form. University of Oxford has 50% Rare books 20% Manuscripts 40% Journals 30% images digitized. on the other hand Stanford University contains 20% Rare books 10% Manuscripts 20% Journals 10% images. Massachusetts Institute of Technology has 20% Rare books 10% Manuscripts 20% Journals 10% images in the digitized form. Princeton University has 60% Rare books 10% Manuscripts 30% journals 20% images included in the digital form. ETH Zurich ó Swiss Federal Institute of Technology Zurich possess 50% Rare books 30% Manuscripts 40% journals 30% images Harvard University has 50% of Rare books 20% of Manuscripts 20%of journals 10% of images as part of their digital collection while as Princeton University60% Rare books 10% Manuscripts 30% journals 20% images Imperial College London40% Rare books 10% Manuscripts 20% journals 20% images University of Chicago60% Rare books 20% Manuscripts 40% journals 20% images

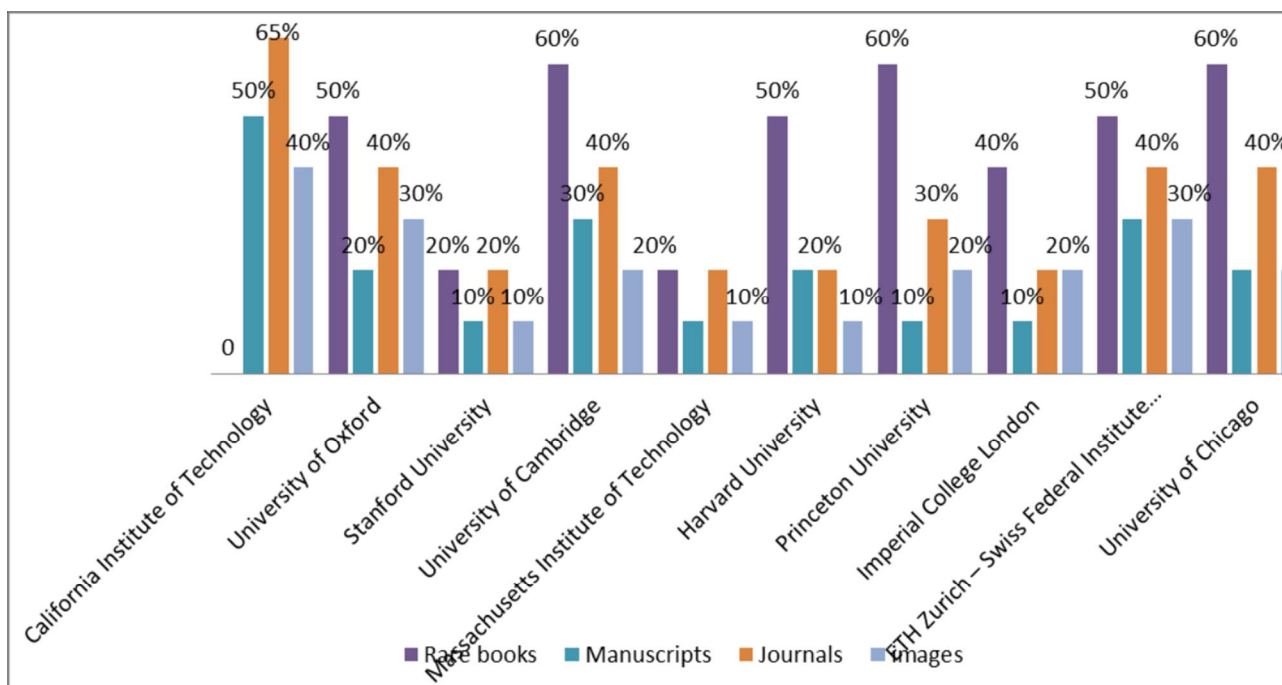


Fig 2-4: Sources available in digital format and comparison of the collections

Fig 3 shows university of California, Berkeley has 50% Rare books 30% journals 10% images as a part of digital collection while as Columbia University include 60% Rare books 20% journals 10% images
 Johns Hopkins University includes 30% Rare books 10% Manuscripts 20% journals in digitized form Yale University includes 30% Rare books 20% journals 10% images in such form University College London possess 30% Rare books 10% Manuscripts 20% journals.

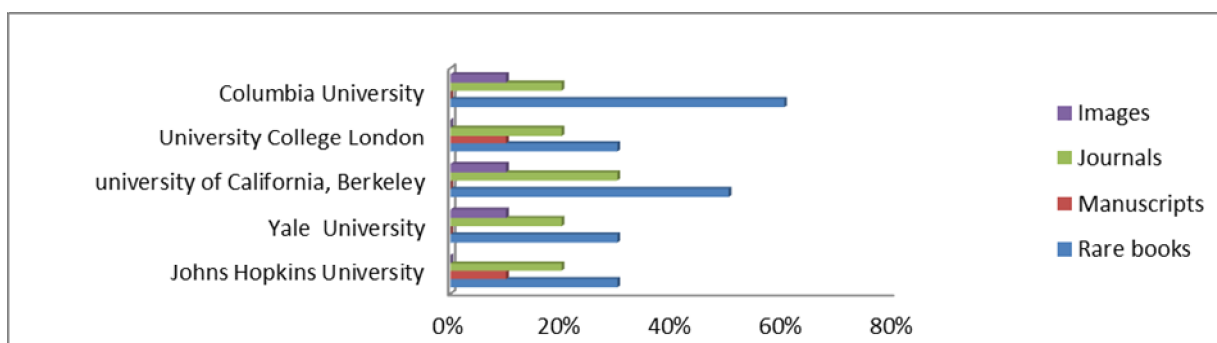


Fig 3 : Sources available and comparison of the collections

Fig 4 Indicates Duke University includes 70% Rare books 40% Manuscripts 50% journals 30% images in digitized form .Cornell University has 60% Rare books 50% journals 40% images as digital collection as part of their digital collection while as University of Pennsylvania includes 50% Rare books 30% journals 10% images as such collection . University of Toronto has 40% Rare books 20% Manuscripts 20% journals 10% images in such form on the other hand University of California, Los Angeles possess 20% Rare books 10% journals in digitized form

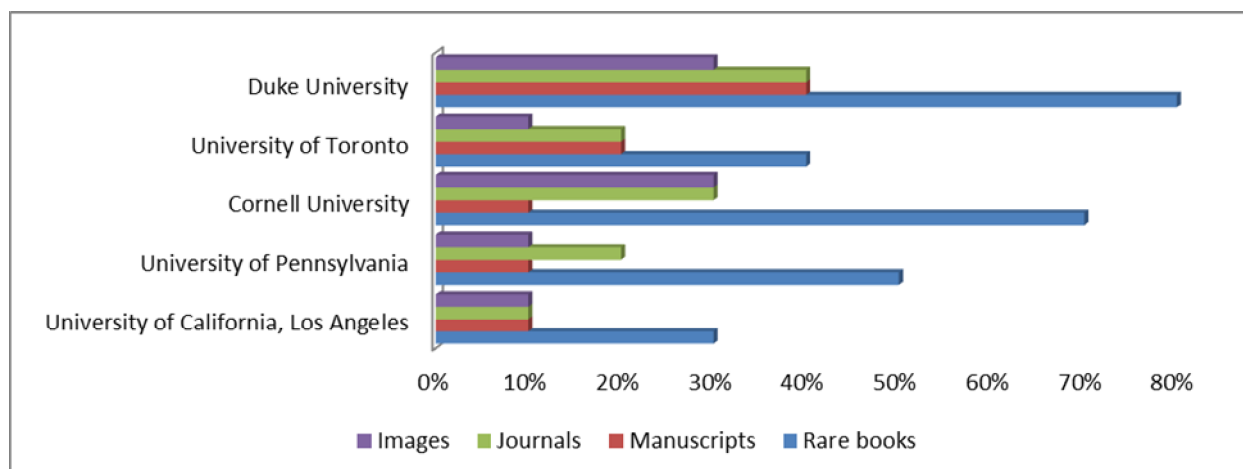


Fig 4 :Sources available in digital format and comparison of the collections

Conclusion

In this study, which is designed to identify the collection available in the digital format of the top 20 selected universities, the types of sources available in digital formats and do the comparison of collections affiliated with different universities as sources available in digital form to observe the extent to which they can support open and distance learning. Technology has provided new dimension for the modern society .It has given new modes of studies, organizing accessing, disseminating and communicating information to the users of the same. However the great impact seems to have been made on modern library. Libraries are engaged in creating and maintaining digital libraries. The present study identifies the various digital sources present in the leading University libraries of the world. The Results revealed that highest digital collection is found in California Institute of Technology (68.75%) followed by Duke University (62.25%) and least were found in University of California, Los Angeles possess 18.75%. The study further revealed that rare books are digitized at the highest rate followed by journals while as images were digitized at lowest rate.. Showed that California Institute of Technology possessed the highest digital collection also revealed that rare books followed by journal were available in digital formats at large scale on the other side manuscripts and image collection is somewhere lacking behind. Presence of such collection can offers a myriad of advantages which can be evaluated by technical, social and economic criteria. Also, the use of resources and technologies of the Internet is very important as it increases education accessibility. Taking the huge scale of the Internet into account, the creation of mechanisms designed for effective navigation of

the Internet, and the collection, analysis, exchange and distribution of information for the specific use of education acquires great importance (UNESCO, 2002)

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संदीप कुमार¹

सार

प्रत्येक विषय अपनी विषयवस्तु तथा गतिविधियों के आधार पर दूसरे विषयों से कुछ भिन्न होता है, जिसका आधार उसकी ज्ञानमीमांसीय प्राक्-कल्पनाएँ होती हैं। राजनीति विज्ञान का सरोकार वैज्ञानिक अभिवृत्ति, विश्लेषणात्मक सोच तथा समझ, संवेदनशीलता, जागरूकता, व्यवस्थित चिंतन आदि के विकास से है। लेकिन, आज शिक्षा व्यवस्था में ज्ञान को पदार्थिक, अंतिम तथा समाहित माना जाता है तथा उसको उस वातावरण से भी पृथक माना जाता है जहाँ उसका अधिगम तथा प्रयोग होता है। अतः आवश्यकता इस बात की है कि शिक्षण पद्धति को समाज-सापेक्षिक बनाया जाए, ताकि प्रत्येक दिन की गतिविधियों में प्रयोग होने वाले ज्ञान तथा कौशलों का विकास किया जा सके और उत्तरदायित्वपूर्ण, अनुशासित तथा जागरूक नागरिक तैयार हो सके। सामाजिक निर्मितिवादी उपागम अधिगम सामाजिक पहलुओं की भूमिका का पक्षधर है। अतः प्रस्तुत लेख राजनीति विज्ञान शिक्षण में सामाजिक निर्मितिवादी उपागम की प्रभावशीलता के अध्ययन के बारे में है।

कुंजी शब्द

राजनीति विज्ञान, सामाजिक निर्मितिवाद, शिक्षण-शास्त्र

राजनीति विज्ञान एवं सामाजिक निर्मितिवादः संबंधात्मक परिचय

‘समाज विज्ञान’ समाज का व्यवस्थित अध्ययन प्रस्तुत करता है। पूर्व में विभिन्न विषयों के मध्य अंतर था और गणितीय साक्ष्यों के विकास के फलस्वरूप वैज्ञानिक अनुशासन की विशिष्ट पहचान बनी। यही कारण था कि अरस्तु ने ग्रहों की गतिकी तथा काव्यों को समान पद्धति से पढ़ा। समाज विज्ञान के विकास में मुस्लिम चिंतकों का भी महत्वपूर्ण योगदान रहा। अलबरूनी पहले नृजातशास्त्री

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Sandeep

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सामाजिक विज्ञान का शिक्षण-अधिगम एवं स्थापित संज्ञान (Situating Cognition)

संदीप कुमार*

सामाजिक विज्ञान एक ऐसा विषय है जिसका आधार समाज है। अतः आवश्यकता इस बात की है कि इसकी शिक्षण पद्धति भी समाज संदर्भित हो। स्थापित संज्ञान (Situating Cognition) उपागम, एक ऐसा उपागम है जो शिक्षण और अधिगम को एक साथ जोड़कर समाज के सापेक्ष देखता है। इस उपागम की अवधारणा है कि ज्ञान समाज संदर्भित होता है और उन्हीं संदर्भों में उस ज्ञान को समझा जा सकता है। इस उपागम की आधारभूत मान्यताएँ एवं सामाजिक विज्ञान की प्रकृति के मध्य समानताएँ होने से यह उपागम सामाजिक विज्ञान के शिक्षण-अधिगम को महत्वपूर्ण बना देता है। यह शोध पत्र सामाजिक विज्ञान के शिक्षण-अधिगम को स्थापित संज्ञान के सापेक्ष समझाने का प्रयास करता है जिसके लिए कक्षा 9 की सामाजिक विज्ञान की कक्षाओं का अवलोकन एवं विश्लेषण किया गया तथा प्राप्त परिणामों के आधार पर सामाजिक विज्ञान के शिक्षण-अधिगम हेतु कुछ उपयुक्त सुझाव भी दिए गए हैं।

प्रायः सामाजिक विज्ञान को एक ऐसा विषय माना जाता है जिसे विद्यार्थियों द्वारा रटकर याद किया जाता है और शिक्षकों द्वारा भी सामान्यतः व्याख्यान विधि से पढ़ाया जाता है। इसलिए शिक्षण पद्धति का स्वरूप भी सत्तावादी रहा है। इसका कारण यह भी हो सकता है कि अध्यापकों को स्वयं ज्ञान का निर्माण करने या इस तथ्य को समझाने का मौका ही नहीं मिला कि ज्ञान के अपने संदर्भ होते हैं तथा वह वहीं स्थापित होता है। औसुबेल (2000) के मतानुसार, “अधिगम को प्रभावित करने वाला एक महत्वपूर्ण कारक वह ज्ञान है जिसे विद्यार्थी पहले से जानते हैं।”

यद्यपि 1960 के दशक से ही इस बात पर बल दिया जाता रहा है कि विद्यालय स्तर पर

शिक्षण-अधिगम प्रक्रिया को अधिक व्यावहारिक और प्रभावी बनाने की आवश्यकता है, लेकिन इसका ज़मीनी यथार्थ चिन्तनीय है। शिक्षा आयोग (1964-66) ने इस बात पर बल दिया कि शिक्षण-अधिगम प्रक्रिया को विद्यार्थियों के वास्तविक जीवन से जोड़ा जाना चाहिए। इस बात का समर्थन 1986 की शिक्षा नीति में भी किया गया है।

स्थापित संज्ञान, ज्ञान को मात्र ग्रहण करने का विरोध करता है। इस उपागम की स्पष्ट धारणा है कि ज्ञान को समझने या सृजन करने की प्रक्रिया प्रत्येक दिन की गतिविधियों से शुरू होती है। अतः इसको उन्हीं गतिविधियों के संदर्भ में समझा जा सकता है।

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संदीप कुमार*

भूमिका

लोकतंत्र को एक ऐसी व्यवस्था के रूप में देखा जा सकता है जहाँ प्रत्येक स्वतंत्र इकाई अपना अस्तित्व बनाए रखते हुए भी साझा रूप से सम्पूर्ण तंत्र को चलायमान बनाए रखती है। प्रत्येक तत्व अपनी भूमिका निभाने के साथ-साथ सामूहिक रूप से व्यवस्था को एक सकारात्मक दिशा की तरफ अग्रसरित करता है। लोकतन्त्र को समझने हेतु अनेक विचार और स्पष्टीकरण हैं, लेकिन यह समझ सभी के मूलभाव का हिस्सा है कि सभी को अपने जीने, विचार अभिव्यक्त करने, सम्मानपूर्वक जीवन जीने का निर्विवाद और निर्बाधित अधिकार होना चाहिए। इस विचार में कोई दो राय नहीं कि लोकतन्त्र की अपनी समस्याएँ हैं एवं अपने सरोकार हैं, फिर भी मानव गरिमा और सम्मान की दृष्टि से ये सबसे बेहतर शासन व्यवस्था है, जो किसी व्यक्ति के होने के सापेक्ष अपने चरित्र को आकार देता है। यहाँ यह समझना भी महत्वपूर्ण है कि लोकतन्त्र मात्र एक शासन व्यवस्था नहीं है बल्कि जीवन जीने की शैली है और इस रूप में यह और अधिक महत्वपूर्ण हो जाता है। अनेक अधिकारों में शिक्षा का अधिकार भी एक महत्वपूर्ण अधिकार है, जिसका दायरा केवल विद्यालय तक विद्यार्थियों की पहुँच से कहीं ज्यादा है, जो शिक्षा के अंतर्गत होने वाली प्रक्रियाओं के संदर्भों को भी समाहित रखता है।

माइकल डब्लू. एप्पल (2007) के अनुसार, 'लोकतंत्र राजनीति विज्ञान में इस्तेमाल होने वाला शब्द मात्र नहीं है वरन् यह तो जीवन जीने की शैली है। इसका सम्बन्ध सिर्फ प्रशासन और व्यवस्था से ही नहीं है बल्कि जीवन के हरेक पहलू से है। लोकतंत्र एक नजरिया है, जिसका सम्बन्ध जीवन के हरेक भाग से है, चाहे वह राज्य, समाज, परिवार, स्कूल या कोई अन्य संस्था हो या व्यक्तिमात्र ही क्यों नहीं हो।'

सीखने को लेकर यह विचार सर्वस्वीकृत है कि सीखना एक जीवंत सामाजिक प्रक्रिया है जिसमें व्यक्ति और समाज परस्पर अन्तरक्रिया करते हैं एवं संदर्भों के सापेक्ष अर्थों को निर्मित करते हैं। लेकिन महत्वपूर्ण सवाल यह है कि इस प्रक्रिया में एक व्यक्ति या विद्यार्थी की क्या भूमिका है। क्या वह स्वयं इतनी सत्ता रखता है जिसके चलते वह निडर होकर अपनी बात कह सके। स्वयं के सीखने को लेकर उसकी सशक्तता कितनी है? क्या वह स्वयं के सीखने को निर्धारित करने का हकदार है या नहीं?

गाँधी, टैगोर, कृष्णमूर्ति, गिजुभाई बयेका, डीवी, मोटेसरी, फ्रेरे, एप्पल एवं बीन, नील आदि लोकतान्त्रिक विद्यालयों की बात करते हैं और इसका एक स्पष्ट चित्रण करते हैं। 'लोकतान्त्रिक विद्यालय, लोकतान्त्रिक जीवन पद्धति पर आधारित वास्तविक विद्यालय हैं। यदि इस लोकतान्त्रिक पद्धति को बनाये और बचाए रखना है तो विद्यालय में विद्यार्थियों को यह सीखने का अवसर मिलना

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Evaluation of a Conceptualised Learning Design for the Development of Techno-Pedagogic Competencies among Pre-Service Teachers

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Abstract. The present study aims to evaluate a conceptualised learning design for the growth of techno-pedagogic competencies among Pre-Service Teachers (PST). A teaching experiment is conducted for assessing the effectiveness of the conceptualised learning design by implementing it in a two-year teacher training programme for one year on 36 PST. The progress in the techno-pedagogic competencies' growth is measured through the self-reporting rating scale, assessment of lesson activities prepared by the PST and semi-structured interview. The result of repeated measure ANOVA statistically signifies the growth of techno-pedagogic competencies amongst PST who participated in the teaching experiment. The assessment of lesson activities further illustrated the growth of techno-pedagogic competencies. PST also reported that they have learned new ways of integrating technology into teaching and have become a more confident user of computers.

Keywords: Free and open-source software; learning design; pre-service teachers; techno-pedagogic competencies; design-based research.

1. Introduction

Technological advancement had shifted the paradigm of the world from “industrial” to “information” (Kozma, 2011). The world has evolved from an industrial niche to a digitally connected hub of knowledge. This transformation has triggered the fourth revolution in the education scenario (Sampath *et al.*, 2007), where the proliferation of vast information along with communication technologies (ICT) has digitalised the teaching-learning process. The ICT's benefits in education are presented as follows:

- Cost-effective.
- Paperless: Removes the utilisation of paper.
- Superior teaching along with learning methods.
- Improved data as well as information security.

- Reduces cost and saves time.
- Easy student management.
- Automatic solutions to manual paper-centred processes along with procedures.

Therefore, it became essential for the 21st century teachers to practise ICT-enabled teaching. Consequently, knowledge of ICT has become a major part of almost all the teacher education programmes over the globe to bestow teachers with techno-pedagogic competencies. The teacher education programmes (both in-service and pre-service) have incorporated ICT in their curriculum.

International Society for Technology in Education (ISTE) formulated guidelines on ICT standards and competencies needed by the teacher for adopting technology in teaching (Valencia-Molina *et al.*, 2016). UNESCO (2011) has also formulated an ICT framework for teacher education that describes key competencies needed by the teachers for integrating technology in all aspects of teaching. In the Indian context, the National Curriculum for Educational Research and Training (NCERT), an advisory body that channelises the formation of a curriculum for all the educational programmes has prepared “ICT in Education Curriculum” for Teachers (NCERT, 2013) describing the competencies desired by the teachers for ICT-enabled teaching. Based on this curriculum, National Council for Teacher Education (NCTE), a governing body that regulated teacher training programme has recommended the addition of a “Critical Understanding of ICT” course in two-year Bachelor in Education programme. As a result, many pre-service teacher training institutes in India (teachers in a teacher education program for pursuing teaching credentials in public schools or private sectors domestically or globally are called PST) have added this course into their teacher training programme (NCTE, 2014). However, this course lacks a proper course structure and definite pedagogy because of which teacher educators across India are facing difficulties in implementing it (Chakrabarti, 2015). Therefore, a learning design (The framework that assists learning experiences is the Learning Design. It offers purposeful choices about what, when, where along with how to teach.) Is conceptualised that provides the detailed course structure and pedagogy for this newly added course (Gosain, 2020). This conceptualised learning design is a theorised pedagogical intervention for creating techno-pedagogic competencies amongst PST. The process in which students learn ways where the concepts learned by them are connected together for forming theories is called conceptualising with theory. It is a method via which the concepts are contextualised that is meaning is thickened along with understanding is deepened. The method of learning along with reasoning with detailed facts and common principles is called Conceptual Learning whilst the process of learning along with reasoning with general principles (concepts) and detailed facts is called Content-centred Learning. Conceptualised learning design is adopted for overcoming the challenge of creating techno-pedagogic competencies amongst PST. Vital processes like educational philosophy (cognitivism, constructivism, and connectivism), learning theories (Anchored instruction), learning environment (direct and open-ended

learning environment), teaching style, and level of granularity are possessed by conceptualised learning. The implementation process is assisted by all these concepts. The current study aims to implement and evaluate the effectiveness of this learning design for developing techno-pedagogic competencies.

2. Review of Literature

The quick progression of information along with communication technologies has compelled the education system to adopt digital ways of teaching and learning. The techno-pedagogy has emerged as the new teaching approach that pronounces the methods of technology-based instruction. Techno-pedagogy is a hybrid term that consists of two-words technology and pedagogy. The technology is the art of making tools, and pedagogy is the art of teaching. Hence, techno-pedagogy is regarded as the art of teaching with the tools (Thakur, 2015). To adopt techno-pedagogy for teaching, teachers must possess techno-pedagogic competencies which are the summation of all the knowledge along with skills needed by the teachers for technology integration (Seifert, 2019). The underlying knowledge for the development of techno-pedagogic competencies is explained by the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler and Mishra, 2009). For effectively teaching along with engaging students with technology, TPACK is a model that assists teachers to deem how their knowledge domains interconnect. Nowadays, a vital part of the education system is TPACK since it includes the increasing demand for the usage of technology in the classroom along with continuing the focus on the content. Thus, education is set up for the future by TPACK and it also prepares the students for their future. TPACK framework suggested seven types of knowledge that a teacher must possess for integrating technology in teaching. Content knowledge (CK) (knowledge of subject matter), pedagogical knowledge (PK) (understanding of teaching principles and methods) and technological knowledge (TK) (awareness and aptitude to use ICT) are the core knowledge domains of the TPACK framework. These core knowledge domains communicate with one another. A helpful approach to several dilemmas that teachers face in applying educational technology (edtech) in their classrooms is offered by TK, PK, and CK. Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), and Technological Pedagogical Knowledge (TPK). TPK is the understanding of pedagogical affordances of ICT. TCK is the use of technology to represent or perceive the subject matter. PCK involves the use of teaching methods and principles for delivering content (Koehler and Mishra, 2009). Blend of TPK, TCK, and PCK give rise to the Technological Pedagogical Content Knowledge (TPACK) which explains the use of technologies to support pedagogical practices to teach specific content (Koehler *et al.*, 2013). The practical knowledge of all these seven knowledge domains constitutes the techno-pedagogic competencies.

The three prominent theoretical perspectives that explain the growth of techno-pedagogic competencies amongst teachers are the theory of mediation, the theory of

situated cognition along with learning by design (Voogt *et al.*, 2016). Theory of mediation asserts that the continuous interaction of PST with various technological tools leads to the development of TK (Voogt *et al.*, 2016). PST apply this gained technology knowledge for designing technology-based teaching, which gradually resulted in the growth of techno-pedagogic competencies (Voogt *et al.*, 2016). The social interaction among peers further supports the development of techno-pedagogic competencies (Voogt *et al.*, 2016). These theoretical foundations have helped many researches (Chai *et al.*, 2011; An *et al.*, 2011; Koh and Divaharan, 2011; Uygun, 2013; Lee and Kim, 2014; Chai and Koh, 2017; Gill and Dalgarno, 2017; Papanikolaou *et al.*, 2017) in designing successful interventions for the progression of techno-pedagogic competencies among PST.

Chai *et al.* (2011) designed a 12-h course on Information Communication Technology for meaningful learning in Singapore, where PST are first introduced to a new technology and later learn about the pedagogical affordances of the technology while creating teaching plans. An *et al.* (2011) created a two-stage curriculum for training elementary PST to combine technology. The first course trains PST with the necessary technology, and the second course covers principles of teaching with technology. Koh and Divaharan's (2011) TPACK-Developing Instructional Model also trains PST to use Interactive whiteboard in the first phase and then in the second phase, PST practised the pedagogical applications of the Interactive whiteboard. Uygun (2013) engaged PST in designing collaborative lesson activities using software to develop techno-pedagogic competencies in them. The IDDIRR model by Lee and Kim (2014) develops TPACK among PST by directly teaching them about the pedagogical affordances of different communications tools, video-making tools, image editing tools, and concept mapping tools along with practical assignments on designing a technology-integrated lesson plan. The "Scaffold TPACK Lesson Design Model" by Chai and Koh (2017) engaged PST in exploring pedagogical applications of web 2.0 technologies through practical assignments. In a similar study, Gill and Dalgarno (2017) developed techno-pedagogic competencies amongst Australian PST by teaching them a wide range of teaching software, and involving them in an online forum along with teaching assignments. Papanikolaou *et al.* (2017) constructed a Technology Enhanced Learning (TEL) framework on the principle of community of inquiry (COI) model for developing TPACK among PST. (The way learning happens for a group of individual learners via the educational experience that takes place at the intersection of social, cognitive along with teaching presence is offered by COI model.) In education, children are allowed by technology to adjust their own pace of learning. More time could be spent by students who require extra time. They could continue doing exercises until they understand. Students who require less support could carry on, which allows the teacher to assist kids who require more support on a personal level. The framework guides PST to collaboratively work with web 2.0 technologies and later link it with their respective disciplines and design a course. All the studies mentioned above were empirically tested to signify their effectiveness in creating techno-pedagogic competencies amongst PST. In context, the researcher

has not come across any empirically tested pedagogical intervention for creating techno-pedagogic competencies amongst PST. Therefore, the researcher has conceptualised a learning design for the growth of techno-pedagogic competencies (Gosain, 2020) for the same. The current study empirically evaluates this learning design.

Also, all the reviewed studies have mostly utilised paid software/technological tools for the development of techno-pedagogic competencies. The use of proprietary software will raise the cost of the teacher training programme. The increased cost of the teacher training programme will cause financial constraints on the public institutions/universities offering the teacher training programme and on the PST, which is not an economically practical option for a developing country like India. Therefore, the conceptualised learning design (Gosain, 2020) has made use of only free and open-source software for creating techno-pedagogic competencies amongst PST.

The current paper evaluates the effectiveness of the conceptualised learning design for developing techno-pedagogic competencies.

3. Conceptualised Learning Design to Develop Techno-Pedagogic Competencies among Pre-Service Teachers

The learning design is the sequencing of the learning activities that learners will undertake to attain the desired learning objectives, along with all the necessary resources, required by learners to assist them in completing these activities (Koper, 2005). In other words, the learning design is a pedagogical intervention that provides a detailed account of an educational process.

The DBR (a sort of research methodology utilised by researchers in the learning sciences is DBR, which is a sub-field of education. Creating solutions (named “interventions”) to issues is the fundamental process of DBR. After that, for testing how they function, the interventions are utilised) methodology is adopted to conceptualise the learning design for the techno-pedagogic competencies’ development (Gosain, 2020). The Generic Model for Educational Design Research (McKenney and Reeves, 2012) suggested three sequential phases; exploration, construction, and evaluation for conceptualising a pedagogical intervention, which is the learning design in the context of the current study. The learning design for the growth of techno-pedagogic competencies is also designed in these three phases.

The appropriate technological tools and instructional strategies are identified in the exploration phase (Gosain and Rajendran, 2018). A comprehensive review of the literature leads to the selection of free along with open source-software having pedagogical implications and are selected along with frequently used instruction strategies; demonstration, project-based learning, collaborative inquiry, and reflective practise. The selected software and instructional strategies are tested for its efficiency through a teaching experiment. The result of the experiment signifies that the selected software and instructional strategies have significantly contributed to the development of TK along with TPK. However, the participants reported some

instructional difficulties because of which they could not develop techno-pedagogic competencies (Gosain and Rajendran, 2018).

The selected software and instructional strategies in the exploration phase form the core of the learning design intended for the growth of techno-pedagogic competencies. These software and instructional strategies are arranged into teaching-learning activities to form a learning design for the progression of techno-pedagogic competencies in the second phase-construction (Gosain, 2020). The learning design is conceptualised on the guidelines of the Larnaca Declaration of the Learning Design-2013 (Dalziel *et al.*, 2016). This declaration proposed nine components of any learning design that together theorise a learning design. These “9” components are challenge, Educational Philosophy, Theories as well as Methodologies, Learning Environment, Teaching Cycle, Level of Granularity, Core Concepts, Implementation along with Learner Response.

The formulated Learning Design is based on the educational philosophy of connectivism, cognitivism, and constructivism. Compared to cognitivism, constructivism is similar since they both concentrate on meanings. A theory that interacts with the knowledge for developing meaning for it is called Constructivism. A theory that concentrates on offering information in a clear way is called Cognitivism. Therefore, students could possess a better meaning for that information. The systematic reading of learning theories selected from these educational philosophies helped in designing the teaching cycle and learning environment for the growth of techno-pedagogic competencies. Analysis of the chosen theories asserts that individuals learn by practising the modelled behaviour (Bandura, 1977), through the principle of legitimate peripheral principles (Lave, 1988) according to which the learner gradually became the participator in the activity from just being the observer in the presence of a “more knowledgeable other”. Practising the modelled behaviour is not sufficient hands-on experience and reflections are essential for internalisation of learning (Kolb, 1984). Thus, the teaching cycle of the conceptualised learning design encompassed four stages gradually progress from direct teaching methods to indirect teaching methods. These four stages are; Exposure, Practice, Create, and Reflect, in a linear sequence. The Exposure phase introduces software to the PST via demonstration, which is followed by a practice session. In the create phase, PST are presented with practical assignments that engage them in creating a digital teaching aid or teaching activity utilising the learnt software. Finally, pre-service teachers have to reflect on the pedagogical utility of the designed teaching aid or activity in the Reflect phase. The learning theories also suggest that the entire teaching-learning process is socially situated (Engestrom, 1993) and mediated by technological tools (Hutchins, 1991). These technological tools could either be the anchor (Bransford *et al.*, 1990) around which the learning occurs or the medium to support teaching (Siemens, 2005). Therefore, the blended learning approach is embraced as the method of delivery for the conceptualised learning design. Thus, the learning environment of the learning design comprises of face-to-face classes and online instructional support (via learning management system). Level of Granularity defines the

breakup of subject-matter into modules, sessions and teaching-learning activities. There are “12” topics in the conceptualised learning design that are arranged in “2” modules, delivered by 40 teaching-learning activities. Module-1 consists of the first 11 topics which are general for all the PST. The last topic (Module-2) is subject-specific which varies according to the teaching subject opted by PST. Each topic is taught according to the Teaching Cycle. Implementation of the learning design requires 32 free and open-source software, computers, projector, and internet. The learner response is collected through interview, rating scale, and portfolios for the evaluation. Figure 1 represents the conceptual map of the learning design that aims at development of techno-pedagogic competencies among PST (Gosain, 2020).

Figure 1 exhibits the conceptual map for the conceptualised learning design. For training PST, every element of conceptualised learning design are illustrated by the map to combine technology in teaching by creating techno pedagogic competencies. The above-mentioned conceptualised learning design is empirically evaluated for its utility to develop techno-pedagogic competencies in the third phase — Evaluation. The current study elaborates on the evaluation of this learning design. The effectiveness of the conceptualised learning design is tested by applying it on a group of PST. The Learner’s Responses of the PST are collected and analysed to check the efficiency of the conceptualised learning design.

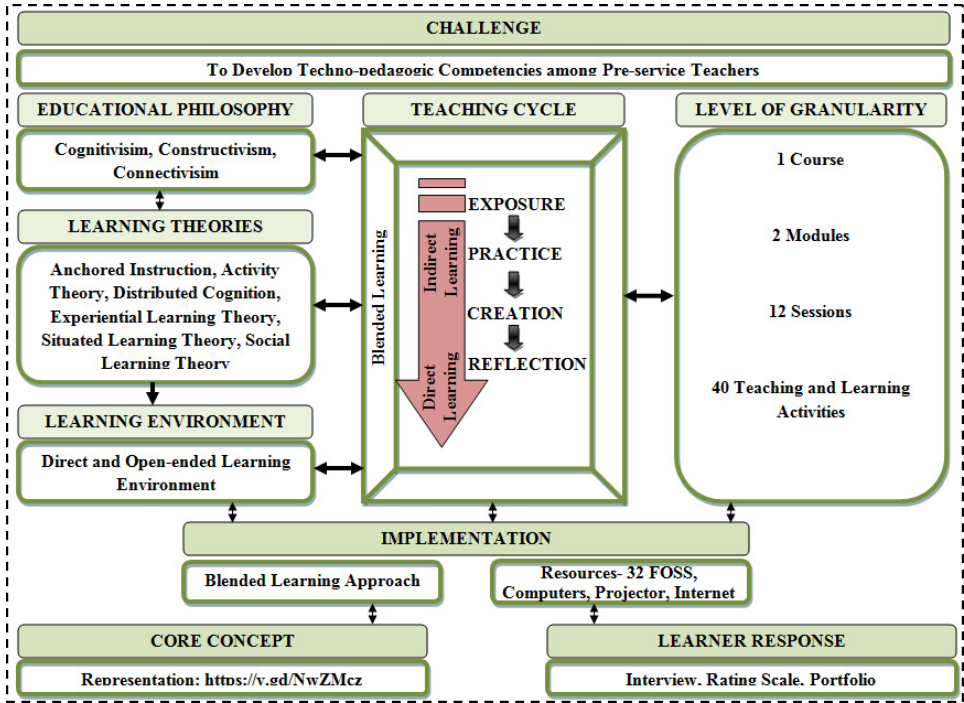


Fig. 1. Conceptualised learning design (Gosain, 2020).

4. Research Methods

The current study aims to evaluate the efficiency of the conceptualised learning design to develop techno-pedagogic competencies amongst PST. The evaluation is the third phase of the research, where the conceptualised learning design is tested through a teaching experiment. One-group pretest-posttest time-series experimental design (Cohen *et al.*, 2015) is adopted for the teaching experiment. The conceptualised learning design is the treatment variable for the experiment, and techno-pedagogic competency is the output variable of the experiment. The conceptualised learning design is implemented on the 36 PST who are registered in a two-year teacher training programme at a public university located in New Delhi, India. The institution for the execution of the conceptualised learning design is selected through convenient sampling. A process of gathering samples by taking samples that are suitably situated around a location or Internet service is called Convenience sampling. The selected institution has a total population of 100 PST. Out of 100, 36 PST agreed to participate in the teaching experiment. The selected PST have their specialisation in either of the following teaching subjects; Social Science, Science, Mathematics, Commerce, and Language. The following null hypothesis is formulated for the experiment:

H_0 : The conceptualised learning design has no significant effect on the development of techno-pedagogic competencies among PST.

5. Setting and Procedure

The teaching experiment is conducted at the Central Institute of Education, University of Delhi. 36 PST participated in this teaching experiment. These PST are registered in a Bachelor of Education programme. The duration of this programme is two years during which PST have to undertake a mandatory practicum on “Critical Understanding of ICT” in first year. This practicum is of four credits, for which, one face-to-face class of 90-min duration is scheduled per week for an entire academic year. The conceptualised learning design is applied in the practicum as mentioned above, from August 2018 till April 2019. The teaching experiment is conducted in the computer lab of the institution. The lab has all the equipment necessary for implementation like laptop, projector and internet connectivity. There are 12 topics in the conceptualised learning design, organised in two modules. Each topic is taught through four stages (exposure > practice > create > reflect) of the conceptualised learning design. The implementation plan of the conceptualised learning design is explained in Table 1.

Table 2 offers the specification of Kgeography.










Online instructional support is provided to the PST via learning management systems, throughout the experiment along with face-to-face classes. The online instructional support includes manuals and additional tutorials for learning the software.

Table 1. Implementation plan for the conceptualised learning design.

S.No.	Topics	Software required	Practical assignment	No. of classes*
1	Module-1 Introduction — TPACK framework		Explain seven types of knowledge that forms techno-pedagogic competencies	1
2	Content Management system	WordPress	Create an educational blog	1
3	Learning Management System	Google Classroom, Moodle	Join and engage in one of the provided online instructional support;	1
4	Ethical use of Open Educational Resources	Google Search	Google classroom or Moodle Cloud	1
5	Text Document	LibreOffice — writer document, Open Office	Identify and search copyright-free resources on a teaching unit	1
6	Concept Maps	FreeMind	Make different types of text documents; poster, brochure on a teaching unit	1
7	Slide Presentation	LibreOffice-Impress	Represent a theme via concept map	1
8	Audio	Audacity	Create a presentation for teaching a chapter	2
9	Graphics	GIMP	Record a podcast	1
10	Audio-visual lesson	Openshot, Shotcut, VSDC, GIMP, Impress, Audacity	Prepare visuals for representing a concept	2
11	Assessment	Socrative, Kahoot, Google Forms	Create a short film to explain a concept from a teaching unit	6
			Prepare a quiz/game for evaluation of a teaching unit	1
12	Module-2 Language- software	Anki, Articulate, Kword quiz, Open Cards, Memosyne	Design and demonstrate a teaching activity for each software	10
	Mathematics- software	GeoGebra, Kig, Dr Geo		
	Science software	Avagadro, Kalzium, Jamol, Phet stimulations		
	Social Science software	Marble, Wordwind, Kgeography		
	Commerce software	Kmy Money, Turbocash, GNU Cash		

Notes: *Each face-to-face class is of 90-min duration, followed by 24*7 online instructional supports.

Table 2. Specifications of Kgeography.

 Title:	KGeography
 Genre:	Puzzle
 Version:	Follows KDE Desktop environment version
 License type:	FOSS/Libre
 License:	GPL-2
 Pacing:	Real Time
 Type:	Game
 Perspective:	First person
 Visual:	2D

6. Tools

The data are collected through the following tools:

- A five-point rating scale is constructed to measure the techno-pedagogic competencies of PST. “5” response options are encompassed by the five-point scale that comprises “2” extreme sides and a neutral option connected to the middle answer options. Very Satisfied, Satisfied, Neutral, Dissatisfied along with Very Dissatisfied are examples of a five-point rating scale for estimating satisfaction. The five-point scale is easy to understand and it is utilised for survey administrators along with respondents. Lesser time and effort is taken by the five-point scale for completing when contrasted to higher-point scales. The scale contains 46 items measuring all seven domains of knowledge, as mentioned in the TPACK framework (Koehler and Mishra, 2009). The overall value of the reliability coefficient, Cronbach’s alpha is 0.991 ($N = 46$), which denotes higher internal consistency. Criterion validity of the scale is assured by correlating it with another validated scale measuring TPACK by Hosseini and Kamal (2012). The results of the correlation test ($r = 0.976$, $p = 0.000$) indicate significant correlation.
- The rubric for the assessment of ICT assessment activity (Koh, 2013), is used to assess the digital content and teaching activities created by PST during practical assignments on five dimensions; active, constructive, authentic, intentional, and cooperative. Rubric specifies the marking criteria from 0 to 4 for all the five dimensions.
- Semi-structured interview scheduled is created to explore PST’ experiences and learnings after teaching experiment. The interview schedule consists of 20 open-ended questions on software, learning of ICT, learning management systems, and techno-pedagogic competencies.

7. Data Collection and Analysis

The primary data are collected after getting the consent from the Head of the Central Institute of Education, where the study is conducted. Informed consent of the participants is also taken before data collection, after explaining them the

purpose of the study. Multiple tools are used for data collection. The quantitative data is collected via a five-point rating scale to measure the development of techno-pedagogic competencies of PST with time. This scale is administered thrice on the PST; beginning of module-1, end of module-1/beginning of module-2, and end of module-2. The semi-structured interview schedule gathers qualitative data experiences of the PST. Portfolios of all the PST containing their assignments are maintained and analysed via rubric. The data are analysed quantitatively with the help of SPSS statistics software, version 20 and qualitatively via Atlas.ti version 7. The abbreviation for SPSS is Statistical Package for the Social Sciences (SPSS). For complicated statistical data analysis, SPSS is utilised by different sorts of researchers. For examining survey data and mining text data, SPSS is utilised by several top research agencies so that they could obtain the most out of their research along with survey projects.

8. Results and Discussions

The effectiveness of the conceptualised learning design is evaluated by testing the null hypothesis (H_0), assessment of assignments of PST and analysis of their interview transcripts.

Testing H_0 : The null hypothesis is tested via repeated measure ANOVA. A compilation of statistical models along with their related estimation procedures (like the “variation” amongst and between groups) is called ANOVA. For examining the differences amongst means, ANOVA is used. It offers the total test of equality of group means. The overall error rate (i.e. false positive finding) could be controlled by ANOVA and it is a parametric test. Thus, if normality assumptions hold true, ANOVA is more powerful. The assumption of normality is confirmed by Kolmogorov–Smirnov Test ($p = 0.81$, $Z = 0.63$) and Mauchly’s Test of Sphericity ($p = 0.26$, $W = 0.92$) assured the homogeneity of variance prior to administration of the test. A non-parametric test of the equality of continuous (or discontinuous), one-dimensional probability distributions is said to be the Kolmogorov–Smirnov test (K–S test or KS test). For comparing a sample with a reference probability distribution (one-sample K–S test), or comparing “2” samples (two-sample K–S test), the K–S test could be utilised. For testing the null hypothesis that is a group of data comes from a Normal distribution, the Kolmogorov–Smirnov test is employed. Test statistics are generated by the Kolmogorov–Smirnov test which is utilised for testing for normality. For testing whether the assumption of sphericity is fulfilled or not in repeated measures, Mauchly’s test of sphericity is utilised. The condition in which the variances of the differences betwixt all amalgamations of associated groups are equal is called Sphericity. The results of the test are given in Tables 3 and 4.

The mean scores for the techno-pedagogic competencies differ significantly over time ($F = 79.26$, $p = 0.000$). The effect size of the difference is moderate ($\eta^2 = 0.694$) (Cohen *et al.*, 2015). Hence, H_0 is not confirmed. The conceptualised learning design

Table 3. Descriptive statistics.

Techno-pedagogic competency score	Mean	Standard deviation
Beginning of module-1	122.00	20.86
End of module-1/beginning of module-2	159.06	33.80
End of module-2	186.00	23.41

Table 4. ANOVA.

Source	Sum of square	df	Mean square	F	Sig.	Partial Eta squared
Time	74,341.41	2	37,170.71	79.26	0.000	0.694

has led to significant development of techno-pedagogic competencies over the period. The difference in the gain in techno-pedagogic competency score between module-1 and module-2 is measured via the Post hoc test using Bonferroni corrections (B_c) which is given as

$$B_c = \frac{\alpha}{n}, \tag{1}$$

wherein α implies the alpha level and n indicates the number of tests. When numerous dependent or independent statistical tests are being executed concurrently, the Bonferroni correction is a multiple-comparison correction that is utilised. Table 5 contains the result of the test.

Post hoc test indicates that the conceptualised learning design brings about a minute reduction in techno-pedagogic competencies concentration from module-1 to module-2 (159.06 ± 33.80 versus 186.00 ± 23.41), which is statistically significant ($p = 0.000$). However, the techno-pedagogic competency mean scores of both modules are significantly higher than the initial mean score (122 ± 20.86). Hence, it is substantiated that the conceptualised learning design has significantly led to the development of techno-pedagogic competencies among PST.

The conceptualised learning design is useful for developing techno-pedagogic competencies among PST. Open-sourced software forms the core of the course, around which the entire teaching process is crafted. The studies conducted by [Chai et al. \(2011\)](#) and [Koh and Divaharan \(2011\)](#) also placed software at the centre of the course, and the results showed a significant gain in TPK. [Voogt et al. \(2016\)](#) stressed that mediation of technology aids in the development of techno-pedagogic

Table 5. Comparison between module-1 and module-2.

Time	Mean difference	df	F	Sig.	Partial Eta squared
Module-1	37.06	1	41.36	0.000	0.542
Module-2	26.94	1	31.21	0.000	0.471

competencies. Another observation is that the module-1 has a slightly larger effect size ($r = 0.542$) than module-2 ($r = 0.471$). This difference could be because the PST are exposed to more number of software during module-1 than in module-2. Hence, there is more technological interaction and consequently, more development during module-1 than module-2.

Assessment of pre-service teachers’ assignments: The digital teaching aid or teaching activities created by PST as a part of their regular assignments are assessed using a rubric developed by Koh (2013). The assignments assessed using this rubric are (1) creation of poster and brochure (2) visualisation of a theme via concept map, (3) creation of quiz for evaluation, (4) Slide presentation for teaching, (5) movie explaining a concept, and (6) teaching activities using pedagogic-specific software. The assignments mentioned above are marked as per the rubric. Table 6 represents the mean score for all the assignments in each dimension.

All the lesson activities scored a high mean ($M = 2.25$ – 3.85) on the “active” dimension, which highlighted that PST have actively worked with the free and open-source software. This result indicates that PST have acquired TK while working with the software. The mean of lesson activities for constructive dimension is not high ($M = 0.16$ – 2.00), this denotes productive use of software for the representation of subject matter rather than for teaching. It shows that PST have developed TCK. The “authentic” dimension reports a substantial mean score on lesson activities; movie ($M = 1.03$) and teaching activity ($M = 2.00$), indicating that the PST have used software for teaching real-world phenomena. This result illustrates the development of TPK among PST. The only lesson activities that recorded a mean score for dimension-“intention” are; quiz ($M = 1.64$) and teaching activity ($M = 1.65$), representing the use of software for diagnostic purposes. This result further signifies the development of TPK among PST. The “cooperative” dimension obtained a low mean score on teaching activities ($M = 0.73$) illustrating that PST have created few group activities around pedagogic-specific software. This result denotes the development of TPACK. In summation, the assessment of lesson activities signify the development of TK, TCK, TPK, and TPACK (Koehler and Mishra, 2009), together they form the base for the techno-pedagogic competencies.

Table 6. Assessment of lesson activities.

Lesson activities	Active (M)	Constructive (M)	Authentic (M)	Intentional (M)	Cooperative (M)
Poster & Brochure	2.25	0.16	0.03	0.00	0.00
Concept Map	2.27	0.92	0.54	0.00	0.00
Quiz	2.79	1.15	0.35	1.65	0.00
Presentation	2.61	1.25	0.50	0.04	0.00
Movie	3.85	1.74	1.03	0.09	0.00
Teaching activity	3.32	2.00	2.00	1.64	0.73

Mania *et al.* (2015) mentioned that the use of technological tools for solving a problem lead to the creation of new knowledge. The assignments provide PST with an opportunity to interact with the software, during which they understood the pedagogical applications and limitations of it. Later, reflective exercise helps PST in internalising their learning. Therefore, the teaching cycle of the learning design has contributed significantly to the development of techno-pedagogic competencies among PST. Similar studies conducted in the past (Beaudin and Hadden, 2006; Wetzel *et al.*, 2009; Koh and Divaharan, 2011; Chai *et al.*, 2011) have also engaged PST in designing lesson activities using technological tools that have helped in the development of techno-pedagogic competencies.

Qualitative analysis of the interview transcripts: The open coding of the interview transcripts using Atlas.ti software gave 37 codes. These 37 codes were grouped to form five code groups; learning process, working with FOSS, change in attitude, creation of digital content, and designing teaching activities. These code groups were later grouped to form a theme describing the development of techno-pedagogic competencies among PST.

The code group-learning process highlights the procedures adopted by PST for learning software. Four ways mentioned by the PST are learning by doing, learning by observation, learning from peers and learning by reading instructional manuals. The hands-on exercise with the software has helped them to understand pedagogical implications of technologies. A pre-service teacher described;

“I have learnt all the software by using it, unless we use the software, we do not know what it can do.”

Another learning strategy asserted by PST is learning by observation. Some of the PST, who do not have any previous exposure to technology, said that they primarily learnt the software by observing the classroom demonstrations. As narrated by one of the pre-service teacher,

“I have never used this software, so I do not know how to use them. I can only understand it by seeing others.”

The PST, who could not attend the classes, asserted that they learnt the software either by reading the online instructional manuals (available on learning management system) or from their friends. The instructional manuals also help in resolving the doubts faced by PST while practising the software. A pre-service teacher said

“I faced problems with Audacity [software] because I had missed the class, so I had to learn it from the manual, also asked my friend.”

The code group, working with free and open software, depicts the perceptions of pre-service towards software. PST narrated the utility of software for teaching-learning and evaluation. Some of the frequently mentioned software are; Audacity, LibreOffice, Shotcut, Socrative, Kgeography, Phet stimulations, Kword, VSDC, and

Kahoot. A narration on the usefulness of Kgeography software by a pre-service teacher is

“One is Kgeography for teaching social science to class 6th and 7th. It is excellent software, as students cannot think about the ideal places but they can see it on a map [software], so I think it is beneficial.”

PST use free and open-source software to create digital content and design teaching activities. During interview, PST narrated their experience of working with software. The experiences of PST highlight that they had learnt pedagogical implications of software while creating movies, presentations, quizzes, poster, brochure, and teaching activities. PST expressed many ways of integrating learnt software as seen in the following narrations:

“As a language, it is very much important that you know how to present content in a fun way to the children that they do not get bored and with the help of the movie making it was easier for me.”

“My teaching subject is mathematics, now I know about software like Kig, Geogebra that draw 3-D figures and graphs. It will help in explaining children about theorems and world problems which are difficult to visualise.”

The extensive work on free and open-source software has changed the attitude of PST towards technology integration. The code group- change in attitude reflects the transformation in the perception of PST towards technology. PST stated that working with free and open-source software has brought out their creative side and has helped them in looking beyond traditional teaching practise of “chalk and talk”. The following narration highlights the above assertion:

“I had never thought that I could be so creative, I realised this while creating characters for the movie. It made me understand that how movies can be used to make class interactive, and it can replace boring blackboard teaching.”

Another attitudinal change observed among PST is in their outlook towards the integration of technology. The PST mentioned that while working on the software, they have explored new pedagogical implications of technology. A pre-service teacher expressed

“I think how different pedagogies can be taught through ICT that is relatively new and it is interesting for me. Initially, ICT for me is only using slides I did not know anything apart from that. All I thought that whenever we teach through ICT, it is by making use of PowerPoint. Now I know lots of other methods like movie, poster, quiz.”

PST also claimed that they had become more confident user of technology at the end of the course as exemplified by the following narration:

“When I make the movie, I felt empowered and told everybody that I made a movie. I did not like computers, I still do not like it, but now I am more familiar

with it. I will not have a problem in using it, and I will not feel hesitant. Now I can plan some teaching activity around it.”

In summation, the qualitative analysis of the interview indicated that PST had acquired techno-pedagogic competencies while working with free and open-source software. PST have expressed that they had learnt many new software during the course and had created many varied forms of digital content using them like poster, brochure movie, quiz, presentation, and activities. Use of free and open-source software for creating digital content had inculcated the TCK among PST. Engagement with pedagogic specific software had also led to the development of technological pedagogical competencies among PST. PST said that they had learnt new ways of teaching their subject matter through technology, for example, Marble for social science, Kalzium for chemistry, Geogebra for mathematics, and any more. They also said that the learning design had also provided ways to do quick and effective assessment of the learners. Koehler *et al.* (2014) substantiate that the TCK and TPK are the strongest determinates of TPACK. Therefore, it can be concluded that the learning design has developed the desired techno-pedagogic competencies among PST. Another remarkable contribution of the learning design is that it changed the attitude of PST towards technology integration. The participants had said that they had gained a new perspective and competencies to teach with technology; after the course, they felt more confident and comfortable in working with free and open-source software. Figure 2 represents the relation between the code groups explaining the development of techno-pedagogic competencies.

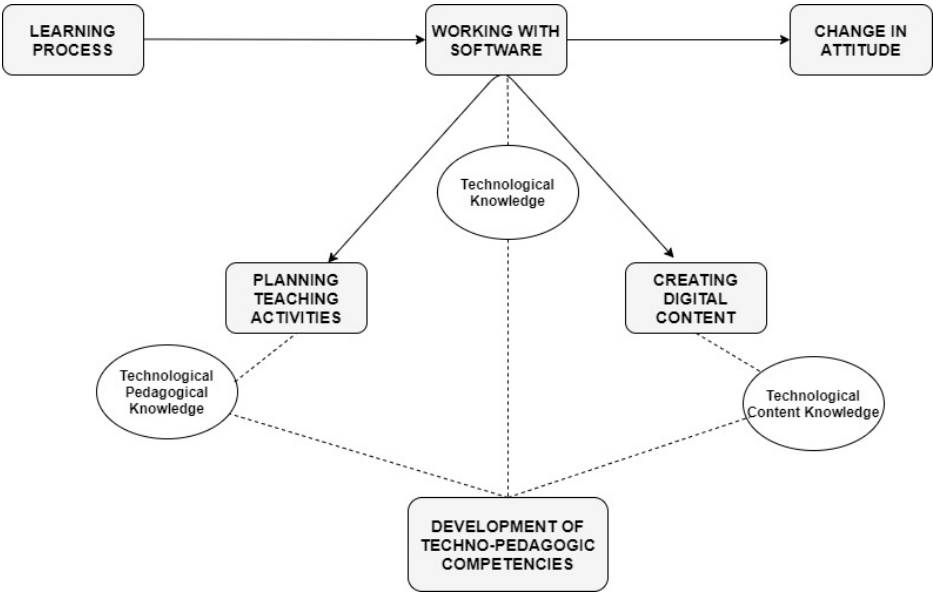


Fig. 2. Qualitative analysis.

9. Implications for Practice

Mediation of information and communication technology plays an important role in the development of techno-pedagogic competencies among PST (Voogt *et al.*, 2016). Teaching with learning is made an enjoyable exercise by attaining techno-pedagogical proficiencies. Therefore, the pressure on the teachers is reduced and the students are allowed to dive deeper into the domain of knowledge. Since the importance of technology is known by the teachers, it is simpler for students to understand. Several researchers aimed to develop techno-pedagogic competencies among teachers have successfully developed techno-pedagogic competencies using information and communication technologies either as the content (Chai *et al.*, 2011; Koh and Divaharan, 2011; Uygun, 2013) or as the medium of instruction (Hoffer and Grandgenett, 2012; Kimmons *et al.*, 2015; Qasem and Viswanathappa, 2016). The current study has also represented the successful use of free and open-source software for developing techno-pedagogic competencies among PST. The reason for this could be explained by Activity Theory (Engeström, 1987) that asserts; individuals learn by participating in learning activities mediated by tools. Human thought processes are explained by Engeström's approach centred on the individual, and the wider context of the individual's interactions in the social world via artefacts, and particularly in situations where activities were being generated. In the activity theory, external tools (e.g. hammer, computer, and car) along with internal tools (e.g. plans, cognitive maps) are utilised by people (actors) for attaining their objectives. There are numerous artefacts in the social world, which are perceived as objects and also things that are embedded in the culture. Thus, each object possesses cultural and/or social importance. Also, according to the E-learning theory (Mayer and Moreno, 2003), use of technology for teaching reduces cognitive role and enhances learning. Educational technology is produced by E-learning theory for promoting efficient learning by decreasing extraneous cognitive load and handling germane along with intrinsic loads at students' suitable levels. The use of free and open-source software in the learning design has provided an opportunity to the PST to directly interact with the technology and learn its pedagogical implications. If this opportunity is not provided to them or the learning design has more theoretical concepts rather than practical, the PST might not have developed the practical knowledge of techno-pedagogy, which is crucial for developing techno-pedagogic competencies. Therefore, the use of software having pedagogical implications can be recommended to the teacher educators for developing techno-pedagogic competencies among PST. Another recommendation from the study is the use of both direct and indirect methods of teaching for the development of techno-pedagogic competencies. The teaching cycle of the conceptualised learning design consists of four phases gradually moving from direct teaching methods to indirect teaching methods. The direct teaching methods; demonstration and lectures helped the PST in understanding the utility of the software for teaching and later indirect teaching methods; cooperative learning problem-based instructions, and discussion engaged the PST in productive tasks

that developed techno-pedagogic competencies. There are previous studies (Angeli and Valanides, 2009; Wetzel *et al.*, 2009; Koh and Divaharan, 2011; Uygun, 2013) that have made use of indirect teaching methods for developing techno-pedagogic competencies among PST. Therefore, the teacher educators are strongly recommended to adopt indirect teaching methods while training teachers for technology integration. The findings of the study highlighted the significant role of learning management systems in helping PST to learn software. Learning the software is a tedious task as it involves many steps, which could be difficult for the PST to remember all at once. Learning management systems enabled the all-time access to instructional manuals that provided support and flexibility to the PST in their learning of software. Hence, teacher educator can adopt a blended learning approach to assist PST in learning the software by creating all-time instructional support via learning management systems.

10. Conclusion

The digitisation of the education systems has led to the integration of technology into the teaching process. To plan and execute technology-enabled teaching, teachers need to acquire techno-pedagogic competencies. The present study is focused on creating a learning design for developing techno-pedagogic competencies among PST. The learning design has two modules, covering different categories of software. The teaching strategies employed for teaching software are demonstration, inquiry-based learning, and reflections. The conceptualised learning design has significantly developed techno-pedagogic competencies in PST. PST reported a significant gain in techno-pedagogic competencies after the teaching experiment; however, the gain in competencies is slightly more during module-1 than module-2. The learning design has described and exemplified the basic course structure and pedagogy required for preparing teachers for technology-based teaching. Also, including open-source software as the core of the design does not place any financial burden on the educational institutions. Therefore, the policymakers and teacher educators can include it in the teacher training curriculum. The learning design will help teacher educators engaged in the teaching of educational technology coursework in the selection of content and teaching strategies. Policymakers would also get help in formulating future policies on teacher training programmes and curriculums concerning educational technology.

11. Limitations and Future Work

The current study empirically tested the effectiveness of the conceptualised learning design for the development of techno-pedagogic competencies among PST. However, the study only tested the effectiveness of the learning design for “Critical understanding of ICT” course in a specific teacher training programme offered by the University of Delhi. Therefore, the result of this study is limited to the above-mentioned context. Hence, to establish the external validity of the conceptualised

learning design, it needs to be further tested on multiple samples from different institutions with different levels of technology facilities. The current study evaluated the effectiveness of the learning design for the secondary PST. Further studies can be conducted to evaluate its effectiveness for elementary and senior secondary PST. Furthermore, the results obtained are based on the selected 32 free and open-source software, therefore more research is needed to understand the efficacy of the learning design, in case other educational software are used. Lastly, taking insights from the research methodology of the current study, new learning designs can be constructed for different context and different subjects.

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THE IMPACT OF INCLUSIVE EDUCATION COURSE ON PRE-SERVICE TEACHERS' PERCEPTION ABOUT INCLUSION: A QUALITATIVE EXPLORATION

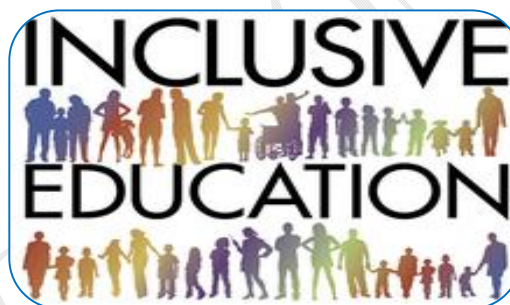
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ABSTRACT :

Inclusive Education visualizes learners of varying learning needs learn together in a friendly atmosphere. The country made various efforts to make inclusive education as a possible practice in the educational contexts. It is very important to have inclusive classroom setup from the bottom ladder of the education. For that, teachers need to be prepared that requires teacher education role in bringing requisite sensitivity and skill development. The present study explored pre-service teachers' 'The Inclusive School' course experiences and its influence on their perception about inclusion. FGD was conducted with the participants revealed that course on inclusion influenced their perception about inclusion and it prepared them for the inclusive classroom to a certain extent. However, they are generally getting theoretical knowledge than practical aspects. Implications for teacher education programme were discussed.



KEYWORDS : Inclusive Education, Pre-service teacher, Teacher Education Programme.

1. INTRODUCTION

The paradigm shift in special education from 'segregated instruction' to 'mainstreaming', 'integrated education' and 'inclusive education' has been part of the discourse of professionals in education worldwide in the last three decades. Inclusion tries to make mainstream of education to all the children who are vulnerable, excluded and marginalized. It is the process that strengthens the capacity of the educational system to reach out to all the children. The growing body of research has shown that children do better academically when in inclusive settings and inclusion provides opportunities to develop relationships such as friendships, personal principles, and social skills, comfort level with people who have special needs, and caring classroom environments (Singh, 2016). We need to rethink on school and teacher education policies, curriculum and practices so that the needs of students with diverse abilities can be met.

2. NATIONAL INITIATIVES

There have been many initiatives made by Govt of India for inclusion. It starts from the Inclusive Education for Disabled Children (IEDC) scheme (1974) implemented to provide equal opportunities to children with disabilities in mainstream schools and facilitate their retention. National Educational Policy (1986) recommended one of its goal as, 'to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'.

The Rehabilitation Council of India Act (1992) initiated a training programme for professional teachers to respond according to the needs of students with disabilities. The National Policy for Persons with Disability (2006) in its framework clarifies that 'the state, civil society and private sector must operate in order to ensure a dignified life for persons with disability and support for their caretakers'.

The Person with Disabilities Act (1995) proposed the provision of improved educational services, medical care, vocational training, employment, and social security for all persons with disabilities. It ensured that 'every child with a disability is entitled to a free education up to the age of 18 years' which has conjunction with Right of Children for Free and Compulsory Education (2009). Sarva Siksha Abhiyan (SSA) ensured the right of all students with disabilities (SWD) in the regular education. To achieve the target of Education for All (EFA) by 2010, Govt. of India had stimulated many schemes of Inclusive Education. We can see the educational policy in India gradually increase the focus upon children with special needs, and inclusive education in general school.

3. TEACHER EDUCATION FOR INCLUSION

For the current movement toward inclusion, all teachers, must have positive attitudes regarding the inclusion of diverse students with various educational needs, as well as knowledge and skill. A teacher has to realize the value of each student as unique, and their attitudes toward diversity among students are very important for successful inclusion. Many policy and legislation enforce equality of access to all of the educational opportunities. Here, ensure the attitudes of acceptance and tolerance among teachers is very problematic. Many research findings revealed that one of the most important predictors of successful inclusion is attitudes of teachers (Coates, 1989; Bacon & Schultz, 1991; Semmel et al., 1991).

The survey conducted in Delhi classroom found that many teachers did not understand the concept of inclusion and lacked the skill of effective teaching in the classroom with SWDs (Das, Kuyini, & Desai, 2013). Another study found that the teacher's negative attitude toward inclusive practice due to lack of an essential tool for the instructing SWDs in Delhi (Sharma, Moore and Sonawane, 2009). The major challenge for the implementation of the inclusion policies is lack of dissemination of information about inclusion (Hettiarachchi & Das, 2014; Shah et al., 2014; Tiwari, 2014). Research reported that pre-service teachers showed more willingness to accept pupils with special education needs (SEN) than experienced teachers (Harvey, 1985; Forlin et al., 1996; Forlin, 1998).

On the other hand researchers found that teacher education programme plays a vital role in improving pre-service teachers' perception of inclusion (Linda & Christopher, 2014; Sharma & Anthony, 2016; Tangen & Beutel, 2016). It indicates that pre-service teachers might be open to change their previously held attitudes. Hence, teacher education programme has to give the opportunities for the open discussion about concerns relating to inclusion would help to the pre-service teachers for their development of confidence in the inclusive classroom.

National Curriculum Framework (NCF, 2005) articulated the need for addressing diversity and inclusion, equity and quality. As per the National Council for Teacher Education (NCTE, 2014) regulation the perspective course on 'Creating an Inclusive School' included in the two year B.Ed. programme. The aim of the course is developing an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school. The course on 'Creating an Inclusive School' highlight that inclusion involves (Two-year B.Ed. curriculum),

1. The firm that all children can learn and grow,
2. A strong belief in positive and varied outcomes,
3. A pedagogy has to responding constantly to the changing needs of learners,
4. An assessment policy that assesses skills and knowledge rather than content and assessment open to a variety of assessment methods and time frames,
5. An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers.

"As part of their field tasks, student-teachers would be required to engage with:

1. Popular narratives of 'disability' and 'ability' so as to track the changing definitions;
2. To track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions;
3. To visit educational institutions to attempt an identification of the 'barriers to learning and participation' and to help schools move towards positive practices, cultures and policies" (Two year B.Ed. curriculum).

As per NCTE (2014) norms, teacher education program has become increasingly concerned with preparing pre-service teachers to teach students with disabilities in inclusive settings. Insight getting from the above literature review, the objective of this study is to see the impact of "*The Inclusive School*" paper in two year B.Ed. programme on pre-service teachers' perception of the inclusive classroom. Research questions for this study included,

1. Does studying "*The Inclusive School*" subject influence the pre-service teachers' perception of inclusion?
2. Does the teacher education programme give an adequate understanding of inclusion to the pre-service teachers to engage inclusive classroom set-up?
3. Whether pre-service teachers get to know that how inclusive practice followed in the schools during their Internship/School Experience Programme (SEP)?

4. The current study

A Focus Group Discussion (FGD) was used to see the influence of inclusion paper in teacher education programme on pre-service teachers' perception of inclusion. The present study demands two set of student groups. 1. Students of first year M.Ed. who completed two year B.Ed. programme (where "*The Inclusive School*" has a core paper), 2. Students who are in first year B.Ed. programme (yet to study the inclusion paper). Twelve M.Ed. students from group one were participated in the FGD 1 based on the theme "The pre-service programme prepares All teachers for inclusive school". Six B.Ed first year students from group 2 participated in the FGD 2 based on theme "All Schools should be inclusive". Data collected from the two FGD was transcribed into English. Transcribed data were categorized and analyzed thematically.

5. Findings

As a result of analyses of the two FGD transcripts the following themes emerged.

5.1. Idea about inclusion before and after studying inclusion paper

Before joining the B.Ed. programme most of the students (Both B.Ed. and M.Ed.) said that they had the perception like inclusion means it is an education for physically disabled or special child and helping them in their work. They never thought the education for the disabled child in the normal school. They thought that children with special needs to have the separate school and curriculum. Few of them said that they never listened the word inclusion so they are not concerned about it. They come to know the word 'inclusion' during their pre-service programme.

M.Ed. students expressed that, while studying inclusion paper they got to know the broader aspect of inclusion, and it changed their perception about inclusion. In their view, inclusion means – "include everyone" and "education for all". They opined that, schools can include children of "different kind" in the normal classroom and engage with varied pedagogies, instead of separating them. One of the Master's students expressed that "everyone has the rights to participate in the regular classroom irrespective of their disability" and stated that,

"The idea was that (having) equal rights to all who are unequal in the society.... (and) having a sympathetic view on it".

They felt that course on inclusion in B.Ed. programme boosted their thought process and different subjects gave understanding about inclusion in a different way (including gender, culture,

socioeconomic background etc...) and inclusion is more about catering the heterogeneity. A M.Ed. student stated that

"As we consider the classroom as a miniature of the society, where the need of all kind of students of different interests, caste, class, gender, special children, all the children to be catered".

5.2. Experiences at School

The B.Ed. first year students who visited schools as part of their School Observation programme expressed that, schools are not inclusive in terms of infrastructure, facilities, cooperation from the teachers and administration to the students with disability. They opined that, schools don't give admission for disabled students even when there has certain facilities for inclusion due to various reasons. In their observation, special children did not get adequate attention from regular teachers in the classroom and it is generally expected that the special teacher will take care of them, so they tend to sit some other place in most occasions.

M.Ed. students expressed that, during their School Experience Programme (SEP) as pre-service teachers they learned lot about inclusion; and they had the experience of how the inclusion practiced in the real situation. They got the opportunity to know how peers behave with a disabled children and the attitude of teachers towards the children from Economically Weaker Section (EWS) category. A student expressed that,

"In my view SEP experience was a tool to...(understand inclusion)..."

Only few of them said that they could able to see the practice of inclusion which they studied in their B.Ed. programme. Hence, many of them stated that the in-service teachers were not given adequate attention to the disabled children and children from EWS category. Schools also did not have the proper infrastructure and other facilities for the disabled children. They felt the interaction of special educators and the teachers in the school is needed to cater the needs of the special children in a better way.

5.3. About B.Ed. programme

The B.Ed. students expressed that, they were not given specific training to engage inclusive classroom.

The M.Ed. students expressed that, their perspective on inclusion was changed during their B.Ed. programme. They learnt how to write a lesson plan and assessment criteria for inclusive classroom, need for question papers with bigger font size for children with visually challenged, etc. But they felt that they were not capable to handle the inclusive classroom as they don't have practical exposure. They had an opinion that the B.Ed. Inclusion curriculum focuses more on concepts of special education than issues like social exclusion. They felt that social exclusion components need to be catered through the inclusive curriculum as a teacher they need to connect the curriculum with local (social and cultural) context.

5.4. B.Ed. (general) Vs B.Ed. (Special)

Both B.Ed. and M.Ed. students felt that special education requires specific training which is not given in B.Ed. (general) programme. The B.Ed. special education caters those requirements. So, those who undergone B.Ed. (general) programme, may not be able to engage with the special children. They also felt that teacher educators who are specialized with special education need to teach the B.Ed. general programme, so that, they could able to engage students with special needs in the schools.

5.5. Role of Information and Communication Technologies (ICT) in Inclusive Education

M.Ed. students had an opinion that technology plays a bigger role in inclusive classroom. They were aware of some assistive technologies and tools such as screen reader (JAWS), mobile apps, use of braille printing, creating specimens, using presentation software etc. They said that in their pedagogy courses teachers discussed about which are all the technologies can be used for the students of visually and auditory challenged. They also expressed that ICT facilitate them to locate various resources and helped to think and change their perspectives on inclusion.

6. DISCUSSION

The FGD conducted with pre-service teachers provided a clear picture of their perception about inclusion before and after joining B.Ed. programme. From the findings we could able to see the pre-service teachers who are in the B.Ed. programme do not have adequate knowledge about inclusion and they were not trained for the inclusive classroom.

The findings from M.Ed. students revealed that B.Ed. programme influenced their perception about inclusion and it prepared them for the inclusive classroom to a certain extent. Many research (Andrews & Clementson, 1997; Shade & Stewart, 2001; Campbell et al., 2003; Linda & Christopher, 2014) also found the similar result that general teacher education programme influenced pre-service teachers' perception about inclusion and their attitude towards disability changed significantly after completion of the course. Therefore course on *'The Inclusive School'* in two year B.Ed. programme has a positive effect on pre-service teachers' perspectives toward inclusion and increased awareness of techniques for successful inclusive practices.

Even though the pre-service teachers felt that training is not sufficient to handle the students with special needs in general education settings, they think teachers who trained from the B.Ed. (special education) programme might have more knowledge and skill to handle the inclusive classroom effectively. Hettiarachchi and Das (2014) study also revealed that special education teachers who working with special need students had a higher perceived competence compared to general education teachers. They stressed for the special training to cater the need of all the children in the programme contributes to the successful inclusion practice. This is similar with the previous research which has documented the general education teachers do not have the adequate training in special education and they reported a lack of confidence and unpreparedness to teach in the inclusive classrooms and these studies are also emphasized the special training for both pre-service and in-service teachers for the inclusive education (Das et al., 2013; Bhatnagar, 2014).

Both B.Ed. and M.Ed. students from their experience at school observed that absence of appropriate materials, well-trained teachers and other facilities in general education schools are the barriers for making inclusive practices successful both special need as well as students of socially excluded. Therefore, there is a need for having inclusive teacher education programme which can thoroughly investigate knowledge, provide adequate experience and skill training to the pre-service teachers that can make them effectively engage inclusive classrooms.

Finally the study report revealed that pre-service teachers getting the competence for inclusive classroom in their B.Ed. programme. However, they are generally getting theoretical knowledge than practical aspects. So the teacher education programme needs to have both theoretical and practical components to provide required exposure to the pre-service teachers. An interaction/peer learning of general and special teacher educators is necessary to develop requisite repertoires in them. In such scenario, they will be able to facilitate the pre-service teachers to develop the knowledge, attitude, skills and aptitude to engage inclusive classroom.

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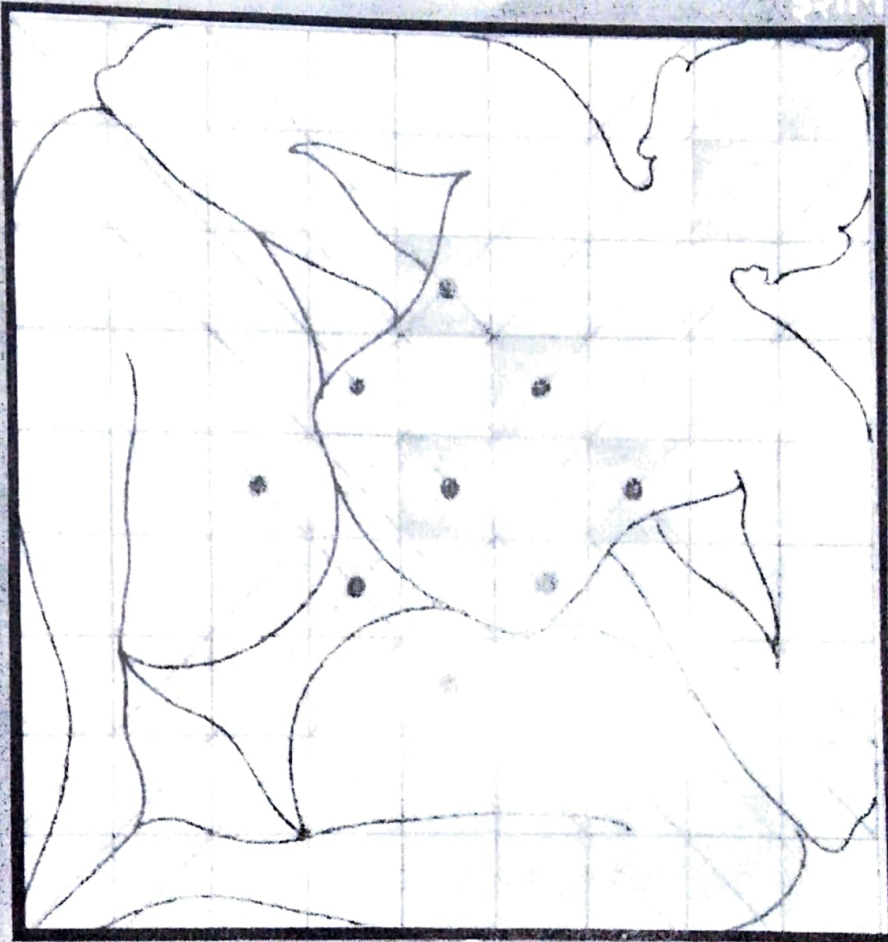
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वास्तुशास्त्र अध्ययन माला - द्वादश पुष्प

वास्तुशास्त्रविमर्श

सन्दर्भित एव मूल्याङ्कित शोधपत्रिका



श्रीलालबहादुरशास्त्रीराष्ट्रियसंस्कृतविश्वविद्यालयः

(केन्द्रीयविश्वविद्यालयः)

नवदेहली-110016

शिक्षण विधियों में नवाचार: वास्तुशास्त्र के सन्दर्भ में

डॉ. ज्ञानेन्द्र कुमार

वास्तुशास्त्र से आशय है निर्माण सम्बन्धी भूमि चयन, निवास स्थान के निर्माण इत्यादि हेतु निर्दिष्ट सिद्धांतों, नियमों, उपनियमों का समुच्चय, जिसका अनुपालन गृह निर्माण करते समय किसी व्यक्ति द्वारा अपेक्षित है ताकि निर्मित भवन में वह सुखमय तरीके से जीवन यापन कर सके वास्तुशास्त्र एक सैद्धान्तिक विषय होने के साथ-साथ प्रायोगिक भी है अतः इसके अध्ययन-अध्यापन में एक सजग शिक्षक को अपने शिक्षण कौशलों में निरंतर अपेक्षित परिवर्तन करने होते हैं इस परिस्थिति में शिक्षक द्वारा अपने शिक्षण कौशलों में क्या-क्या नवाचार किए जा सकते हैं? और उन उपायों को किस प्रकार कक्षा-कक्ष वातावरण में कैसे अनुसरित किया जा सकता है? यह शोध पत्र इन सभी बातों पर व्यापक चर्चा करता है।

मुख्य बिंदु - वास्तुशास्त्र, नाटकीकरण, कार्यगोष्ठी, संगोष्ठी,

इस कथन में लेश मात्र भी संदेह नहीं है कि संस्कृत भाषा विश्व की प्राचीनतम भाषाओं में अग्रगण्य है यह संसार में वर्तमान में बोली जाने वाली भाषाओं में भी सबसे प्राचीन भाषा है किन्तु केवल यह ही संस्कृत भाषा के वैशिष्ट्य का मानदंड नहीं है अपितु संस्कृत भाषा अपनी विपुलता और गूढ़ता के लिए विश्व भर में सुविख्यात है। एक ओर जहाँ इसमें भाषाई वैज्ञानिकता है तो वही दूसरी ओर इसका साहित्य अत्यन्त उत्कृष्ट और समृद्धशाली है। संस्कृत भाषा की इसी वैभव को देख कर ब्रह्मसूत्र भाष्य में संस्कृत भाषा को सृष्टि के सर्जक ब्रह्मा के मुख से प्रस्फुटित माना गया है।

अनादिनिधना नित्या वागुत्सृष्टा स्वयम्भुवा।

आदौ वेदमयी दिव्या यतः सर्वाः प्रवृत्त्याः॥'

संस्कृत भाषा का प्रभाव समस्त वैश्विक संस्कृतियों पर दिखलाई पड़ता है। विशेष रूप से यह भाषा भारतीय संस्कृति के मेरुदंड के सदृश है इसीलिए कहा भी गया है 'भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा'। भारतीय लोकजीवन के प्रत्येक पहलू पर

संस्कृत भाषा का प्रभाव स्पष्ट रूप से देखा जा सकता है फिर चाहे वह लोकजीवन नगरीय हो या ग्रामीण, या उत्तर भारतीय हो या दक्षिण भारतीय, सर्वत्र ही संस्कृत भाषा का प्रभाव स्पष्ट रूप से परिलक्षित होता है। संस्कृत भाषा आदिकाल से आधुनिक काल तक भारतीय संस्कृति की संरक्षिका और संवाहिका रूप में रही है इस बात को प्रथम संस्कृत आयोग ने अपने प्रतिवेदन में स्वीकार भी किया है। आयोग का मतव्य है कि "संस्कृत ही वह भाषा है जिसके द्वारा भारतीय सभ्यता ने वैदिक काल में जन्म लेकर, लगभग चार हजार वर्षों तक अपनी अभिव्यक्ति संस्थापित की है"। भारतीय समाज में संस्कृत भाषा का महत्त्व आध्यात्मिक, धार्मिक, ऐतिहासिक, सांस्कृतिक और सामाजिक इत्यादि दृष्टियों से है इसीलिए आधुनिक भारत के प्रत्येक समाज सुधारक और शिक्षाविद् ने संस्कृत भाषा के अध्ययन और अध्यापन हेतु अपने सुझाव दिए हैं क्योंकि संस्कृत केवल एक भाषा मात्र नहीं है अपितु यह एक जीवन शैली है जो ना केवल भारत के अपितु विश्व के प्रत्येक समाज को दिशा निर्देश उपलब्ध कराने में सहायक है। राष्ट्रपिता महात्मा गांधी ने संस्कृत शिक्षण को आधुनिक भारतीय शिक्षा के लिए अत्यंत आवश्यक माना है। उनका दृढ़ विश्वास था कि संस्कृत ही वह भाषा है जो सम्पूर्ण भारत को एक सूत्र में पिरोने में सक्षम है। उनका विचार था कि 'मैं पूर्णतः मानता हूँ कि संस्कृत अध्ययन शोकजनक ढंग से उपेक्षित किया जा रहा है। मैं उस पीढ़ी से हूँ जो प्राचीन भाषा के अध्ययन में बहुत पीछे है। प्राचीन भाषा की अपेक्षा संस्कृत के सम्बन्ध में ऐसा कहना अधिक सत्य है। प्रत्येक राष्ट्रीय नागरिक को अपनी भाषा को भली प्रकार समझने के लिए किसी अन्य साधन की अपेक्षा संस्कृत अध्ययन अधिक उपयोगी है।' इसीलिए यह परमावश्यक है कि संस्कृत भाषा का अध्ययन और अध्यापन विद्यालयों में रुचिपूर्ण तरीके से हो और यह चुनौती तब और बढ़ जाती है जब संस्कृत भाषा के विकास के लिए समाज में अनुकूल अवसर उपलब्ध न हो। अतः संस्कृत भाषा के प्रचार और प्रसार गुरुतर दायित्व अध्यापक के ऊपर होता है। इसके लिए आवश्यक है कि शिक्षक अपनी कक्षाओं में नवचारित शिक्षणविधियों का उपयोग करें। यहाँ यह प्रश्न समुत्पन्न होता है कि शिक्षणविधियाँ क्या हैं? और इनकी कक्षा शिक्षण में क्या उपादेयता है? शिक्षणविधियों के विषय में शिक्षा शब्दकोश में कहा गया है "शिक्षण प्रविधियाँ शैक्षिक क्रियाओं के सञ्चालन का विशिष्ट ढंग है" अर्थात् शिक्षणविधि से आशय है प्रभावी और रुचिपूर्ण ढंग शिक्षण को सम्पादित करना ताकि अधीत ज्ञान को अधिगमकर्ता अपने मस्तिष्क में चिरस्थायी बना कर, अपने जीवन में उस ज्ञान का सदुपयोग कर सके। इसीलिए एक शिक्षक का यह दायित्व है कि

1. Report of the Sanskrit Commission p- 71)

2. हरिजन 23 मार्च 1940

3. Dictionary of education p- 590

वह अपने अध्यापन कार्य में परिस्थितिजन्य परिवर्तनों के लिए सदैव तत्पर रहें और यह आवश्यकता वास्तुशास्त्र के शिक्षण में और भी आवश्यक हो जाती है क्योंकि वास्तुशास्त्र विषय की प्रकृति सैद्धांतिक होने के साथ ही प्रायोगिक भी है।

वास्तुशास्त्र की शिक्षण विधियाँ-

प्रत्येक शास्त्र की एक विषय रूप में अपनी विशेषताएं होती हैं, जिन्हें अध्यापक और विद्यार्थी दोनों को ठीक प्रकार से समझकर पढ़ना चाहिए, ताकि उस विषय को पढ़ने के उद्देश्य को उपयुक्त प्रकार से समझा जा सके। यह विचार वास्तुशास्त्र के अध्ययन हेतु भी उपयोगी है। वास्तुशास्त्र एक ऐसा विषय है जिसकी प्रकृति जितनी सैद्धांतिक है उतनी ही प्रायोगिक भी है। अगर एक विद्यार्थी केवल वास्तुशास्त्र के सिद्धांतों को ही जानता है तो वह उस शास्त्र के साथ कभी भी न्याय नहीं कर सकता है। अतः सर्वप्रथम वास्तुशास्त्र पढ़ने के लिए एक विद्यार्थी को यह जानना आवश्यक है कि वास्तुशास्त्र क्या है? इसके अध्ययन करने का क्या उद्देश्य है? इत्यादि प्रश्नों के उत्तर को जानने का प्रयास करना चाहिए सर्वप्रथम 'वास्तु' शब्द को जानना उपयुक्त होगा। 'वास्तु' शब्द 'वस् निवासे' धातु में 'तुण्' प्रत्यय के योग से बनता है। अतः 'वास्तु' शब्द का अर्थ है निवासयोग्य भूमि या गृह है। इस पर यास्क मुनि ने वास्तु शब्द की व्युत्पत्ति की है उनका मत है "वस्तुर्वसते निवास कर्मणः"।¹ अर्थात् प्राणी का निवास स्थान ही 'वास्तु' कहलाता है अमरकोश में भी 'वास्तु' के विषय में कथन प्राप्त होता है "वेश्मभूमिर्वास्तुरस्त्रियाम्"।² इस प्रकार वास्तुशास्त्र का आशय है वह शास्त्र जो गृह निर्माण हेतु सिद्धांतों, नियमों एवं उपनियमों का प्रतिपादन करता है। वास्तु (निवास) के सैद्धांतिक पक्ष को उद्घाटित करने वाला शास्त्र 'वास्तुशास्त्र' कहलाता है जो ज्योतिषशास्त्र के संहिता स्कन्ध के अंतर्गत आता है। वास्तुशास्त्र का मुख्य प्रयोजन मानव जीवन को सरल, सुगम, और सुरक्षित बनाना है। वैदिक वास्तु के प्रमुख विषय जैसे भूपरीक्षण, शयनविचार, दिग्साधन, पञ्चतत्त्व परीक्षण आदि का आकलन करना ही वास्तुशास्त्र है। वास्तुशास्त्र में इन सभी विषयों का अध्ययन और अध्यापन किया जाता है।

वास्तुशास्त्र की शिक्षणविधियाँ-

वास्तुशास्त्र के अध्ययन और अध्यापन के लिए वर्तमान में पारंपरिक शिक्षण का प्रयोग बहुतायत में हो रहा है जिसमें मुख्य रूप से व्याख्यानविधि, कथाविधि, अर्थकथन विधि, वाचनविधि इत्यादि हैं। यद्यपि ये विधियाँ विद्यार्थी को सिद्धांतों का ज्ञान तो करा

1. वाचस्पत्यम् भाग 6, पृ. 4888

2. निरुक्त 10/16

3. अमरकोश 2/2/19/2/4

सकती है किन्तु ये विद्यार्थियों को अध्ययन के लिए अभिप्रेरित करने में असमर्थ हैं इसका एक बड़ा कारण इन विधियों का अध्यापक केन्द्रित होना है इन विधियों में अध्यापक की भूमिका ज्यादा सक्रिय है जबकि विद्यार्थी की भूमिका एक निष्क्रिय श्रवणकर्ता के रूप में होती है। अतः वर्तमान परिस्थिति में शिक्षक को अपनी शिक्षण विधियों में नवाचार लाने की आवश्यकता है। इस बात को **एन.सी.एफ. 2205** में स्पष्ट रूप में कहा गया है कि शिक्षा का उद्देश्य है 'ज्ञान और जीवन के मध्य दूरी को कम करे'। यह तभी सम्भव है जब पढ़े हुए ज्ञान को विद्यार्थी अपने जीवन में आत्मसात करें। इसीलिए यह अत्यावश्यक है कि विद्यार्थी को न केवल विषयवस्तु का उचित ज्ञान हो अपितु उस गृहीत का अपने जीवन में सदुपयोग भी कर सके। अब यहाँ यह प्रश्न उठता है कि शिक्षण विधियों में नवाचार क्या है? और इसका एक अध्यापक अपने शिक्षण में किस प्रकार से उपयोग कर सकता है? इसके लिए आधुनिक शिक्षणशास्त्र में कुछ नवाचार की विधियाँ हैं जिनका अनुपयोग कर वास्तुशास्त्र के शिक्षण को प्रभावी और रुचिपूर्ण बनाया जा सकता है। इन नवाचारित शिक्षणविधियों में प्रमुख रूप से 'चर्चा विधि', 'वाद-विवाद विधि', 'समूह चर्चा विधि', 'नाटकीकरण विधि', 'संगोष्ठी विधि', 'समूह कार्य विधि' और 'कार्यगोष्ठी' इत्यादि आती है।

वास्तुशास्त्र अध्ययन में चर्चा विधि-

चर्चा विधि वास्तुशास्त्र शिक्षण में अत्यंत प्रभावी शिक्षणविधि है। इस विधि में शिक्षक और शिक्षार्थी किसी विषय परस्पर विस्तृत, गहन और सार्थक रूप से विचारों का आदान-प्रदान करते हैं इस विधि में शिक्षक और शिक्षार्थी मिलकर किसी विषय से संबंधित प्रश्न या समस्या का निर्धारण करते हैं फिर दोनों मिलकर उस प्रश्न या समस्या का उत्तर या समाधान खोजते हैं। इस विधि में दोनों मिलकर किसी विषय पर गहन विचार विमर्श करते हैं तदुपरांत उस समस्या का समाधान करते हैं। चर्चा विधि के विषय में **शिक्षा-शब्दकोश** में कहा गया है "चर्चा एक क्रिया है जिसमें लोग एक प्रकरण या समस्या के सम्बन्ध में सूचना प्राप्त करने अथवा एक समस्या के लिए सभी संभावित उपलब्ध साक्ष्य पर आधारित उत्तर खोजने की दिशा में परस्पर बातचीत करते हैं।" **जेम्स** ने चर्चा विधि को एक शैक्षिक सामूहिक क्रिया के रूप में माना है जिसमें शिक्षक और शिक्षार्थी किसी समस्या पर गहन बातचीत करते हैं।¹ इस प्रकार चर्चा विधि किन्हीं दो लोगों के मध्य किसी विषय पर सार्थक चर्चा है। यह चर्चा भी दो प्रकार से की जा सकती है प्रथम औपचारिक चर्चा, इस प्रकार के शिक्षण में किसी समस्या या प्रकरण पर चर्चा हेतु कुछ नियम या उपनियम निर्धारित होते हैं जिनका पालन करना दोनों (शिक्षक

और शिक्षार्थी) के लिए आवश्यक होते हैं। द्वितीय **अनौपचारिक चर्चा**, इसमें समस्या या प्रकरण पर शिक्षक और शिक्षार्थी के मध्य स्वतंत्रतापूर्वक चर्चा होती है, यह विधि वास्तुशास्त्र शिक्षण हेतु बहुत प्रभावी विधि है क्योंकि इसमें अध्यापक और विद्यार्थी के मध्य किसी विषय पर अनौपचारिक रूप से चर्चा होती है। इसका मुख्य उद्देश्य विद्यार्थियों को किसी विषय पर अपने भावों और विचारों को स्वतंत्रता से व्यक्त करने का प्रशिक्षण देना है। किसी भी विधि को संचालित करने के लिए एक योजना की आवश्यकता होती है यह सिद्धांत चर्चा विधि पर भी लागू होता है चर्चा विधि के सोपान अधोलिखित हैं-

1. समस्या का चयन एवं प्रस्तुतीकरण
2. विवेचन
3. अभिलेखन
4. मूल्याङ्कन
5. समापन

वास्तुशास्त्र शिक्षण में चर्चा विधि के प्रभावी आयोजन के लिए एक सर्वप्रथम चर्चा हेतु विषय या समस्या का निर्धारण किया जाता है। उसके पश्चात् शिक्षक और शिक्षार्थी के मध्य उस निर्धारित विषय या समस्या पर व्यापक चर्चा होती है। तदुपरांत दोनों द्वारा दिए गए सुझाव को अभिलेखन किया जाता है फिर लिखित सुझाव का मूल्याङ्कन किया जाता है और अंत में दोनों द्वारा आपसी सहमति से दिए गए सुझावों को स्वीकार और अस्वीकार करते हैं। वास्तु- शास्त्र शिक्षण में यह विधि काफी उपयोगी और प्रभावी है क्योंकि वास्तुशास्त्र विषय की प्रकृति प्रायोगिक है जैसे किसी भवन के निर्माण करते समय किन-किन सिद्धांतों का अनुसरण करना चाहिए तथा इन सिद्धांतों का अनुपालन करते समय क्या क्या सावधानी रखनी चाहिए? इत्यादि प्रश्नों का उत्तर परस्पर बातचीत द्वारा प्रभावी तरीके से निकाला जा सकता है। इस विधि के अनुप्रयोग से विद्यार्थियों के उच्च मानसिक क्षमताओं का विकास होता है साथ ही यह विद्यार्थियों में दूसरों के विचारों को भी स्वीकार करने की अभिवृत्ति का विकास करता है।

वास्तुशास्त्र अध्ययन में संगोष्ठी विधि-

वास्तुशास्त्र शिक्षण हेतु संगोष्ठी एक नव विकसित विधि है इस विधि में समूह के प्रत्येक सदस्य का सहभाग परमावश्यक है किन्तु सहभागी सदस्यों को चर्चा के विषय का पर्याप्त ज्ञान होना चाहिए क्योंकि इस विधि समूह के प्रत्येक सदस्य को सम्बंधित विषय पर अपने विचार प्रस्तुत करने का अवसर दिया जाता है ताकि वह सदस्य उस विषय पर अपने बौद्धिक ज्ञान से समूह के अन्य सदस्यों को अवगत करा सके। इस विधि के विषय में शिक्षा शब्दकोश उल्लेख प्राप्त होता है "संगोष्ठी एक शैक्षणिक प्रविधि है, जो उच्च शिक्षा तक ही सीमित नहीं है वरन सामान्य है, जिसमें शोध अथवा अध्ययन में संलग्न

पारस्परिक निर्देशन के अन्तर्गत समस्या है क्योंकि इसमें यह विधि रखता है वह विद्यार्थी के सदस्य आपसी सहमति से सम्बंधित विचारों का प्रशिक्षण स्वतंत्र और मौलिकता हेतु अधोलिखित है

1. प्रकरण या स
2. शोधपत्र का
3. पठित शोधपत्र
4. परस्पर चर्चा
5. उन सामान्यीव

संगोष्ठी के 3 विद्यार्थी की भूमिक में इस विधि का प्र आपसी सहमति के और गहनता का सा दृष्टिकोण का विक

वास्तुशास्त्र अध्यय

वास्तुशास्त्र व्यावहारिक और उ के समाधान हेतु समक्ष वास्तुशास्त्र या सहभागी परस्पर विधि में विद्यार्थी हैं तथा परस्पर स में इसके सम्बन्ध सामान्य रुचियों कई दिवसों की

पारस्परिक रुचि की समस्याओं के विवेचनार्थ एक या अधिक मार्गदर्शकों के सामान्य निर्देशन के अंतर्गत मिलता है"। वास्तुशास्त्र शिक्षण हेतु संगोष्ठी विधि अत्यंत उपयोगी है क्योंकि इसमें किसी एक पर बड़े शिक्षार्थी वर्ग, जो उस विषय पर ज्ञान या समझ रखता है वह समूह, अपने विचारों का आदान-प्रदान करता है। साथ ही समूह के प्रत्येक सदस्य आपस में मिलकर उस विषय पर गहन विचार-विमर्श करते हैं जिससे उस विषय से सम्बंधित भ्रांतियां भी दूर होती हैं। साथ ही इस विधि के अनुप्रयोग से विद्यार्थियों को स्वतन्त्र और मौलिक चिंतन की प्रवृत्ति का विकास भी होता है। इस विधि के अनुप्रयोग हेतु अधोलिखित सोपानों का प्रयोग करना चाहिए-

1. प्रकरण या समस्या का चयन और प्रस्तुतीकरण
2. शोधपत्र का वाचन
3. पठित शोधपत्र पर गहन विवेचन
4. परस्पर चर्चा के उपरान्त विषय के सम्बन्ध में सामान्यीकरण
5. उन सामान्यीकरणों का अभिलेखन करना

संगोष्ठी के आयोजन में शिक्षक की भूमिका एक मार्गनिर्देशक की होती है जबकि विद्यार्थी की भूमिका सक्रिय, स्वतन्त्र और एक आलोचक की होती है। वास्तुशास्त्र शिक्षण में इस विधि का प्रयोग काफी उपयोगी और सार्थक है क्योंकि यह विधि किसी विषय पर आपसी सहमति को पर्याप्त स्थान देता है, जिससे विषय के ज्ञान में मौलिकता, नवीनता और गहनता का समावेश हो जाता है। साथ ही किसी विषय पर विद्यार्थियों में समीक्षात्मक दृष्टिकोण का विकास भी होता है।

वास्तुशास्त्र अध्ययन में कार्यगोष्ठी विधि-

वास्तुशास्त्र की अन्य नवाचार शिक्षणविधियों की तुलना में कार्यगोष्ठी अधिक व्यावहारिक और उपयोगी है। वास्तुशास्त्र की विविध रचनात्मक और व्यावहारिक समस्याओं के समाधान हेतु कार्यगोष्ठी विधि का प्रयोग किया जाता है। इस विधि में विद्यार्थियों के समक्ष वास्तुशास्त्र से सम्बंधित समस्याओं का प्रतिस्थापन किया जाता है। तदुपरांत वे छात्र या सहभागी परस्पर विवेचन कर, उस समस्या का व्यावहारिक समाधान खोजते हैं। इस विधि में विद्यार्थी या सहभागी समूह किसी प्रकरण या समस्या पर परस्पर वातालाप करते हैं तथा परस्पर सहमति से किसी समस्या के समाधान तक पहुँचते हैं। शिक्षा शब्दकोश में इसके सम्बन्ध में स्पष्ट कहा गया है "कार्यगोष्ठी एक शैक्षणिक प्रविधि है जिसमें सामान्य रुचियों एवं समस्याओं से युक्त उपयुक्त विशेषज्ञों के साथ प्रायः आवसिक और कई दिवसों की अवधि में आवश्यक सूचनाएं प्राप्त करने और समूह अध्ययन के माध्यम

में भी बहुत उपयोगी है। उदाहरण स्वरूप वास्तुशास्त्र में भवन निर्माण के समय ध्यातव्य बातों के विषय में यदि विद्यार्थियों को ज्ञान कराना है तो एक शिक्षक विद्यार्थियों के समूह के अधिगम हेतु कार्यगोष्ठी विधि का उपयोग कर सकता है क्योंकि भवन निर्माण एक दीर्घकालिक प्रक्रिया है। इसमें भवन हेतु भूमि चयन से लेकर उसके निर्माण के उपरांत उसकी साज-सज्जा इत्यादि सम्मिलित है अतः एक शिक्षक द्वारा कार्यगोष्ठी विधि का उपयोग कर भवन निर्माण के ध्यान देने योग्य समस्त बातों का ज्ञान कराना संभव हो सकेगा क्योंकि कार्यगोष्ठी विधि का आयोजन कई सत्रों या कई दिनों तक किया जा सकता है। वास्तुशास्त्र का अध्यापन करते समय कार्यगोष्ठी विधि का आयोजन के लिए अधोलिखित सोपानों का अनुसरण करना एक अध्यापक द्वारा अपेक्षित है-

1. समस्या या प्रकरण का चयन और प्रस्तुतीकरण।
2. प्रकरण का कार्यगोष्ठी इकाइयों और कक्षा का समूहों में विभाजन।
3. कार्यगोष्ठी हेतु प्रस्तावित कार्ययोजना का क्रियान्वयन।
4. समूह की परस्पर सहमति से प्रतिवेदन तैयार करना।
5. समूह चर्चा द्वारा प्रस्तावित प्रतिवेदन में संशोधन करना।
6. विषय विशेषज्ञों से तैयार प्रतिवेदन का मूल्यांकन कराना।

वास्तुशास्त्र के शिक्षण में कार्यगोष्ठी विधि का प्रयोग काफी व्यावहारिक और रोचक है क्योंकि इस विधि में समूह का प्रत्येक सदस्य सक्रिय सहभाग लेता है। अतः इस विधि द्वारा वास्तु-शास्त्र के अध्यापन में विद्यार्थी अधिगम हेतु बहुत सक्रिय, सजग और जिज्ञासु होते हैं जिससे वास्तुशास्त्र का अध्यापन रोचक और प्रभावोत्पादक होता है। साथ ही अधीत विषय का ज्ञान भी मस्तिष्क में चिरस्थायी होता है। कार्यगोष्ठी के प्रयोग छोटी कक्षाओं की अपेक्षा बड़ी कक्षाओं में ज्यादा प्रभावी होता है क्योंकि इस विधि का प्रयोग उन विद्यार्थियों पर ज्यादा प्रभावी होता है जो चयनित प्रकरण या समस्या के विषय में पूर्व में ही सामान्य रूप से परिचित हैं अन्यथा यह विधि कम प्रभावी होगी इसलिए इस विधि के प्रयोग से पूर्व अध्यापक को विद्यार्थियों के पूर्व ज्ञान का पता होना आवश्यक है तभी वह इस विधि का प्रयोग कुशलतापूर्वक किया जा सकता है।

वास्तुशास्त्र अध्ययन में नाटकीकरण-

नाटकीकरण से आशय किसी प्रकरण या समस्या के समाधान के लिए नाटकविधि का प्रयोग करना। नाटकीकरण की मूल प्रवृत्ति है अनुकरण। अनुकरण बालक के आरंभिक ज्ञान का स्रोत है। बालक शैशवावस्था से ही अनुकरण द्वारा ज्ञान का अर्जन करता है। जब

इस अनुकरण में कथोपकथन या वार्तालाप, संगीत, भाव-भंगिमा आदि समाहित हो जाते हैं तो वह नाटकीकरण कहलाता है दूसरे शब्दों में जब किसी बात को कहानी या घटना के साथ जोड़ कर जीवंत रूप में प्रस्तुत किया जाता है तो उसे 'नाटकीकरण' कहा जाता है इसके सम्बन्ध में शिक्षा शब्दकोश में वर्णन किया गया है "नाटकीकरण एक कहानी या अभिनय या नाटक या अन्य सामग्री के रूप में जो पहले से नाटकीय रूप में नहीं है, को नया स्वरूप देना है"। नाटकीकरण में सर्वप्रथम शिक्षक किसी घटना या प्रसंग का चुनाव करता है फिर विद्यार्थियों को उनकी योग्यता के अनुरूप विभिन्न पात्रों का वितरण करता है, फिर उन्हें उस नाटक के अंशों का निर्धारण करता है। तदुपरांत उन्हें संवाद के विषय में सविस्तार समझाता है किसे क्या बोलना है? कब बोलना है? किसके बाद बोलना है? इत्यादि के विषय में विशद रूप में बताता है। निर्धारित समय पर विद्यार्थी उस नाटक को अभिनय करते हैं। उसके बाद उस अभिनीत नाटक की शिक्षक और विद्यार्थियों के द्वारा समीक्षा की जाती है। यह विधि क्लिष्ट से क्लिष्ट विषय को भी बड़ी सरलता से बोधगम्य बना देती है। साथ ही इस विधि का प्रयोग किसी भी स्तर पर किया जा सकता है। इस विधि के प्रयोग से पूर्व शिक्षक को भी पर्याप्त तैयारी करनी पड़ती है इसीलिए इस विधि के प्रयोग से पूर्व शिक्षक जितनी व्यापक तैयारी कर लेता है उतनी ही इस विधि के सफलता की संभावना ज्यादा है। ये कुछ नवचार से युक्त शिक्षणविधियाँ हैं जिनका प्रयोग कर वास्तुशास्त्र शिक्षण को प्रभावी और रोचक बनाने के लिए किया जा सकता है

उपसंहार-

वास्तुशास्त्र का अध्ययन केवल भवन निर्माण या निर्माण हेतु भूमि के चयन से सम्बंधित नहीं है अपितु यह व्यक्ति के स्वास्थ्य से भी जुड़ा हुआ है। इसलिए आज प्रत्येक मानव इसको जानने और समझने के लिए उत्सुक है। इस परिस्थिति में आज वास्तुशास्त्र के अध्यापन की मांग निरंतर बढ़ी है। अतः यह आवश्यक हो गया है कि जिन विद्यार्थियों ने परम्परागत तरीके से संस्कृत अध्ययन नहीं किया है उनके अध्यापन के लिए भी शिक्षण विधियों में सतत परिवर्तन हों। चर्चा विधि, संगोष्ठी विधि, कार्यगोष्ठी विधि इत्यादि नवचारित विधियाँ इस कार्य में बहुत सार्थक प्रयास सिद्ध होंगी।

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सहायक ग्रन्थ सूची-

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संहिता,
प्राचीन
के हर ए
हमारी भार
जाता है। वे
व्याकरण, नि

अर्थात् उ
से अभिप्राय है
में सहायक है
संहिता। यथा-

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सिद्धान्त
चलनकलन, ?
मानव जीवन
द्योतक है। नि

अनुसन्धान-प्रकाशन-विभागोक्त वैचारिकी शोध-पत्रिका

शोध-प्रभा

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प्रधानसंपादकः

प्रा. सूर्यजीप्रसादहरिदासः
कलकत्ता

सहायकः

प्रा. शिवदासः

सहसंपादकः

प्रा. ज्ञानधरमाडवः



श्रीलालबहादुरशास्त्रीराष्ट्रियसंस्कृतविश्वविद्यालयः

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भारतीय मनोविज्ञान में बुद्धि की अवधारणा

डॉ ज्ञानेन्द्र कुमार *

सार- आहार, वस्त्र और आवास ये मानव जीवन की मूलभूत आवश्यकताएँ हैं, जिनकी पूर्ति के लिए मानव अपने जीवन का एक बड़ा भाग व्यतीत कर देता है, किन्तु इन आवश्यकताओं की सम्पूर्ति के बावजूद भी वह व्यक्ति क्या खुशहाल जीवन व्यतीत कर पाएगा? यह कह पाना काफी मुश्किल कार्य है, क्योंकि ये आवश्यकताएँ, केवल मानव जीवन के शारीरिक पक्ष के विकास से ही जुड़ी हैं इस पक्ष के अलावा मानव जीवन के विकास के अन्य पक्ष भी हैं यथा मानसिक, सांवेगिक, सामाजिक पक्ष इत्यादि इन समस्त पक्षों के समुचित विकास के बिना, मानव कभी भी समाज में खुशहाल जीवन नहीं व्यतीत कर सकता है। अतः एक मानव के खुशहाल जीवनयापन के लिए यह परमावश्यक है कि उसके शारीरिक पक्ष के साथ-साथ, अन्य पक्षों का जैसे मानसिक, सांवेगिक, सामाजिक, आध्यात्मिक इत्यादि भी उचित प्रकार से विकसित हो। मानव जीवन के इन सभी पक्षों का विकास कैसे किया जा सकता है? साथ ही वे कौन-कौन से उपाय हैं, जिनका अनुसरण करके, मानव खुशहाल जीवन व्यतीत कर सकता है? इन सभी बातों पर, सविस्तार चर्चा करने वाले शास्त्र को 'मनोविज्ञान' के नाम से जाना जाता है। प्रस्तुत शोधपत्र में इसी मनोविज्ञान को भारतीय सन्दर्भ में, विशेष रूप से संस्कृत वाङ्मय में इसके स्वरूप और इसमें वर्णित बुद्धि की अवधारणा के विषय में विस्तारपूर्वक चर्चा की जायेगी।

मुख्यबिंदु- बुद्धि, धृति, मनोविज्ञान।

मनोविज्ञान, ज्ञान की वह शाखा है जो व्यक्ति को अपने मन, चेतना, संवेग, व्यवहार, व्यक्तित्व इत्यादि का अध्ययन करके, सामाजिक वातावरण में सुसमायोजित होने में सहायता करती है। यदि हम मनोविज्ञान के विकास के क्रम को देखें, तो पाएंगे कि पाश्चात्य मनोविज्ञान का प्रारम्भ दर्शनशास्त्र से ही माना जाता रहा है, कालांतर में इसे मन, चेतना और व्यवहार का अध्ययन करने वाली अध्ययन शाखा के रूप में स्वीकार किया जाने लगा है। इस विकास यात्रा के दौरान, पाश्चात्य मनोविज्ञान में समय-समय पर

इसके अध्ययन के क्षेत्र में काफी नवीन क्षेत्र जुड़े और जुड़ते ही जा रहे हैं। वही दूसरी ओर, भारतीय मनोविज्ञान का उद्भव भी दर्शनशास्त्र से ही माना जाता रहा है। यदि हम भारतीय मनोविज्ञान के विकास के क्रम को देखें तो हमें प्राप्त होगा कि भारतीय मनोविज्ञान प्रारम्भ से ही 'आत्म तत्त्व' को मानव जीवन के अध्ययन की मूलभूत इकाई के रूप में स्वीकार करता रहा है। यह आत्मतत्त्व मानव जीवन के आन्तरिक पक्ष/ अंतःपक्ष से जुड़ा हुआ है। यह तो सर्वविदित है कि मानव विकास के दो मुख्य पक्ष हैं, पहला बाह्य पक्ष (शारीरिक संरचना, व्यवहार इत्यादि) तथा दूसरा अन्तःपक्ष (मन, चेतना, संज्ञान, संवेग, मानसिक अवस्थाएँ इत्यादि) भारतीय मनोविज्ञान, मानव विकास के इसी आन्तरिक या अन्तःपक्ष का अध्ययन करता है। भारतीय मनोविज्ञान का यह दृढ़ विश्वास है कि यदि हम मानव के अन्तःपक्ष का समुचित अध्ययन में सफल होते हैं, तो उसके बाह्य पक्ष के उचित विकास हेतु मार्गनिर्देशन उपलब्ध कराया सकता है। इसलिए संस्कृत वाङ्मय में स्थान-स्थान पर मन और विचार (अंतःपक्ष) की शुद्धता पर विशेष बल दिया गया है। मानव के समस्त क्रिया-कलापों में 'मन' की सलिप्तता को देखते हुए, भारतीय मनोविज्ञान ने इसे मानव की 'छठी इन्द्रिय' माना है यथा "इमानि यानि पंचेन्द्रियाणि मनः षष्ठानि मे हृदि ब्राह्मणा संशितानि"। अतः इस विचार को ध्यान में रखते हुए, मन की शुद्धता पर भारतीय मनोविज्ञान का विशेष बल है। पाश्चात्य मनोविज्ञान और भारतीय मनोविज्ञान की अपनी-अपनी विशेषताएँ हैं। ये विशेषताएँ इनके अध्ययन क्षेत्रों जैसे बुद्धि, मन, व्यक्तित्व, चेतना इत्यादि के स्वरूप में परिलक्षित होती हैं, जिनका अध्ययन गहनता और व्यापकता के साथ किये जाने की आवश्यकता है। अगर यहाँ हम बात करें भारतीय मनोविज्ञान में वर्णित बुद्धि के स्वरूप और इसके प्रकारों की तो इसमें भी पर्याप्त वैभिन्न्य दिखलाई देता है, जिस पर हम आगे विस्तार से चर्चा करेंगे।

'बुद्धि' की अवधारणा भारतीय मनोविज्ञान के आलोक में - सामान्य जनमानस में 'बुद्धि' शब्द का आशय "याद करने" और "तार्किक कार्यों को करने की योग्यता" से है, किन्तु मनोविज्ञान में, बुद्धि के स्वरूप के विषय में काफी विविधता दिखलाई देती है पाश्चात्य मनोविज्ञान में वर्णित 'बुद्धि' की अवधारणा को जानने से पूर्व, हम यह समझने का प्रयास करते हैं कि भारतीय मनोविज्ञान का बुद्धि, के विषय क्या मन है? इसी क्रम में यदि हम सर्वप्रथम वेदों में 'बुद्धि' के स्वरूप को देखें, तो हमें वेदों में 'बुद्धि' के लिए अनेक शब्दों का प्रयोग दिखलाई देगा यथा -

मेधा- सद्सस्पतिमद्भूतं प्रियमिन्द्रस्य।
काम्यं सनि मैधामयासिषम्।

1. अथर्व. 19/09/05.

2. ऋग्वेद 1/18/16.

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धीति:- धीतिर्मनसा ते विपश्चितः परिभुव परिभवन्ति विश्वतः।
मनोषा- इन्द्राय हृदा मनसा मनोष प्रलयाय पत्ये धियो मर्जयन्तः।
मति:- देवानां भद्रासुमर्तिऋभूषतां देवानां रातिरभि नो निवर्तताम्।

सुमेधा- प्रिया श्रुतस्य भूयास्माषयुतः सुमेधसः।
ये कुछ शब्द हैं जो वेदों में वर्णित बुद्धि के स्वरूप को अभिव्यक्त करते हैं यदि हम बुद्धि विषयक परिभाषा पर चर्चा करें, तो हमें वेदों से प्रारंभ होकर दर्शन, उपनिषद् और श्रीमद्भगवद्गीता में भी 'बुद्धि' की परिभाषाएँ प्राप्त होती हैं।

बुद्धि का शाब्दिक अर्थ- अगर हम बात करें 'बुद्धि' शब्द के शाब्दिक अर्थ की तो बुद्धि शब्द "बुध अवबोधने" (जानना) धातु से, क्तिन् प्रत्यय के संयोग से बनता है जिसका आशय है कि वह योग्यता, जो किसी परिस्थिति, घटना या विषयवस्तु को समझने में सहायता करे। इसी विचार को गर्भोपनिषद् में 'बुद्ध्या बुध्यति' (कठोपनिषद् भूमिका) कहा गया है।

परिभाषा- अगर बात करें संस्कृत वाङ्मय में वर्णित बुद्धि की परिभाषा के विषय में, तो हमें वेदान्तसार में बुद्धि के विषय में उद्धरण प्राप्त होता है जहाँ कहा गया है कि "बुद्धिः नाम निश्चयात्मिकान्तःकरणवृत्तिः" अर्थात् बुद्धि व्यक्ति की अन्तःकरणात्मिका योग्यता है जो उसे संकल्पविकल्पात्मक परिस्थिति में, निर्णय लेने में सहायता करती है। इस विषय को हम इस प्रकार समझ सकते हैं कि जैसे एक विद्यार्थी परीक्षा के समय, एक विषय को हम इस प्रकार समझ सकते हैं कि जहाँ दूसरी ओर उसे खेलने या आराम और जहाँ अध्ययन करने का विचार करता है वहीं दूसरी ओर उसे खेलने या आराम करने की इच्छा भी होती है। यहाँ एक ओर जहाँ विद्यार्थी के मन में अध्ययन करने का विचार (संकल्प) उत्पन्न हो रहा है, वहीं दूसरी ओर खेलने या आराम करने की इच्छा (विकल्प) भी उत्पन्न हो रही है इस संकल्पविकल्पात्मक परिस्थिति को भारतीय मनोविज्ञान में, मन (संकल्पविकल्पात्मक मनः) कहा गया है वेदान्तसार में इस दुविधापूर्ण परिस्थिति में, कोई भी एक निर्णय लेने वाली योग्यता को 'बुद्धि' की संज्ञा दी गई है। इसके अतिरिक्त तर्कसंग्रह में 'बुद्धि' को मानव के समस्त व्यवहार को संचालिका के रूप में स्वीकार किया गया है यथा "सर्वव्यवहारहेतुर्गुणोबुद्धिः नाम" अर्थात् मानव के समस्त व्यवहार के कारण को 'बुद्धि' मानना चाहिए। कठोपनिषद् में मानव शरीर को, एक रथ के सदृश माना है, इस शरीर रूपी रथ में, आत्मा रथी (सवारी), मन को लगाम तथा बुद्धि को, इस शरीर रूपी रथ को चलाने वाला स्वीकार किया है-

भारतीय मनोविज्ञान में बुद्धि की अवधारणा

आत्मानं रथिनं विद्धि, शरीरं रथमेव च।
बुद्धि तु सारथि विद्धि, मनः प्रग्रहमेव च॥

यहाँ 'बुद्धि' को मानव जीवन के सम्पूर्ण व्यवहार में सहायिका के रूप में स्वीकार किया गया है। योगदर्शन में चित्त को बुद्धि का पर्याय रूप माना गया है। श्रीमद्भगवद्गीता में बुद्धि को मनसातीत अर्थात् मन का संचालक माना है-

इन्द्रियाणि पराण्याहुरिन्द्रियेभ्यः परं मनः।
मनस्तु परा बुद्धयोर्बुद्धेः परस्तु सः॥

अर्थात् इन इन्द्रियों (पाँच ज्ञानेन्द्रियों और पाँच कर्मेन्द्रियों) का संचालक मन है और इस मन की नियंत्रणकर्त्री या संचालिका बुद्धि है। तर्कभाषा में बुद्धि को अधिगम की योग्यता माना गया है 'अर्थप्रकाशको वा बुद्धिः' सांख्यदर्शन में बुद्धि को निर्णय लेने में, सहायता करने वाली योग्यता के रूप में स्वीकार किया गया है 'अध्यवसायो बुद्धिर्धर्मो ज्ञानं विरागमैश्वर्यम्'। इस प्रकार यदि हम भारतीय मनोविज्ञान में 'बुद्धि' से आशय देखें तो हम बुद्धि को अधोलिखित रूप में समझ सकते हैं-

- 'बुद्धि' का शाब्दिक अर्थ अवबोधन/समझने की योग्यता है।
- 'बुद्धि' को पाँच ज्ञानेन्द्रियों से अतिरिक्त 'छठी इन्द्रिय' माना जाता है।
- 'बुद्धि' संकल्पविकल्पात्मक परिस्थिति में निर्णय लेने की योग्यता है।
- 'बुद्धि' समस्त मानसिक तथा शारीरिक क्रियाओं के संचालन करने में, सहायता प्रदान करने वाली योग्यता है।
- कठोपनिषद् (3/3) ने बुद्धि समस्त मानसिक योग्यताओं का समूह माना है।
- भारतीय मनोविज्ञान 'बुद्धि' को अधिगम की योग्यता के रूप में भी स्वीकार करता है।

बुद्धि समानार्थी शब्द- इसके अतिरिक्त भारतीय मनोविज्ञान में 'बुद्धि' के अनेक समानार्थी शब्द भी मिलते हैं इसका एक बड़ा कारण यह है कि भारतीय मनोविज्ञान में बुद्धि को अगणित मानसिक योग्यताओं का समूह माना है इसीलिए उन मानसिक योग्यताओं को प्रकाशित या बताने के लिए, अनेक शब्दों का निर्माण या प्रयोग संस्कृत वाङ्मय में किया जाता रहा है जोकि बुद्धि में निहित विविध योग्यताओं का द्योतक के रूप दिखलाई देते हैं यथा-

संज्ञानमाज्ञानं विज्ञानं प्रज्ञानं मेधा दृष्टिः धृतिः।

मति मनीषा जुति स्मृतिः संकल्पः ऋतुः। असुः कामः वशः सर्वाण्येव

वैज्ञानिकप्रज्ञानस्य। नामधेयानि भवन्ति। एतरेयोपनिषद् 111/2

बुद्धि के समानार्थी शब्दों की इस व्यापकता और विविधता को देखकर सहज ही माना जा सकता है कि भारतीय मनोवैज्ञानिकों की बुद्धि के विषय में, कितनी व्यापक और व्यापक दृष्टि थी? इसके अतिरिक्त अमरकोश में भी बुद्धि के लिए प्रयोग आने वाले अनेक शब्दों की सूची दी गई है-

बुद्धिर्मनीषा धिषणा धीः प्रज्ञा शोमुषी मतिः।

प्रेक्षोपलब्धिश्चित् सवित्प्रतिपञ्जति चेतना।

बुद्धि, मनीषा, धिषणा, धी, प्रज्ञा, शोमुषी, धी, मति, प्रेक्षा, उपलब्धि, चित्, सवित्, प्रतिपत्, जैति ये सारे शब्द बुद्धि की किसी ना किसी योग्यता को आधार बनाकर, बुद्धि के समानार्थी के रूप में प्रयुक्त किए जाते रहे हैं। अब यहाँ यह प्रश्न उठना भी स्वाभाविक है कि आखिर बुद्धि में कितनी योग्यताएँ हैं? और ये योग्यताएँ किस प्रकार, किसी व्यक्ति के जीवन में उपयोगी हैं?

बुद्धि के कार्य या धर्म- भारतीय मनोविज्ञान में 'बुद्धि के कार्यों पर भी काफी व्यापक चर्चा की गई है, भारतीय मनोविज्ञान में बुद्धि कार्यों के लिए 'बुद्धि धर्म' शब्द का प्रयोग किया गया है। एतरेयोपनिषद् में बुद्धि के सोलह कार्यों या धर्म की गणना की है। ये कार्य, धर्म अधोलिखित हैं-

- संज्ञान- पूर्ण चैतन्य/चेतना की योग्यता।
- आज्ञा- निर्देशों के अनुपालन की योग्यता।
- विज्ञान- विशिष्ट ज्ञान प्राप्ति की योग्यता।
- प्रज्ञान- समायोजित होने की योग्यता।
- मेधा- पाठ्यवस्तु या सूचनाओं को धारण करने की योग्यता।
- दृष्टि- ज्ञानेन्द्रियों द्वारा विषयों के ज्ञान प्राप्ति की योग्यता।
- धृति- प्राप्त ज्ञान या सूचनाओं में मस्तिष्क में रखने की योग्यता।
- मति- मनन करने की योग्यता।
- मनीषा- स्वतन्त्र रूप से मनन करने की योग्यता।
- स्मृति- स्मरण करने की योग्यता।
- जुति- शारीरिक कष्ट के विषय में, चिन्तन करने की योग्यता।

1. एतरेयोपनिषद् 111/2

2. अमर कोश प्रथम काण्ड धी. वर्गप्रथम श्लोक संख्या 1.

3. 'संज्ञानमाज्ञान विज्ञान. (एतरेयोपनिषद् 111/2)

- ऋतु- शरीर के द्वारा परिश्रमवृत्ति प्राप्ति की योग्यता।
- काम- अप्राप्त विषयों/ इच्छाओं की प्राप्ति करने के चिन्तन की योग्यता।
- असु- श्वास-प्रश्वास क्रिया को चिन्तन करने की योग्यता
- वश- काम के चिन्तन करने की योग्यता

बुद्धि के प्रकार- बुद्धि के कार्य या धर्म की प्रकृति को आधार बनाकर, भारतीय मनोविज्ञान में बुद्धि के प्रकारों पर चर्चा की है। श्रीमद्भगवद्गीता में, बुद्धि के प्रकार के विषय में काफी व्यापक चर्चा की गई है। इसमें बुद्धि को मुख्य रूप से तीन भागों में विभाजित है, जो कि अधोलिखित हैं -

1. सात्त्विकी बुद्धि।
2. राजसी बुद्धि।
3. तामसी बुद्धि।

सात्त्विकी बुद्धि- जो योग्यता किसी व्यक्ति को काम की प्रवृत्ति और निवृत्ति का ज्ञान कराए, कर्तव्य और अकर्तव्य का बोध कराए, भय, अभय, बन्धन और मोक्ष प्राप्ति के लिए अभिप्रेरित करे, वह सात्त्विकी बुद्धि है-
प्रवृत्ति च निवृत्ति च कार्याकार्ये भयाभये।

बन्धं मोक्षं च या वेत्ति बुद्धिः सा पार्थ सात्त्विकी॥

राजसी बुद्धि- राजसी बुद्धि के लक्षण क विषय में कहा गया है कि जो योग्यता धर्म, अधर्म, कर्तव्य और अकर्तव्य का ठीक प्रकार से ज्ञान करने में असमर्थ हो, राजसी बुद्धि है-

यथाधर्ममधर्मं चा कार्यं चाकार्यमेव च।

अयथावत्प्रज्ञानाति बुद्धि सा पार्थ राजसी॥

तामसी बुद्धि- वह बुद्धि जो धर्म और अधर्म, कर्तव्य और अकर्तव्य पर बिल्कुल भी विचार नहीं करती है वह तामसी बुद्धि कहलाती है-

अधर्मं भर्ममिति या मन्यते तमसावृता।

सर्वार्थान्विपरीताश्च बुद्धि सा पार्थ तामसी॥

पाश्चात्य मनोविज्ञान में बुद्धि की अवधारणा- 'बुद्धि' को असीमित योग्यताओं और अमूर्त प्रकृति के कारण, बुद्धि की सर्वमान्य अवधारणा के विषय में, जो मत भिन्नता भारतीय मनोविज्ञान में प्राप्त होती है वही मतवैभेद पाश्चात्य मनोविज्ञान में दिखलाई

1. श्रीमद्भगवद्गीता 18/30.

2. श्रीमद्भगवद्गीता 18/31

3. श्रीमद्भगवद्गीता 18/32

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है इसका बड़ा कारण कुछ मनीषियों द्वारा मान्यताएँ और विषमताएँ - भारतीय मनोविज्ञान पराचाली और भारतीय मनोविज्ञान समानताएँ और विषमताएँ - भारतीय मनोविज्ञान की अपनी विशिष्ट अध्ययन विधियाँ तथा देशरूप हैं, जिनके आधार पर हम उसका स्वरूप को समझ सकते हैं साथ ही पराचाली मनोविज्ञान की भी अपनी कुछ विशेषताएँ हैं जिनके आधार पर, इसके स्वरूप को समझा और जाना जा सकता है, किन्तु इसके बावजूद भी भारतीय और पराचाली मनोविज्ञान में कुछ समानताएँ हैं जैसे दोनों के लक्ष्य

निष्कर्ष – दृष्टिप अथर्वन के मूर्तेश्वर आधारों पर भारतीय और पाश्चात्य मनोविज्ञान में पर्याप्त अन्तर है तथापि दोनों के उद्देश्य में एकरूपता दिखाई देती है साथ ही बौद्ध की अवधारणा के विषय में भी कुछ समानताएँ और विषमताएँ भी परिलक्षित होती हैं। इसके अतिरिक्त भारतीय मनोविज्ञान के भावी अनुसन्धाताओं को इसमें विषय वैशेष्य को ध्यान में रखकर, अपने शोधकार्यों की सफलता बनानी चाहिए, जिसमें वे भारतीय मनोविज्ञान के क्षेत्र में किये जाने वाले अनुसन्धान के साथ उपयुक्त न्याय कर पाए।

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सन्दर्भ ग्रन्थ सूची-

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शैक्षिक उन्मेष

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प्रधान संपादक की कलम से

भारतीय भाषा चिंतन और महात्मा गांधी

भारतीय पुर्नजागरण और स्वतंत्रता आंदोलन के समय अपने देश को शिक्षित तथा संस्कारित देखने के साथ ही आर्थिक रूप से वैश्विक स्तर पर प्रतिष्ठित होने की कामना लेकर कई चिंतकों ने अपने विचार रखे। पराधीन देश में भी प्रयोग के तौर पर उन विचारों को आजमाया गया। देश की संस्कारवान जनता उससे प्रभावित हुई। स्वयं उस दिशा की ओर प्रवृत्त हुई तथा अपने बच्चों सहित आस-पड़ोस को भी प्रेरित किया। पराधीन भारत वर्तमान पाकिस्तान और बांग्लादेश सहित भौगोलिक रूप से बहुत बड़ा था। यूरोप और अमेरिका जैसे देशों से तुलना करके देखें तो तब भी जनसंख्या बहुत अधिक थी। इस विशाल क्षेत्रफल में रहने वाली बड़ी जनसंख्या को शिक्षा की जरूरत थी। पड़ोसी देश अफगानिस्तान, म्यांमार, श्रीलंका, नेपाल तथा भूटान आदि के हजारों वर्षों से भारत के साथ सांस्कृतिक, आर्थिक और धार्मिक संबंध रहे हैं। भारत सहित पड़ोस को मिलाकर एक ऐसा बड़ा भौगोलिक, सांस्कृतिक तंत्र हमारे पास था, आज भी है, जहाँ अपनी सोच की शिक्षा का प्रचार-प्रसार कर सकते थे, कर सकते हैं।

स्वतंत्रता के बाद कई शिक्षाशास्त्रियों ने भारत को केंद्र में रखकर शिक्षा का प्रचार किया है। हमने व्यवस्थाएँ लागू भी कीं। विभाजन और विखंडन के बावजूद जो क्षेत्र भारत के पास बचा उसे साक्षर करने की जिम्मेदारी देश पर थी। दुर्भाग्यपूर्ण यह है कि हम सैकड़ों वर्षों की गुलामी के बाद यह तय ही नहीं कर पाए कि देश को साक्षर करने की भाषा क्या होगी। जैसे-तैसे प्रांतों द्वारा स्वीकृत प्रांतीय भाषाओं में शिक्षा देने पर सहमति बनी। गुलाम देश में भी बड़ी संख्या में ऐसे भारतीय नेता थे जो यह नहीं चाहते थे कि प्रारंभिक शिक्षा भी भारतीय भाषाओं से हो। भारत के कुछ राजनेता अलग-अलग कारणों से इंग्लैंड जाकर अंग्रेजी की शिक्षा पाकर आए थे। भारत आने के बाद उनमें से कई उस माध्यम के ही पक्षधर रहे। कइयों ने भारतीय भाषाओं का पक्ष लिया। चूंकि हम गुलाम थे तो स्वाभाविक रूप से हमको गुलाम बनाने वाला हमें ताकतवर दिख रहा था। उसके पहले भारत मुस्लिम आक्रांताओं का गुलाम था। उनके अलग-अलग कबीलों ने अलग-अलग क्षेत्रों से होते हुए भारत में आकर कब्जा किया और शासन भी। भारत की जनता ने निरंतर उनके विरुद्ध भी संघर्ष किया। बहुत हद तक थोड़े दिनों बाद दोनों घुल-मिल गए। मुगल सत्ता के समय फारसी का वर्चस्व

बढ़ा। इस देश की शिक्षा की भाषा जनता के अनुरूप न होकर हमेशा ही सत्ता के अनुरूप रही। आगरा और उसके आस-पास ही नहीं, ब्रज क्षेत्र के बहुत दूर तक ब्रजभाषा का प्रभाव था। कभी ब्रजभाषा शिक्षा और शासन की भाषा थी। व्यापक अर्थों में वह हिंदी थी। मुगल सत्ता के फतेहपुर सीकरी या आगरा में स्थापित होने तक यहाँ फारसी नहीं थी। ये भारतीय जनता के ऊपर थोपी गई भाषा थी। 15वीं शताब्दी के या यों कहें मुगलों के पहले के मुस्लिम शासक और मुस्लिम जनता भी फारसी नहीं जानती थी। हिंदुओं का तो फारसी और अरबी लिपि से कुछ लेना देना ही नहीं था। मुगल सत्ता के पूर्व के मुस्लिम समाज को भी नहीं। भाषा को धर्म के साथ सत्ता ने जोड़ा और फिर उसी आधार पर जनता की संवेदनाओं को जोड़कर इस तरह की भाषाओं के पक्ष में वकालत करने लगे। कुछ लोग इतिहास बचाने के लिए 500 वर्ष पीछे जाकर चुनी हुई कुछ पुस्तकों व लेखकों की चर्चा करके फारसी को केंद्र में लाने का आज भी प्रयास करते रहते हैं। आज का यह सच है कि लंबे समय तक शासन के कारण फारसी की शब्दावली हिंदी सहित भारतीय भाषाओं में घुल-मिल गई है लेकिन यह भारतीय भाषाओं के विकास के स्वाभाविक रूप में नहीं। कानून तथा शिक्षा की भाषा के रूप में उस समय लाई गई। यह न तब स्वाभाविक थी न आज है। यही स्थिति उर्दू की है। यह भाषा भारत में पैदा हुई। भाषा विज्ञान की दृष्टि से आर्य परिवार की भाषा है लेकिन इसको धर्म के साथ जोड़ दिया गया। इसको लिखने के लिए प्रयासपूर्वक उस लिपि को अपनाया गया जो भारतीय इतिहास में कभी भी इस देश की नहीं थी। आश्चर्य की बात यह है कि इस भाषा में धर्मग्रंथ नहीं लिखे गए। फिर धर्म के साथ जोड़कर क्यों इसे पढ़ा गया या आज भी पढ़ाया जा रहा है। इसे आज भारत की जनता ने समझ लिया है।

जम्मू कश्मीर जैसे प्रदेश में सभी भाषाएँ और बोलियाँ आर्य परिवार की हैं। कश्मीर सहस्राब्दियों से संस्कृत का महान केंद्र रहा है। पुरानी लिपियों में शारदा लिपि वहाँ थी लेकिन स्वतंत्र देश में भी जबरदस्ती आर्य परिवार की भाषाओं में देवनागरी लिपि के होते हुए भी अरबी-फारसी लिपि को मान्यता दी गई। हमारे राजनीतिक चिंतकों ने अलग-अलग प्रदेशों के अलग-अलग तरह के दबावों में भारत को भारत की भाषाओं और लिपियों के माध्यम से विकसित होने के अवसर से वंचित कर दिया। साहित्यकारों और भाषा वैज्ञानिकों की सोच पर सांप्रदायिक ताकतों की सोच भारी पड़ती चली गई। कई बार जनता के मन पर अलग-अलग विचारों के प्रहार पड़े। विभेदक बातें समाज में प्रचारित की गई। इसी बीच जिस अंग्रेजी शिक्षा का गौरवगान 19वीं शताब्दी के प्रारंभ से चल रहा था वह 21वीं शताब्दी में और अधिक तीव्रता,

प्रखरता और ओजस्वी वाणी में ऊँचे स्वर में गाया जाने लगा और यह गान आलाप छोड़कर प्रलाप तक पहुँच गया। जिस अंग्रेजी भाषा और रोमन लिपि को 19वीं शताब्दी के उत्तरार्द्ध और 20वीं शताब्दी के पूर्वाद्ध तक केवल अंग्रेजों से बातचीत तथा कुछ कागजों के अनुवाद और थोड़ा आगे बढ़कर कार्यालयी उपयोग के लिए आवश्यक समझा जाता था, वह हमारे विचार की भाषा बन गई। 20वीं शताब्दी के उत्तरार्द्ध में यह बहस पराकाष्ठा पर पहुँच गई कि भारतीय भाषाओं और लिपियों के माध्यम से कोई विकास नहीं कर सकता। भारतीय भाषाओं में ज्ञान-विज्ञान का संचार नहीं हो सकता। आश्चर्य की बात यह है कि यह कहने वाले अब अंग्रेज नहीं थे या यूरोप के लोग तो बिल्कुल नहीं थे। भारतीय भाषाओं और लिपियों का अनादर करने वाले भारतीय लोग थे चूँकि बात बड़े स्तर के अध्यापकों, अधिकारियों और राजनेताओं की ओर से आ रही थी, इसलिए नीचे तक बहुत शीघ्रता से यह धारणा पहुँच गई तथा स्थापित हो गई कि भारतीय भाषाएँ निरर्थक हैं। अब वे अपना महत्व तथा प्रासंगिकता खो चुकी हैं। इस देश की उद्धारक भाषा अंग्रेजी है।

यानी निष्कर्ष ये निकाला गया कि शिक्षा पर विचार करते समय भाषा के प्रश्न को छोड़ दिया जाए लेकिन भारतीय मन अभी भी इसे स्वीकार करने को तैयार नहीं है। भारतीय दृष्टि से सोचने वाले शिक्षाशास्त्रियों की चिंता यह है कि भारतीय भाषाओं को विस्मृति के गर्भ में डालकर जिस भारत का हम निर्माण करेंगे वह कैसा भारत होगा ? वह भारत ही होगा या कुछ और होगा। भारतीय दृष्टि से सोचने वाले चिंतकों की नियति क्या यही है कि स्वतंत्रता के 73 वर्ष बाद हम अपना हथियार डालकर नतमस्तक हो जाएं। फिर भाषा की दृष्टि से पं. मदनमोहन मालवीय, महात्मा गांधी, मोटूरि सत्यनारायण, राजर्षि पुरुषोत्तमदास टंडन, कन्हैयालाल माणिकलाल मुंशी जैसे स्वतंत्रता संग्राम सेनानियों के भाषा चिंतन का क्या करें ? क्या एक वाक्य में यह कह दिया जाए कि गांधीजी भाषा के विषय में जो कह रहे थे वह चिंतन अधूरा था, अब अप्रासंगिक हो गया है। उस पर बात करने की अब जरूरत नहीं है। गांधी की भाषा संबंधी नीतियाँ केवल भावना के आधार पर थीं और भारत के आर्थिक, वैज्ञानिक तथा राजनीतिक सोच का प्रतिनिधित्व नहीं करती हैं। लेकिन आज भी महात्मा गांधी के नाम के साथ हिंदी तथा भारतीय भाषाओं के विरोध करने का साहस भारतीय भाषाओं के विरोधी तथा पर्दे के पीछे से अंग्रेजी का प्रश्रय देने वाले पाश्चात्य शिक्षा तथा वातावरण में दीक्षित महानुभाव नहीं कर पाते हैं। जरूरत है गांधी को बार-बार दोहराने की। क्योंकि जो लोग उनके भाषा संबंधी विचारों को नकारने या न स्वीकारने या उस पर अंग्रेजी मढ़ने की कोशिश

कर रहे हैं, अब लोगों का कद न तो महात्मा गांधी के आस-पास है न उनकी सोच और न ही भारतीय संदर्भों में उनका अनुभव।

हिंदी साहित्य सम्मेलन के इंदौर अधिवेशन में 29 मार्च, 1918 को महात्मा गांधी का बहुत ही महत्वपूर्ण व्याख्यान हुआ था। उस भाषण में गांधीजी ने हिंदी के ऊपर लोगों द्वारा लगाए गए आरोपों की चर्चा की थी। उन्होंने कहा था कि हिंदी पर एक बड़ा आक्षेप है कि 'हमारी भाषा में तेज नहीं है, जिनमें विज्ञान नहीं है उनमें तेज नहीं है।' यह बात कहकर गांधीजी ने यह संकेत दे दिया था कि हिंदी में जितनी जल्दी हो उसमें विज्ञान आना चाहिए और इस बात को भी उन्होंने दूसरों के द्वारा लगाए गए आक्षेप के आधार पर कही थी। यह आक्षेप नहीं था दूसरे जो कह रहे थे वह एक सच्चाई थी। स्वतंत्रता के पश्चात् हिंदी भाषी क्षेत्रों में हिंदी माध्यम से पढ़ाई शुरू हुई। सभी प्रांतों में विज्ञान और गणित की पुस्तकें हिंदी में लिखी गईं। वे स्तरीय भी हैं लेकिन यह कार्य विशेष रूप से बारहवीं तक के लिए हुआ। उच्च स्तर पर यह अभियान जोर नहीं पकड़ पाया। इस कारण गांधीजी ने जो तब कहा था वह आज भी सच है। हिंदी को हम ज्ञान-विज्ञान की भाषा नहीं बना पाए। जिन लोगों ने बारहवीं तक की पढ़ाई हिंदी माध्यम से करने के बाद अभियांत्रिकी, चिकित्सा और विधि की पढ़ाई अंग्रेजी माध्यम से की तथा उच्च शिक्षा के क्षेत्र में बड़े पदों पर आए वे लोग बहुत आसानी से इस काम को कर सकते थे। कुछ लोगों ने किया भी है लेकिन यह संख्या हिंदी भाषियों की जनसंख्या की तुलना में बहुत कम है। इस दृष्टि से लिखी गई पुस्तकों की संख्या भी कम है। फिर धीरे-धीरे हिंदी भाषी जो लोग विश्वविद्यालयों में प्रोफेसर बनकर गए उन लोगों के मन से अपनी भाषा का आग्रह भी निकल गया और प्रेम भी। अंतरराष्ट्रीय स्तर पर शोध पत्र की प्रस्तुति के लिए अंग्रेजी की अनिवार्यता तो समझ में आती है, परंतु हिंदी भाषी क्षेत्र के विश्वविद्यालयों में अंग्रेजी में ही और मात्र अंग्रेजी में ही बोलने का औचित्य समझ में नहीं आता। ऐसे प्राध्यापकों की गतिविधियों ने अपने ही प्रांत अपनी ही भाषा और अपने ही विश्वविद्यालय के छात्रों को हीन भावना का शिकार बना दिया। दिलचस्प बात यह है कि जिन लोगों ने हिंदी माध्यम से पढ़कर एक भी किताब हिंदी में नहीं लिखी है वे लोग भी हिंदी में स्तरीय सामग्री न होने की शिकायत करते हैं।

देश जब अंग्रेजों का गुलाम था तब गुजराती भाषी महात्मा गांधी ने हिंदी को व्यापक बनाने के लिए जितना संघर्ष किया तथा अंग्रेजी के विरुद्ध जितना कड़ा संघर्ष किया उसको आजाद भारत ने विस्मृत कर दिया। करोड़ों हिंदी भाषियों सहित भारत की अनेक बड़ी भाषाएँ प्रश्नों के घेरे में आ गईं। नई पीढ़ी को यह संदेश दे दिया गया

कि भारतीय भाषाओं में हमारा भविष्य उज्ज्वल नहीं है। यह सब करने वाले कोई विदेशी नहीं हैं ये सब भारतीय हैं जो अपनी भाषा को नेपथ्य में निरंतर ठेलने की कोशिश में लगे हुए हैं। गांधीजी अंग्रेजों की व्यापकता को सीमित कर रहे थे। उन्हें भरोसा था कि जब अंग्रेज सर्वव्यापक नहीं रहेंगे तो अंग्रेजी भी सर्वव्यापक नहीं रहेगी। इस बात को गांधी जी 102 वर्ष पहले कह रहे थे। गांधीजी के पक्ष में खड़े लोग, सरकारें और गांधी की दुहाई देने वाले साहित्यकारों, समाज-सेवियों और राजनीतिज्ञों के आँखों के सामने अंग्रेजों के जाने के बाद अंग्रेजी सर्वव्यापक हो गई। महात्मा गांधी ने उस व्याख्यान में कहा—“गुलाम यह नहीं जानता कि अपनी बेड़ियाँ किस तरह तोड़े। पचास वर्षों से हम अंग्रेजी के मोह में फंसे हैं। हमारी प्रजा अज्ञान में डूबी रही है। सम्मेलन को इस ओर विशेष रूप से ख्याल रखना चाहिए। हमें ऐसा उद्योग करना चाहिए कि एक वर्ष में राजकीय सभाओं में, कांग्रेस में, प्रान्तीय सभाओं में और अन्य सभा-समाज और सम्मेलनों में अंग्रेजी का एक भी शब्द सुनाई न पड़े।”

हम अंग्रेजी का व्यवहार बिलकुल त्याग दें। अंग्रेजी सर्वव्यापक भाषा है, पर यदि अंग्रेज सर्वव्यापक न रहेंगे, तो अंग्रेजी भी सर्वव्यापक न रहेगी। हमें अब अपनी मातृभाषा की ओर उपेक्षा करके उसकी हत्या नहीं करनी चाहिए। जैसे अंग्रेज अपनी मादरी ज़बान अंग्रेजी में बोलते और सर्वथा उसे ही व्यवहार में लाते हैं वैसे ही मैं आपसे प्रार्थना करता हूँ कि आप हिंदी को भारत की राष्ट्रभाषा बनने का गौरव प्रदान करें। हिंदी सब समझते हैं। इसे राष्ट्रभाषा बनाकर हमें अपने कर्तव्य का पालन करना चाहिए।

गांधीजी ने अंग्रेजी को अंग्रेजी शिक्षित वर्ग और आम जनता के बीच एक दरियाव के रूप में देखा था। यह दरियाव स्वतंत्र भारत में और चौड़ा होता चला गया है। दरियाव को पाटने की कोशिश में अंग्रेजीदाँ हिंदी की ओर नहीं बढ़ रहे हैं। हिंदी वाले ही अंग्रेजी की टूटी वैशाखी बनाकर उनकी ओर बढ़ रहे हैं। वे लोग लगातार दुत्कार रहे हैं और कोशिश कर रहे हैं कि ये दूरियाँ बनी रहे तथा अंग्रेजों की तरह की सत्ता निरंतर चलती रहे। गांधीजी ने तब हिंदी शिक्षकों की आवश्यकता पर जोर दिया था। हिंदी सिखाने वाले शिक्षकों को तैयार करने की बात कही थी। उन्होंने उस समय हिंदी को एक संपूर्ण व्याकरण की पुस्तक तैयार करने के लिए कहा था। यह भी बतलाया था कि अभी तक जो व्याकरण की पुस्तकें प्राप्त होती हैं वे सब विलायती पादरियों की बनाई हुई हैं। गांधीजी ने अपने उस भाषण में लोकमान्य तिलक और मदनमोहन मालवीय को याद किया था। पं. मदनमोहन मालवीय को ‘भारतरत्न’ कहकर संबोधित

किया था। दुर्योग देखिए कि गांधीजी के कहने के लगभग 100 वर्ष बाद पं. मदनमोहन मालवीय को 'भारतरत्न' से सम्मानित किया गया है। लोकमान्य तिलक उस समय ही 'केसरी' और 'मराठा' के माध्यम से हिंदी प्रचार का कार्य प्रारंभ कर दिए थे। गांधीजी हिंदी सेवा सहित देश सेवा के लिए अपने द्वारा किए जा रहे कार्यों को कितनी गहराई से पूरी संवेदना के साथ याद कर रहे थे, उसका सुंदर उदाहरण है यह वक्तव्य— "लोकमान्य तिलक महाराजा ने अपना अभिप्राय कार्य करके बता दिया है। उन्होंने 'केसरी' और 'मराठा' में हिंदी विभाग शुरू कर दिया है। भारत रत्न पंडित मदनमोहन मालवीय जी का अभिप्राय भी हिन्दुस्तान में अज्ञात नहीं है। तो भी हमें मालूम है कि हमारे कई विद्वान नेताओं का अभिप्राय है कि कुछ वर्षों तक तो एक अंग्रेजी ही राष्ट्रीय भाषा रहेगी। इन नेताओं से हम विनयपूर्वक कहेंगे कि अंग्रेजी के इस मोह से प्रजा पीड़ित हो रही है। अंग्रेजी-शिक्षा पाने वालों के ज्ञान का लाभ प्रजा को बहुत ही कम मिलता है, और अंग्रेजी-शिक्षित वर्ग और आम लोगों के बीच बड़ा दरियाव आ पड़ा है।"

महात्मा गांधी ने हिंदी की विशेषता को अन्य भाषाओं में बोलकर समझाया। आज कई प्रांतीय भाषाओं के लोग तथा हिंदी के लोग भी संविधान में राजभाषा के रूप में स्थान प्राप्त हिंदी को स्वेच्छा से नहीं, दबाव में स्वीकार कर रहे हैं और गांधीजी 1919 में अहिंदी भाषियों के बीच कह रहे थे कि, "हमें स्वीकार करना पड़ेगा कि ऐसी एक भी अन्य देशी भाषा नहीं है जो हिंदी के साथ स्पर्धा कर सके।" इस तरह का वाक्य कहने के लिए जो साहस और तेज व्यक्तित्व में होना चाहिए वह गांधीजी में था। दुर्भाग्य यह है कि यह बात हिंदी वालों के गले नहीं उतरी। विज्ञान के माध्यम से हिंदी की जिस प्रगति को गांधीजी देखना चाहते थे उसकी अनदेखी हिंदी वालों ने खूब की। आज जहाँ जरूरत है कि हिंदी भाषी क्षेत्र के विश्वविद्यालयों में उच्च शिक्षा चाहे वह किसी भी विषय की हो, किसी भी अनुशासन की हो, उसे हिंदी में दिया जाना चाहिए। ऐसा न करके हिंदी भाषी क्षेत्र के प्रांत कक्षा एक से ही अंग्रेजी की पढ़ाई शुरू कर दिए हैं। किसी भाषा को ठीक से सीखने के लिए अधिकतम दो वर्ष का समय चाहिए। दो वर्ष कम लगता है तो पाँच वर्षों तक पढ़ा दीजिए। गुणवत्तायुक्त शिक्षा न होने के कारण सात वर्षों तक लगातार पढ़ाने के बावजूद अंग्रेजी कठिन बनी रही, समस्या बनी रही। भारतीयों ने इसे सुधारने के लिए निष्कर्ष यह निकाला कि जब तक अंग्रेजी को हिंदी सहित भारतीय भाषाओं के सीने पर नहीं खड़ा कर दिया जाएगा, तब तक अंग्रेजी का विकास नहीं होगा। आठवें दशक के बाद तो स्थिति यह हुई कि अंग्रेजी भारतीय भाषाओं के गर्दन पर पाँव रखकर खड़ी हो गई। देशभर के शिक्षाविद् वृंदगान गाते रहे

कि बच्चों के विकास के लिए मातृभाषा में शिक्षा अच्छी होती है। मातृभाषा का पक्ष लेने वालों की पहुँच और पकड़ सत्ता और नीति निर्धारकों तक इतनी कमजोर रही कि उनकी आवाज शिक्षा के गलियारे में पहुँची ही नहीं। भारत में दो पीढ़ियाँ बिना मातृभाषा के माध्यम से पढ़े बड़ी हो गईं। अंग्रेजी माध्यम से प्रबंधन और अभियांत्रिकी जैसे विषयों की उपाधियाँ भी ले लीं। वे ही लोग नौकरियों के लिए अंग्रेजी बोल-बोलकर दर-दर की ठोकरें खा रहे हैं। कुछ लोग चिकित्सा प्रतिनिधि बनकर और डॉक्टर से बेहतर अंग्रेजी बोलकर गुमान में जी रहे हैं तो कुछ लोग पेट्रोल पंप और मॉल में रसीदें काटते हुए अपने अंग्रेजी ज्ञान का परिचय गाँव से आयी जनता के सामने या शादी विवाह में बराती के सामने दो चार वाक्य बोलकर अपने मन को जैसे तैसे शांत कर रहे हैं तथा उपहास एवं मनोरंजन का कारण बन रहे हैं। जिस व्यामोह में बच्चों को अंग्रेजी माध्यम में पढ़ने के लिए भेजा रहा है, उस व्यामोह को बेरोजगारी तोड़ रही है। शिक्षाविद् जनता को यह बताने में पूरी तरह विफल रहे कि रोजगार का संबंध भाषा से नहीं गुणवत्तापूर्ण शिक्षा से है। भाषा तो कुछ भी पढ़ते हुए किसी भी माध्यम में पढ़ते हुए दो वर्ष में सीखी जा सकती है। भारत के शिक्षाविद् यह भी प्रचारित नहीं कर पाए कि जो महापंडित राहुल सांकृत्यायन कॉलेज नहीं देखे थे वे चालीस से अधिक भाषाएँ बोलते थे। बारहवीं पास आचार्य विनोबा भावे बारह से अधिक भाषाएँ बोलते थे। केंद्रीय हिंदी संस्थान के संस्थापक मोटूरि सत्यनारायण 12वीं पास थे, वे सात भाषाएँ बोलते, लिखते और पढ़ते थे। कई संस्थाओं का उन्नयन उनके कारण हुआ। माध्यम के रूप में अंग्रेजी थोप देने से शिक्षा का स्तर बढ़ता तो जिस तेज की बात गांधीजी कह रहे थे वह तेज कम से कम अंग्रेजी माध्यम वाले तो भारत में खड़ा कर ही दिए होते।

आजादी के बाद तकनीकी, प्रबंधन और चिकित्सा की शिक्षा अंग्रेजी में दी गई। जो शिक्षा, कृषि, किसान से जुड़ी हुई है उसे भी अंग्रेजी में पढ़ाकर समझा दिया गया। यह जानकार आश्चर्य होता है कि बड़े डॉक्टर व इंजीनियर बड़ी संख्या में भारत ने दिए हैं लेकिन एक भी मौलिक खोज अंग्रेजी माध्यम से पढ़े हुए लोगों की नहीं है जो भारतीयों के दैनंदिन जीवन में प्रयुक्त होती हैं। औषधियों की फैक्ट्रियाँ भारत में हैं, मजदूर भारत के हैं, पैसा भारत का है लेकिन दवा का आविष्कारक भारत नहीं है। मैंने कई बार यह जानने की कोशिश की कि ऐलोपैथ की ऐसी कितनी दवाएँ हैं जिनका आविष्कार भारत ने किया है तो उसका उत्तर आता ही नहीं है। इसी तरह अभियांत्रिकी के क्षेत्र की छोटी-छोटी चीजें भी अंग्रेजी माध्यम से पढ़े हुए वैज्ञानिक उपलब्ध नहीं करा सके। दैनंदिन आवश्यकता की वस्तुओं में वल्ब, पंखा, टीवी, कंप्यूटर, मोबाइल, मोटर

साइकिल, कार, ट्रैक्टर आदि क्या अंग्रेजी माध्यम से पढ़ने वाले भारतीय वैज्ञानिकों ने दिया है ? भारतीय कृषि के लिए प्रयुक्त होने वाले कृषि संबंधी औजार क्या भारतीयों की देन है ? यदि अंग्रेजी माध्यम में पढ़ने से हमारी बुद्धि कुंद होती है, शोध की दिशा में प्रवृत्त नहीं होती तो भाषा की अनिवार्यता पर से बल देना हटा करके हिंदी तथा भारतीय भाषाओं के माध्यम से की जाने वाली पढ़ाई पर पुनर्विचार करना चाहिए। प्रत्येक शहर में नाले नदियों में गिराए जाते हैं। स्वतंत्रता के पश्चात् अनेक नाले पवित्र नदियों में गिराए जाने के लिए बनाए गए। शहरों का गंदा पानी नदियों में गिरा देना चाहिए यह विचार क्या संस्कृत, हिंदी, मराठी माध्यम से अभियांत्रिकी पढ़ने वाले का है ? भाषा ज्ञान का विषय तो है ही, संस्कारों का भी है। यह अंग्रेजी माध्यम से पढ़े हुए इंजीनियर थे तो गंदगी के निस्तारण का समाधान नदियों को गंदा करके निकाल रहे थे। परिणाम यह हुआ कि भारत की सभी नदियाँ प्रदूषित हो गईं। भारतीय जनमानस को दवाओं की खोज के लिए डिब्रू, रशियन, जर्मन, फ्रेंच, चायनीज तथा जापानी माध्यम से मेडिकल की पढ़ाई करने वाले शोधार्थियों पर विश्वास अधिक है। यहाँ तो सारा ध्यान शुद्ध अंग्रेजी बोलने पर है वह भी पहले ब्रिटेन जैसी अब अमेरिका जैसी अंग्रेजी पर।

स्वतंत्रता मिलने के पश्चात् 21 सितंबर, 1947 को महात्मा गांधी ने 'हरिजन' में लिखा कि प्रांतों को केंद्र से संबंध बनाने के लिए अंग्रेजी माध्यम की आवश्यकता नहीं है। जो लोग इस बात के आग्रही हैं कि गांधी का भारत बनना चाहिए तो क्या गांधी के भारत में से हिंदी संबंधी उनके विचारों पर ध्यान देने की आवश्यकता नहीं है ? गांधी जी ने लिखा, "सभी सार्वजनिक सरकारी विभागों में प्रांतीय भाषा को पुनः चलाना पहला कदम है और अगर यह कदम तुरंत उठा लिया जाता है तो अन्तरप्रांतीय भाषा का दूसरा पग उठते फिर क्या देर लगती है। प्रांतों को केन्द्र से संबंध रखना होगा। इस काम के लिए अंग्रेजी को माध्यम बनाने का साहस नहीं किया जाएगा।

अगर केंद्र फौरन ही इस बात को महसूस कर ले कि हिंदी बिना किसी दल या वर्ग का दिल दुखाए आसानी से सारे भारत की भाषा हो सकती है और इसे जो लोग केवल अपनी सुस्ती के कारण नहीं सीख पाते, उन मुट्ठी-भर हिन्दुस्तानियों के लिए सारे राष्ट्र पर ऐसा सांस्कृतिक बोझ कभी नहीं लादा जा सकता। मैं कहता हूँ कि एक सांस्कृतिक अपहारक के रूप में अंग्रेजी को भी हमें उसी तरह निकाल फेंकना चाहिए जिस तरह हमने अंग्रेजों के राजनैतिक शासन को सफलतापूर्वक उखाड़ फेंका।"

गांधीजी 1947 के प्रार्थना प्रवचनों में लगातार हिंदुस्तानी की बात कर रहे थे। 8 जुलाई, 1947 के प्रार्थना प्रवचन में उन्होंने कहा कि जो भी मुझे चिट्ठी लिखे, वह मुझे

अपनी भाषा का हिंदुस्तानी में लिखे। 16 जुलाई, 1947 के प्रार्थना प्रवचन में गांधीजी ने तेलुगु और तमिल लोगों से हिंदुस्तानी सीखने का आग्रह किया। यह भी कहा कि वहाँ के लोगों को स्वदेशी का सच्चा अभिमान है तो उनको राष्ट्रभाषा सीख ही लेनी चाहिए। गांधीजी 'हरिजन सेवक' में हिंदी को अन्य विषयों के साथ जोड़कर भी देख रहे थे। विभाजन को वे स्वीकार नहीं कर रहे थे। वह कह रहे थे कि 'हिंदुस्तान के टुकड़े बंदूक के जोर से हुए हैं।' बुनियादी तालीम पाने वालों के लिए अन्य अंतरप्रांतीय भाषा सीखने की बात कर रहे थे। गांधीजी ने कई बार दो लिपियों के सीखने का सवाल उठाया। उन्होंने यह भी कहा कि अगर हिंदी को राष्ट्रभाषा बनाना है तो लिपि देवनागरी होगी। हिंदुस्तानी को राष्ट्रभाषा बनाने के लिए दोनों लिपियाँ जरूरी हैं। गांधीजी अंग्रेजी के सख्त विरुद्ध थे। उन्होंने बार-बार इस बात पर जोर दिया कि जो राज चलाता है वह अपनी भाषा भी चलाता है। अंग्रेजी को वे कई बार विदेशी भाषा कह चुके थे। गांधीजी ने नागरी लिपि की प्रशंसा में भी लिखा। 'हरिजन सेवक' में उन्होंने 5 जनवरी, 1948 को लिखा कि नागरी श्रेष्ठ लिपि है। गांधीजी के शब्द हैं—“लिपियों में सबसे आला दरजे की लिपि नागरी को ही मानता हूँ। यह कोई छिपी बात नहीं है। यहाँ तक कि मैंने दक्षिण अफ्रीका से गुजराती लिपि के बदले में नागरी लिपि में गुजराती बात लिखना शुरू किया था। इसे मैं समय न मिलने के कारण आज तक पूरा न कर सका। नागरी लिपि में भी सुधार के लिए गुंजाइश है, जैसे कि करीब-करीब सब लिपियों में है। लेकिन यह दूसरा विषय हो जाता है। यह इशारा जो मैंने किया है, सो यह बताने के लिए कि नागरी लिपि का विरोध मेरे मन में जरा भी नहीं है। लेकिन जब नागरी के पक्षपाती उर्दू लिपि का विरोध करते हैं, तब उसमें मुझे द्वेष की और असहिष्णुता यानी तअस्सुब की बू आती है। विरोधियों में इतना भी आत्म-विश्वास नहीं है कि नागरी लिपि यदि सम्पूर्ण है—दूसरी लिपियों के मुकाबले में पूर्ण है, तो उसी का साम्राज्य अन्त में होगा। इस निगाह से देखा जाए तो मेरा फैसला निर्दोष लगना चाहिए और जरूरी भी।

हिन्दुस्तानी के बारे में मेरा पक्षपात है सही। मैं मानता हूँ कि नागरी और उर्दू लिपि के बीच अन्त में जीत नागरी लिपि की ही होगी।”

भारतीय शैक्षिक और चिंतक प्राथमिक शिक्षा मातृभाषा में तथा उच्च शिक्षा भारतीय भाषाओं में देने की बात कहते हैं। जो विचारक जोर देकर हिंदी की बात या भारतीय भाषाओं की बात कर रहे थे वे अंग्रेजी के जानकार ही नहीं अच्छे विद्वान थे। इस भाषा के महत्व से परिचित थे। लेकिन वे ये नहीं चाहते थे कि भाषाई दृष्टि से हमारे स्वत्व का हरण हो जाए और हम इतने पंगु हो जाएं कि विश्व समुदाय तो कहे ही, हमारी

आने वाली पीढ़ियाँ भी कहें कि भारतीय भाषाएं निरर्थक हैं। उसमें कोई ज्ञान-विज्ञान नहीं है तथा वह रोजगार की भाषा नहीं है। यह स्थिति आज उत्पन्न हो गई है। प्रश्न यह है कि करोड़ों लोगों द्वारा बोली जाने वाली भारत में आज भी लगभग तीन दर्जन भाषाएं हैं। क्या उनको यों ही अपनी मौत मरने दिया जाए या उसे समृद्ध किया जाए।

यह अंक शैक्षिक चिंतकों पर केंद्रित है। इस अंक के लिए वरिष्ठ विद्वानों ने लिखा है। शैक्षिक चिंतन के संदर्भ में भाषा संबंधी विचार ओझल न हो जाएं, इसलिए इस अंक का संपादकीय मैंने भाषा केंद्रित लिखा है। महात्मा गांधी की इस वर्ष 150वीं जयंती मनाई जा रही है। इसलिए भी यह विचारणीय है कि देश के आजाद होने पर भी गांधीजी भारतीय भाषाओं पर बात कर रहे थे। पं. मदनमोहन मालवीय, लोकमान्य बाल गंगाधर तिलक तथा राजर्षि पुरुषोत्तमदास टंडन जैसे अनेक लोगों ने अन्य कार्य करते हुए अपने चिंतन को परिणाम रूप में लाने के लिए भाषा केंद्रित कार्य को व्यावहारिक धरातल पर किया।

विश्वास है कि यह अंक शिक्षा के क्षेत्र में रुचि रखने वाले सभी पाठकों को पसंद आएगा। आपके सुझावों का सदैव स्वागत है।

नन्दकिशोर पाण्डेय

(प्रो. नन्दकिशोर पाण्डेय)

प्रधान संपादक

निदेशक

केंद्रीय हिंदी संस्थान, आगरा

गाँधी का शिक्षा-दर्शन और आदर्श नागरिक-निर्माण

—विनोद कुमार

—गोपाल कृष्ण ठाकुर

वर्तमान समय में चारों तरफ, जहाँ कहीं भी नज़र उठाकर देखा जाए भ्रष्टाचार, झूठ-हिंसा, कालाबाजारी, जाति-धर्म और सांप्रदायिकता का बोलबाला है। हर कोई केवल दूसरों को पढ़ा रहा है; कोई भी स्वयं के अंदर झाँकने का जरा भी प्रयास नहीं कर रहा है। किसी को भी अपनी गलती नहीं दिख रही है, बल्कि सभी को केवल दूसरे लोग ही गलत नज़र आ रहे हैं। सभी एक दूसरे पर आरोप-प्रत्यारोप मढ़ रहे हैं। इसका सबसे बड़ा कारण आत्म-नैतिक-बोध का अभाव है। व्यक्ति में नैतिकता का पतन होता जा रहा है। ऐसे में गाँधी-दर्शन की महती आवश्यकता महसूस हो रही है। क्योंकि बिना गाँधी दर्शन को स्वीकारे, नैतिक-मूल्यों का न तो सृजन होगा और न ही विकास। गाँधी जी अपने जीवन-दर्शन के माध्यम से यह सिखाते हैं कि दूसरों को किसी भी प्रकार की शिक्षा देने से पहले हमें स्वयं उसका व्यवहार करना चाहिए। क्योंकि जिस नैतिक आचार-विचार का पालन हम स्वयं नहीं कर सकते हैं, उसे दूसरों के व्यवहार में ढूँढ़ने की कोशिश भी नहीं करनी चाहिए। आज समाज और राष्ट्र में आपसी प्रेम-सौहार्द बढ़ाने की जरूरत है जिसे नागरिकों में आदर्श नैतिक-मूल्यों, आचरण एवं व्यक्तित्व निर्माण के बिना पूरा करना संभव नहीं लगता है। एक आदर्श नागरिक ही समाज और राष्ट्र की संस्कृति का संरक्षक और संवर्धक होता है। वह अपने आदर्श आचरण से राष्ट्र के विकास-निर्माण में महत्वपूर्ण योगदान देता है। निःसंदेह गाँधी दर्शन को अपने जीवन और कार्य-व्यवहार में शामिल करके हम सभी आदर्श नागरिक-व्यवहार द्वारा, क्षेत्रीय, राष्ट्रीय एवं अंतरराष्ट्रीय स्तर की समस्याओं से न केवल निजात पा सकते हैं, बल्कि समस्याओं के पुनरुत्पादन को भी रोक सकते हैं। अतः यह लेख वर्तमान वैश्विक संदर्भ में प्रासंगिक अंतरराष्ट्रीय-सद्भाव, नैतिक-आचरण, उच्च कर्तव्यनिष्ठा, सत्य-अहिंसा इत्यादि से पुष्टित आदर्श नागरिक-निर्माण में गाँधी दर्शन की उपयोगिता को उजागर करता है।

परिचय

भारत जैसे प्रजातांत्रिक देश, जो संविधान-पोषित एक धर्मनिरपेक्ष गणराज्य है, में पिछले कुछ सालों से मॉब लिंगिंग, विचारधाराओं से असहमति रखने वालों की

हत्या, जाति के नाम पर हत्या, सत्तापक्ष का विपक्ष पर दूषित मानसिकता से ग्रसित कार्यवाही रूपी अनैतिक एवं असंवैधानिक कुकृत्यों का बोलबाला बढ़ता जा रहा है। लोगों को एक वर्ग की विचारधारा की तरह ही सोचने और विचार-विमर्श हेतु मजबूत किया जा रहा है। जिससे व्यक्ति की वैयक्तिक स्वतंत्रता खतरे में है। व्यक्ति स्वतंत्रतापूर्वक सोच-विचार करके अपनी अभिव्यक्ति भी नहीं कर पा रहा है। साथ ही हम सभी के मन में एक अजीब सा अनदेखा डर घर करता जा रहा है। मानो ऐसा लगता है जैसे हम जो कुछ भी लिख-बोल रहे हैं, वह किसी के दबाव के कारण पूर्ण यथार्थ न हो। आज भारत सहित पूरा विश्व नफरत और हिंसा के एक ऐसे माहौल की ओर बढ़ रहा है, जिसमें इंसानियत और मनुष्यता के भाव बड़ी मुश्किल से कभी-कभार ही परिलक्षित हो पा रहे हैं। भारत सहित पूरी दुनिया में अराजकता का माहौल बनता जा रहा है, यह अराजकता हमें कहाँ ले जाएगी, इसका अंजाम क्या होगा, इसका भी विचार-विमर्श हमें अभी करना होगा। क्योंकि गाँधी जी के दर्शन का सबसे मूल तथ्य यही है कि आज की समस्या का हल भी आज ही खोजना चाहिए न कि भविष्य में। हम सारी दुनिया को सत्य-अहिंसा का पाठ पढ़ाने वाले गाँधी जी को जब भी याद करते हैं, तो लगता है कि गाँधी जी हम सभी के आदर्श हैं। हमें इनकी विचारधारा को स्वीकार करना चाहिए। हम स्वीकारते भी हैं। लेकिन उसे दूसरों को उपदेश देने तक सीमित कर लेते हैं। सभा-संगोष्ठियों इत्यादि के अवसर पर हम गाँधी जी के विचारों को खूब फैलाने-विस्तारित करने का प्रयास भी करते हैं। लेकिन अफसोस कि हम उसे अपने जीवन और कार्य-व्यवहार में शामिल नहीं करते हैं। गाँधी जी को अपनी दिनचर्या में उतारते नहीं हैं। उनकी तरह दूसरों (विरोधियों) का सम्मान नहीं करते हैं, उनकी तरह सभी धर्मों के महत्त्व को अंगीकार नहीं करते हैं, उनकी तरह भौतिकतावाद और पूंजीवाद का विरोध-त्याग नहीं करते हैं, उनकी तरह सादगी तथा सत्य-अहिंसा का पालन नहीं करते हैं, उनकी तरह गरीब, असहाय, दलितों, पिछड़ों के हित में काम नहीं करते हैं और न ही उनकी तरह अपनी मातृभाषा और मातृभूमि से प्यार ही करते हैं। हाँ, हम सभी गाँधी जी को भाषणों-विचारों में अवश्य शामिल करते हैं। अब सवाल यह उठता है कि क्या आदर्श नागरिकों का निर्माण केवल वैचारिक धरातल पर होना चाहिए या व्यावहारिक धरातल पर भी? निःसंदेह आदर्श नागरिकों का निर्माण व्यावहारिक धरातल पर ज्यादा जरूरी है। अतः जब हम व्यावहारिक धरातल पर आदर्श नागरिकों का निर्माण करना चाहते हैं तो हम सभी को, समाज के प्रत्येक नागरिक को, अपनी-अपनी जिम्मेदारी-जवाबदेही का पूर्ण निष्ठा के साथ निर्वहन करना होगा; न कि दूसरों को उपदेश-भाषण देना। विचारणीय है कि गाँधी जी के विचारों-आदर्शों को अपने जीवन और कार्य-व्यवहार में उतारे बिना ना तो हम आदर्श नागरिकों का निर्माण ही

कर सकते हैं और ना ही गाँधी के आदर्शों का निर्वहन। अतः वर्तमान सामाजिक-सांस्कृतिक संदर्भ में यह आवश्यक हो जाता है कि हम सभी गाँधी जी के आदर्शों-प्रयोगों से सीख लेते हुए अपने कार्य-व्यवहार और जीवन-आचरण में पूर्ण निष्ठा के साथ शामिल (प्रयुक्त) करें।

गाँधी-दर्शन : एक अपरिहार्य आवश्यकता

आज सारा संसार विकास के पथ पर कितना भी आगे क्यों न बढ़ रहा हो; किंतु गाँधी के जीवन दर्शन को नकारना असंभव है। वर्तमान समय में अगर हम गाँधी-दर्शन की प्रासंगिकता के संदर्भ में चिंतन-अनुचिंतन करें तो हमें यह समझ आता है कि गाँधी हम सभी के मार्गदर्शन के लिए प्रासंगिक हैं और हमेशा बने भी रहेंगे। क्योंकि गाँधी जी का जीवन केवल जीवन नहीं बल्कि एक दर्शन है, जो वैश्विक स्तर पर हर एक संकट, हर एक समस्या का एक प्रासंगिक, न्यायोचित एवं प्रजातांत्रिक हल प्रस्तुत करता है। जैसे-जैसे विश्व हिंसा, आर्थिक मंदी, भूख, बेरोजगारी और नफरत जैसे अमानवीय हालातों-समस्याओं में उलझता जा रहा है, वैसे-वैसे दुनिया को न केवल गाँधी याद आ रहे हैं, बल्कि गाँधी दर्शन को आत्मसात करने की आवश्यकता भी बढ़ी शिद्दत से महसूस की जाने लगी है। गाँधी जी ने नमक आंदोलन के दौरान गिरफ्तारी के वक्त कहा था कि 'भले ही हमें गिरफ्तार कर लिया गया हो फिर भी हम शांति बनाये रखेंगे। हम सब ने अपने संघर्ष के लिए इस अहिंसक मार्ग का चयन किया है और हमें इस पर कायम रहना है। हम में से किसी को भी क्रोध में आकर कोई गलत कदम नहीं उठाना है। बस यही आप सबसे मेरी आशा और प्रार्थना है'।¹ लेकिन हम सब स्वयं को केंद्र में रखकर विचार-विमर्श करें तो उपरोक्त परिस्थिति में क्या हम सबसे इतना संयम रखा जा सकेगा, शायद नहीं। सच तो यह है कि हम सब छोटी से छोटी बात पर भी अपना आपा खो देते हैं। क्या हम विपरीत परिस्थितियों में शांति और अहिंसा बनाए रखने में गाँधी को स्वीकार नहीं कर सकते हैं? वर्तमान समय में आतंकवाद के विरुद्ध युद्ध के भयावह परिणाम, लाखों लोगों की होने वाली असामयिक मौतें, आतंकवाद के नाम पर होने वाले अरबों डॉलर के खर्च, लाखों बेगुनाहों के साथ-साथ भारत, अमेरिका तथा अन्य देशों के सैनिकों की मौतों तथा इन सबके बीच विश्व में छायी भारी आर्थिक मंदी, बेरोजगारी एवं मानवाधिकारों के हनन के परिणामस्वरूप उपजने वाले विश्वव्यापी असंतोष के माहौल में जीना कितना दुर्लभ हो गया है; यह हम युवाओं से बेहतर कौन जान-समझ सकता है। क्योंकि हम वही युवा हैं, जो एक तरफ तो स्वयं के लिए प्यार, इज्जत, मान-सम्मान की कामना करते हैं और दूसरी तरफ किसी खास विचारधारा के लोगों के आह्वान पर बिना सोचे-समझे, बिना विचार-

विमर्श किए, केवल भावावेश-विचारावेश की गिरफ्त में आकर अपने ही लोगों का खून तक कर देने में जरा भी हिचकते नहीं हैं। इसका उदाहरण ढूँढ़ने के लिए कहीं दूर जाने की आवश्यकता नहीं है। क्योंकि आये दिन अपने देश भारत में ही सांप्रदायिक हत्याएँ होती रहती हैं। जैसा कि नायर² (2006) ने लिखा है कि गाँधी जी ने कहा है कि 'हिंदुस्तान का इतिहास देखो तो पता लगेगा कि हिंसा के मार्ग पर चलकर हिंद ने हमेशा मार ही खायी है'। इसीलिए हम युवाओं को ज्यादा सजग होते हुये बिना किसी दूसरे के प्रभाव में आये, स्वयं गाँधी दर्शन का अध्ययन-मनन करते हुये, उसे अपने जीवन में उतारना चाहिए। गाँधी जी बार-बार कहते हैं कि 'मेरी आशा देश के युवकों पर है। उन्हें यह समझना चाहिए कि कठोर अनुशासन द्वारा नियमित जीवन ही उन्हें और राष्ट्र के संपूर्ण विनाश से बचा सकता है, कोई दूसरी चीज नहीं'³ (चौरसिया, 2010)।

सत्य-अहिंसा

गाँधी जी अहिंसा के पुजारी होने के नाते भली-भाँति समझ चुके थे कि हिंसा की बात चाहे किसी भी स्तर पर क्यों न की जाय परंतु वास्तविकता यही है कि हिंसा किसी भी समस्या का पूर्ण एवं स्थायी समाधान कतई नहीं है। गाँधी जी जीवन को अहिंसक बनाने के लिए एक सुझाव देते हुये कहते हैं कि 'जब कभी तुम्हारे मन में कोई शंका पैदा हो या तुम अपने से ही विचार करो तो यह कसौटी याद रखो-जिस गरीब से गरीब और दुर्बल से दुर्बल मनुष्य को तुमने देखा है, उसका चेहरा याद करो और अपने दिल से पूछो कि जो कदम तुम उठाने जा रहे हो, वह उसके लिए किस प्रकार उपयोगी होगा'⁴ (तिवारी, 2009)। जिस प्रकार आज के दौर में आतंकवाद व हिंसा वैश्विक स्तर पर अपने चरम पर दिखायी दे रही है तथा चारों ओर गाँधी के आदर्शों की प्रासंगिकता की चर्चा छिड़ी हुयी है, ठीक उसी प्रकार गाँधी जी भी अहिंसा की बात उस समय करते थे, जबकि हिंसा अपने चरम पर थी। अतः हमें यह समझना चाहिए कि 'अहिंसा की संस्कृति का पुनर्निर्माण कोई बुद्ध या गाँधी की भक्ति नहीं है। यह मानव अस्तित्व की रक्षा के लिए न्यूनतम अपरिहार्यता है'⁵ (सिंह, 2010)। इसीलिए वर्तमान समय में गाँधी जी अपरिहार्य नजर आते हैं। दरअसल गाँधी के अनुसार विकास के लिए बुनयादी शर्त थी कि हम अंदर से सबल बनें, आंतरिक संसाधनों पर हमारी ज्यादा निर्भरता हो, निर्णय लेने का अधिकार हमारे हाथों में हो और हमारी सारी व्यवस्थाएँ स्वतंत्र स्फूर्तमय हों। गाँधी जी चाहते थे कि भारत सभी धर्म, जाति और संप्रदाय के समन्वय का प्रतीक हो। उनका मानना था कि 'आजाद हिंदुस्तान में राज्य हिंदुओं का नहीं, हिंदुस्तानियों का होगा। उसका आधार किसी धार्मिक पंथ या संप्रदाय के बहुमत

पर नहीं बल्कि बिना किसी धार्मिक भेदभाव के समूचे राष्ट्र के प्रतिनिधियों पर होगा'⁶ (पुनियानी, 2008)। वास्तव में गाँधी जी सभी धर्मों को एक साथ फलते-फूलते देखना चाहते थे। उनकी जीवन-दृष्टि भारत ही नहीं संपूर्ण विश्व के कल्याण का मार्ग प्रशस्त करती है। 'आज गाँधी हमारे बीच नहीं हैं किंतु एक प्रेरणा और प्रकाश के रूप में लगभग उन सभी मुद्दों पर उनके विचार और सिद्धांत आज भी प्रासंगिक हैं, जिनका सामना किसी व्यक्ति, समाज या राष्ट्र को करना पड़ता है। इस 21वीं सदी में गाँधी की सार्थकता प्रत्येक क्षेत्र में है, इसीलिये इस अहिंसावादी सिद्धांत के महत्त्व को समझकर संयुक्त राष्ट्र 2 अक्टूबर को विश्व अहिंसा दिवस के रूप में मनाता है।'⁷

सत्याग्रह

गाँधी दर्शन के मूल में हमें सत्य, अहिंसा, सादगी, अस्तेय, अपरिग्रह, श्रम और नैतिकता मिलती है; जिससे स्थानीय स्वशासन, स्वावलंबन, स्वदेशी, विकेंद्रीकरण, ट्रस्टीशिप-परस्परावलंबन, सह-अस्तित्व, शोषणमुक्त व्यवस्था और सहयोग, सहभाव एवं समानता पर आधारित सामाजिक ढांचे का अभ्युदय संभव है। इसके लिये गाँधी के सत्याग्रह को समझने की जरूरत है। दरअसल गाँधी जी के सत्याग्रह का व्यापक अर्थ है-अन्याय, अत्याचार, उत्पीड़न, दमन करने वाली जनद्रोही, भ्रष्ट और शोषण व्यवस्थाओं से असहयोग तथा समाज में शुभ-चिंतन और कर्म करने वाले लोगों और संगठनों के बीच समन्वय एवं सहकार। जहाँ तक आज के समय में गाँधी के सत्याग्रह की प्रासंगिकता का सवाल है तो आवश्यकता इस बात की है कि हम अपने ढंग से ईमानदारी के साथ सत्याग्रह का सम्यक प्रयोग करें। मूल बात यह है कि हम सत्य पर अडिग हों, साधन शुद्धि पर हमारा भरोसा हो और व्यापक लोकहित पर हमारा बराबर ध्यान लगा रहे। वास्तव में सत्याग्रह होना चाहिए-समाज को बेहतर बनाने के लिए, निरंकुश राजसत्ता पर जनता के प्रभावी अंकुश के लिए, नया समाज गढ़ने के लिए, जड़ीभूत मूल्यों और ढांचे के ध्वंस के लिए और स्वयं अपने भीतर के कलुषों को भगाने के लिए। गाँधी जी के सामाजिक एवं राजनीतिक विचार, सर्वोदय, सत्याग्रह, खादी-ग्रामोद्योग, महिला-शिक्षा, अस्पृश्यता, स्वावलंबन इत्यादि न केवल वर्तमान समय हेतु बल्कि हमेशा-हमेशा के लिये प्रासंगिक हैं। क्योंकि जब भी वैश्विक स्तर पर शांति और अहिंसा की बात की जाएगी तब गाँधी प्रथमतः अवश्य याद आएंगे। गाँधी ने सर्वप्रथम सत्य, अहिंसा और शत्रु के प्रति प्रेम के आध्यात्मिक और नैतिक सिद्धांतों का राजनीति के क्षेत्र में बड़े पैमाने पर प्रयोग किया और सफलता प्राप्त की। उन्होंने जहाँ एक ओर भारत को अंग्रेजों की गुलामी से मुक्ति दिलायी, वहीं दूसरी ओर संसार को अहिंसा का ऐसा मार्ग दिखाया, जिस पर यकीन करना अविश्वसनीय तो नहीं पर कठिन जरूर है।

आज दुनिया के किसी भी देश में जब कोई शांति मार्च निकलता है या अत्याचार व हिंसा का विरोध किया जाता है या हिंसा का जवाब अहिंसा से दिया जाता है, तो ऐसे सभी अवसरों पर पूरी दुनिया को गाँधी याद आते हैं। इसके उदाहरण के रूप में चीन के हांगकांग शहर में हो रहे वर्तमान आंदोलन को देखा-समझा जा सकता है।

गाँधी : एक आदर्श व्यक्तित्व

महात्मा गाँधी एक बहुआयामी व्यक्ति थे। गाँधी जी राष्ट्रवादी से पहले मानवतावादी थे। उनका स्पष्ट मानना था कि राष्ट्र हम सभी के एक साथ मिल-जुलकर आपसी सौहार्द और भाई-चारे के साथ रहने से बनता है। जिसमें सब एक समान होते हैं, कोई बड़ा या छोटा नहीं होता है। हम सब एक ही परमात्मा की संताने हैं। हम सभी को एक साथ समाज और राष्ट्र के निर्माण में अपना-अपना योगदान भी करना चाहिए। आज समाज में ऐसे नागरिकों की कमी सी होती जा रही है, जो समाज और राष्ट्रहित में बिना किसी अतिरिक्त लालसा के अपने कर्तव्यों का पालन करते हों। गाँधी जी सभी को अपना मित्र मानते थे। 'मुझे मारना चाहे जो उसका भी स्वागत, यहाँ प्रार्थना करें सभी हो प्रभु के अनुगत। यहाँ सभी हैं एक, सभी हैं प्रभु के प्यारे, यहाँ न कोई शत्रु, सभी हैं मित्र हमारे'⁸ (देवकीनंदन, 1978)। इसलिए समाज के पुनर्निर्माण हेतु आदर्श नागरिक के निर्माण की संकल्पना में गाँधी को एक सबसे सशक्त विकल्प के रूप में स्वीकारने की आवश्यकता जान पड़ती है। क्योंकि बिना मित्रवत भावना के हम सभी एक दूसरे को प्रेमपूर्वक देख ही नहीं सकते हैं। हमारी वैमनस्य की भावना का नाश केवल मित्रता से ही हो सकता है। गाँधी जी दलितों-पिछड़ों के नेता और एक आध्यात्मिक गुरु, एक लेखक, एक विचारक, एक कार्यकर्ता और एक व्यक्ति रूपी महात्मा हैं। भारतीय परंपराओं और सभ्यता के साथ सहज होते हुए भी सामाजिक सुधार तथा परिवर्तन के लिए एक आतुर क्रांतिकारी के रूप में गाँधी जी ने स्वयं को वैश्विक स्तर पर स्थापित किया है। 'गाँधी जी ने हम युवाओं को न केवल राजनीतिक स्वतंत्रता प्रदान करने का प्रयास किया, बल्कि एक अधिक राजसी भारत तथा एक समुदाय, धार्मिक, आर्थिक और यहाँ तक कि लैंगिक पूर्वाग्रहों से मुक्त समाज प्रदान करने का भी प्रयास किया है'⁹ गाँधी जी हर पीढ़ी के युवाओं के रोल मॉडल रहे हैं। आज हमारा समाज सांस्कृतिक-राजनीतिक परिवर्तनों के दौर से गुजर रहा है। इन सामाजिक परिवर्तनों को सही दिशा देने में गाँधी जी के विचार-सिद्धांत एवं उनका दर्शन हमारे लिये मार्गदर्शन का कार्य कर रहा है। 'आज युवाओं को मौका है कि वे गाँधी जी को अपना आदर्श बनाकर सामाजिक परिवर्तन एवं राष्ट्र निर्माण में अपना महत्वपूर्ण योगदान दें। हमारे युवा उनके दर्शन को अपनाकर अपने व्यक्तित्व एवं राष्ट्र के विकास में पूर्ण ऊर्जा एवं उत्साह से

समर्पित हों'¹⁰। इसकी वर्तमान समय में महती आवश्यकता भी है। क्योंकि बिना गाँधी जी को अपने व्यवहार में लाये हम समाज में अपने नागरिक-दायित्वों का समुचित निर्वहन नहीं कर पाएंगे। 'अज्ञानता एवं अंधविश्वास से मुक्त, विवेकशील और वैज्ञानिक दृष्टिकोण से मानवता को अपनाने वाले तथा अहिंसा परमो धर्म: की नींव डालने वाले महात्मा गाँधी का चिंतन और दर्शन, शांति, बंधुत्व, सहिष्णुता, विकास और एकता जैसे विचारों से अनुप्रमाणित था'¹¹। गाँधी जी के इसी आदर्श व्यक्तित्व को वर्तमान में स्वीकार करते हुये जीवन-पथ पर आगे बढ़ने की जरूरत है। जिससे हम अपने नागरिक दायित्वों का निर्वहन भी कर सकेंगे। 'बापू सत्य और अहिंसा के पुजारी थे। उनका विचार था, अहिंसा के बिना सत्य की खोज असंभव है। अहिंसा साधन है और सत्य साध्य'¹²। आदर्श नागरिक को सत्य और अहिंसा का पालन अवश्य करना चाहिए। क्योंकि बिना इसके एक आदर्श नागरिक का निर्माण कर पाना संभव नहीं लगता है।

गाँधी, युवा और संकल्प

युवा गाँधी जी के चिंतन का मुख्य फोकस बिंदु रहे हैं। सही मायने में यदि हम अपने देश के युवाओं को आदर्श नागरिक के रूप में निर्माण करना चाहते हैं तो इसके लिए सबसे ज्यादा प्रासंगिक और आवश्यक गाँधी जी का जीवन दर्शन है। युवाओं को गाँधी जी के जीवन दर्शन से कम से कम सत्य-अहिंसा को तो अवश्य अपनाना चाहिए। सत्य-अहिंसा को स्पष्ट करते हुये जैनेन्द्र कुमार¹³ (1996) ने गाँधी जी को उद्धृत करते हुये लिखा है कि 'सत्य की आस्था प्राप्त कर उस ओर चलने का प्रयत्न करते ही, अभ्यासी को दूसरा तत्व प्राप्त होता है; जिसे हम अहिंसा कहते हैं। अहिंसा को सत्य का साक्षात् पहलू समझिए। सत्य का जो भाग हमारे सम्मुख है, वही अहिंसा है'। आदर्श नागरिकों के विकास और सर्जन के लिए गाँधी से अच्छा मार्गदर्शक शायद ही कोई मिले। जैसा कि आर. के. मिश्र ने कहा है कि 'जितना सामाजिकता और नैतिकबोध का सजीव और निर्मल चित्रण हमें उनकी छवि से मिलेगा उतना किसी अन्य से नहीं। उन्होंने कहा कि सत्य और संस्कार का समाज से घनिष्ठ संबंध है। सत्य का पालन करने वाला कभी दुखी नहीं हो सकता। संस्कार विहीन व्यक्ति जीवन के किसी भी क्षेत्र में उचित भूमिका निर्वहन करने में समर्थ नहीं हो सकता। उसका जीवन अहंकार, धन-लिप्सा और पद-लिप्सा में संलग्न रहेगा। गरीबी धन की अनुपस्थिति नहीं बल्कि लालच की उपस्थिति का नाम है'¹⁴। आज हमारा समाज जाति के मकड़जाल में फंसा हुआ है; जिसमें से निकले बिना युवाओं को आदर्श नागरिक के रूप में विकसित कर पाना संभव नहीं है। जैसा कि गाँधी जी ने कहा है कि 'रोटी-बेटी के कठोर और

निंदनीय बंधनों में लिपटी जाति व्यवस्था समाज के लिए हानिकारक है। हम सब बराबर हैं। जो मनुष्य अपने को दूसरे से ऊँचा मानते हैं, वे ईश्वर और मनुष्य दोनों के सामने पाप करते हैं¹⁵ (अग्रवाल, 2010)। आज हर एक युवा को गाँधी जी के जीवन दर्शन को अपने जीवन में उतारने की आवश्यकता है। क्योंकि ऐसा करके ही युवा अपने आदर्श व्यक्तित्व का निर्माण कर सकता है। परिणामस्वरूप एक सामाजिक-सांस्कृतिक-राजनीतिक पृष्ठभूमि वाले लोकतांत्रिक गणराज्य में आदर्श नागरिकों का निर्माण भी संभव हो सकेगा। आदर्श युवाओं की वर्तमान वैश्विक परिप्रेक्ष्य में महती आवश्यकता महसूस की जा रही है। गाँधी जी हमेशा से युवाओं को वंचित समूह के उत्थान के लिए प्रेरित करते रहे हैं, उनका कहना है-शैतान से प्यार करते हुए शैतानी से घृणा करनी चाहिये। गाँधी जी के अनुसार एक आदर्श नागरिक को एकादशी व्रत का पालन अवश्य करना चाहिए। यह एकादशी व्रत है-सत्य, अहिंसा, ब्रह्मचर्य, अस्वाद, अस्तेय, अपरिग्रह, अभय, अस्पृश्यता-निवारण, शारीरिक-श्रम, सर्वधर्म समभाव तथा स्वदेशी। दरअसल नैतिक उत्थान तथा समाज को सही दिशा में ले जाने के लिए इन 11 व्रतों का यथोचित ज्ञान तथा अपने व्यवहार में प्रयोग प्रत्येक युवा को करना चाहिए। ताकि समाज में फैले हुये चोरी, हत्या, भय, हिंसा, आतंकवाद, रिश्वतखोरी, जमाखोरी, बेरोजगारी, वर्ग-संघर्ष, गरीबी, शोषण, कामचोरी, पद-लोलुपता, धार्मिक एवं जातिगत विद्रोह, मॉब-लिंग्विग और असहिष्णुता इत्यादि को समाज से दूर करने में युवा अपना सहयोग दे सकें और नैतिक मूल्यों के हास को बचाया जा सके।

गाँधी का शिक्षा दर्शन : नई-तालीम

शिक्षा, आदर्श नागरिक-निर्माण का मूल-आधार है। शिक्षा के माध्यम से ही हम अपने पाल्यों (अगली पीढ़ी) के सद-चरित्र का निर्माण कर सकते हैं। सद-चरित्र से ही नैतिकता का सृजन एवं विकास संभव है। मानव जीवन में चरित्र एक दिव्य-पुंज के समान होता है। जिसकी तारीफ चारों तरफ होती रहती है। वास्तव में कोई भी व्यक्ति अपने चरित्र और नैतिकता के मिश्रण से निर्मित आचरण से ही आदर्श नागरिक के रूप में जाना-पहचाना जाता है। कोई भी व्यक्ति जितना अधिक उच्च नैतिकता और सद-चरित्र का आचरण करता है, वह उतनी ही ज्यादा ख्याति प्राप्त करता है। सही मायने में यदि किसी व्यक्ति को जानना है, तो हमें उसके चरित्र को जानने की कोशिश करनी चाहिए। वास्तव में शिक्षा का प्रथम उद्देश्य 'चरित्र का निर्माण-विकास करना' होना चाहिए। लेकिन बहुत अफसोस के साथ कहना पड़ रहा है कि वर्तमान शिक्षा व्यवस्था केवल संज्ञात्मक विकास का पर्याय बन चुकी है। इसी बात को डॉक्टर सर्वपल्ली राधाकृष्णन ने स्वीकारते हुये कहा है कि 'भारत सहित सभी देशों के दुख और संत्रास

का कारण यह है कि शिक्षा केवल मस्तिष्क के विकास तक ही सीमित होकर रह गयी है और उसमें नैतिक एवं आध्यात्मिक मूल्यों का अभाव है¹⁶। अतः हमें देश के भविष्य, अपने पाल्यों के लिये एक ऐसी शिक्षा व्यवस्था की जरूरत है, जो नैतिक और चारित्रिक सृजन एवं उत्तरोत्तर विकास में बालकों का सहयोग कर सके। पंडित जवाहरलाल नेहरू जी ने भी माना है कि 'शिक्षा का संपूर्ण प्रयोजन मूलतः चरित्र निर्माण है'¹⁷। ऐसी ही एक शिक्षा-व्यवस्था को गाँधी जी अपने वर्धा शिक्षा-योजना के रूप में 1937 में प्रस्तुत करते हैं। जिसका मूल ध्येय विद्यार्थियों को नैतिक एवं चारित्रिक आचरण से सबल बनाना है। वास्तव में गाँधी जी नैतिक-चारित्रिक विकास को शिक्षा का एक मुख्य उद्देश्य स्वीकारते हैं और उसी के अनुरूप पूरी शिक्षा व्यवस्था को आयोजित करना चाहते हैं। जहाँ सभी बालक एवं बालिकाएँ व्यक्तिगत स्वतंत्रता से बिना किसी रोक-टोक के स्वानुभव से शिक्षा ग्रहण कर सकें। हरबार्ट का भी मत है कि 'शिक्षा का एक कार्य मनुष्य में नैतिकता का विकास करना है'¹⁸। क्योंकि बिना नैतिक विकास के हम चारित्रिक उन्नति नहीं कर सकते और बिना चारित्रिक विकास के हम आदर्श नागरिकों की कल्पना भी नहीं कर सकते हैं। इसीलिए गाँधी जी चाहते हैं कि शालाओं में हम ऐसे विद्यार्थियों को तैयार करें जो नैतिक और चारित्रिक रूप से आचरण-व्यवहार करें; साथ ही सत्य और अहिंसा को नित्य प्रयोग में लाएँ भी। गाँधी जी का मानना है कि 'चरित्र के अभाव में शिक्षा कुछ भी नहीं है और प्राथमिक शुद्धता के अभाव में चरित्र भी कुछ नहीं है'¹⁹। अर्थात् पहले हमें बालकों को आत्मिक शुद्धता की शिक्षा देनी है फिर जाकर चरित्र निर्माण की बात सोचनी चाहिए। क्योंकि जब तक हम आत्मिक ढंग से शुद्ध नहीं होंगे, सात्विक नहीं होंगे, सत्य-अहिंसा के पालक नहीं होंगे तब तक हम अपने बालकों के अंदर अच्छे चरित्र का निर्माण नहीं कर पाएंगे। यह सब कुछ तभी संभव है जब हम गाँधी जी द्वारा सुझाए गए बुनियादी शिक्षा के सिद्धांतों को ध्यान में रखते हुए विद्यार्थियों के शिक्षण-अधिगम की सुनियोजित व्यवस्था करें।

गाँधी जी ने शिक्षा से संबंधित तीन आर (रीडिंग, राइटिंग एंड एरिथमेटिक) के स्थान पर तीन एच (हेड, हैंड एवं हार्ट) की अवधारणा को प्रस्तुत किया है। गाँधी जी का मानना है कि शिक्षा का कार्य मनुष्य को केवल पढ़ना, लिखना और गणित सिखाना ही नहीं है अपितु उसके हाथ, मस्तिष्क और हृदय का समुचित और सर्वोत्तम विकास अत्यंत आवश्यक है। गाँधी जी ने शिक्षा को परिभाषित करते हुए लिखा है कि 'शिक्षा से मेरा अभिप्राय बालक और मनुष्य के शरीर, मन और आत्मा के उच्चतम विकास से है'²⁰। गाँधी जी ने मनुष्य के जीवन में चरित्र-बल को सबसे ज्यादा महत्व दिया है। उनका मानना है कि चरित्र बल को शिक्षा के द्वारा ही विकसित किया जा सकता है।

‘एक उत्तम चरित्र में गाँधी जी सत्य, अहिंसा, ब्रह्मचर्य, अस्वाद, अस्तेय, अपरिग्रह और निर्भयता जैसे गुणों का होना आवश्यक मानते हैं और कहते हैं कि विद्यालय चरित्र निर्माण के लिये उद्योगशाला है’²¹। गाँधी जी आदर्श नागरिकों के निर्माण हेतु विद्यालय को एक उद्योगशाला-प्रयोगशाला के रूप में प्रतिस्थापित करना चाहते हैं। उनका बड़ा स्पष्ट मानना है कि विद्यालय केवल भविष्य का निर्माण ही नहीं करता है बल्कि वह आज के समाज के लिये आवश्यक मूल्यों का सृजन भी करता है; जिससे समाज में आदर्श नागरिकों का निर्माण संभव हो पाता है। ‘गाँधी जी कहते हैं कि यदि हम व्यक्ति का चरित्र निर्माण करने में सफल हो जाते हैं तो समाज स्वयं ही सुधर जाएगा। आत्मानुभूति और समाज सेवा एक दूसरे के सहयोगी हैं-विरोधी नहीं’²²। गाँधी जी ने अपनी वर्धा शिक्षा योजना में सबसे महत्वपूर्ण शिल्प और हस्त-कौशल को माना है।

वास्तव में गाँधी जी मातृभाषा के माध्यम से हस्त और शिल्प कौशलों की शिक्षा विद्यार्थियों को प्रदान करना चाहते हैं। जिसका सीधा अभिप्राय यह निकलता है कि गाँधी जी चाहते हैं कि मातृभाषा के माध्यम से हम अपने पाल्यों को मुख्यतः शिल्प और हस्त कौशल की शिक्षा प्रदान करें; ताकि विद्यालय से निकलने के बाद अपनी जीवन-यात्रा में, अपने परिवार के पालन-पोषण में उन्हें किसी भी तरह की आर्थिक-समस्या न झेलनी पड़े। विद्यार्थी अपनी पढ़ाई पूरी करके विद्यालय से बाह्य समाज में कदम रखता है तो यदि उसके पास अपने जीवन-यापन के लिए एक निश्चित रोजगार ना हो तो वह आपराधिक प्रवृत्तियों का शिकार हो जाता है। वर्तमान समय में ऐसे तमाम उदाहरण परिलक्षित होते हैं कि व्यक्ति आर्थिक-कुंठा व बेरोजगारी की वजह से तमाम गलत रास्तों पर चला जाता है, जिससे उसका नैतिक और चारित्रिक पतन होता है। साथ ही समाज में अराजकता बढ़ाने में सहयोग भी करता है। इसलिए गाँधी जी का शिक्षा के केंद्र-बिंदु के रूप में हस्त-शिल्प को रखना मुझे प्रासंगिक लगता है। विचारणीय है कि इसके माध्यम से गाँधी जी अध्ययन के दौरान और अध्ययन के उपरांत भी, बालकों को जीवन में व्यस्तता प्रदान करना चाहते हैं। बालकों को नित्य प्रयोगशील बनाना चाहते हैं। इसके लिए उन्होंने अनुकरण विधि को सबसे उपयुक्त माना है। मेरे ख्याल से यह ठीक जान पड़ता है। क्योंकि यदि अध्यापक नैतिक आचरण और सद-चारित्रिक ढंग से व्यवहार करते हैं तो निश्चित तौर से उसका असर बालकों पर स्वतः ही पड़ता है। अध्यापक-वर्ग को अधिक सचेत रहने की आवश्यकता है। गाँधी जी का विचार है कि ‘हर एक बालक को बहुत सी पुस्तकें दिलाने की मैंने जरूरत नहीं देखी। मेरा ख्याल है कि शिक्षक ही विद्यार्थियों की पाठ्यपुस्तक है’²³। अतः यह कहना लाजमी हो जाता है कि विद्यार्थियों के नैतिक और चारित्रिक

विकास हेतु किसी पुस्तक और कार्यक्रम से कहीं ज्यादा महत्वपूर्ण शिक्षकों का नैतिक और उच्च मूल्ययुक्त आदर्श व्यवहार है। जो विद्यार्थियों को सीधे प्रभावित करता है। गाँधी जी चाहते हैं कि शिक्षा के क्षेत्र में सबसे अधिक बल क्रिया पर दिया जाय। बालक स्वयं प्रयोग करके अपने अनुभव से सीखें। ताकि वह सीखा गया पाठ—कला उनके जीवन में चिरस्थायी बना रहे, जिसे वे आजीवन सत्य—अहिंसा के साथ प्रयोग कर सकें। इस प्रकार देखा जाय तो गाँधी जी शिक्षा द्वारा विद्यार्थियों में आदर्श नैतिकता और चारित्रिकता का विकास करना चाहते हैं, जिसके आधार पर ही विद्यार्थियों का आदर्श नागरिक के रूप में निर्माण संभव है।

गाँधी का वैश्विक परिप्रेक्ष्य

गाँधी जी वैश्विक स्तर पर आदर्श नागरिकों अर्थात् इंसानियत एवं मानवता को स्थापित करना चाहते थे। यह गाँधी जी द्वारा दिसंबर, 1940 में हिटलर को लिखे गए पत्र को पढ़ने से स्पष्ट हो जाता है, जिसमें उन्होंने मानवता के नाम पर युद्ध रोकने की अपील की। गाँधी जी ने उस पत्र में लिखा था कि 'मैं किसी को अपना शत्रु नहीं मानता। पिछले 33 वर्षों से मेरे जीवन में एक ही काम रहा है—जाति, रंग या धर्म का भेद किए बिना मानव जाति को मित्र बनाकर सारी मानव जाति की मैत्री प्राप्त करना। मैं ब्रिटिश शासन का विरोध करता हूँ, किंतु इसका यह अर्थ नहीं है कि हम ब्रिटेन के लोगों को नुकसान पहुँचाना चाहते हैं'²⁴ (जैन, 2010)। वास्तव में गाँधी जी वैश्विक महासंघ की परिकल्पना में सभी राष्ट्रों का स्वतंत्र अस्तित्व स्वीकारने के पक्ष में दिखायी पड़ते हैं। उनके अनुसार किसी भी राष्ट्र को अन्य राष्ट्रों के शोषण की आजादी नहीं रहेगी और न ही कोई राष्ट्र इतना मोहताज या लाचार होगा कि अन्य राष्ट्र उसके स्वत्व का दोहन या उसकी संप्रभुता का अपहरण कर सकेगा। गाँधी जी सभी देशों में स्त्री और पुरुष दोनों को एक साथ अपने—अपने दायित्वों का निर्वहन योग्य बनाने की बात करते हैं। उनका मानना है कि स्त्री किसी भी मायने में पुरुष से कमतर नहीं है। यह विश्व दोनों के सफल प्रयास से चल रहा है। जैन²⁵ (2010) ने गाँधी जी को उद्धृत करते हुये लिखा है कि 'स्त्रियों को सिर्फ रसोई बनाने के लिए ही नहीं सिरजा गया है और जिस हद तक रसोई बनाना आवश्यक है, उस हद तक उसमें (पति—पत्नी) दोनों को हाथ बटाना चाहिए।' वास्तव में गाँधी जी चाहते हैं कि स्त्री एवं पुरुष दोनों एक साथ मिलकर आदर्श जीवन यापन करें, जिसमें सत्य—अहिंसा और प्यार हो।

गाँधी जी ने कहा है कि 'अस्पृश्यता के गंभीर रूप ने मुझे सदा ही बड़ा कष्ट पहुँचाया है। वास्तव में अस्पृश्यता का निवारण सवर्ण हिंदुओं के लिए एक पश्चाताप है'²⁶ (सिंह, 2013)। भले ही यह बात गाँधी जी ने केवल सवर्ण हिंदुओं को संबोधित

करते हुये कहा है लेकिन यह पूरे विश्व के संपूर्ण मानव जाति पर अक्षरशः लागू होती है। दरअसल गाँधी जी का विचार था कि हमारे दिमाग की खिड़कियाँ इतनी जरूर खुली होनी चाहिए कि हम बाहर की चीजों का लाभ उठा सकें लेकिन साथ ही ये भी ध्यान रखना चाहिए कि हमारे दरवाजे इतने न खुल जाएँ कि बाहर का भीषण आँधी-तूफान हमारे अंदर दाखिल होकर हमारे परखचे उड़ा दे। गाँधी जी के अनुसार हमें बाहर की खुली ताजी हवा चाहिए, न कि दुर्गंध। 20वीं शताब्दी के प्रभावशाली लोगों में नेल्सन मंडेला, दलाई लामा, मिखाइल गोर्बाचोव, मदर टेरेसा, मार्टिन लूथर किंग (जू.), आंग सान सू की, पोलैंड के लेख वालेसा आदि ऐसे लोग हैं जिन्होंने अपने-अपने देश में गाँधी की विचारधारा का उपयोग किया और अहिंसा को अपना हथियार बनाकर अपने इलाकों, देशों में परिवर्तन लाए। यह प्रमाण है इस बात का, कि गाँधी के बाद और भारत के बाहर भी अहिंसा के जरिए अन्याय के खिलाफ सफलतापूर्वक लड़ाई लड़ी गयी और उसमें विजय भी प्राप्त हुयी है। वैश्विक स्तर पर आज सबसे अधिक उपयोगी एवं प्रासंगिक गाँधी जी की 'सादगी' है। 'सादगी एक गुण है। पर गाँधी जी के विचार से यह आवश्यकता भी है। जिस देश के लोग सादगी से रह नहीं सकते, वहाँ कोई भी अर्थव्यवस्था काम नहीं कर सकती। सादगी से लगाव न होने का मतलब है, भीतर कहीं लालच कुलांचे कर रही है और लालच, सच में, सभी बुराइयों की जड़ है'²⁸ (राजकिशोर, 2010)। गाँधी दर्शन की वैश्विक जरूरत को रत्नू²⁹ (2002) ने इस प्रकार बताया है कि गाँधी दर्शन प्रगति, विकास और शांति का एक मंथन है। अहिंसा का रोशन चिराग है और इस दर्शन में आज भी वो तेज है, जो नई दुनिया को दिखाता है, जिसमें आपसी भाईचारा है, आपसी सौहार्द है। इस प्रकार वैश्विक स्तर पर गाँधी का आदर्श, जीवन-दर्शन हमेशा प्रासंगिक बना रहेगा।

निष्कर्ष

उपरोक्त समस्त विश्लेषण से स्पष्ट हो जाता है कि हथियार और हिंसा किसी भी समस्या का समाधान नहीं हो सकता हैं। ये समस्याओं को कम करने के बजाय और ज्यादा बढ़ा देते हैं। हिंसा लोगों में नफरत, भय और गुस्सा फैलाने का साधन है। गाँधी जी का मानना था कि अहिंसा के मार्ग द्वारा हम बिना हथियार उठाये, अपने से ताकतवर शत्रुओं पर भी विजय पा सकते हैं। एक आदर्श नागरिक के लिए इससे बड़ा मिसाल और क्या हो सकता है। यदि हम सभी गाँधी जी की इस बात का अपने दैनिक जीवन में, कार्य-व्यवहार में पालन करें तो हम समाज और राष्ट्र के निर्माण में अपना योगदान देते हुये आदर्श नागरिकों का फर्ज अदा कर सकते हैं। आदर्श नागरिकों का निर्माण मैत्री भाव और विश्व बंधुत्व के द्वारा ही संभव है। वास्तव में वर्तमान वैश्विक

जगत में आदर्श नागरिकों के निर्माण में गाँधी दर्शन की महती जरूरत जान पड़ती है। स्वतंत्रता संघर्ष के अलावा आधुनिक भारत में ऐसी कई घटनाएँ हैं, जो हमें अहिंसा का महत्व समझाती हैं और हमें यह बात बताती है कि आखिर कैसे बिना रक्त का एक कतरा बहाये भी समाज में कई बड़े परिवर्तन लाये जा सकते हैं। हम आशा कर सकते हैं कि वह दिन दूर नहीं जब संसार में किसी प्रकार की हिंसा नहीं होगी और हम हर समस्या को शांतिपूर्वक बिना किसी को कोई नुकसान पहुँचाये तथा बिना रक्त की एक भी बूँद बहाये हल करने में सक्षम हो सकेंगे। गाँधी दर्शन आज एक जीवन पद्धति बन गई है, एक जीने का सलीका बन गया है। यह एक ऐसा दर्शन है, जो हम सभी को जीवन की समरसता के नए आयाम दिखाता-सिखाता है। गाँधी जी पूरी दुनिया में शांति, प्रेम, अहिंसा, सत्य, ईमानदारी, मौलिक-शुद्धता और करुणा के पर्याय तथा इन उपकरणों के सफल प्रयोगकर्ता के रूप में याद किये जाते हैं और सृष्टि के अंतिम मनुष्य की आखिरी साँस तक याद किये जाते ही रहेंगे।

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जे. कृष्णमूर्ति का शिक्षा दर्शन

—विजय महादेव गाडे

भारत में शिक्षाविदों की कमी नहीं है। इन शिक्षाशास्त्रियों में एक नाम है जे. कृष्णमूर्ति। बीसवीं शती के एक चिंतक, विचारक एवं शिक्षाशास्त्री के रूप में कृष्णमूर्ति का नाम सम्मान सहित लिया जाता है। उनके नाम के साथ एक रहस्य और गूढ़पन जुड़ा हुआ है और जब तक हम कृष्णमूर्ति के नज़दीक नहीं जाते उनकी बातें हमारी समझ में नहीं आती। थियोसाफिकल सोसायटी के संस्कार लेकर कृष्णमूर्ति ने सन् 1929 से अपने जीवन का सफर नए सिरे से शुरू किया। अपना खुद का दर्शन विकसित करते हुए वे जग के समक्ष एक दार्शनिक रूप में प्रस्तुत हुए। कृष्णमूर्ति एक ऐसे दार्शनिक हैं, जिन्होंने आत्मज्ञान पर अधिक बल दिया है।

सन् 1912 में कृष्णमूर्ति ने शिक्षणशास्त्र के संदर्भ में अपनी पहली रचना लिखी उस समय उनकी उम्र थी महज 19 साल और पुस्तक का नाम था—‘एजुकेशन एज सर्विस’। इस रचना में उन्होंने सर्वप्रथम शिक्षा पर अपने विचार रखे हैं। वे लिखते हैं—“बचपन में पाठशाला में पढ़ते समय मैंने जो अनुभव प्राप्त किए, उनकी स्मृतियों पर आधारित यह रचना है। शिक्षा प्रणालियों में जो सही है उस पर मैं कुछ नहीं कहता लेकिन जो अयोग्य या अनुचित है उस पर मैं अपनी बात रखना चाहता हूँ। शिक्षा है जो मानव जाति के बीच बंधुता को बढ़ावा दे न कि अलगपन। जाति, धर्म, वंश जैसे भेद निर्माण न हो। मेरी परंपरा ही सही है इस गलतफहमी में कोई भी न रहें। अपना देश प्रेम या राष्ट्रवाद हमें और देशों के प्रति द्वेष जगाता है यह शिक्षा नहीं है। राष्ट्रप्रेम की अगली सीढ़ी विश्वप्रेम है।”¹ इस कथन से यही स्पष्ट होता है कि 19 वर्ष की आयु में उनके विचार कितने गहन एवं गंभीर थे।

उपरोक्त रचना के अलावा कृष्णमूर्ति ने और बारह पुस्तकें शिक्षा को लेकर लिखी हैं जिनके रचना—‘द पर्पज ऑफ एजुकेशन’ (1930), ‘एजुकेशन एंड सिग्निफिकंस ऑफ लाईफ’ (1953), ‘ऑन लर्निंग’ (1958), ‘धिस मॅटर ऑफ कल्चर’ (1964), ‘टॉक्स टू अमेरिकन स्टूडेंट्स’ (1970), ‘यू आर द वर्ल्ड’ (1972), ‘कृष्णमूर्ति ऑन एजुकेशन’ (1974), ‘लाईफ अहेड’ (1975), ‘बिगिनिंग ऑफ लर्निंग’ (1974), ‘लेटर्स टू द स्कूल्स भाग 1’ (1981), ‘लेटर्स टू द स्कूल्स भाग 2’ (1985), ‘थिंग्स ऑफ द माईड डॉयलॉग्स विथ जे. कृष्णमूर्ति’ (1988) आदि। इन सभी रचनाओं के माध्यम से कृष्णमूर्ति ने अपने शिक्षा विषयक चिंतन को प्रस्तुत किया है। 1925 से

1929 तक के समय में उन्होंने जो भी चिंतन किया उसे शिक्षा विषयक पुस्तकों के माध्यम से समाज के सामने रख दिया। उनका खुद का दर्शन और स्वयं की अभिनव जीवन दृष्टि विकसित करने हेतु नई शिक्षा प्रणाली का उन्होंने उद्घोष किया।

छोटे बच्चों का मन संस्कारों के लिए सक्षम होता है और उन्हें शिक्षा प्रणाली के माध्यम से अगर अच्छे संस्कार मिलेंगे तो भविष्य में वे एक उत्तम नागरिक बन जाएंगे इस बात पर कृष्णमूर्ति को भरोसा था।

शिक्षा प्रणाली के संदर्भ में उन्होंने जो विचार रखे हैं वह आज भी प्रासंगिक हैं। आज भी उनमें कोई अंतर नहीं पड़ा है। उनके अनुसार वर्तमान शिक्षा प्रणाली मानव नहीं अपितु मशीन बनाती है और यह विद्यार्थी अपना स्वतंत्र विचार नहीं रख पाते क्योंकि उनकी सोच की क्षमता ही खत्म होती जा रही है। आज शिक्षा का संदर्भ नौकरी से ही जुड़ा हुआ है और इसलिए एक विशिष्ट कौशल प्राप्त करने के लिए शिक्षा ग्रहण करना सीमित अर्थ ही शिक्षा से जुड़ा हुआ है।

जीवन की एक सुरक्षित चौखट बनाकर, पैसा, पद और प्रतिष्ठा प्राप्त करना और दैहिक उपभोग के साधन जुटाना इतना ही शिक्षा का मर्यादित अर्थ है। यह शिक्षा प्रणाली मानवी मन का न विकास कर पाती है और न ही इससे बुद्धि का विकास होता है। वह केवल गुलामी की आदत का निर्माण कर सकती है। प्रत्येक मनुज में जो मानवता निहित होती है उसके बारे में यह शिक्षा प्रणाली मौन रखती है। किसी भी तांत्रिक या तकनीक कौशल से जीवन सफल नहीं हो सकता इसलिए इस शिक्षा प्रणाली का कोई भी मूल्य नहीं है।

तकनीकी प्रगति मानव जीवन को पूर्णतया की ओर नहीं ले जा पाती और इसलिए मानव समृद्ध नहीं हो सकता। जीवन की सार्थकता से आदमी दूर रहता है। उसका आत्मसंघर्ष खत्म नहीं होता और दुःख बढ़ता रहता है। वह आनंद से सैकड़ों मील दूर रहता है। विज्ञान और तकनीकी प्रगति से आदमी के हाथ में भयानक हथियार आए हैं। मानवी हृदय प्रेमशून्य अर्थात् भावनाओं से दूर जा रहा है। मनुष्य का बुद्धि पक्ष प्रबल हुआ है और भाव पक्ष समाप्त हुआ है। संक्षेप में और एक शिक्षाविद् आचार्य विनोबा भावे के अनुसार अब 'साक्षर' नहीं हम 'राक्षस' बन चुके हैं।

उपरोक्त विवेचन से यही स्पष्ट होता है कि अब आदमी में सद्गुणों के बजाय दुर्गुणों की वृद्धि हो रही है जो इंसान को सोचने नहीं दे रही है। मन शांत एवं स्थिर नहीं रह पाता और मन का कोलाहल खत्म नहीं होता।

परीक्षा, उपाधि, विश्वविद्यालय के नाम से ही संप्रति शिक्षा प्रणाली चल रही है लेकिन इससे आदमी भ्रमित एवं आत्ममुग्ध बन गया है। अपनी बौद्धिक, आर्थिक और अधिकांश अपनी रूचि के मुताबिक आदमी शिक्षा की दिशा तय करता है लेकिन जब

सामने जिंदगी की असली लड़ाई आती है तब लड़ने की और एक अच्छे इंसान के रूप में जीने की क्षमता उसमें नहीं होती।

मेरे मतानुसार वर्तमान सदी ज्ञान ही नहीं अपितु जानकारी की सदी है। इसको ही हम विकास कहते हैं। लेकिन उस मनुष्य के मन में जो कमजोरियाँ होती हैं वह खत्म नहीं होती और वर्तमान आदमी के अपने मन के खिलाफ कोई छोटी सी बात होती है तब वह आत्मघात करता है। वर्तमान में आत्मघात की समस्या से हर कोई परेशान है। समाज का एक भी वर्ग ऐसा नहीं है जो आत्मघात की इस समस्या से मुक्त हैं। छात्र, किसान, अध्यापक यहाँ तक डॉक्टर भी अब आत्मघात क्यों कर रहे हैं? इसका उत्तर वर्तमान शिक्षा प्रणाली की असफलता में छिपा हुआ है। आदमी अब आत्मसंवाद करना भूल गया है और संवाद करने के लिए उसके पास कोई और मनुष्य बचा नहीं है।

कृष्णमूर्ति के अनुसार आज सरकार भी यह नहीं चाहती कि शिक्षा से परिपूर्ण आदमी का निर्माण हो। सरकार केवल मानवी यंत्रों का निर्माण चाहती है जिनके पास कोई विशिष्ट कौशल हो और वही बात धर्म की भी है। धार्मिक संगठन एवं शासकीय प्रणाली को सर्वाधिक खतरा इन मनुष्यों से हैं और दोनों मानवीय भावनाओं से परिपूर्ण मनुष्य से डरते रहते हैं। इस कारण धर्म और सरकार शिक्षा प्रणाली पर अपना प्रभुत्व जमाने की कोशिश में प्रयासरत रहते हैं। वर्तमान शिक्षा प्रणाली से कौशल विकसित होते हैं लेकिन सच्चे मनुष्य का निर्माण नहीं होता। इसलिए समाज में अंततः परिवर्तन नहीं होता यह वर्तमान की सबसे बड़ी त्रासदी है। शिक्षा के इस बाजार में सच्ची शिक्षा प्राप्त नहीं होती यह सबसे बड़ी युगीन सच्चाई है।

कृष्णमूर्ति के अनुसार यह वर्तमान शिक्षा प्रणाली है और इस भयावह स्थिति में आदमी की संवेदना खत्म न हो इसके लिए हमें प्रयास करने होंगे। यही शिक्षा का मूल उद्देश्य भी है।²

उनकी रचना 'एस्कैप फ्रॉम नॉलेज' के माध्यम से उन्होंने एक बात स्पष्ट की है जो सभी शिक्षाविदों को आँखें खोल देती है। कृष्णमूर्ति लिखते हैं—“ज्ञान से आदमी भ्रमित होता है अर्थात् उसके विचारों की दिशा धूमिल हो जाती है। अज्ञान तो बुरा है इसमें कोई दो राय नहीं है इसलिए जब आप ज्ञान से मुक्त हो जाओगे, अपने आप मुक्त हो जाएँगे। इसलिए जरूरत है ज्ञान से मुक्त होने की। जिस समय आप ज्ञान से मुक्त होंगे तो उसका (ज्ञान का) बोझ अपने आप खत्म होगा।”³

दूसरी और एक बात उन्होंने इसमें जोड़ दी है वह इस प्रकार है—“अध्यापकों, शिक्षकों एवं प्राध्यापकों को एक बात अपने जेहन से निकलनी चाहिए कि आप पढ़ाते हैं इसलिए छात्र पढ़ते हैं। छात्रों का पढ़ना महत्वपूर्ण है आप का पढ़ाना नहीं।”⁴

उपरोक्त बातों से यह स्पष्ट होता है कि कृष्णमूर्ति अध्यापन के बजाय अध्ययन को अधिक महत्व देते हैं और यहीं उनकी मुख्य विचारधारा का महत्वपूर्ण सूत्र है।

शिक्षा का उद्देश्य आमूलाग्र परिवर्तन है न कि ऊपरी तौर पर या सतह का परिवर्तन क्योंकि जैसा मैंने ऊपर कहा है कि शिक्षा से अगर साक्षर पैदा होने के बजाय राक्षस पैदा होते हैं तो उसका कुछ भी मूल्य नहीं है। शिक्षा का ध्येय मुक्त एवं निर्भय व्यक्ति बनाना है। उनकी प्रज्ञा के द्वार खुलने चाहिए। इससे नई संस्कृति का निर्माण होगा और यही नवनिर्माण मनुष्य के लिए, समाज के लिए उपयोगिता को सिद्ध करेगा। समाज में सुसंवाद निर्माण होगा और बच्चों को अपनी रुचि के अनुसार शिक्षा लेने की सुविधा मिल जाएगी। शिक्षा प्रणाली में मूल्य शिक्षण पर अधिक बल देना जरूरी होगा इसके लिए क्लास रूप में अधिक छात्रों की तादाद नहीं होनी चाहिए जिससे कि शिक्षक उन छात्रों की ओर वैयक्तिक ध्यान दे सके। छात्रों की भीड़ मूल्य शिक्षण के लिए घातक ही सिद्ध होगी। जिस आदमी के मन में शिक्षा के प्रति जिज्ञासा और कौतूहल है वही आदमी किसी छोटी पाठशाला में शिक्षा दे सकता है और इसके लिए अधिक साधनों की भी जरूरत नहीं है यह उनका अभिमत है। ऐसे स्कूल त्याग की बुनियाद पर ही खड़े रहते हैं और इसके लिए धन की चिंता नहीं करनी चाहिए। कृष्णमूर्ति की इस संदर्भ में महत्वपूर्ण बात यह है कि ऐसे स्कूलों के लिए लोग खुद धन देंगे और यह स्कूल कभी खत्म नहीं हो सकते। भौतिक सुधार, साधन, पैसा, नेताओं के आश्वासनों से समाज के प्रश्नों का हल नहीं होगा। इसके लिए स्कूल की शिक्षा ही कारगर साबित हो सकती है। इन स्कूलों के परिणाम जब दिखाई देंगे तब लोग ऐसे स्कूल की ओर आकर्षित होंगे और इसके लिए शिक्षकों के मन में नए विचार उभरने की परम आवश्यकता है। पाठशाला एवं संस्थानों में छात्रों के लिए महत्वपूर्ण स्थान नहीं होता। इसलिए शिक्षा का केंद्र बिंदु छात्र नहीं, स्कूल होता है लेकिन यह चित्र बदलना चाहिए।

जब लोगों ने कृष्णमूर्ति को इस प्राक्कल्पना पर सवाल उठाए तब उन्होंने ऐसे कई स्कूलों का निर्माण भी किया है। यह स्कूल इंग्लैंड, अमरीका, कनाडा और भारत में भी है। इन पाठशालाओं को कृष्णमूर्ति स्कूल के नाम से जाना जाता है। भारत में ऋषिद्वेली जो जगद्विख्यात है। ओहाय (कॅलिफोर्निया), ब्राकवुड पार्क (ब्रिटेन) कुछ उल्लेखनीय स्कूलों के नाम हैं।

उपरोक्त स्कूलों के साथ और कई स्थानों पर कृष्णमूर्ति ने स्कूल खोले हैं जिनमें राजघाट स्कूल (भारत), द स्कूल के. एफ. आय. (भारत), द व्हॅली स्कूल हरिद्वनम् (भारत) बाल-आनंद, आकाशदीप (भारत), द ओक ग्रेव्ह स्कूल (अमेरिका), व्हॅकुअर स्कूल (अमेरिका) आदि।

‘लेटर्स टू द स्कूल’ पुस्तक का पहला पत्र इस संदर्भ में उनकी शिक्षा विषयक अवधारणा को स्पष्ट करता है—“इस स्कूल का उत्तरदायित्व जिनके काँधों पर है, वे संपूर्ण मानव निर्माण का उत्तरदायित्व अच्छी तरह से निभाएँगे। दुनिया की रीति यही है कि पहले पैसा प्राप्त करे और बाद में परिपूर्ण मानव का निर्माण करना किंतु हम यह क्रम नहीं मानते। हम सर्वप्रथम परिपूर्ण मनुष्य का निर्माण करेंगे और बाद में धन के बारे में सोचेंगे। धन के बल पर आदमी सुखी एवं समृद्ध नहीं बन सकता इसलिए परिपूर्ण मनुष्य का निर्माण इन स्कूलों के द्वारा होगा।”⁵ इसका सीधा अर्थ है हृदय और मन का संवर्धन एवं आकलन। इस तरह का सुसंवाद इसमें अभिप्रेत है।

शिक्षा प्रणाली के साथ शिक्षक धर्म पर कृष्णमूर्ति ने अपनी अवधारणाओं को स्पष्ट किया है—“केवल शिक्षक ही परिवर्तन कर सकता है। जो शिक्षक संस्कारबद्ध जीवन से मुक्त है वही छात्रों को मुक्त कर सकता है लेकिन ऐसे शिक्षक आज उपलब्ध नहीं है यही सबसे बड़ी दुविधा है। मूलतः शिक्षक के मन में नवनिर्माण एवं नवनिर्मित की प्रेरणा जागृत होनी चाहिए तब वह छात्रों में उसी प्रेरणा को जगा सकता है। किसी भी संस्कृति की बुनियाद शिक्षक पर निर्भर रहती है। अध्यापकों का उत्तरदायित्व बहुत बड़ा होता है और जब तक वह खुद को नहीं पहचानता तब तक यह असंभव है। उसका आत्मविकास सबसे महत्वपूर्ण है। शिक्षा प्रणाली में छात्र समस्या नहीं अपितु उनके सही ढंग से पढ़ाने वाले शिक्षक नहीं है यह सबसे बड़ी समस्या है। स्वतंत्र विचारधारा के अभिभावक नहीं मिलते यह भी एक समस्या है। शिक्षकों की बुनावट इस संदर्भ में महत्वपूर्ण है। शिक्षक का एक अलग धर्म है और वह है शिक्षक धर्म। उस पर अगर किसी अन्य विचारधारा का प्रभाव है तो वह शिक्षक नहीं बन सकता।”⁶

इसका सीधा अर्थ यही है कि छात्रों को केवल जानकारी और ज्ञान देने तक शिक्षक की जिम्मेदारी सीमित नहीं है। इससे आगे जाकर शिक्षक को कुछ और करना आवश्यक है। छात्रों के सामने केवल आदर्श रखने से कुछ काम नहीं होगा। छात्रों को मुक्त करने के लिए और सृजनशील बनाने के लिए मदद करना शिक्षक का सही धर्म है क्योंकि छात्र के सामने कोई आदर्श चौखट रखने से कोई लाभ नहीं होगा। वजह यह है कि छात्र उस चौखट में खुद को समाने का प्रयास करता है। इस उलझन में यह प्रश्न निर्माण हो जाता है कि छात्र पर जब जबरदस्ती की जाती है तो उसकी रुचि अलग हो जाती है। वह बनना एक चाहता है और बनता कुछ अलग ही है और इसका विपरित परिणाम उसके व्यक्तित्व पर हो जाता है। शिक्षक ही नहीं किसी भी आदमी को जो ज्ञान प्राप्त हो जाता है वह संस्कारों से ही मिलता है और इसलिए वह पूर्वग्रह दूषित ज्ञान होता है। हम सब संस्कारों से बद्ध होते हैं और इसलिए सर्वप्रथम हमें अपने अतीत एवं

संस्कारों से मुक्त होना जरूरी है। जब तक हम इस बात से आजाद नहीं हो सकते तब तक हम औरों को आजाद नहीं कर सकते।

जिन लोगों का सत्य से साक्षात्कार हुआ है उन लोगों के लिए मुक्त होना आसान है। लेकिन मूलतः सत्य प्राप्ति के लिए हमें संस्कारों से ही मुक्ति प्राप्त करनी होगी। मन को मुक्त करते हुए स्वतंत्र प्रज्ञा को जागृत करना यह शिक्षा का मुख्य उद्देश्य है लेकिन वर्तमान शिक्षा प्रणाली से यह नहीं हो सकता। इसलिए कृष्णमूर्ति के अनुसार आधुनिक शिक्षा प्रणाली पूर्णतः असफल हुई है। आज विज्ञान एवं तकनीक प्रगति अपनी चरमसीमा पर पहुँची है लेकिन फिर भी लोक युद्ध करते हैं। आज जानलेवा रेस चल रही है हर कोई उस रेस में शामिल हो रहा है लेकिन यह रेस घोड़ों की नहीं गधों की है और इसलिए 'मुझे गिरा के तुम संभल सको तो चलो' क्योंकि 'यहाँ कोई किसी को रास्ता नहीं देता' इस मुकाम पर हम आ पहुँचे हैं। दुनिया के हर कोने में आज युद्धजन्य स्थिति है इसका अर्थ यही है कि हमारी शिक्षा प्रणाली में कुछ न कुछ खामियाँ जरूर हैं। और एक सब से बड़ी बात यह है कि दुनिया के सामने जो भी समस्याएँ हैं वह उन सुशिक्षित लोगों ने ही निर्माण की हैं, अज्ञानी लोगों ने नहीं। यह सब से बड़ा खतरा मानव जाति के सामने है।

वर्तमान मानव जाति के सामने दो प्रमुख समस्याएँ हैं जिसमें प्रथम है 'आधुनिकताहीन संस्कृति' और दूसरी है 'संस्कृतिहीन आधुनिकता' और समाज का इन दो वर्गों में विभाजन हुआ है। इसका मूल भी वर्तमान शिक्षा प्रणाली में ही है। जब तक हम इन दो बातों से आजाद नहीं होंगे हमारे लिए मुक्ति एक स्वप्न के समान ही प्रतीत होगी।

उपरोक्त विवेचन से यहीं तथ्य उभरता है कि हमें सर्वोच्च स्थान की अपेक्षा रहती है और इसलिए हम आधुनिकता, संस्कृति जैसी बातों का आधार लेते हैं लेकिन सच्चाई इसके विपरीत ही है। इसके कारण ही समस्याओं का निर्माण होता है।

'शिक्षा क्या है?' इस व्याख्यान में कृष्णमूर्ति ने अपनी बात को स्पष्ट करते हुए कहा था—“गंगा बस इतनी नहीं है जो ऊपर-ऊपर हमें नजर आती है। गंगा तो पूरी की पूरी नदी है, शुरु से आखिर तक, जहाँ से उद्गम होता है, उस जगह से वहाँ तक, जहाँ यह सागर से एक हो जाती है। सिर्फ सतह पर जो पानी दिख रहा है, वहीं गंगा है, यह सोचना भी नासमझी होगी। ठीक इसी तरह से हमारे होने में कई चीजे शामिल हैं, और हमारी ईजादें, सूझें, हमारे अंदाज, विश्वास, पूजा-पाठ, मंत्र ये सब के सब तो सतह पर ही हैं। इनकी हमें जाँच-परख करनी होगी और तब इनसे मुक्त हो जाना होगा। इन सबसे, सिर्फ उन एक या दो विचारों, एक या दो निजी-विधानों से ही नहीं जिन्हें हम पसंद करते हैं।”⁷

इससे यही स्पष्ट होता है कि सत्य के दर्शन के लिए खुद को जानना निहायत जरूरी है। सभी विचारधाराएँ, प्रणालियाँ, पुस्तकें, दर्शनशास्त्र, गुरु-शिष्य परंपरा, इन सबसे जब तक आप किनारा नहीं करते और आत्मपहचान नहीं करते तब तक आप खुद का आकलन नहीं कर सकते हैं। जिस वक्त आप यह सब करेंगे तब ही आप को सत्य की प्राप्ति होगी और आप मुक्त हो जाएँगे।

आज के महानगरीय मशीनीकरण युग में प्रचलित प्रारूप असफल हो गए हैं तथा मनुष्य के और उसके जटिल एवं सामयिक समाज के बीच कोई सार्थक संबंध नहीं रहा है। ऐसी संकट की स्थिति में हमें शिक्षा के संदर्भ में हमारी तो पुरातन आधारणाएँ हैं वह बदलनी चाहिए यह कृष्णमूर्ति का कथन है।

निष्कर्ष

हमारी सबसे बड़ी समस्या यह है कि हमने अपने मन में अनेक गलत अवधारणाएँ और भ्रम पालकर रखे हैं जिससे हम मुक्त नहीं हो सकते या हम मुक्त होना नहीं चाहते। संस्कार, रीति, परंपरा, संस्कृति, इतिहास और न जाने कितने ताले हमने अपने मन पर लगाए हैं। चूँकि ताले हमारे अपने हैं इसलिए इससे आजाद होने की चाबी भी हमारे पास ही होती है लेकिन इन तालों को तोड़ने का या खोलने का साहस हमारे पास नहीं है। समस्या तालों का नहीं चाबी की है जो हमारे पास ही है लेकिन हम उसका उपयोग नहीं करते और न करना चाहते हैं और इसी से समस्याओं का निर्माण हो जाता है। जब तक हम खुद से, स्वः से आजाद नहीं होते तब तक हम किसी को भी आजाद नहीं कर पाते यही शिक्षा प्रणाली के संदर्भ में भी सार्थक प्रतीत होता है। वहीं आदमी अच्छा शिक्षक बन सकता है जो खुद आजाद है और मन पूर्वग्रहों से मुक्त है। कृष्णमूर्ति की भी यही अवधारणा है ऐसा मानने में हमें कोई संकोच नहीं है।

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2. वहीं, पृष्ठ 62
3. वहीं, पृष्ठ 123
4. वहीं, पृष्ठ 129
5. वहीं, पृष्ठ 156
6. वहीं, पृष्ठ 173
7. वहीं, पृष्ठ 182

पं. मदन मोहन मालवीय

—मुदित राठौड़

“शिक्षा विद्यापादीयते उन्नति शिक्षा”

(तैत्तिरीयोपनिषद्)

अर्थात् प्राणी जिस साधन प्रणाली से ज्ञान उपार्जित करता है उसी का नाम शिक्षा है।

आज इस भौतिकवादी युग में मानव अपने पथ से विचलित हो रहा है। आज शिक्षा व छात्र के मध्य संबंधों में कटुता आ रही है शिक्षक धन को अधिक महत्व देने लगा हैं वैदिक और औपनिषदक युगों के गुरु और आचार्य धन तथा भौतिक समृद्धि के लिए विख्यात नहीं थे बल्कि अपनी विद्वता, सत्यनिष्ठा और कर्तव्य परायणता के लिए विख्यात थे। आज शिक्षा के क्षेत्र में पं. मदन मोहन मालवीय जी के विचारों का अपना विशेष महत्व है। उन्होंने नैतिक शिक्षा पर बल दिया जिसकी आधुनिक युग में बहुत अधिक आवश्यकता है। मालवीय जी शिक्षा की शक्ति में अटूट श्रद्धा रखते थे। उन्होंने शिक्षा का उद्देश्य भारतीय संस्कृति को सुरक्षित रखना बताया।

पंडित मदन मोहन मालवीय के दार्शनिक विचार :

पं. मदन मोहन मालवीय ने वेदों, उपनिषदों, स्मृतियों, पुराणों और शैव एवं वैष्णव संप्रदायों के दार्शनिक चिंतन में जो अच्छा लगा उसे स्वीकार किया। वे सनातन धर्म के मानने वाले थे, किसी संप्रदाय विशेष के अनुयायी नहीं। उन्होंने स्पष्ट रूप से कहा कि सनातन धर्म पृथ्वी पर सबसे पुराना और पुनीत धर्म हैं जब उनसे प्रश्न किया कि यह सनातन धर्म क्या है? तो उन्होंने कहा—सनातन धर्म वह है जो वेदों, स्मृति एवं पुराणों में प्रतिपादित है। गीता के तो वे अनन्य प्रेमी थे। उनका विश्वास था कि यदि संसार के मनुष्यों को गीता का पाठ पढ़ा दिया जाए तो पृथ्वी पर ही स्वर्ग उतर आएगा। गीता में ज्ञान, कर्म, भक्ति और राजयोग सभी को प्रतिपादित किया गया है। परंतु मालवीय जी ने इनमें से कर्म और भक्ति को श्रेष्ठतम माना। वे अपने जीवन के प्रत्येक क्षेत्र में, अपने कर्म (कर्तव्य) का पालन करते थे और इसी को महत्वपूर्ण मानते थे। गीता के अनुसार—“शिक्षा वह प्रक्रिया है जिसके द्वारा मनुष्य सब प्राणियों में पृथक्ता के दर्शन न कर

सब में उस अविनाशी परमात्मा के दर्शन करता है और सभी को समभाव से देखता है अर्थात् शिक्षा की प्रक्रिया द्वारा व्यक्ति त्रिगुणमयी प्रकृति की माया से ऊपर उठकर परमात्मा के दर्शन कर लेता है और उसी में एकीभाव से स्थित हो जाता है।” शिक्षा की यह प्रक्रिया आजीवन ही नहीं जन्म जन्मांतर तक चलने वाली प्रक्रिया है। उनकी जीवन शैली और उनके द्वारा समय-समय पर प्रस्तुत धर्म-दर्शन संबंधी विचारों से पता चलता है।

- **तत्त्व मीमांसा**—तत्त्व मीमांसा में मालवीय जी ने ईश्वर के स्वरूप को पहचानने पर बल दिया। उन्होंने संपूर्ण ब्रह्माण्ड की रचना को ब्रह्म रूप द्वारा की गई बताया है जिसे ईश्वर का रूप प्रदान किया गया है तथा आत्मा का इस जगत से क्या संबंध है को स्पष्ट किया है। यह वस्तु जगत अद्वैत वेदांत का माया जाल बताया है। मालवीय जी ने सत्य व वास्तविकता पर बल दिया जो आत्मा, ईश्वर, परमात्मा को पहचानने का साधन हैं। आत्मा की संसार में क्या भूमिका होनी चाहिए के संबंध को स्पष्ट करते हुए बताया कि आत्मा, संसार में जन्म से मृत्यु तक विद्यमान रहती है और आत्मा संसार को छोड़ने के लिए चार अवस्थाओं में से गुजरती है। चतुर्थ अवस्था में वह जन्म-मृत्यु के बंधन से मुक्त हो जाती है।

- **ज्ञान मीमांसा**—मालवीय जी ने ज्ञान उसे कहा जो सत्य व वास्तविक है जिसमें सत्य प्रकाश की भाँति चमकता रहता है। उसके अनुसार ज्ञान की वास्तविकता की चार अवस्थाएँ होती हैं—

सत्य व वस्तुनिष्ठता—किसी भी ज्ञान की सत्यता उसके वस्तुनिष्ठ होने से होती है। सत्यता से ही जीवन को पूर्ण सत्य ज्ञान की प्राप्ति मिलती है। सत्य ज्ञान वही होता है जो प्रत्यक्ष व इंद्रियों में सविकर्ष होता है, घटित होता है।

ज्ञान की सत्यता—ज्ञान की सत्यता होने पर ही मनुष्य जीवन में आगे बढ़ने को प्रेरित होता है। ज्ञान की सत्यता ही विद्यार्थी में आत्म विश्वास पैदा करती है।

तर्क के आधार पर निष्कर्ष प्राप्त करना—सत्य ज्ञान तर्क सम्मत होता है। तर्क के द्वारा निष्कर्ष निकलना ही उस ज्ञान की वास्तविकता को प्रकट करता है। ज्ञान की तार्किक प्रवृत्ति उस ज्ञान को समझने में सरलता प्रदान करती है। इन परिस्थितियों के अलावा ज्ञान प्राप्ति के चार साधन माने हैं।

- ❖ इंद्रियों के प्रत्यक्षीकरण से प्राप्त ज्ञान
- ❖ तार्किक न करने से प्राप्त ज्ञान

- ❖ अपने निर्णय करने की क्षमता से प्राप्त ज्ञान
- ❖ अंतर्दृष्टि से प्राप्त ज्ञान
- **मूल्य मीमांसा**—मालवीय जी ने मूल्य मीमांसा में निहित जीवन के मूल्यों, उद्देश्यों एवं आदर्शों को मनुष्य के लिए आवश्यक माना है। मालवीय जी ने मूल्य मीमांसा के तीनों भागों को स्वीकार किया है।
- ❖ **तर्कशास्त्र**—तर्कशास्त्र के अंतर्गत उन वाद-विवादों, तर्कपूर्ण युक्तियों का अध्ययन करना जो भविष्य का अनुमान लगाने में सहायक हैं।
- ❖ **नीतिशास्त्र**—इस शास्त्र का मानव जीवन से गहरा संबंध है व्यक्ति के आचार-विचार, व्यवहार, चरित्र आदि का अध्ययन इस शास्त्र में निहित है। मनुष्य को जिन मूल्यों की आवश्यकता जन्म से मृत्यु तक होती हैं उन सब मूल्यों को नीतिशास्त्र में निहित किया गया है। मालवीय जी ने कई जीवनमूल्यों पर बल दिया है। जैसे—दूसरों के सांस्कृतिक मूल्यों की सराहना, अस्पृश्यता का विरोध, शिष्टाचार, आत्म नियंत्रण, अहिंसा, सज्जनता, देशभक्ति, धर्म निरपेक्षता, सहानुभूति, स्वच्छता, सहनशीलता, दूरदर्शिता, स्वतंत्रता, भक्ति, आशावादिता, क्षमाशीलता, सेवाधर्म परमधर्म, शांति, सरलता, त्याग, दयालुता, अनुचित काम की लज्जा, जिज्ञासा, ईमानदारी इन सब मूल्यों का मानव जीवन में होना अत्यंत आवश्यक है।
- ❖ **सौन्दर्यशास्त्र**—पं. मदन मोहन मालवीय ने मानव की सुंदर रचना एवं प्राकृतिक सौंदर्य वातावरण को सम्मिलित किया है। सुंदर दिखने मात्र को ही सुंदर नहीं कहा बल्कि व्यक्ति को बाह्य सुन्दर होने के साथ-साथ आंतरिक सुंदरता को भी प्रकट करना चाहिए। सुंदर मन से सुंदर संसार की रचना संभव हो पाई है, प्रकृति में सभी वस्तुएँ सुंदर हैं अगर आवश्यकता है तो उसे सुंदर बनाये रखने की।

पं. मदन मोहन मालवीय के अनुसार विद्यालय एवं समाज का स्वरूप :

मालवीय जी के अनुसार विद्यालय का वातावरण ज्ञान-लालसा का संचार करने वाला होना चाहिए। ज्ञान के क्षेत्र में कुछ ना कुछ नवीन मुझे करना है, ऐसी तीव्र लालसा विद्यार्थियों की सदैव होनी चाहिए। विद्यालय समय-सारणी का इस प्रकार निर्माण किया जाना चाहिए जिसके अंतर्गत व्याख्यान, परिसंवाद, वाद-विवाद, वन-विहार, व्यायाम, शारीरिक परिश्रम इत्यादि कार्यक्रम नियमित रूप से संचालित हो। विद्यालय तथा छात्रावास दोनों में ही शिक्षकों को इन कार्यों को प्रमुख स्थान देना

चाहिए। इसके लिये आवश्यक है कि शिक्षकों को चरित्रवान होना चाहिए, जिससे वे विद्यार्थियों का उचित मार्गदर्शन कर सकें। शिक्षकों को अपने पढ़ाने के विषयों का उत्तम ज्ञान तो होना ही चाहिए तथा विद्यार्थियों के साथ उनका आत्मीयतापूर्ण एवं प्रेमपूर्ण व्यवहार होना चाहिए। छात्रावास में भी उनका व्यवहार उत्तम होना चाहिए। छात्रावास प्रभारी को यदि अधिक काम दे दिया तो वह वांछित रूप से कार्य नहीं कर पाएँगे और अव्यवस्था हो जाएगी। अतः मालवीय जी का मानना था कि एक व्यक्ति सोलह से लेकर चौबीस वार्डों की ही देखभाल सहज तथा उत्कृष्ट रीति से कर सकता है।

विद्यालय व छात्रावास का शांतिमय एवं आनंददायक वातावरण बनाने का शिक्षकों को प्रयत्न करना चाहिए जिससे कि विद्यार्थी अध्ययन में रुचि लें और स्वयं के जीवन को सफल बना सकें क्योंकि आज के बालक ही भावी राष्ट्र का निर्माण करते हैं। अतः विद्यालय वातावरण को सर्वोत्तम बनाने का अध्यापकों को प्रयत्न करना चाहिए।

विद्यालय का वातावरण ऐसा होना चाहिए जहाँ बालक का समग्र विकास हो। शिक्षण संस्थाएँ केवल उपाधियाँ प्रदान करने तक सीमित न होनी चाहिए उसमें वास्तविक शिक्षा प्रदान करने का उद्देश्य भी निहित होना चाहिए। विद्यालय का स्वरूप ऐसा हो जहाँ विद्यार्थी एवं शिक्षा दोनों का सहज प्रस्फुटन संभव हो। विद्यालय की समय-सारणी ऐसी होनी चाहिए जिसके अंतर्गत विद्यार्थी के संपूर्ण व्यक्तित्व का निर्माण होता हो। अनुशासन का कठोर पालन विद्यालय में होना चाहिए। छात्रावास व खेलकूद की व्यवस्था विद्यालय में होनी चाहिए। विद्यालय की कार्यशैली ही विद्यार्थी की जीवन शैली को निर्धारित करती है, विद्यालय का अनुशासन ही विद्यार्थी में अनुशासन विकसित करता है। विद्यालय में उन सभी पाठ्यक्रमों का समावेश होना चाहिए जो विद्यार्थी के भविष्य को निर्धारित करते हों। विद्यालय में सभी शिक्षण विधियों से अध्यापन कराना आवश्यक होना चाहिए जिससे विद्यार्थी को ज्ञान की प्राप्ति सरलता से हो सके। विद्यालय से ही समाज व राष्ट्र का निर्माण होता है। सभ्य समाज लोगों में एक-दूसरे की सहायता करने पर बल देता है। समाज के लिये सभी लोगों को तन-मन-धन से सहायता करनी चाहिए। भारतीय संस्कृति को हस्तांतरित करने का एक मात्र स्थान समाज ही है।

पं. मदन मोहन मालवीय के अनुसार शिक्षा का स्वरूप :

मालवीय जी के समय-समय पर दिये गये भाषणों व वक्तव्यों के आधार उनके शिक्षा के स्वरूप से यह निष्कर्ष निकलता है कि वे धार्मिक शिक्षा के पक्षधर थे, वे

भारतीयों के लिये धार्मिक शिक्षा को ग्रहण करना आवश्यक मानते थे। उनकी हिंदू धर्म के प्रति अटूट आस्था थी। उनकी इच्छा थी कि भारतीयों को ऐसी शिक्षा प्राप्त हो जो विश्व के अन्य भागों से श्रेष्ठ हो। वे सच्चे ज्ञान पर बल देते थे जिससे व्यक्ति समाज अथवा राष्ट्र का विकास हो सके। शिक्षा के प्रमुख उद्देश्यों में वे धर्म, अर्थ, काम और मोक्ष को प्रधान मानते थे इन उद्देश्यों की प्राप्ति के बिना वह ज्ञान को अधूरा समझते थे। शिक्षा के अंतर्गत वह स्वस्थ शरीर को साधन मानते थे। शिक्षा ऐसी होनी चाहिए जिसमें मनुष्य का मानसिक एवं बौद्धिक विकास हो जो मनुष्य को विभिन्न भाषाओं और विभिन्न विषयों के ज्ञान रूप से प्राप्त होती हो। मनुष्य में परसेवा भाव के विकास के लिये उन्होंने शिक्षा में सनातन धर्म की शिक्षा को अति आवश्यक माना है। क्योंकि उनके अनुसार सनातन धर्म ही परसेवा का सच्चा पाठ पढ़ाता है। मालवीय जी अपने शिक्षा के स्वरूप में भारतीय संस्कृति को आगे बढ़ाने में स्पष्ट ज्ञान कराने पर बल देते थे। शिक्षा ऐसी होनी चाहिए जो संस्कृति का संपूर्ण दर्शन विद्यार्थी को कराती हो। शिक्षा में नैतिक एवं चारित्रिक विकास पर विशेष बल दिया जाना चाहिए। मालवीय जी ने जन शिक्षा को महत्व दिया राष्ट्र के विकास के लिए जन शिक्षा अत्यंत आवश्यक है। साधारण जनता शिक्षित नहीं होगी तो राष्ट्र उन्नति नहीं कर सकता। शिक्षा सस्ती और सुलभ होनी चाहिए। तभी राष्ट्र का प्रत्येक नागरिक आसानी से शिक्षा ग्रहण कर सकेगा। धार्मिक शिक्षा के माध्यम से विद्यार्थी को आध्यात्मिकता का ज्ञान प्रदान करना चाहिए। औद्योगिक शिक्षा को भी पाठ्यक्रम में शामिल करने पर जोर दिया जाना चाहिए। राष्ट्र भाषा के माध्यम से ही शिक्षा दी जानी चाहिए। इससे देश में एकता की भावना पैदा होती है। मालवीय जी शिक्षा में अनुशासन को विशेष महत्व प्रदान करते हैं। शिक्षा ऐसी होनी चाहिए जिससे वसुधैवकुटुम्बकम् की भावना जागृत हो। मालवीय जी जानते थे कि किसी भी प्रकार के सुधार के लिए शिक्षा पहली आवश्यकता है। इसलिए उन्होंने प्रारंभ से ही शिक्षा संस्थाओं की स्थापना में रुचि ली। उनके सामने एक बड़ा स्वप्न था एक ऐसे विश्वविद्यालय की स्थापना का जो भारतीय संस्कृति को सुरक्षित रख सके, संस्कृत भाषा का प्रचार करे, सनातन धर्म की रक्षा करे और साथ ही भारतीय नागरिकों को पाश्चात्य ज्ञान-विज्ञान से भी परिचित कराए।

मालवीय जी परंपरावादी व्यक्ति थे, वे ज्ञान की प्राप्ति को ही शिक्षा मानते थे, वे यह मानते थे कि बिना शिक्षा के व्यक्ति को सच्चा ज्ञान प्राप्त नहीं हो सकता और बिना सच्चे ज्ञान के व्यक्ति, समाज अथवा राष्ट्र का विकास नहीं कर जा सकता। स्पष्ट है कि मालवीय जी शिक्षा को ज्ञान प्राप्ति और व्यक्ति, समाज एवं राष्ट्र के विकास का साधन मानते थे। मालवीय जी के अनुसार भारतीय संस्कृति में धर्म की शिक्षा उत्तनी

है नहीं जितनी होनी चाहिए। धार्मिक शिक्षा के द्वारा संस्कृति को बनाया रखा जा सकता है विद्यालय व महाविद्यालय ऐसा होना चाहिए जिसमें विद्या के साथ धर्म की भावनाएँ जुड़ी हुई हो। हिंदू धर्म में देश से स्नेह करने की शक्ति का विकास धार्मिक शिक्षा से है जो मनुष्य को उसकी संस्कृति से जोड़ती है। भारतीय संस्कृति को सुरक्षित रखने के लिए संस्कृत का ज्ञान प्रत्येक हिंदू को होना आवश्यक है तभी वह अपने धर्म की रक्षा कर सकता है। मालवीय जी की सनातन धर्म में अटूट आस्था थी। वे इसे संसार का सर्वश्रेष्ठ धर्म मानते थे। सनातन धर्म के अनुसार मनुष्य जीवन के चार उद्देश्य है—अर्थ, धर्म, काम और मोक्ष। मालवीय जी ने शिक्षा के इन उद्देश्यों को निम्नलिखित रूप में क्रमबद्ध किया है—

1. शारीरिक विकास
2. मानसिक एवं बौद्धिक विकास
3. सामाजिक विकास
4. सांस्कृतिक विकास
5. नैतिक एवं चारित्रिक विकास
6. व्यावसायिक एवं आर्थिक विकास
7. राष्ट्रीयता का विकास
8. राजनैतिक जागरूकता
9. आध्यात्मिक उन्नति

पं. मदन मोहन मालवीय के अनुसार गुरु शिक्षार्थी संबंधों का स्वरूप :

शिष्य एवं गुरु का संबंध केवल पढ़ने-पढ़ाने तक ही सीमित नहीं होना चाहिए बल्कि गुरु को हर समय शिष्य को निर्देशित करते रहना चाहिए। उन्हें आपस में अपने विचारों को स्पष्ट करते रहना चाहिए। गुरु का कार्य शिक्षार्थी से ऐसा होना चाहिए जो उसे असत्य से सत्य की ओर, अंधकार से प्रकाश की ओर, मृत्यु से अमृत की ओर ले जाये। शिक्षार्थी के जीवन की हर कठिन परिस्थिति में गुरु का मार्गदर्शन, सहयोग आवश्यक है। उसकी संपूर्ण शक्ति, आत्मिक दृष्टि शिक्षार्थी को लक्ष्य प्राप्त करवाने में लगनी चाहिए। मालवीय जी के अनुसार विद्यार्थी में विचारों की शुद्धता, ज्ञान की पिपासा, धैर्य, वचन, कर्म में शुद्धता इत्यादि गुणों का होना चाहिए। वास्तविक शिक्षा पुस्तकों से नहीं बल्कि गुरु के वचनों से प्राप्त की जाती है। वचनों के पीछे ग्रंथ एवं वक्ता की आंतरिक शक्ति का भी महत्व होता है। अच्छे शिक्षक को सही अर्थों में

शिक्षार्थी का गुरु, निर्देशक और मार्गदर्शक होना चाहिए। उसे निष्पाप होना चाहिए। क्योंकि हृदय और आत्मा की शुद्धता के बिना न तो कोई ज्ञान दे सकता है और न ही कोई ज्ञान ले सकता है। आत्मा की शुद्धता के बिना वचनों का कोई अर्थ नहीं होता। आध्यात्मिक शक्ति से बोलने वाले व्यक्ति के वचनों में जादू का सा असर होता है, वे देश-विदेश में जहाँ भी गये लोगों ने मंत्रमुग्ध होकर उनके उपदेशों को सुना। भले ही उनके बहुत से शिक्षा संबंधी विचारों से आधुनिक शिक्षाशास्त्री सहमत न हो परंतु इन विचारों के पीछे काम करने वाली आध्यात्मिक शक्ति और शुद्धता से सभी प्रभावित है। शिक्षा देने में शिक्षा का एकमात्र लक्ष्य मानव मात्र के प्रति विशुद्ध प्रेम होना चाहिए। जब कभी भी शिक्षा देने के पीछे धन अथवा नाम की लालसा काम करती है तो उसकी प्रभावोत्पादकता समाप्त हो जाती है। शिक्षक का कार्य शिक्षार्थी के अंदर छिपी आध्यात्मिक चेतना को जगाना है जिन शिक्षकों को शिक्षण कार्य में कोई आनंद नहीं आता उनको यह कार्य कभी नहीं करना चाहिए। सच्चा शिक्षक वही है जो विद्यार्थी को असत्य से सत्य की ओर, अंधकार से प्रकाश की ओर, मृत्यु से अमृत्यु की ओर ले जाये। भारतीय दर्शन के अनुसार इन्हीं लक्ष्यों को प्राप्त करना मनुष्य का परम लक्ष्य है।

पं. मदन मोहन मालवीय के अनुसार शिक्षक का स्वरूप :

पं. मदन मोहन मालवीय के विचारों से ज्ञात होता है कि शिक्षा के क्षेत्र में शिक्षक का स्थान सर्वोपरि होता है। कठिन परिस्थितियों में भी गुरु को अपनी कर्तव्यनिष्ठता से विमुख नहीं होना चाहिए। शिक्षक का अच्छा चरित्र व व्यवहार होना आवश्यक है। इससे ही वह समाज व छात्र के हृदय में स्थान बना सकेगा। शिक्षक की वाणी में इतनी मधुरता होनी चाहिए कि छात्र पढ़ते समय आनंद की अनुभूति करे। अपने विषय की प्रति पूर्ण रखना शिक्षक के लिए आवश्यक है। उसे विभिन्न भाषाओं का ज्ञान होना चाहिए जिससे वह शिक्षण कौशल को प्रभावी ढंग से प्रस्तुत कर सके। शिक्षक की छात्र व देश के प्रति दूरदर्शिता व मौलिक दृष्टि का होना आवश्यक है। मालवीय जी ने आदर्श शिक्षक उसे कहा है जो धन का लालच नहीं करता हो, और अपने कर्तव्य का पालन सत्यनिष्ठता व ईमानदारी से करता है। शिक्षक में छात्र के प्रति दयालुता होनी चाहिए, शिष्य को पुत्रवत् प्रेम करना चाहिए। उसे हर समय छात्र की सहायता करनी चाहिए। गुरु के आचरण से ही विद्यार्थी को संपूर्णता प्राप्त होगी ऐसा उनका अटूट विश्वास था। मालवीय जी स्वयं एक शिक्षक थे वे शिक्षण कार्य में शिक्षक की महत्वपूर्ण भूमिका मानते थे। उन्होंने शिक्षक को शिक्षा का मुख्य आधार माना है। गुरु के पद पर रहते हुए उन्होंने एक बार छात्रों से एक श्लोक के माध्यम से कहा था—

गुरुंवा बाल वृद्धौ वा विप्रंवा वेद पारगम।

आततमिनमायान्तं हत्यादेवाविचारयन्॥

(यदि गुरु, बालक, वृद्ध या वेदज्ञ ब्राह्मण भी आततायी होकर अर्थात् धन-जन की हानि करने, स्त्रियों पर अत्याचार करने, धार्मिक स्थानों को अपवित्र करने, आग लगाने या मारने आवे तो उसका तत्काल वध कर डालना चाहिए) मालवीय जी शिक्षक में निम्न गुणों पर बल देते थे—

1. उदारता
2. कर्तव्यनिष्ठता
3. निर्भीकता
4. अभिव्यक्ति की योग्यता
5. बहुभाष्यता
6. विषय पर पूर्ण अधिकार
7. विचार करने की मौलिक दृष्टि

पं. मदन मोहन मालवीय के अनुसार विद्यार्थी का स्वरूप :

विद्यार्थी के संबंध में उनके विचारों से यह ज्ञात होता है कि विद्यार्थी को उचित वेशभूषा, नियमितता और सच्चरित्रता पर अपना विशेष ध्यान देना चाहिए। विद्यार्थी को अपना संपूर्ण विकास करने के लिए उसे विद्यालय व महाविद्यालय में होने वाली विभिन्न गतिविधियों में भाग लेना चाहिए। विद्यार्थी को दृढ़ संकल्पी व निश्चय प्रवृत्ति का होना चाहिए। किसी भी कार्य को सफलतापूर्वक करने के लिए छात्र को उस कार्य के प्रति दृढ़ प्रतिज्ञा होना आवश्यक है। विद्यार्थी में श्रम की निष्ठा व निर्भीकता होना आवश्यक है अपने कार्य के लिए दूसरों पर आश्रित नहीं होना चाहिए। कठिन परिस्थितियों के समय विद्यार्थी को अपनी वीरता का परिचय देना चाहिए। जिज्ञासु व शांत प्रवृत्ति विद्यार्थी जीवन के गुण होने चाहिए। समय के महत्व को पहचानना चाहिए। उसे देश की सेवा के लिए हमेशा पूर्ण तैयार रहना चाहिए। गुरु के प्रति निष्ठा एवं विश्वास होना चाहिए। गुरु की उपासना कर उसे अपने आप को गुरु से तादात्म्य स्थापित करना चाहिए। शिक्षा प्राप्ति के लिए छात्र को अपने मन व तन दोनों से पूर्ण तैयार होना चाहिए।

विद्यार्थी के विषय में मालवीय जी के विचारों को जानने से पहले उनके शिक्षा ग्रहण करने के समय को देखा जाये तो उनके विद्यार्थी जीवन के बारे में जो अनुभव

रहे उसकी छाप उनके विचारों में स्पष्ट होती हैं वे ऐसी पाठशाला के विद्यार्थी रहे जहाँ उचित वेशभूषा, नियमितता और चरित्रता पर विशेष ध्यान दिया जाता था। पाठशाला में जब किसी शिष्य की नियम शिथिलता देखी जाती तो वहाँ तत्काल उसके लिए दण्ड व्यवस्था लिखकर सूचना पट्ट पर टाँग दी जाती थी। मालवीय जी विद्यार्थी में निम्नलिखित गुणों पर बल देते थे—

1. व्यक्तित्व की संपूर्णता
2. दृढ़ संकल्प
3. श्रम की निष्ठा व निर्भीकता
4. विद्या अर्जन
5. शुद्ध हिंदू व सच्चे देशभक्त
6. चारित्रिक उन्नति
7. गुरु के प्रति निष्ठा एवं विश्वास
8. पूर्ण गणवेश

पं. मदन मोहन मालवीय जी के अनुसार पाठ्यचर्या एवं शिक्षण विधियों का स्वरूप :

मालवीय जी ने शिक्षा की कोई क्रमबद्ध पाठ्यचर्या तो निश्चित नहीं की थी परंतु उन्होंने कुछ पाठ्य विषयों के महत्व को स्पष्ट अवश्य किया है। मालवीय जी धर्म परायण व्यक्ति थे और वैदिक धर्म एवं संस्कृति के उपासक थे। उन्होंने स्पष्ट किया कि हमारा सनातन धर्म हमारे लौकिक एवं परलौकिक दोनों प्रकार के विकास में सहायक हैं। अतः बच्चों को इसकी शिक्षा अनिवार्य रूप से देनी चाहिए मालवीय जी ने शिक्षा की पाठ्यचर्या में निम्न पाठ्यक्रम विषयों को सम्मिलित करने पर बल दिया—

1. संस्कृत भाषा का ज्ञान
2. मातृभाषा
3. हिंदी भाषा
4. अंग्रेजी भाषा
5. साहित्य धर्म और दर्शन की शिक्षा
6. कृषि, कला—कौशल की शिक्षा
7. आयुर्वेदिक चिकित्सा पद्धति की शिक्षा
8. साहित्यिक एवं सांस्कृतिक क्रियाओं की शिक्षा

उन्होंने बनारस हिंदू विश्वविद्यालय का प्रारम्भ भी इन्हीं विभागों एवं विषयों को आधार बनाकर किया। बनारस हिंदू विश्वविद्यालय में प्रारंभ में निम्न विभागों की स्थापना की गई।

1. **वैदिक विभाग**—इस विभाग में वेद, वेदांग, स्मृति, दर्शन, पुराण, इतिहास और ज्योतिष की शिक्षा की व्यवस्था थी।
2. **आयुर्वेद विभाग**—इस विभाग में शरीर विज्ञान और आयुर्वेदिक चिकित्सा पद्धति की व्यवस्था थी।
3. **विज्ञान एवं कौशल विभाग**—इस विभाग में विज्ञान, गणित, शिल्प, इंजीनियरिंग और तकनीकी शिक्षा की व्यवस्था थी।
4. **कृषि विभाग**—इस विभाग में भारतीय परिस्थितियों के अनुरूप कृषि शिक्षा की व्यवस्था थी।

मालवीय जी ने बनारस हिंदू विश्वविद्यालय के सभी पाठ्यक्रमों में धर्म और संस्कृति की शिक्षा को अनिवार्य किया और इसे समझने के लिए संस्कृत भाषा के अध्ययन पर बल दिया। वे छात्रों से नित्य संध्या वंदन करने और एकादशी का व्रत करने का आग्रह करते थे और एकादशी के दिन छात्रों को स्वयं कथा सुनाते थे और उपदेश देते थे। मालवीय जी परंपरावादी व्यक्ति थे इसलिए प्राचीन भारतीय शिक्षण विधियों को उत्तम मानते थे। श्रवण, मनन और निदिध्यासन को वे अध्ययन—अध्यापन की सर्वोत्तम विधि मानते थे। पर इस संदर्भ में वे आधुनिक विधियों से भी अनभिज्ञ नहीं थे। वे स्वयं अध्यापक रहे थे और प्राचीन एवं अर्वाचीन दोनों शिक्षण विधियों को अपने ही तरीकों से प्रयोग करते थे। मालवीय जी ने शिक्षा के लिए निम्न विधियों पर बल दिया—

1. निरीक्षण विधि
2. क्रिया एवं अभ्यास विधि
3. व्याख्यान विधि
4. स्वाध्याय विधि

पं. मदन मोहन मालवीय जी के शैक्षिक विचारों की वर्तमान में प्रासंगिकता :

पं. मदन मोहन मालवीय महान शिक्षाविद् थे। उनके शिक्षा संबंधी विचार बड़े व्यापक थे। वे धार्मिक शिक्षण को प्रदान करने के पक्ष में थे लेकिन केवल एक धर्म की नहीं बल्कि सभी धर्मों की श्रेष्ठ बातों की शिक्षा के पक्षधर थे। वे धर्म को सांप्रदायिकता से अलग रखना चाहते थे। वर्तमान समय में शिक्षा का व्यावसायीकरण हो रहा है।

नैतिक गुणों का पतन हो रहा है चारों तरफ भ्रष्टाचार का बोलबाला है। इसलिए नैतिक शिक्षा उपयोगी सिद्ध हो सकती है। संस्कृति के इस ह्रास को बचाने के लिए मालवीय जी के शैक्षिक विचारों की वर्तमान में गहन उपयोगिता है। उन्होंने ऐसी शिक्षा को प्रदान की जो समाज व संस्कृति का विकास करने में सहायता प्रदान करती है। वर्तमान शिक्षा पद्धति में शारीरिक शिक्षा, मानसिक एवं बौद्धिक विकास, सांस्कृतिक विकास, नैतिक एवं चारित्रिक विकास, व्यावसायिक एवं आर्थिक विकास, राष्ट्रीयता का विकास होना आवश्यक है। जिससे राष्ट्र प्रगति की ओर अग्रसर हो सके। विद्यार्थी के विषय में विचार करे तो उनके अनुसार बालक को स्वयं करके सीखने का अवसर देना चाहिए। अनुभव से विद्यार्थी अधिक सीखता है, बालक पर किसी तरह का कोई दबाव नहीं डालना चाहिए वे अपनी इच्छा से जो सीख सकते हैं वह दबाव में आकर कभी नहीं सीख सकते। विद्यार्थी में शिक्षा के संपूर्ण पक्षों का शारीरिक, मानसिक, संवेगात्मक, नैतिक, आध्यात्मिक का विकास करना चाहिए। विद्यार्थी में सच्चे देशभक्त की भावना को विकसित करना अत्यंत आवश्यक है। चरित्रवान विद्यार्थी अच्छे राष्ट्र का निर्माता होता है ऐसे चरित्र का निर्माण विद्यार्थी के अंदर होना भी अपेक्षित है। परंतु यह गुण वर्तमान में कम होता जा रहा है। वर्तमान समय में शिक्षक के पद की गरिमा कम होती जा रही है। मालवीय जी ने भी शिक्षक को सर्वोच्च पद दिया है। उसे कर्म पिता की संज्ञा दी गई है शिक्षक के अच्छे गुणों को ग्रहण करने की वर्तमान में आवश्यकता है शिक्षक की उदारता प्रवृत्ति से ही शिष्य में ज्ञान को ग्रहण करने की इच्छा जागृत होती है। वर्तमान में चरित्र, कर्तव्यनिष्ठता, आशावादिता, उदारता आदि गुणों से परिपूर्ण शिक्षक की आवश्यकता है जिसकी कल्पना पंडित मदन मोहन मालवीय जी ने की थी।

वर्तमान में घटित घटनाओं से पता चलता है कि आज शिक्षक-शिक्षार्थियों के मध्य संबंध मधुर नहीं है। मालवीय जी ने शिक्षक शिक्षार्थी के मध्य पिता पुत्र जैसे संबंध होने की बात कही है जिसे वर्तमान में स्वीकार करना चाहिए। शिक्षक का कार्य पढ़ाने तक ही सीमित न होकर शिक्षार्थी को दिशा-निर्देश देने का भी होना चाहिए। वर्तमान समय में विद्यार्थी अपने लक्ष्य से भटक रहा है। उसे सही दिशा देने के लिए शिक्षक-शिक्षार्थी संबंधों को प्रगाढ़ होना आवश्यक है। वर्तमान समय में प्राचीन भारतीय शिक्षण विधियों को कोई स्थान नहीं दिया जा रहा है। लेकिन मालवीय जी ने वर्तमान में भी प्राचीन शिक्षण विधियों का महत्व बताया है। उन्होंने वर्तमान में श्रवण, मनन और निदिध्यासन को भी अध्ययन-अध्यापन की सर्वोत्तम विधि माना है। निरीक्षण विधि का वर्तमान में बहुत अधिक महत्व है। बच्चे देख सुनकर अधिक सरलता और स्पष्टता के साथ सीखते हैं। क्रिया एवं अभ्यास विधि तथा व्याख्यान विधि द्वारा भी विद्यार्थियों

को पढ़ाना चाहिए। मालवीय जी ने वर्तमान शिक्षा में मातृभाषा के अध्ययन को प्राथमिकता दी हैं पाठ्यचर्या में आज सभी भाषाओं का ज्ञान आवश्यक है एक शिक्षक तथा शिक्षार्थी को वर्तमान में बहुभाषीय होना चाहिए जिससे उसमें दूसरे देश की संस्कृति को समझने की सरलता हो। पाठ्यक्रम में संस्कृत विषय पर भी बल प्रदान किया जाना चाहिए जिसकी आज संस्कृति को बचाये रखने में गहन आवश्यकता है। कृषि, कला, कौशल की शिक्षा वर्तमान में जरूरी है जिसको मालवीय जी ने पाठ्यक्रम में सम्मिलित किया हैं। वर्तमान युग विज्ञान का युग है इसमें औद्योगिक व तकनीकी ज्ञान की प्रधानता है। जो बेरोजगारी को दूर करने में सहायक हैं। आयुर्वेदिक चिकित्सा पद्धति के साथ ऐलोपैथी चिकित्सा पद्धति का ज्ञान वर्तमान में पाठ्यक्रम में सम्मिलित होना अत्यंत आवश्यक है। वर्तमान में साहित्य व सांस्कृतिक क्रियाओं को इतना महत्व नहीं दिया जा रहा है। जबकि ये हमारे ज्ञान को विस्तृत करने का साधन हैं वर्तमान में इसकी महती उपादेयता है। वर्तमान में इन सब पाठ्यक्रमों को सम्मिलित करने से देश के विकास को गति मिलेगी।

वर्तमान में शिक्षा संस्थाओं में गिरते हुए अनुशासन से शिक्षा का स्तर निम्न हो गया हैं मालवीय जी विद्यालय को एक परिवार मानते थे जिसमें शिक्षक, छात्र, कर्मचारियों, अभिभावकों सभी का सहयोग आवश्यक है। जिसकी वर्तमान में गहन आवश्यकता है। विद्यालय की नियमित समय सारणी बालकों में अनुशासन को बढ़ाती है। विद्यालय व छात्रावास में शांति का वातावरण अत्यंत आवश्यक हैं। विद्यालय व महाविद्यालयों के निर्माण में बड़े-बड़े समाज सेवियों को आगे आना चाहिए। विद्यालय का स्वरूप ऐसा हो जो धार्मिक व भारतीय सांस्कृतिक से परिपूर्ण हो।

पं. मदन मोहन मालवीय जी के दार्शनिक चिंतन की वर्तमान में उपादेयता :

वर्तमान समय में व्यक्ति ईश्वर की तलाश में इधर-उधर भटकता रहता है मालवीय जी का मत था कि यह संपूर्ण प्रकृति ईश्वर द्वारा ही तो रचित है। उन्होंने आत्मा व संसार के संबंध का स्पष्ट कर मोक्ष की प्राप्ति की चार अवस्थाएँ बताई है जो प्रासंगिक है। वर्तमान समय में मनुष्य मोहमाया के जाल में फँसता जा रहा है। इस माया से निकालने का साधन मालवीय जी ने भक्ति को बताया है जो ईश्वर प्राप्ति का साधन है। वर्तमान समय में मिथ्या ज्ञान धारण करने के कारण मालवीय जी ने ज्ञान मीमांसा में केवल प्रत्यक्ष व वास्तविक ज्ञान को प्रधानता दी है। क्योंकि वास्तविक ज्ञान ही सत्य होता है और सत्यता की परख वस्तुनिष्ठ ज्ञान से होती है। सौन्दर्यशास्त्र के माध्यम से मालवीय जी ने वर्तमान को सुंदर बनाये रखने का संदेश दिया जो उपयोगी हैं। सुन्दरता का तात्पर्य आन्तरिक व बाह्य दोनों से ही लिया गया है।

संक्षेप में कहा जाय तो पं. मदन मोहन मालवीय एक महान शिक्षा शास्त्री थे। उनकी सोच और विचार हमेशा प्रासंगिक रहेंगे।

संदर्भ—

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भारतीय शिक्षा व्यवस्था और सर्वपल्ली राधाकृष्णन

—गंगा कोइरी

प्रगति मूलतः शिक्षा के मार्ग से होकर गुजरती है। शिक्षा वह स्रोत है जो देश के विकास का मेरुदंड मानी जाती है, जिससे देश के सर्वांगीण उन्नति का मार्ग प्रशस्त होता है। अनादिकाल से भारत में शिक्षा की उन्नत प्रणाली रही। लेकिन कालांतर में मानव सभ्यता-संस्कृति में परिवर्तन के साथ-साथ शिक्षा प्रणाली में भी अंतर आया। भारत में मुस्लिम और ब्रिटिश शासन-व्यवस्था की नींव पड़ने के कारण भारतीय शिक्षा व्यवस्था में निरंतर ह्रास होता गया, जिसे समय-समय पर भारतीय चिंतकों और शिक्षाविदों ने अपने प्रखर ज्ञान और बौद्धिक प्रयत्नों द्वारा सुधारने का अथक प्रयास किया। दरअसल, भारत में मनीषियों, चिंतकों एवं शिक्षाशास्त्रियों की एक लंबी परंपरा रही है, जिसमें महर्षि याज्ञवल्क्य से लेकर महर्षि पतंजलि, जगतगुरु शंकराचार्य, महर्षि दयानंद सरस्वती, स्वामी विवेकानंद, कविगुरु रवीन्द्रनाथ टैगोर, महायोगी अरविंद एवं महात्मा गाँधी आदि का नाम सर्वविदित है। इन महान शिक्षाशास्त्रियों में एक अन्य महत्वपूर्ण नाम डॉ. सर्वपल्ली राधाकृष्णन का है, जिनके शैक्षिक मंतव्यों एवं योगदान को भूलाया नहीं जा सकता है।

डॉ. सर्वपल्ली राधाकृष्णन का जन्म 5 सितम्बर, 1888 ई. में मद्रास प्रांत के तिरुतल्ली गाँव में हुआ था। ब्राह्मण परिवार में जन्म लेने के कारण धर्म और संस्कार के प्रति गहरी आस्था उन्हें विरासत में मिली। इनके व्यक्तित्व में सर्वदा धर्म, संस्कार, मानव मूल्य एवं नैतिक कर्तव्यों की चमक दिखाई पड़ती है। वे रचनात्मक प्रतिभा से संपन्न, एक महान दार्शनिक, कुशल शिक्षक, मानवतावादी विचारक, सैद्धांतिक जीवन की परिपाटी पर चलने वाले आध्यात्मिक व्यक्ति थे। प्रतिभावान एवं सम्यक गुणों के धनी राधाकृष्णन ने स्वतंत्रता पश्चात यूनेस्को (1946-1952) जैसे अंतर्राष्ट्रीय संगठन के सदस्य के रूप में भारत का प्रतिनिधित्व किया। सन् 1952 में वे भारत के उपराष्ट्रपति नियुक्त हुए तथा 1962 से 1967 तक भारत के द्वितीय राष्ट्रपति पद का कार्यभार भी संभाला। राष्ट्रपति पद ग्रहण करने के उपरांत उनके कुछ अंतरंग मित्रों एवं विद्यार्थियों ने उनका जन्मदिवस मनाने का आग्रह किया। जिसके प्रति उत्तर में उन्होंने कहा था—
“Instead of celebrating my birthday, it would be my proud privilege if 5 September is observed as Teachers’ Day.” तत्पश्चात् सम्पूर्ण भारत में

5 सितम्बर को 'शिक्षक दिवस' के रूप में मनाया जाता है। शिक्षक के प्रति अतुलनीय सम्मान उनके उदार व्यक्तित्व का द्योतक है। प्रखर योग्यता एवं राष्ट्र को विकासोन्मुख पथ पर अग्रसर करने की नीति व वैचारिक दृष्टिकोण के लिए उन्हें 1967 में 'भारत रत्न' से सम्मानित किया गया। सच्चे अर्थों में उनकी पहचान एक कुशल नेतृत्वकर्ता की रही है, जिनके विवेकशील व्यक्तित्व एवं अद्भुत लेखन ने उन्हें भारत के महान शिक्षाशास्त्रियों में शुमार किया। उनके व्यक्तित्व और बौद्धिकताने न केवल भारत बल्कि सम्पूर्ण विश्व में ज्ञान एवं भारतीय दर्शन की आभा बिखेरी। वे भारतीय शिक्षा व्यवस्था के पथ प्रदर्शक थे। शिक्षा, दर्शन, धर्म, संस्कृति एवं विज्ञान के क्षेत्र में उनका अविस्मरणीय योगदान रहा। डॉ. राधाकृष्णन् ने सामाजिक, आर्थिक, राजनैतिक और सांस्कृतिक विकास का एकमात्र साधन शिक्षा को माना। उनका मानना था कि शिक्षा समाज के उन तमाम कुकृत्यों को जड़ से उखाड़ फेंक सकती है, जिसका पोषण सामाजिक अंधविश्वास और अज्ञानतावश किया जाता रहा है। वे भौतिकता और प्रदर्शनप्रियता से दूर वास्तव में एक सच्चे आध्यात्मिक व्यक्तित्व के परिचायक थे। ईसाई मिशनरी से शिक्षा प्राप्त करने के बावजूद भी उनके धर्म, संस्कार एवं हिंदुत्ववादी गुण उनमें सदा विद्यमान रहें। अपनी मौलिक विचारधारा के कारण उन्होंने भारतीय शिक्षा प्रणाली को विदेशी शिक्षा व्यवस्था के अनुरूप न ढालते हुए उसे सार्वभौमिक एवं स्वतंत्र आयाम दिया।

शैक्षिक उपलब्धियाँ : डॉ. एस. राधाकृष्णन् अपने जीवन में सदैव गतिशील बने रहें। उन्होंने अपनी ऊर्जा और अस्मिता से भारतीय एवं पाश्चात्य शिक्षा जगत् को उदीयमान बनाए रखा। अप्रैल 1909 ई. में वे मद्रास प्रेसीडेंसी कॉलेज में दर्शनशास्त्र के प्राध्यापक नियुक्त हुए। तत्पश्चात् सन् 1918 में मैसूर विश्वविद्यालय के प्राध्यापक पद का कार्यभार संभाला। दर्शन के प्रति अपनी गहन रुचि और अध्ययन के फलस्वरूप 'दी क्वेस्ट' एवं 'जर्नल ऑफ फिलॉसफी एंड इंटरनेशनल जर्नल ऑफ एथिक्स' जैसे विश्वस्तरीय पत्रिकाओं में आलेख प्रकाशित कर बहुमुखी ख्याति अर्जित करने में सफल हुए। भारतीय शिक्षाविदों में वे कविगुरु रवीन्द्रनाथ के विचारों से बहुत अधिक प्रभावित थे। उनका मानना था कि रवीन्द्रनाथ के विचार और दर्शन 'भारतीय आत्मा की वास्तविक अभिव्यक्ति' है। यही कारण है कि उन्होंने रवीन्द्रनाथ के जीवन दर्शन और विचारों को आधार बनाकर 'फिलॉसफी ऑफ रवीन्द्रनाथ टैगोर' शीर्षक पुस्तक की रचना की। इनकी अद्भुत क्षमता और शैक्षिक योग्यता के कारण सर आशुतोष मुखर्जी ने उन्हें कलकत्ता विश्वविद्यालय का आचार्य नियुक्त किया। इस पद पर आसीन रहते हुए उन्हें अन्तर्राष्ट्रीय फिलॉसफी कांग्रेस, हार्वर्ड विश्वविद्यालय में आमंत्रित किया गया, जहाँ उनके भाषण का अमेरिकावासियों पर सकारात्मक प्रभाव पड़ा। अपनी

उपलब्धियों के कारण ये देश-विदेश में भी ख्यातिलब्ध हुए। असल में, वे एक ऐसे शख्सियत थे, जिन्होंने भारतीय दर्शन और आध्यात्म को विश्व स्तरीय पहचान दिलायी। साथ ही उच्च शिक्षा के मानदंड और गुणवत्ता को उच्चस्तरीय निकष देने के लिए हर संभव प्रयत्न किया। सन् 1926 में वे 'ऑक्सफोर्ड विश्वविद्यालय' में 'कम्पैरैटिव रिलीजन एंड एथिक्स' के व्याख्याता रहें। 1931 ई. में आंध्रा विश्वविद्यालय के कुलपति चयनित हुए। कुलपति पद का कार्यभार संभालते हुए वे 'राष्ट्रसंघ' के बौद्धिक सहकारी समिति के सदस्य भी रहें। महात्मा गाँधी और मदन मोहन मालवीय की संयुक्त सम्मति से उन्होंने बनारस हिंदू विश्वविद्यालय के प्रबंधन का कार्यभार भी ग्रहण किया। अतः वे एक साथ कलकत्ता विश्वविद्यालय, आंध्रा विश्वविद्यालय और बनारस हिंदू विश्वविद्यालय जैसे शिक्षण संस्थाओं में सेवारत रहें।

विश्वविद्यालयी पठन-पाठन में शिक्षार्थियों के भावी जीवन के पथ प्रदर्शन करने की उचित व्यवस्था नहीं थी, जिसके फलस्वरूप विद्यार्थी अपने व्यवहारिक जीवन में असफल, असंतुष्ट एवं दिशाहीन हो रहे थे। ये परिस्थितियाँ आयोग गठन के पूर्व एवं वर्तमान दौर के उच्च शिक्षा जगत् में कमोबेश विद्यमान हैं। इन तमाम कमियों को डॉ. एस. राधाकृष्णन ने अपनी विविध पुस्तकों, व्याख्याओं और संस्तुतियों द्वारा अभिव्यक्त किया। उनका मानना था कि उच्च शिक्षा द्वारा विद्यार्थियों में विश्व दृष्टि का प्रसार किया जाना चाहिए। वे संकीर्ण राजनीति द्वारा परिचालित सांप्रदायिकता के सख्त खिलाफ थे। इनका अभिमत था कि—“विश्वविद्यालय एक ज्ञानपीठ है, पूजन का केंद्र नहीं। इसका ध्येय ज्ञानोपार्जन है, संप्रदाय की स्थापना नहीं। विश्वविद्यालय से संबंधित होने के कारण यह हमारा विशेषाधिकार और गौरव है कि हम सत्य की खोज करें और इसके अन्वेषण में इस भय से हतोत्साहित न हो कि परिणाम क्या होगा।” इसीलिए वे उच्च शिक्षा द्वारा व्यक्ति की अंतर्दृष्टि का विकास चाहते थे, जिससे व्यक्तिगत एवं सामाजिक जीवन में रचनात्मकता का उद्वेलन हो सके।

दरअसल, स्वतंत्रता पूर्व भारत में उच्च शिक्षा की दिशा एवं दशा सुदृढ़ नहीं थी तथा स्वातंत्र्योत्तर भारत में कुशल नेतृत्वकर्ताओं की कमी के कारण भारत का सामरिक उन्नयन संभव नहीं हो पा रहा था। इस यथास्थिति से निजात पाने के लिए उच्च शिक्षा में आमूल-चूल परिवर्तन की आवश्यकता थी। जिस कारण आजादी के तत्पश्चात् भारत सरकार ने उच्च शिक्षा को सुसंगठित व व्यवस्थित करने के उद्देश्य से 'अन्तर्विश्वविद्यालय शिक्षा परिषद्' और 'केन्द्रीय शिक्षा सलाहकार समिति' के परामर्श पर 6 दिसम्बर, 1948 ई. में डॉ. एस. राधाकृष्णन् की अध्यक्षता में 'विश्वविद्यालय शिक्षा आयोग' का गठन किया। इस आयोग ने अगस्त 1949 में सरकार को अपनी रिपोर्ट सौंप दी। आयोग ने लगभग एक वर्ष की अवधि में विश्वविद्यालयी शिक्षा

व्यवस्था की कमियों एवं आवश्यकताओं को केंद्रित कर शिक्षा से संबंधित महत्वपूर्ण पहलुओं पर विचार व सुझाव व्यक्त किये। डॉ. एस. राधाकृष्णन की अध्यक्षता में आयोग ने उच्च शिक्षा के नव-निर्माण के लिए जो प्रेरणा एवं अनुशासन बनाए, वह निर्देश के रूप में स्वीकृत किए गए।

उच्च शिक्षा संबंधी विचार : शिक्षा की मजबूत नींव पर भविष्य की इमारत गढ़ी जाती है। जिस देश की शिक्षा व्यवस्था जितनी दुरुस्त होगी, वह देश उतनी ही शीघ्रता से विकास के कंगूरे पर अपना परचम लहरायेगा। आज अमेरिका, रूस, चीन एवं जापान जैसे देश इसका उत्तम उदाहरण हैं। डॉ. एस. राधाकृष्णन् भी भारत को उन्नत देशों में शुमार करना चाहते थे। ईसी मंशा से उन्होंने देश की उच्चशिक्षा को उन्नत बनाने पर विशेष बल दिया। शैक्षिक क्षेत्र में गौरवपूर्ण अतीत के बाद स्वाधीन भारत में शिक्षा प्रणाली को व्यवस्थित करने की सर्जना शुरू हुई और हमारी शिक्षा-पद्धति के आदर्शात्मक स्वरूप का गठन हुआ। यह वही दौर है जिसने हमें शिक्षा के नए व्यवहारों एवं मानदंडों से संलग्न किया, जिसके लिए एक व्यवस्थित रूपरेखा एवं उचित मार्गदर्शन की आवश्यकता थी। इस दृष्टिकोण से डॉ. सर्वपल्ली राधाकृष्णन के सूक्ष्म अंतर्दृष्टि, गतिशीलता एवं क्रियात्मक अन्वेषण ने शिक्षा को उच्च शिखर तक पहुँचाया। वे देश के उच्चतम शिक्षण संस्थानों का मूल दायित्व शिक्षार्थियों को मात्र पुस्तकीय ज्ञान से अवगत कराना नहीं, वरण वैचारिक स्वतंत्रता, आध्यात्म एवं आत्म ज्ञान से युक्त सामाजिक कर्तव्यों तथा राष्ट्रहित का पाठ पढ़ाना भी मानते थे। विश्वविद्यालय उनके लिए शिक्षा एवं संस्कृति का मंदिर है, जहाँ शिक्षा का लक्ष्य समाज में सांस्कृतिक उत्थान के लिए मनुष्य जाति को मानवीय गुणों से संबद्ध करना है—“We must foster the freedom of mind, the humanity of the heart, the integrity of the individual.” समाज में व्यक्ति का सर्वांगीण विकास तब तक संभव नहीं हो सकता जब तक उसमें नैतिक मूल्य एवं आध्यात्मिक ज्ञान का सामंजस्य न हो जाए। दरअसल, किसी भी राष्ट्र के विश्वविद्यालयों की शिक्षा का स्तर वहाँ के बौद्धिक, नैतिक एवं आध्यात्मिक मूल्यों पर आधारित होता है, जिससे शिक्षा के उच्च आदर्शों को प्राप्त किया जा सके। डॉ. राधाकृष्णन ने स्वतंत्र राष्ट्र में विश्वविद्यालय की भूमिका को सर्वोपरि मानते हुए इसे व्यवहारिक ज्ञान, सहनशीलता, पवित्रता आदि गुणों से युक्त व्यक्ति के चरित्र निर्माण में आवश्यक माना। देश की उन्नति सुसभ्य मानव संसाधन की नींव पर गढ़ी जाती है। इसलिए वे युवाओं के चरित्र निर्माण को आवश्यक मानते हैं। विश्वविद्यालय शिक्षा आयोग की सिफारिशों में उच्च शिक्षा द्वारा चारित्रिक विकास पर बल दिया गया। इस संदर्भ में एस. शमूएल रवि का वक्तव्य है—“India must turn her time to her men of letters & men of science, poets & artists,

inventors & discoverers. These intellectual pioneers of civilization should be found & trained in the universities.”

स्त्री शिक्षा : स्वतंत्रतापूर्वक स्त्री-शिक्षा के संबंध में कोई विशेष प्रयास नहीं किया गया। इस समय तक भारतीय शिक्षा-व्यवस्था न तो विशेष रूप से उन्नत या सुदृढ़ थी और न ही उतनी प्रभावशाली। लेकिन महर्षि कर्वे से लेकर महात्मा गाँधी, ज्योतिबा फुले, साबित्रीबाई फुले, स्वामी विवेकानंद डॉ. सर्वपल्ली राधाकृष्णन् आदि विचारकों ने देश के सर्वांगीण विकास के लिए स्त्री-शिक्षा को महत्वपूर्ण माना। स्त्री-शिक्षा के बिना राष्ट्र का चतुर्दिक विकास संभव नहीं है। इस दिशा में विस्तृत मंथन के पश्चात् वांछनीय प्रयास किए गए एवं उच्च स्तरीय शिक्षा के क्षेत्र में स्त्री-शिक्षा को स्थान देने की वकालत की गई। इस दिशा में विश्वविद्यालय शिक्षा आयोग ने सुझाव दिया कि—“शिक्षित स्त्रियों के बिना शिक्षित व्यक्ति नहीं हो सकते हैं। यदि सामान्य शिक्षा पुरुषों या स्त्रियों तक सीमित रखी जाती है, तो स्त्रियों को भी शिक्षा प्राप्त करने का अवसर दिया जाना चाहिए, क्योंकि ऐसी दशा में शिक्षा को अन्य पीढ़ी तक हस्तांतरित किया जा सकेगा।” शिक्षा को अन्य पीढ़ी तक हस्तांतरित करने से आयोग का तात्पर्य सह-शिक्षा द्वारा समाज के आधारभूत नियमों, रीतियों एवं व्यवस्था आदि में समानता स्थापित करना था। यह प्रक्रिया राष्ट्र को गतिशील एवं जागरूक बनाने की बुनियादी शर्त है, जिससे देश व राष्ट्र के कल्याण हेतु उच्च शिक्षण संस्थानों में स्त्रियों को भी पुरुषों के समान शिक्षा प्राप्त करने एवं समवेतन का अवसर प्रदान किया जा सके। आयोग ने उच्च शिक्षा के संदर्भ में सामान्य शिक्षा के साथ-साथ स्त्रियों के लिए धर्म, कला, गृह-विज्ञान तथा गृह-कला शिक्षण पर विशेष बल दिया।

धार्मिक शिक्षा : राधाकृष्णन मूलतः आध्यात्मिक पुरुष थे। उन्होंने व्यक्ति के चरित्र, आत्मा एवं व्यक्तित्व के उत्थान को राष्ट्रीय विकास की कुंजी माना। यही वजह रही कि उन्होंने धार्मिक शिक्षा को शिक्षण क्षेत्र के दायरे में सम्मिलित किया। एम. एस. गुरुपदस्वामी ने डॉ. राधाकृष्णन के धार्मिक विचारों को इस प्रकार रूपायित किया है—“Religion in India is not dogmatic as understood by the narrow thinking elite, but is a harmonious synthesis that goes on gathering into itself new conceptions as philosophy makes progress. In real sense, it is a working hypothesis of human conduct.” उन्हें इस बात का भी आभास था कि भारत धार्मिक, सांस्कृतिक तथा रीति-रिवाजों की दृष्टि से विविधता संपन्न देश है। विभिन्न विश्वविद्यालयों के शैक्षिक स्तर की पड़ताल के पश्चात् आयोग ने गहराई से अनुभव किया कि विद्यार्थियों के अंत से अनैतिकता, अनुशासनहीनता, संशय, कुटिलता और नास्तिकता को प्रभावहीन करने के लिए

धार्मिक शिक्षा को पाठ्यक्रम में सम्मिलित करना नितांत आवश्यक है। इसलिए आयोग ने धर्म को शिक्षा का मौलिक एवं अभिन्न अंग माना। लेकिन आयोग के अनुसार धार्मिक शिक्षा का तात्पर्य किसी धर्म विशेष की शिक्षा से नहीं अपितु धार्मिक गुणों एवं मूल्यों की रक्षा से है, जिससे शिक्षार्थी नैतिकता, सत्यता, ईमानदारी, परोपकारी और समाज कल्याणकारी भावना से संपृक्त हो उठे तथा नवीन पीढ़ी में जनतांत्रिक मूल्यों का समावेश हो सके।

इन विशेष उद्देश्यों से सम्बद्ध होकर डॉ. राधाकृष्णन् ने शिक्षा के विविध स्तरों पर धार्मिक शिक्षा को पाठ्यक्रम में शामिल करने का सुझाव व्यक्त किया—“हमें वर्तमान संघर्षरत और उदीयमान मानवता के लिए एक बुद्धिसम्मत धर्म की योजना करनी होगी, ऐसे धर्म की जो मनमाने मतवाद एवं हिचकिचाहट भरे निषेधों से मनुष्य की अंतरात्मा का उपहास करने वाला न हो। ईश्वर का एक नवीन दर्शन जिसके नाम पर हम उन आश्चर्यजनक संप्रदायों के विरुद्ध संघर्ष कर सकते हैं जो आज मनुष्य की आत्माओं पर अपना प्रभुत्व स्थापित करने के लिए होड़ कर रहे हैं।” ऐसी होड़ जो सांप्रदायिकता को पछाड़कर मनुष्य जाति में मानव धर्म का संचार करे। इसलिए विश्वविद्यालय शिक्षा आयोग ने प्रत्येक शिक्षण संस्थानों में कक्षा पूर्व कुछ मिनटों के लिए मौन-चिंतन के प्रबंध पर बल दिया और साथ ही डिग्री कोर्स के लिए प्रथम वर्ष में विश्व को महान धार्मिक विभूतियों में गौतम बुद्ध, कन्फ्यूसियस, सुकरात, ईसा, रामानुज, कबीर, गाँधी एवं नानक आदि के जीवन दर्शन को पढ़ाने पर जोर दिया। द्वितीय वर्ष में विश्व के धार्मिक ग्रंथों के चुने हुए सार्वभौमिक महत्व वाले भाग को पढ़ाने पर तथा तृतीय वर्ष में दर्शन से संबंधित मुख्य समस्याओं को अध्यापन पर बल दिया। आयोग की ये सिफारिशें भारत जैसे धर्मनिरपेक्ष राष्ट्र की शिक्षा व्यवस्था के सर्वथा अनुकूल हैं।

ग्रामीण विश्वविद्यालय : भारत एक ग्राम प्रधान देश है जहाँ कृषि जीविका का प्रमुख साधन है। ग्रामीण जीवन की आवश्यकताएँ शहरी जीवन से सर्वदा भिन्न रही हैं। ग्रामीण जीवन से गरीबी हटाने एवं उच्च शिक्षा मुहैया कराने के उद्देश्य से डॉ. एस. राधाकृष्णन ने शहरी भूमि से इतर ग्रामीण अंचल में शिक्षा के लिए विश्वविद्यालय निर्माण के सुझाव व्यक्त किए, जिससे इस अंचल के युवक-युवतियाँ अपने क्षेत्र विशेष के अनुकूल शिक्षा अर्जन करने में सक्षम हो सकें। इस तथ्य की पुष्टि विश्वारंजन पुरकाइत के शब्दों में की जा सकती है—“Indian rural life should be injected with new vigour & activity to raise the standard of living by the eradication of abject poverty, to rehabilitate millions of village of people who live in filthy & inhuman environments & to give a

constructive & creative purpose to their rather purposeless & morbid life, it will be necessary to reorient the entire rural education from top to bottom towards these objectives.” इसके साथ ही ग्रामीण विश्वविद्यालय या महाविद्यालय बनाने से डॉ. राधाकृष्णन् का मतव्य था कि ग्रामीण क्षेत्र के निवासी शिक्षा की लौ से वंचित न रह जाए। इस अंचल में रहने वाले भारतीयों को अपने ग्राम में ही उच्च शिक्षा प्रदान की जाए। इस उद्देश्य से विश्वविद्यालय शिक्षा आयोग ने ग्रामीण अंचलों में एक प्रमुख विश्वविद्यालय के अंतर्गत कई छोटे-छोटे कॉलेज स्थापित करने का प्रस्ताव व्यक्त किया। निःसंदेह, आयोग ने सर्वप्रथम भारत के ग्रामीण क्षेत्रों में उच्च शिक्षा की प्रगति के लिए विश्वविद्यालय निर्माण की पहल की। इसके अतिरिक्त आयोग ने इस क्षेत्र विशेष के विद्यार्थियों के लिए पुस्तकालयों एवं प्रयोगशालाओं की सुविधा किसी एक ही जगह उपलब्ध कराने का सुझाव भी दिया। आयोग ने केवल ग्रामीण विश्वविद्यालय निर्माण की संस्तुति ही नहीं की बल्कि उसके अनुकूल उच्च शिक्षा के लिए उपर्युक्त योजना बनाने पर जोर दिया। विश्वविद्यालय शिक्षा आयोग के प्रतिवेदन में ग्रामीण शिक्षा से संबंधित पाठ्यक्रम एवं शिक्षा वर्ष की योजना प्रस्तावित की गई, जिसके अंतर्गत 8 वर्ष की प्राथमिक या बुनियादी शिक्षा, 3 से 4 वर्ष तक माध्यमिक शिक्षा, 3 वर्ष के लिए महाविद्यालयी शिक्षा एवं द्विवर्षीय विश्वविद्यालयी शिक्षा का प्रावधान दिया गया। आयोग ने ग्रामीण महाविद्यालयों में छात्रों की संख्या 300 एवं विश्वविद्यालयों में 2500 तक निर्धारित किया तथा पाठ्यक्रम के मुख्य विषयों में भाषा, दर्शन, साहित्य, भौतिकी, रसायन, समाजशास्त्र, प्राणी विज्ञान, कृषि विज्ञान एवं अर्थशास्त्र आदि विषयों को शामिल करने का अनुग्रह किया।

विश्वविद्यालय आयोग ने उच्च शिक्षा को क्रियांवित करने की योजनाएँ प्रस्तावित तो की लेकिन सत्य तो यह है कि स्त्री सशक्तीकरण तथा ग्रामीण क्षेत्रों के विकास के बिना भारत का संपूर्ण विकास संभव नहीं है। आज उच्च शिक्षा हाईटेक हो चुकी है। दौड़ती-भागती रफ्तार भरे इस युग में मात्र ग्रामीण ही नहीं शहरी क्षेत्रों में भी सलीके से बिजली की व्यवस्था तक नहीं है। ऐसे में शिक्षा का उच्च मानदंड कोरा फलसफा प्रतीत होता है। निःसंदेह, ‘डिजिटल शिक्षा प्रणाली’ ने शिक्षा को उच्च शिखर तक पहुँचाया। लेकिन शिक्षा के इस अत्याधुनिक संस्करण ने उच्च शिक्षण संस्थानों में फैल रहे राजनीतिकरण के कारण व्यक्ति के चरित्र निर्माण की तस्वीर धुंधली होती जा रही है। अतः आज जरूरत है फिर से एक बार डॉ. राधाकृष्णन् के आदर्शों, विचारों एवं शैक्षिक योजनाओं को सभ्यता, कला, विज्ञान, धर्म, दर्शन और आध्यात्म आदि से जोड़कर देखने की, जिससे भारत को उन्नयन के चरम उत्कर्ष तक पहुँचाया जा सके। उनकी अध्यक्षता में निर्मित विश्वविद्यालय शिक्षा आयोग की सिफारिशें विश्वविद्यालय

के आधारभूत ढाँचे में परिवर्तन लाने के लिए आवश्यक है। असल में, राधाकृष्णन् ऐसे भारतीय शिक्षाशास्त्री हैं, जिन्होंने आधुनिक शिक्षा को आधारभूत स्वरूप प्रदान किया। उनका जीवन दर्शन, विचारधाराएँ एवं दूरदर्शिता आदि सम्पूर्ण मानव जाति के लिए प्रेरणा स्रोत है। अतः शिक्षा जगत में उनका योगदान चिरकाल तक भारतीय जन जीवन में अविस्मरणीय बना रहेगा।

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भारत का नव निर्माण और स्वामी विवेकानंद

—ममता सिंह

प्रस्तावना

भारत में प्रखर मनीषियों की सतत् श्रृंखला विद्यमान रही है। यह भूमि महान पुरुषों की जन्मदात्री रही है, इन्हीं महापुरुषों की ज्ञान ज्योति से सारा विश्व प्रकाशमान हुआ है। इन्हीं विलक्षण प्रतिभाओं ने अपने अलौकिक ज्ञान से मानव जाति को एक नवीन दिशा प्रदान की तथा विश्व में देश का गौरव बढ़ाया। भारतीय संस्कृति एवं सभ्यता के प्रतीक स्वामी विवेकानंद केवल संत ही नहीं, बल्कि एक महान देशभक्त, विचारक, एक महान वक्ता, लेखक और मानव प्रेमी भी थे। देश में वैदिक धर्म की पुर्नप्रतिष्ठा करने, समाज के स्वरूप को सुधारने व राजनीतिक चेतना को जाग्रत करने में जितनी अहम भूमिका स्वामी जी की रही, उतनी शायद किसी महापुरुष की रही हो। उस समय जब संपूर्ण देश पराधीनता की पीड़ा झेल रहा था तथा भारतीय संस्कृति तथा धर्म को विदेशी धर्म गुरुओं द्वारा तिरस्कृत दृष्टि से देखा जा रहा था, तब इस महानमानव ने शिकागो के धर्म सम्मेलन में अपने देश की धार्मिक एवं सांस्कृतिक परंपरा का ऐसा परचम लहराया कि संपूर्ण पश्चिमी जगत इस महामानव तथा भारतीय आध्यात्मिक ज्ञान के सामने नतमस्तक हो गया, जिससे भारत के गौरव एवं भारतीयों के आत्मसम्मान में वृद्धि हुई, जो स्वतंत्रता प्राप्ति की राह में सहायक तथा प्रेरणादायक सिद्ध हुआ।

स्वामी विवेकानंद का जीवनवृत्त :

भारत की पवित्र आध्यात्मिक परंपरा में अनन्य ज्ञान के भंडार एवं दिव्य ज्योतिर्मय स्वामी विवेकानंद का जन्म 12 जनवरी, 1963 ई. में कलकत्ता में हुआ था। इनके पिता विश्वनाथ दत्त पेशे से एक वकील थे तथा इनकी माता भुवनेश्वरी देवी एक धर्मपरायण महिला थीं, स्वामी जी ने कहा था कि 'मुझमें जितनी भी धार्मिक, सांस्कृतिक चेतना मौजूद है, उसके लिए मैं अपनी माँ का कृतज्ञ हूँ, माता प्रेम से उन्हें वीर वर कहती थीं, परंतु नामकरण संस्कार के समय उनका नाम नरेन्द्रनाथ रखा गया। बचपन से ही नरेन्द्रनाथ में विलक्षण प्रतिभा के लक्षण दिखते थे। ये अत्यंत प्रखर बुद्धि के बालक थे। इनकी स्मरण शक्ति अद्भुत थी, साथ ही यह अत्यंत चंचल भी थे। उन्होंने अंग्रेजी तथा बांग्ला भाषा की शिक्षा घर पर ही प्राप्त की तथा 7 वर्ष की अल्पायु में ही कृत्तिवास

बांग्ला रामायण कंठस्थ कर ली थी। स्कूल के समय सिखायी गई एक कविता की पंक्तियों का उन पर विशेष प्रभाव पड़ा। 'जो मनुष्य सकल नारियों में अपनी माँ को देखता है, समस्त मनुष्यों की विपुल संपत्ति को धूल के ढेर के समान देखता है, जो समग्र प्राणियों में अपनी आत्मा को देख पाता है, वही प्रकृत ज्ञानी होता है।' कलकत्ता में स्कूल की पढ़ाई के समय उनकी प्रकृति धर्म प्रवण अवश्य थी, परंतु सभी चीजों की तत्काल जाँच-परख करना उनका स्वभाव था, वह सिर्फ बातचीत से संतुष्ट नहीं होते थे।

1879 में प्रथम श्रेणी में प्रवेश परीक्षा उत्तीर्ण कर कलकत्ता विश्वविद्यालय से बी. ए. किया। नरेन्द्रनाथ की विश्वविद्यालयी शिक्षा पूर्ण होने के उपरांत उनके पिता नरेन्द्र का विवाह करना चाहते थे, परंतु नरेन्द्रनाथ गृहस्थ जीवन नहीं जीना चाहते थे।

महर्षि देवेन्द्रनाथ की सलाह से नरेन्द्रनाथ ने ध्यान अभ्यास करना बचपन से आरंभ कर दिया था। सत्य की खोज में वे ब्रह्मसमाज की सभाओं में भी जाने लगे। उन्होंने हिंदू धर्म के साथ-साथ ईसाई, मुसलमान, बौद्ध आदि धर्मों के विषय में भी अध्ययन किया और पाया कि सभी धर्म उन्हीं सब मूल तत्वों की शिक्षा देते हैं, जो हमारा धर्म देता है तथा उनके मन में प्रश्न उत्पन्न हुआ कि फिर सत्य क्या है? इसी के कारण वह कलकत्ता शहर में सत्य की खोज में यहाँ-वहाँ घूमते थे और लंबे-लंबे भाषण सुनकर वह वक्ताओं से प्रश्न करते थे कि 'आपने क्या ईश्वर के दर्शन किए हैं?' इस प्रश्न पर सभी वक्ता चौंक जाते थे, परंतु एकमात्र श्रीरामकृष्ण परमहंस ही एक व्यक्ति थे, जिन्होंने नरेन्द्र के प्रश्न का उत्तर दिया था, 'मैंने ईश्वर के दर्शन किए हैं।' उन्होंने यह भी कहा था, 'मैं तुम्हें भी उनके दर्शन लाभ की राह दिखा दूँगा।' नरेन्द्रनाथ को सत्य एवं ब्रह्म का साक्षात्कार स्वामी रामकृष्ण परमहंस से मिलने के उपरांत ही हुआ। श्री रामकृष्ण परमहंस जिस पथ के पथिक थे, नरेन्द्रनाथ के अंदर भी वही पथ अवलंबन करने की प्रबल आकांक्षा जाग उठी तथा नरेन्द्रनाथ ने 24 वर्ष की अवस्था में ही संन्यास ग्रहण करने का संकल्प कर लिया। नरेन्द्रनाथ अपने योग्य गुरु परमहंस के सबसे प्रिय शिष्य थे तथा स्वामी विवेकानंद के रूप में प्रसिद्ध हुए। इन्होंने कश्मीर से कन्याकुमारी तक समस्त भारत का भ्रमण किया जिससे इनके ज्ञान में तो वृद्धि हुई, इसके साथ ही भारत के विभिन्न क्षेत्रों के दीन-दुखियों की दीन स्थिति से भी अवगत हुए।

स्वामी जी की वेदों तथा उपनिषदों के अध्ययन में रुचि थी। उन्होंने वेदांत दर्शन का गहन अध्ययन कर उसकी आधुनिक रूप में व्याख्या की। नव्य वेदांत के रूप में आधुनिक वैज्ञानिक खोजों तथा समकालीन विचार को स्थान दिया।

स्वामी जी के अनुसार किसी भी देश या व्यक्ति की आध्यात्मिक उन्नति जितनी आवश्यक है, उतनी ही भौतिक उन्नति। वे देश से गरीबी नाम के अभिशाप को दूर

करना चाहते थे, उनका कहना था, “रोटी का अभाव दूर किये बिना भूखे मनुष्य धार्मिक नहीं बनाये जा सकते। इसलिए रोटी का अभाव दूर करने का उचित मार्ग बताना सबसे पहला तथा मुख्य कर्तव्य है।”

विवेकानंद जी के अनुसार मनुष्य के जीवन का अंतिम उद्देश्य मुक्ति पाना है, परंतु वह यह भी मानते थे कि जब तक मनुष्य शारीरिक अस्वस्थता, मानसिक दासता, आर्थिक अभावहीनता आदि की स्थिति से नहीं मुक्त होगा तब तक उसकी मुक्ति संभव नहीं है।

स्वामी विवेकानंद एवं सर्वधर्म सम्मेलन :

शिकागो सर्वधर्म सम्मेलन में स्वामी जी ने अपने वक्तव्य की शुरुआत सभी को धन्यवाद देकर की तथा सभागार में खड़े होकर अमेरिकावासी बहनों और भाईयों कहकर सभा को संबोधित किया। इन शब्दों में ऐसी जादुई शक्ति थी जिससे सभी श्रोताओं का हृदय मंत्रमुग्ध हो गया। यह सुनकर सभी स्त्री-पुरुष उठ खड़े हुए और चारों ओर से तालियों की करतल ध्वनि गूँजने लगी। इस अभिभाषण के बाद स्वामी जी विश्वभर में सर्वश्रेष्ठ धार्मिक वक्ता के रूप में प्रसिद्ध हो गये। शिकागो के समाचार पत्र-पत्रिकाएँ स्वामी जी की प्रशंसा के बखान से ही ओतप्रोत थे। “संक्षिप्त व्याख्यान का अधिकांश ही विशेष वाग्मितापूर्ण हुआ था, यह तय है। लेकिन हिंदू संन्यासी ने धर्म महासभा की मूल नीति और उसकी सीमाबद्धता की जितने सुंदर तरीके से व्याख्या की थी, अन्य कोई वैसा नहीं कर पाया। उनके पूरे व्याख्यान के विषय में तथा श्रोताओं पर उसकी प्रतिक्रिया के बारे में, मैं सिर्फ इतना कह सकता हूँ कि वे देशभक्ति-संपन्न वक्ता हैं और अपनी निश्च्छल उक्तियाँ जिस मधुर भाषा के माध्यम से वे व्यक्त करते हैं, वह उनके गैरिक वसन और ओजपूर्ण मुखमंडल की तुलना में कम आकर्षक नहीं है।” (न्यूयॉर्क क्रिटिक)

स्वामी जी के ‘अमेरिकावासी बहनों-भाईयो संबोधन में विश्व भ्रातृत्व का भाव, विश्व मानवता की शक्ति तथा अखंडता का बीज निहित था जो आधुनिक समय में भी विश्व एकता के गठन के रूप में संचालित है। विवेकानंद ने वेदांत दर्शन की एक नये रूप ‘नव्य वेदांत’ के रूप में व्याख्या की जिसे यूरोपवासियों तथा वहाँ के पादरियों द्वारा भी सराहा गया। विवेकानंद ने अपने भाषणों के प्रभाव से भारतीय संस्कृति तथा दर्शन की महानता को पूरे विश्व में सिद्ध किया। विवेकानंद जी पुनः 1899 में यूरोप की यात्रा पर गये तथा अनेक देशों का भ्रमण किया और अपने भाषणों से सिद्ध किया कि पश्चिमी देशों ने भौतिकतावाद के क्षेत्र में कितनी भी प्रगति कर ली हों, परंतु आध्यात्मिक क्षेत्र में आज भी भारत विश्व-गुरु है।

1 मई, 1897 में मानव जाति के उत्थान के लिए स्वामी जी ने रामकृष्ण मठ की स्थापना की। इसकी स्थापना का उद्देश्य 'अपनी मुक्ति तथा जगत के हित के लिए' था। इस मठ का मुख्य कार्यालय बेलूर मठ में है। इसकी पूरे विश्व में 214 शाखाएँ कार्यरत हैं। इसका मुख्य उद्देश्य शैक्षिक, धार्मिक अध्ययन, आध्यात्मिक तथा लोक हितकारी शिक्षा प्रदान करना है, जिसके माध्यम से समाज तथा मानव सेवा करना है। रामकृष्ण मिशन के प्रतीक चिह्न में सांप द्वारा घेरे हुए जल में कमल के बीच हंस का चित्र दर्शाया गया है, जिसमें तरंगपूर्ण जल समूह कर्म का, कमल भक्ति का और सूरज ज्ञान का तथा सांप का घेरा योग और जाग्रत कुंडलिनी शक्ति का प्रतीक है तथा हंस के प्रतीक का अर्थ है परमात्मा, अर्थात् कर्म, भक्ति, ज्ञान और योग के साथ होने पर ही परमात्मा का दर्शन संभव होता है।

स्वामी विवेकानन्द का शिक्षा दर्शन :

स्वामी विवेकानन्द ने शिक्षा का अर्थ मनुष्य की अंतर्निहित पूर्णता को माना है। उनके अनुसार, "व्यक्ति के अंदर निहित पूर्णता का उद्घाटन ही शिक्षा है।" अर्थात् अंतर्निहित पूर्णता की अभिव्यक्ति ही शिक्षा है। उनके अनुसार सभी प्रकार का ज्ञान मानव के भीतर ही छिपा है। शिक्षा का कार्य मनुष्य को उस अंतर्निहित ज्ञान से अवगत कराना है।

स्वामी जी शिक्षा को अत्यधिक महत्वपूर्ण मानते थे। उन्होंने यूरोप के भ्रमण के समय शिक्षा की भौतिक उपलब्धियाँ भी देखीं तथा जाना कि भारत की निर्धनता का कारण अशिक्षा है। उनके अनुसार शिक्षा मात्र सूचना प्रदान करने तक सीमित नहीं होनी चाहिए। उनका मानना था कि अनेकानेक असंबद्ध जानकारीयों को मस्तिष्क में ठूस देने से कोई लाभ प्राप्त नहीं होता। सूचना का कोई महत्व नहीं जब तक उसका उपयोग न हो। उनके अनुसार सिर्फ कुछ विचारों को रटकर डिग्री प्राप्त करना शिक्षा नहीं है। विवेकानन्द के शब्दों में, "यदि तुम सिर्फ पाँच ही परखे हुए विचार आत्मसात कर उनके अनुसार अपने जीवन और चरित्र का निर्माण कर लेते हो, तो तुम एक समस्त ग्रंथालय को रटने वाले की अपेक्षा अधिक शिक्षित हो। यदि शिक्षा का अर्थ जानकारी ही होता, तो पुस्तकालय संसार में सबसे बड़े संत हो जाते और विश्वकोश (Encyclopedia) महान ऋषि बन जाते।"

बालक में जन्म से ही ज्ञानराशि स्वतः ही निहित है। उसको अपने अंदर ज्ञान का अन्वेषण करना है। न्यूटन ने गुरुत्वाकर्षण के नियम का आविष्कार किया यह नियम न तो सेब में था, न पृथ्वी के किसी बाहरी पदार्थ में बल्कि यह तो न्यूटन के मन में था जिसे उसने परिस्थिति उत्पन्न होने पर अध्ययन करके उत्पन्न किया। इसी आधार पर

कहा जाता है कि आध्यात्मिक और लौकिक ज्ञान मनुष्य के अंदर निहित है। जब धीरे-धीरे आवरण हटता है तो कहा जाता है, मनुष्य सीख रहा है। उन्होंने कहा है कि व्यक्ति के मन में ज्ञान इस प्रकार निहित है जिस प्रकार चकमक पत्थर में चिंगारी।

शिक्षा के उद्देश्य

स्वामी जी ने शिक्षा का मुख्य उद्देश्य मन, बुद्धि, चरित्र निर्माण तथा मनुष्य विकास को माना है। अर्थात् शिक्षा ऐसी हो जो बुद्धि का विकास करे, बालकों का चरित्र निर्माण करे, मानसिक शक्ति का विकास करे और बालक को इस योग्य बनाएँ कि वह अपने पैरों पर खड़ा हो सके। विवेकानंद जी ऐसी शिक्षा व्यवस्था करना चाहते थे जो मानव निर्माण कर सके। विवेकानंद जी ने शिक्षा को आत्मविकास की प्रक्रिया कहा है। उनके अनुसार “जिस तरह से आप एक पौधा नहीं उगा सकते उसी तरह आप किसी बालक को शिक्षा नहीं दे सकते। जैसे पौधा स्वयं अपनी प्रकृति को विकसित करता है वैसे ही बालक भी अपने आपको स्वयं शिक्षित करता है।” लेकिन इसका अर्थ यह नहीं कि उनकी शिक्षा प्रक्रिया में शिक्षक का कोई महत्व नहीं माना है। उनकी मान्यता थी कि शिक्षक की भूमिका बालक के आत्मविकास की शिक्षा के मार्ग की बाधाओं को दूर करना है। जिस प्रकार एक माली का काम पौधों के लिए जमीन को ठीक करना, उसमें समय-समय पर खाद-पानी देना आदि है, उसी प्रकार शिक्षक का कार्य बालक को ऐसा परिवेश प्रदान करना है जिसमें उसका समुचित विकास हो सके।

इस प्रकार विवेकानंद बालक की शिक्षा में किसी प्रकार का बाहरी दबाव नहीं चाहते थे, क्योंकि इससे बालकों के स्वाभाविक विकास तथा उनकी स्वतंत्रता में अवरोध उत्पन्न होता है। प्रत्येक बालक को उसकी योग्यता एवं सामर्थ्य के अनुसार विकसित होने के अवसर प्रदान करने चाहिए।

विवेकानंद जी बालकों की शिक्षा व्यवस्था में उनकी स्वतंत्रता के हिमायती थे, वे चाहते थे कि शिक्षा बालकों में आत्मविश्वास का विकास करे। उनके अनुसार शिक्षित व्यक्ति की सबसे बड़ी पहचान आत्मविश्वास है। वे विद्यार्थियों में धार्मिक शिक्षा के द्वारा अदम्य आत्मविश्वास उत्पन्न करना चाहते थे। उन्होंने कहा था कि आत्मविश्वास ही सच्चा धर्म है।

स्वामी जी के विचारों तथा शैक्षिक उद्देश्यों की प्रासंगिकता :

स्वामी जी की विचारधारा एक सर्वव्यापी विचारधारा थी, जिसकी प्रासंगिकता हमेशा रहेगी। उनके शिक्षा संबंधी क्रांतिकारी विचार भारत के नव निर्माण की नींव हैं। वे हमेशा से ही भारतवासियों को शिक्षित करना चाहते थे जिससे देश का उचित विकास हो सके। इसीलिए वे मानव निर्माण करने वाली शिक्षा की व्यवस्था करना चाहते

थे। वे चरित्र निर्माण, धर्म परायणता तथा आध्यात्मिक संस्कृति के साथ-साथ आधुनिक आवश्यकताओं की पूर्ति करने वाली शिक्षा के भी पक्षधर थे। वे चाहते थे कि बालक को धर्म और अध्यात्म की शिक्षा के साथ विज्ञान व तकनीकी की शिक्षा भी दी जाए जो देश तथा मानव विकास में सहायक हो।

स्वामी जी ने शिक्षा का सर्वाधिक महत्वपूर्ण उद्देश्य अंतर्निहित पूर्णता की अभिव्यक्ति को माना है तथा उनके आधुनिक वेदांत के अनुसार बालक में अनन्त ज्ञान व शक्तियों का भंडार विद्यमान है। शिक्षा का उद्देश्य इन शक्तियों का उत्तरोत्तर विकास करना तथा उनकी अभिव्यक्ति करने में सक्षम बनाना है।

शिक्षा ऐसी हो जो मानसिक विकास के साथ-साथ शारीरिक पूर्णता भी प्रदान करे। दुर्बल शरीर अपने लक्ष्य की पूर्ण प्राप्ति में बाधक होता है। उन्होंने कहा कि “तुम गीता पढ़ने के बजाय फुटबाल खेलकर स्वर्ग के अधिक नजदीक पहुँच सकते हो।”

विवेकानंद जी विद्यार्थी को इस प्रकार की शिक्षा देना चाहते थे कि वह भावी जीवन के लिए तैयार हो सके। उनके अनुसार भावी जीवन संघर्ष की तैयारी के लिए विज्ञान तथा तकनीकी शिक्षा आवश्यक है तथा शिक्षा ऐसी हो जो राष्ट्रीयता की भावना का विकास करे। स्वामी जी के शब्दों में, “ऐ वीर, साहस का अवलंबन करो। गर्व से कहो, मैं भारतवासी हूँ, और प्रत्येक भारतवासी मेरा भाई है।” शिक्षा के आधार पर विवेकानंद भारतवासियों में राष्ट्र के प्रति समर्पण की भावना का विकास करना चाहते थे।

विवेकानंद का मानना था कि भारत के पतन और अवनति का एक प्रमुख कारण स्त्रियों की अशिक्षा है। स्वामी जी स्त्री-पुरुष समानता के समर्थक थे। उन्होंने महिलाओं की समुचित शिक्षा के लिए पुरुषों की तरह स्त्रियों के लिए अलग संघ स्थापित करने पर जोर दिया। वे कहते हैं कि, “जिस प्रकार माता-पिता अपने पुत्रों को शिक्षा देते हैं, उसी प्रकार उन्हें अपनी पुत्रियों को भी शिक्षित करना चाहिए।” ताकि वे दूसरों पर निर्भर रहने की बजाय स्वयं ही अपनी समस्याओं का समाधान करने योग्य बन सकें।

विवेकानंद की शैक्षिक विचारधारा तथा उनके शैक्षिक उद्देश्य तब से लेकर अद्यतन निरंतर उद्देश्यपरक रहे हैं। उनके विचारों तथा उनके शैक्षिक दर्शन की प्रासंगिकता निरंतर बनी रहेगी।

स्वामी जी के दर्शन की प्रमुख विशेषता यही रही कि वे आध्यात्मिक होने के साथ-साथ आधुनिक भी थे। वे योग और ध्यान के साथ विज्ञान व तकनीकी को भी महत्वपूर्ण मानते थे, जो आज भी राष्ट्र निर्माण तथा मानव निर्माण के लिए आवश्यक है। वे चरित्र निर्माण पर विशेष बल देते थे, जिससे व्यक्ति वीर तथा आत्मविश्वासी बने। उनके शैक्षिक उद्देश्य तथा पाठ्यक्रम का प्रारूप आधुनिक काल में भी विद्यार्थियों

की आवश्यकताओं की पूर्ति करने में सक्षम है। विवेकानंद जी गुरु-शिष्य के संबंध को अत्यधिक महत्व देते थे। उनके अनुसार गुरु का स्थान माता-पिता से भी उच्च है, जो उसे सत्य का ज्ञान कराता है, वे स्वयं भी अपने पूज्य गुरु रामकृष्ण परमहंस जी के प्रति पूर्ण समर्पित थे तथा जीवनपर्यंत उन्हीं की शिक्षा का प्रचार-प्रसार करते रहे।

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जिददु कृष्णमूर्ति

—विकास बैनीवाल

मुख्य घटनाएं

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परिचय

सामान्यतः किसी भी विचारक के विषय में जानने के लिए हम उनके जीवन काल एवं उनके परिप्रेक्ष्य के विषय में जानते हैं जिसके द्वारा हम उनके विचार एवं व्यवहार को समझने का प्रयत्न करते हैं। परंतु कृष्णमूर्ति हमारी इस पद्धति का विरोध करेंगे क्योंकि उनके विचार में मानव स्वतंत्र है और किसी भी पारिवारिक, सामाजिक,

राष्ट्रीय, अथवा अन्तर्राष्ट्रीय घटना उसे प्रभावित तो कर सकती है पर उसकी नियति नहीं तय कर सकती। अतः कृष्णमूर्ति हमसे पूछेंगे कि यदि मेरा जन्मस्थान मद्रास प्रेसिडेंसी (आंध्र प्रदेश में चित्तूर जिला) में मदनपल्ली जैसा छोटा शहर था तो क्या हुआ? यदि मेरा जन्म तेलुगु भाषी परिवार में हुआ तो क्या हुआ? यदि मेरे पिता जिद्दु नारायण्णाह को ब्रिटिश औपनिवेशिक प्रशासन के एक अधिकारी के रूप में नियुक्त किया गया था तो उसका मेरे जीवन के लिए क्या महत्व? इसके विपरीत वे यह बताएँगे कि कैसे उन्होंने अपने लिए, थियोसोफिकल सोसायटी की अध्यक्ष एवं

यदि सत्य की खोज के उद्देश्य के लिए एक संगठन बनाया गया तो यह एक बैसाखी, कमजोरी अथवा बंधन बन जाएगा और व्यक्ति को अपंग कर देगा। वह मनुष्य को अपनी उस विशिष्टता को स्थापित करने से रोकेगा जो कि पूर्णतया और सत्य के लिए उसकी खोज में निहित है (Lutyens, 1983; 14 से उद्धृत एवं अनुवादित)।

महान विदूषी डॉ. एनी बेसेंट एवं उनके सहभागियों द्वारा, बनाए 'आर्डर ऑफ द स्टार इन द ईस्ट' (order of the star in the east) नामक एक विशाल अंतर्राष्ट्रीय संगठन को 1929 में यह कहकर समाप्त कर दिया कि "सत्य एक पथहीन भूमि है वहाँ तक आप किसी भी मार्ग, किसी भी धर्म या किसी संप्रदाय के द्वारा नहीं पहुँच सकते।"

कृष्णमूर्ति एक ऐसे विचारक थे जिन्होंने अपने समय के प्रमुख मुद्दों और चिंताओं के विषय में, जैसे हिंसा, मनोवैज्ञानिक परिवर्तन और क्रांति, प्रकृति, मस्तिष्क और विचार, ध्यान, ज्ञान और मानव संबंध, आम जनता और अनेक प्रतिष्ठित विचारकों जैसे डेविड बोहम (1999), एलन एंडरसन (1991), और बौद्ध विद्वानों जैसे वालपोला राहुला (स्कीट, 2003) आदि से संवाद किया। उनके सार्वजनिक भाषण, चर्चाएँ, और संवाद एकत्रित कार्यों के सत्रह खंडों के रूप में हमें उपलब्ध हैं।

सत्य की खोज

कृष्णमूर्ति की खोज ही कुछ ऐसी थी जिसमें उन्होंने सभी बंधनों जैसे भौतिक, सामाजिक या बौद्धिक, को तोड़कर अपनी स्वतंत्रता को पहचानने एवं जीने के लिए सभी को प्रेरित किया। यही कारण है कि कृष्णमूर्ति ने कभी अपने विचारों को पश्चिमी दर्शन की मुख्यधारा के अनुरूप तत्वमीमांसा, ज्ञानमीमांसा और मूल्यमीमांसा आदि श्रेणियों में व्यवस्थित नहीं किया। इसके अतिरिक्त कृष्णमूर्ति दर्शन एवं अन्य विषयों में व्याप्त व्यक्ति एवं विषय वस्तु, तर्क एवं भाव और व्यक्तिगत एवं सामूहिक जैसी द्वंदात्मक समझ का खंडन करते हैं। तर्क-भावनाओं, वैयक्तिक-सामाजिक एवं साध्य-

माध्यम के द्वंद को दूर करने के लिए कृष्णमूर्ति एक एकीकृत व्यक्ति को शिक्षा का मूल उद्देश्य मानते हैं। यह एकीकृत व्यक्ति न केवल अपने मस्तिष्क से अपितु अपनी भावनाओं से भी जुड़ा होगा, स्वयं को समाज के विरोध में नहीं अपितु समाज से संबंधित मानता होगा, तथा अन्य वस्तुओं एवं व्यक्तियों को केवल अपने उपयोग एवं उपभोग का साधन न समझकर उनके साथ संबंधित महसूस करता हो।

मानव कौन है?

अतः कृष्णमूर्ति व्यक्ति को मानव के रूप में शिक्षा के केंद्र में रखते हैं न कि एक नागरिक अथवा एक भावी कामगार के रूप में। उनके अनुसार सामाजिक, आर्थिक एवं राजनैतिक रूप से मानव के अस्तित्व को समझना सीमित होगा तथा मानव को उसके मूल अस्तित्व किसी भी अन्य रूप में समझना अथवा विकसित करने का प्रयत्न करना उसके मनुष्यत्व को नकारना और उसका अतिक्रमण करना होगा। ऐसा करने से मनुष्य में निःशक्त एवं निराश होने का भाव पैदा होने लगेगा जिससे वह अपनी प्राकृतिक स्वतंत्रता एवं सत्यता खो देगा। एक एकीकृत व्यक्ति अपनी एक स्वतंत्र पहचान रखेगा तथा अपने समाज एवं वातावरण से सामंजस्यपूर्ण जीवन व्यतीत करेगा और अपने विवेकानुसार सामाजिक समस्याओं एवं बुराइयों से अपने सामर्थ्यानुसार जूझेगा। दार्शनिक एवं राजनैतिक विचारकों के विपरीत कृष्णमूर्ति किसी विशेष परिप्रेक्ष्य, दर्शन, विचारधारा अथवा विधि को व्यक्ति के एकीकृत होने तथा उसके विवेक के विकास में बाधा मानते हैं क्योंकि इनके द्वारा मानव संबंधों में दरारें आती हैं। इनके कारण ही मानव उनके अनुसार ये सभी किसी विशेष व्यक्ति अथवा समूह की किसी विशेष सामाजिक परिप्रेक्ष्य में बनी समझ की देन हैं जो सभी के लिए समान रूप से प्रासंगिक नहीं हो सकती, अतः प्रत्येक व्यक्ति को अपने विवेक के विकास के लिए स्वयं प्रयत्न करने होंगे जो अतीत में अथवा किसी और व्यक्ति द्वारा दिए जा चुके विचारों से भिन्न होंगे।

विवेक तथा एकीकरण के लिए कृष्णमूर्ति विचार एवं तर्क को भी महत्वपूर्ण नहीं मानते क्योंकि तर्क हमारे अस्तित्व का केवल एक पहलू है और कोई भी एक पहलू संपूर्ण अस्तित्व की दिशा एवं दशा निर्धारित नहीं कर सकता। विचारों की सत्ता के विपरीत कृष्णमूर्ति चुनाव-रहित चेतना को विवेक के लिए महत्वपूर्ण मानते हैं क्योंकि

बुद्धि अस्तित्व का पूरा क्षेत्र नहीं है केवल एक अंश है, और एक अंश, कितना ही प्राचीन और पारंपरिक हो और कितना ही चतुर हो, अस्तित्व का एक छोटा सा हिस्सा ही है जबकि हमें जीवन की संपूर्णता को समझना है। कृष्णमूर्ति (2003; 12 अनुवादित)।

कोई भी चुनाव करते समय हम वस्तुओं, व्यक्तियों अथवा परिस्थितियों को उनकी सत्यता में न देखते हुए अपनी आवश्यकता, पसंद अथवा परानुभवों के आधार पर देखते हैं जिससे हम उनका केवल एक पहलू ही जान पाते हैं।

मानव के बंधन

कृष्णमूर्ति पसंद-नापसंद, आदत, सामाजिक मानदंड, तुलना, अतीत तथा पूर्वज्ञान आदि को सत्य की खोज के मार्ग में बंधन के रूप में देखते हैं क्योंकि सत्य किसी भी व्यक्ति विशेष अथवा परिप्रेक्ष्य विशेष के अनुसार नहीं होता। ये बंधन व्यक्ति को सीखने से रोकते हैं क्योंकि वे व्यक्ति को पहले से ही विशेष विचारों से भर देते हैं जिन्हें छोड़ना आसान नहीं है। जो विचार जितना पुराना अथवा समाज द्वारा स्वीकृत होता है उसे पहचानना, उस पर प्रश्न चिह्न लगाना तथा उसे समाप्त करना उतना ही कठिन होता है। यहाँ स्पष्ट करना आवश्यक है कि कृष्णमूर्ति विचार बदलने के लिए नहीं अपितु विचार को समाप्त करने के लिए प्रेरित करते हैं जिसके लिए व्यक्ति को अपने विचार करने की प्रक्रिया का अवलोकन करना होता है तथा विचार को पहचानने के पश्चात् उससे जुड़ी हुई आदतों, शंकाओं, औचित्यों, तर्कों और अपने जीवन में उसके स्थान को साक्षी भाव से देखकर उससे मुक्ति पाना है। इसके पश्चात् ही मनुष्य 'सत्य', 'पूर्ण' अथवा 'अज्ञात' को जान सकता है। यह एक व्यक्तिगत खोज है और इसके लिए मनुष्य को स्वयं प्रयास करना होगा।

अतः कृष्णमूर्ति सत्य के ज्ञान के मार्ग में किसी भी माध्यम, मार्ग, विधि, अथवा तरीके पर निर्भरता को अस्वीकार करते हैं क्योंकि कोई भी माध्यम अथवा विधि सीमित है और इससे प्राप्त ज्ञान अपूर्ण है और जो भी हम जान चुके हैं वह अपूर्ण है जिसकी तुलना में ज्ञान जीवंत है जिसे केवल वर्तमान में अनुभव किया जा सकता है। वे सत्य के

यह दिमाग अनुभव, ज्ञान, छवियों और प्रतीकों से भरा है.... ऐसा ज्ञान अतीत है, इनका ज्ञान न भविष्य में है, और न वर्तमान में है। —कृष्णमूर्ति, सानेन, जुलाई 1973 (अनुवादित)।

ज्ञान को शब्दों में अभिव्यक्त करने की संभावना पर भी प्रश्न उठाते हैं क्योंकि जो ज्ञान व्यक्ति के संपूर्ण अस्तित्व ने अनुभव किया है उसे केवल शब्दों के माध्यम से अभिव्यक्त नहीं किया जा सकता। कृष्णमूर्ति प्रत्येक शब्द, तर्क, समझ, जानकारी, और अभिव्यक्ति को सीमित मानते हैं और उन्हें त्याज्य मानते हैं। ज्ञान की परंपरागत समझ के विपरीत कृष्णमूर्ति का मानना था कि विचार और अनुभवों के ढांचे के भीतर 'सत्य' का ज्ञान नहीं हो सकता क्योंकि यह अतीत का ज्ञान होगा।

कृष्णमूर्ति के लिए सत्य की खोज के लिए सभी आंतरिक एवं बाह्य बंधनों से मुक्ति आवश्यक है तथा शिक्षा का कार्य मानव को अपने मनोवैज्ञानिक संसाधनों की खोज करने और अपनी व्यक्तिगत शक्तियों को विकसित करने के साथ ही अपने बंधनों को पहचानने एवं उनसे मुक्ति पाने के लिए सशक्त बनाना है। यहाँ अपने बंधनों से मुक्ति का अर्थ यह नहीं है की व्यक्ति कुछ ऐसा करे जो उसने कभी नहीं किया अथवा वह किसी खतरनाक खेल और साहसिक गतिविधियों में शामिल होना प्रारंभ कर दे अपितु इनके विपरीत वह यह ज्ञान लेना है कि एक व्यक्ति यह सब क्यों करना चाहता है। व्यक्ति स्वयं, अन्यो एवं दुनिया के विषय में अपनी प्रत्येक धारणा पर सवाल उठाकर इन बंधनों से मुक्ति पा सकता है।

शिक्षा क्या है?

कृष्णमूर्ति की यह समझ शिक्षा के उन सभी उद्देश्यों का खंडन करती है जो किसी भी आंतरिक अथवा बाह्य बंधन को सुदृढ़ बनाते हैं जैसे कि सामाजिक रुतबे के लिए शिक्षा, आरामदायक जीवन के लिए शिक्षा, अथवा धनोपार्जन के लिए शिक्षा। कृष्णमूर्ति इन्हें बंधन मानते हैं क्योंकि इनकी आदत एवं सुरक्षा का आभास मानव को उसके लिए सर्वोच्चत निर्णय लेने से रोकते हैं। ये इंद्रिय-जनित अनुभवों एवं सामाजिक मान-सम्मान के हर-फेर को मानव जीवन का केंद्र बना देते हैं। अतः शिक्षा के विषय में उनके विचारों को अभी भी शैक्षिक संस्थानों की 'मुख्यधारा' में स्वीकृत प्रणालियों के लिए 'वैकल्पिक' माना जाता है, क्योंकि वे किसी विशेष दर्शन या विचारधारा का पालन नहीं करते हैं और न ही किसी एक तरह के सार्वभौमिक शिक्षा के उद्देश्यों को स्वीकारते हैं।

कृष्णमूर्ति फाउंडेशन के विद्यालय :

ओक ग्रोव स्कूल
ब्रॉकवुड पार्क स्कूल
ऋषि वैली स्कूल
राजघाट बेसेंट स्कूल
वैली स्कूल
द स्कूल
सह्याद्री स्कूल
पाठशाला

उनके अनुसार शिक्षा का मूल उद्देश्य सत्य की खोज है और यही खोज मानव को रूपांतरित करती है एवं उसे एक एकीकृत व्यक्तित्व के रूप में विकसित करती है। यही सत्य की खोज मानव जीवन को न केवल स्वयं के लिए अपितु समाज के लिए भी सार्थक बनाती है। कृष्णमूर्ति शिक्षा को केवल एक साधन न मानकर उसे मानव जीवन की सार्थकता, गुणवत्ता एवं प्रासंगिकता के लिए महत्वपूर्ण मानते हैं।

शिक्षक की भूमिका

शिक्षक की भूमिका कृष्णमूर्ति के अनुसार एक सलाहकार की है जो स्वयं एकीकृत होने के साथ ही छात्र के प्रयास समझ सके, उनका समादर करे, तथा आवश्यकता पड़ने पर उसे अपने बंधनों से मुक्ति में सहायता कर सके। शिक्षक का कार्य छात्रों को इन बंधनों से मुक्त होने के लिए सक्षम बनाना, उसके मानसिक एवं शारीरिक तत्परता के लिए उचित वातावरण का निर्माण करना, तथा छात्रों के प्रति विचारशील और स्नेही होना है। एक ऐसे शिक्षक के लिए शिक्षण एक तकनीक नहीं अपितु जीवन-शैली होगा। अतः यह आवश्यक है कि एक शिक्षक स्वयं को जाने जिससे उसका एकीकृत व्यक्तित्व छात्रों को प्रेरित करे।

कृष्णमूर्ति मानते हैं कि शिक्षक, शिक्षा तथा ज्ञान की पारंपरिक समझ व्यक्ति की स्वतंत्रता को रोकती है तथा समरूपता एवं अनुपालन की ओर ले जाती है। पारंपरिक समझ समूह से अलग होने एवं लोकाचार का प्रतिरोध करने से रोकती है और सामाजिक रूप से मान्य सफलता के मानदंडों को अपनाती है। कृष्णमूर्ति पारंपरिक समझ को बंधन मानते हैं फिर चाहे वह सफल होने का प्रयास, भौतिक या तथ्याकथित आध्यात्मिक क्षेत्र में इनाम का पीछा करना, आंतरिक अथवा बाहरी सुरक्षा की खोज और आराम की इच्छा। ये सब सहजता को समाप्त करते हैं और भय पैदा करते हैं जिससे मानव को इन बंधनों से मुक्त होने का विचार तक नहीं आता।

माता-पिता की भूमिका

कृष्णमूर्ति एक बालक के विकास में माता-पिता की भूमिका को सर्वाधिक महत्व देते हैं तथा बालक के विरोधाभासों को माता-पिता तथा शिक्षक के विरोधाभासों का प्रतिबिंब मानते हैं। यही कारण है कि कृष्णमूर्ति माता-पिता तथा शिक्षकों के बीच संवाद को महत्वपूर्ण मानते हैं। क्योंकि कृष्णमूर्ति सभी आंतरिक एवं बाह्य बंधनों से मुक्ति को आवश्यक मानते हैं अतः वे बालकों को बचपन से ही स्वतंत्रता के अनुभव के साथ जिम्मेदारी के भाव को भी महत्वपूर्ण मानते हैं जिसके लिए घर एवं विद्यालय को साथ मिलकर कार्य करना होगा। इसके अतिरिक्त वे माता-पिता को महत्वपूर्ण स्थान इसलिए भी देते हैं कि उनके बच्चों के लिए गए निर्णय का बच्चों एवं उनके जीवन पर प्रभाव पड़ेगा और बच्चों के विचारों को विभिन्न निर्णयों में स्थान देकर वे बच्चों को स्वयं के लिए निर्णय लेना भी सिखा सकते हैं।

शिक्षा का उद्देश्य

कृष्णमूर्ति शिक्षा का उद्देश्य मानव में आंतरिक मनोवैज्ञानिक परिवर्तन लाना मानते हैं। वे न केवल वैयक्तिक अपितु सामाजिक बदलाव के लिए भी यह आंतरिक

बदलाव लाना चाहते हैं जिसका आधार आत्मनिरीक्षण और अपने ज्ञान एवं भावनाओं में अंतर्दृष्टि विकसित करना है न कि किसी अन्य व्यक्ति के ज्ञान अथवा विचारधारा का हस्तांतरण। ऐसा ज्ञान तभी आ सकता है जब मानव व्यक्तिगत के ऊपर उठकर संपूर्ण मानवता के लिए जीने का प्रयास करे। जन्म की परिस्थितियों, पर्यावरण, राष्ट्रवाद, जाति, धर्म, अंधविश्वास, वर्ग-भेद और पूर्वाग्रह आदि व्यक्तित्व का निर्माण करते हैं तथा शिक्षा की वर्तमान प्रणाली इसी व्यक्तिगत पर आधारित है, जो आकस्मिक और सीमित है। इसके विपरीत एक व्यक्ति संपूर्ण मानवता का प्रतीक है तथा उसके जीवन एवं शिक्षा का आधार संपूर्ण मानव जाति के लिए प्रेम और करुणा है। शिक्षा का उद्देश्य स्थायी मूल्यों को खोजने में हमारी मदद करता है जिससे हम केवल सूत्रों से न चिपके रहें या नारे न दोहराएं तथा जो हमें प्रतिद्वंद्विता पैदा करने के स्थान पर हमारे विभिन्न बंधनों को तोड़ने में मदद करे। ऐसी शिक्षा का उद्देश्य केवल जानकारी एकत्र कर लेना अथवा हस्त-कौशल का विकास न होकर मनुष्य के एकीकरण द्वारा नवीनता की तलाश एवं उसका प्रत्यक्षीकरण होगा। कृष्णमूर्ति के लिए शिक्षा प्रमाणीकरण और मानकीकरण की संस्थागत प्रक्रिया नहीं है अपितु स्वयं की भावनाओं और विचारों को अतीत के बंधनों से मुक्त करने का नित्य नया और आजीवन चलने वाला प्रयास है जो जीवन को जीने लायक बनाता है।

‘मानव’ सार्वभौमिक रूप से दूसरों से संबंधित है जबकि ‘व्यक्ति’ एक स्थानीय इकाई है, जो एक विशेष संस्कृति, विशेष समाज अथवा विशेष धर्म में स्थित है (कृष्णमूर्ति, 2003, पृष्ठ 6, अनुवादित)।

कृष्णमूर्ति का लक्ष्य मानव जगत की संपूर्णता है जिसके लिए हमें अपने छोटे दायरों से निकल कर एक ब्रह्मतर सार्वभौमिक स्तर पर आकर अपने व्यक्तिगत भय एवं चिंताओं से दूर समन्वित उत्थान की दिशा में अग्रसर होना है। इसके लिए आवश्यक है कि हम अपने स्व की संकल्पना केवल अपने शरीर एवं विचार की सीमा में करने के स्थान पर अपने सार्वभौमिक अंतर्सम्बंधों को पहचानें तथा उनको सुदृढ़ करें। इसके लिए कृष्णमूर्ति के अनुसार संवाद होना अत्यावश्यक है। संवाद हमें ‘अन्य-की-अन्यता’ के प्रति ग्रहणशील बनाकर स्व से परे जाने में सहायता करता है। शिक्षा हमें भयमुक्त बनाकर अपने ‘स्व’ से परे ‘अन्य’ तक जाने की क्षमता का विकास करती है; हमें पारंपरिक विधियों से

कृष्णमूर्ति के अनुसार संवाद वह है जिसमें हम एक ऐसी ध्यान की स्थिति में सुनते हैं जिसमें हमारे मस्तिष्क में उठने वाले क्रमिक विचार शांत हैं और इसी कारण हम सीखते हैं। इसी चित्त-शांति की अवस्था में संवाद संभव है (Krishnamurti, 1967, पृष्ठ 3, अनुवादित)।

रचनात्मकता की ओर ले जाती है; तथा हममें मामूली औसत्ता के स्थानपर विशिष्टता का विकास करती है।

शैक्षिक बदलाव के लिए कृष्णमूर्ति उत्तेजना का नहीं अपितु संयम, सुदृढ़ता एवं संवाद का मार्ग अपनाने के लिए कहते हैं। यद्यपि कृष्णमूर्ति कहीं भी व्यवस्थित रूप से संवाद की व्याख्या नहीं करते, परंतु, 'अन्य' या 'अज्ञात' के लिए खुलेपन पर वे बारंबार बल देते हैं। संवाद एक ऐसी प्रक्रिया है जिसमें सभी धारणाओं, आस्थाओं, दर्शन एवं परिप्रेक्ष्यों, विचारधाराओं और 'स्वयं' की सीमा पर प्रश्न उठाए जाते हैं तथा उनमें स्पष्टता लाने का प्रयास किया जाता है। इसके साथ ही संवाद दो मित्रों के बीच के विश्वास, स्नेह, परहित और एक गहरे संप्रेषण युक्त एक जुड़ाव है। अतः यह कोई आश्चर्य की बात नहीं कि कई सार्वजनिक वार्ताओं और बड़े समूह की चर्चाओं में प्रतिभागी कृष्णमूर्ति की गहन चिंतन, ग्रहणशीलता एवं संप्रेषण पर बल देने और स्पष्ट उत्तर न देने का कारण नहीं समझ पाते। यही कारण है कि उन्होंने अपने विचारों को किसी तर्कबद्ध सिद्धांत के रूप में प्रस्तुत नहीं किया।

शैक्षिक प्रक्रिया

कृष्णमूर्ति की शिक्षा की समझ एक पदानुक्रमिक प्रक्रिया के रूप में नहीं है जिसमें एक अधिक जानने वाला व्यक्ति कम जानने वाले को जानकारी देता है। उनके लिए शिक्षा विश्वास, आपसी जुड़ाव, गंभीर रूप से सोचने, रचनात्मक रूप से सोचने की प्रक्रिया है जो शांति, करुणा, न्याय, प्रेम, परवाह एवं रिश्तों के मूल्य को बढ़ावा देती है, और अपने निर्णय स्वयं लेने की जिम्मेदारी देती है। मानव होने का सार दयालु होना है और शिक्षा का उद्देश्य दूसरों के लिए करुणा और देखभाल का भाव विकसित करना है।

क्योंकि रिश्ते जीवन हैं, रिश्ते अस्तित्व की नींव हैं। रिश्ता बिल्कुल जरूरी है, अन्यथा आप अस्तित्व में नहीं हो सकते हैं। सब कुछ उस शब्द में शामिल है। संबंध का मतलब प्यार, उदारता, सब कुछ है जो अंतर्निहित है। (Krishnamurti & Anderson, 1991, p. 58, अनुवादित)

इस संदर्भ में शिक्षा के हमारे अधिकांश समकालीन संस्थान हमें असफल और अमानुशी दिखते हैं जिनके विपरीत कृष्णमूर्ति का 'आत्म' को जानने का मार्ग उन विचारों की राजनीति में हाशिए पर दिखायी पड़ता है जो विषयों का पदानुक्रम और शैक्षणिक संस्थानों के पाठ्यक्रम और अन्य पहलुओं का मार्गदर्शन करती है। कृष्णमूर्ति सौंदर्यशास्त्र, आलोचना, रचनात्मकता, सहानुभूति, आत्म-जागरूकता और पारस्परिक संबंधों पर बल देकर विषयों के पदानुक्रम को तोड़ देते हैं। यहाँ तक कि कृष्णमूर्ति विद्यालयों में मूल्यांकन को भी स्व-मूल्यांकन, मित्र-मूल्यांकन, सतत् एवं व्यापक मूल्यांकन एवं विस्तृत विचारोभिव्यक्ति द्वारा किया जाता है जो मानव की समग्रता को दर्शाते हैं।

कृष्णमूर्ति की प्रासंगिकता

बढ़ते मशीनीकरण और आभासी वास्तविकता के संदर्भ में उनके विचार और भी प्रासंगिक हैं जो तकनीकी एवं करुणा के बीच एक विकल्प चुनने के लिए नहीं कहते अपितु तकनीकी रूप से उन्नत और कुशल होने के दौरान करुणामय होने के लिए प्रयासरत रहने के लिए उकसाते हैं। वे अपनी मानवता की तलाश करते हुए प्रौद्योगिकी को मानवीय बनाने और दुनिया को जीने के लिए एक बेहतर जगह बनाने के लिए हमारा आह्वान करते हैं। मानव जीवन में व्याप्त हिंसा को केवल तब ही समाप्त किया जा सकता जब हम अतीत अथवा भविष्य में न जीकर केवल वर्तमान में जीएँ एवं अपने जीवन के मूल घटक-संबंधों का महत्व समझें।

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गिजुभाई का शैक्षिक चिंतन

—इसपाक अली

समकालीन भारतीय दार्शनिक शैक्षिक चिंतकों में गिजुभाई का उल्लेखनीय स्थान है। गिजुभाई का जन्म 5 नवंबर, 1885 ई. को गुजरात के चिंतल गाँव में हुआ था। इनका पूरा नाम गिरिजा शंकर भगवान जी बधेला था। इनके पिता श्री भगवान जी बधेला ने अपना जीवन शिक्षक के रूप में प्रारंभ किया था और बाद में वकालत करने लगे थे, पर थे वे धार्मिक प्रवृत्ति के व्यक्ति। गिजुभाई की माता श्रीमती काशीबा भी धार्मिक प्रवृत्ति की महिला थी। ऐसे परिवार के गिजुभाई में धार्मिक प्रवृत्ति का विकास होना स्वाभाविक था। गिजुभाई ने न तो किसी नये दर्शन को जन्म दिया है और न ही किसी दर्शन की व्याख्या की है, पर हर बड़े चिंतक की भाँति इनका अपना एक जीवन दर्शन था।

गिजुभाई शिव के भक्त थे। इनका विश्वास था कि ईश्वर ही इस सृष्टि का निर्माण करता है और वही इसका संहारकर्ता है। मनुष्य को ये ईश्वर की श्रेष्ठतम कृति मानते थे और यह मानते थे कि मनुष्य जीवन का अंतिम उद्देश्य ईश्वर की प्राप्ति है जिसे मनुष्य धर्म एवं नैतिकता के पालन और ईश्वर द्वारा प्राप्त कर सकता है। गिजुभाई भारत में पुनर्जागरण काल में पैदा हुए थे, एक ऐसे युग में जिनमें अंधविश्वासों का अंत हो रहा था, गिजुभाई पर एक तरफ अपने घर के संस्कार थे और दूसरी तरफ अंग्रेजी शिक्षा का प्रभाव था। ये भौतिक और आध्यात्मिक दोनों प्रकार के ज्ञान को आवश्यक मानते थे और यह मानते थे कि भौतिक जगत का ज्ञान बाह्य इंद्रियों के माध्यम से किया जा सकता है और आध्यात्मिकता का ज्ञान अंतःकरण द्वारा प्राप्त किया जा सकता है।

गिजुभाई धर्म और नैतिकता को मनुष्य जीवन का आधार मानते थे। इनकी दृष्टि से हर मनुष्य को सत्य, अहिंसा और ईमानदारी का पालन करना चाहिए और प्राणी मात्र के प्रति प्रेम, स्नेह, करुणा, दया और परोपकार का भाव रखना चाहिए। नैतिकता विहीन मनुष्य को वे मनुष्य नहीं मानते थे। उस समय देश परतंत्र था। गिजुभाई ने राष्ट्रीय भावना के महत्व को पहचाना था। गिजुभाई प्रत्येक मनुष्य से अपने राष्ट्र के प्रति समर्पित होने की अपेक्षा रखते थे।

गिजुभाई का शैक्षिक चिंतन शिशु शिक्षा पर केंद्रित रहा है। इस क्षेत्र में ये डॉ. मांटेसरी से प्रभावित थे। कुछ अर्थों में ये फ्रांसेल की किंडर गार्डन प्रणाली को भी अच्छा

समझते थे पर इनके द्वारा विकसित शिक्षण पद्धतियों को भी इन्होंने भारतीय परिवेश में ढाला है। अंग्रेजी की दासता से मुक्ति के प्रयत्नों के युग में भावनगर में एक नई राष्ट्रीय शिक्षा संस्था, दक्षिणामूर्ति विद्या भवन में जन्म लिया था। इस संस्था में गिजुभाई के मामा श्री हरगोविंद पाण्ड्या भी कार्य करते थे। उनकी प्रेरणा से गिजुभाई सन् 1916 में इस संस्था के आजीवन सदस्य बन गए। उस समय उनकी आयु 31 वर्ष की थी। प्रारंभ में वे विनय मंदिर के आचार्य के रूप में कार्य करते थे। उनका मूल मंत्र था—बलादेवों भवों। ढाई से 6 वर्ष के बालकों की उन्होंने इस तल्लीनता से उपासना की कि बालक उन्हें अपनी 'मूँछों वाली माँ' मानते थे।

गिजुभाई बालकों के गाँधी माने जाते थे। गाँधी जी ने जो काम अहिंसक रीति से देश के लिए किया, बाल शिक्षा के क्षेत्र में वही काम गिजुभाई ने अल्प समय में ही कर दिखाया। बालकों के सर्वांगीण विकास हेतु गिजुभाई ने अपने जीवन काल में जो कार्य किया, उसका उदाहरण ढूँढ़ना कठिन है।

गाँधीजी ने स्वयं गिजुभाई के संदर्भ में लिखा है कि गिजुभाई के बारे में लिखने वाला मैं कौन? उनके उत्साह व श्रद्धा ने मुझे सदा ही मुग्ध किया है। तारा बहन मोडक ने गिजुभाई के विषय में कहा कि गिजुभाई आग के गोले के समान थे। यही कारण है कि जो कोई भी उसके पास पहुँचा था, उसे वे सुलगा देते थे। इसलिए इतने कम समय में वे इतना अधिक काम कर सकते थे—जिस तरह ज्योति से ज्योति जलती है, उसी तरह वे जहाँ भी जाते थे वहाँ पचास पच्चीस लोगों को अपने विचारों का रोग लगाकर लौटते थे।

इसी प्रकार **काका कालेलकर का इनके विषय में विचार था कि**, “इस जमाने में गिजुभाई ने और तारा बेन ने जो काम किया था, वह किसी भी समाज के लिए गौरव रूप था। बालकों का उद्धार—कर्म कर गिजुभाई ने अनगिनत माता—पिता को बाल—स्वतंत्र की, बाल भक्ति की और बाल पूजा की दीक्षा दी। गुजरात में बाल—भक्ति के पागलपन को फैलाने वाले इन दो मिशनरियों ने समाज के मध्यम वर्ग के समूचे स्वरूप को ही बदल डाला है। और गुजरात में असंख्य बाल—मंदिरों की स्थापना करके उन्हें पनपाया और परिपुष्ट किया।”

गिजुभाई की शिक्षा संबंधी 15 मौलिक रचनाएँ हैं। इसके अतिरिक्त अपने राज्य साथियों के सहयोग से उन्होंने लगभग 223 पुस्तकें लिखीं। उनका साहित्य गुजराती में है। उनका अन्य भाषाओं में भी अनुवाद हुआ है। उनका साहित्य बाल मनोविज्ञान, शिक्षा शास्त्र एवं किशोर साहित्य से संबंधित है। माता—पिता और शिक्षक—शिक्षिका का सही मानस बनाने हेतु गिजुभाई ने गुजराती में एक छोटी शिक्षण पत्रिका निकाली थी। इस पत्रिका ने बालसंगोपन, बाल शिक्षण, बाल संस्कार, और बाल जीवन के मर्म की जो

शिक्षा दी, उससे हजारों परिवारों में प्रकाश फैला। इस साहित्य में जो मौलिकता, मर्म स्पर्शिता, सरलता, प्रेरणा और प्राण है। उसी से गिजुभाई अविस्मरणीय रहेंगे। गुजराती की ही भाँति इस पत्रिका के मराठी और हिंदी संस्कार भी निकलते रहे।

बाल शिक्षा के जगत में गिजुभाई की एक अनुपम कृति है—दिवास्वप्न। दिवा—स्वप्न की चर्चा करते हुए गिजुभाई के एक समकालीन साथी और सहयोगी स्वर्गीय श्री हरिभाई द्विवेदी ने लिखा था—दिवा—स्वप्न क्रिया है? वह प्राथमिक शाला की एक स्वल्प समालोचना है और भविष्य की नवीन प्राथमिक पाठशाला के मनोहर और स्पष्ट रूप की एक सुंदर झाँकी है। इसकी विशेषता यह है कि यह सारी पुस्तक कहानी की शैली में लिखी गई है। इस गुजराती पुस्तक का पहला प्रकाशन सन् 1931 में हुआ। सन् 1934 तथा 1962 में इसके हिंदी अनुवाद छपे। राजस्थान शिक्षा विभाग ने भी उनकी त्रैमासिक पत्रिका 'नया शिक्षक' में सन् 1948 में तथा मध्य प्रदेश शिक्षक प्रशिक्षण मंडल ने भी सन् 1985 में अपनी पत्रिका 'पलाश' में इसे छपा।

गिजुभाई चाहते थे कि दिवास्वप्न नाम की पुस्तक में जिन-जिन बातों का निर्देशन किया गया है—वे सब वर्तमान प्राथमिक शाला के शिक्षकों के लिए दिवास्वप्न की वस्तु बने। बाल शिक्षक विषयक शिक्षा प्रणाली के जिन अटल नियमों का व्यवहार वे अपने बाल मंदिर में कर रहे थे, उन नियमों को प्राथमिक शालाओं के अनुकूल कैसे बनाया जा सकता है। इस पर उन्होंने इस पुस्तक में अपने व्यावहारिक विचार प्रकट किए हैं। गिजुभाई ने शिक्षकों के स्वभाव में समर्पण की भावना पैदा करने के लिए लिखा है, "हमारी वर्तमान प्राथमिक पाठशाला का शिक्षक अज्ञानी है, नौकर है, पैसे का लोभी है और अपने आप में विश्वास रखने वाला है।" शिक्षक की इस कमजोरी को गिजुभाई सहानुभूति के साथ देखते हैं और उसके इस मानसिक रोग में स्वयं भी दुख का अनुभव करते हैं। इस पुस्तक में वाचन से शिक्षक अपनी निर्बलता के विचार से घबराएगा, शरमायेगा और अपने अंदर एक ऐसा बल पैदा करने की महत्वाकांक्षा को जगाएगा, जिसके द्वारा वह श्री गिजुभाई के दिवास्वप्न का साक्षात्कार कर सके।

गिजुभाई हमारी पाठशाला के भयानक रूप से भयातुर थे उन्होंने लिखा है—हमारी शाला शिक्षक की प्रयोग भूमि नहीं थी, वह क्रीडांगण नहीं थी, नाट्यशाला नहीं थी। संग्रहालय भी नहीं थी। न कला मंदिर था न बगीचा, टूटी-फूटी चार दीवारें, मैला कुचेला उखड़ा हुआ फर्श दागों से भरी बेंचे, फटी हुई किताबें और टूटी पट्टियों वाले पुस्कालय और डंडा हाथ में लिए घूमते हमारे शिक्षक यह हमारी शाला थी और पढ़ाई याने सूचनाएँ, ज्ञान। इस समस्याओं को सुलझाने के लिए गिजुभाई ने मनोविज्ञान के व्यापक ज्ञान को आवश्यकता बताया। निदान के साथ-साथ शिक्षक का काम इन समस्याओं का निराकरण करना भी है। इसके लिए सबसे पहले उसे अपनी शिक्षण

पद्धति और सीखने की प्रक्रिया का स्वयं विश्लेषण करके उसके गुण दोषों को समझना चाहिए। फिर उसको ऐसी विधियों की खोज करनी चाहिए जिनसे विशेष परिस्थितियों में बालक में अनुकूलन उत्पन्न किया जा सके। यह सब शिक्षक के मनोवैज्ञानिक ज्ञान पर आधारित है।

“माता-पिता के प्रश्न” नामक पुस्तक में गिजुभाई के कुल 52 प्रश्नों का अपनी मति के अनुसार उत्तर दिया है। वे 52 प्रश्न माता-पिता द्वारा झेली गई इन विभिन्न प्रकार की समस्याओं से संबंध रखते हैं जो कि स्कूल जाने वाले अथवा न जाने वाले बच्चों के बारे में सामान्य परिवारों में उठा करती है। माता-पिता को प्रश्नों का उत्तर देने में गिजुभाई ने मनोविज्ञान एवं अध्यापक का संतुलन एवं सामंजस्य साधा है। पुस्तक में से कुछ विचार यहाँ उद्धृत जा रहे हैं।

1. झूठ का मूल है भय। सबसे पहला काम है बालक को उस भय से मुक्त करना।
2. बालकों को इस नन्हीं आयु में ललचा-फुसलाकर या डरा-धमकाकर नियंत्रण में रखने का प्रयास कदापि न करें। लालच भी उतना ही बुरा है, जितना दंड।
3. मेहमानों के सामने बालकों को गाने के लिए न कहे। ऐसा करने से बालक में अभिमान आ जाता है।
4. ट्यूशन लगाने से बालक के दिमाग की ताकत कमजोर हो जाती है।
5. सृजनात्मक कार्यों में साथ-साथ लग जाने से बालक लड़ना-झगड़ना भूल जाते हैं।

गिजुभाई सच्चे अर्थों में शिक्षा मनोविज्ञान के मर्मज्ञ थे। उनकी आत्मा में बालकों के लिए असीम प्यार तथा शिक्षण देने की सहानुभूति थी। वे शिक्षा को बाल केंद्रित स्वरूप देकर संप्रेषण के पक्ष में थे। उनका शिक्षा दर्शन सीधा-सीधा बाल दर्शन था। इसी कारण उनकी शिक्षा पद्धति बाल केंद्रित बन गई थी। गिजुभाई ने बालकों के हितार्थ बाल केंद्रित शिक्षा के महत्व को सदैव उच्च मानक पर स्थापित किया। उन्होंने बाल केंद्रित शिक्षा का शिक्षा विधियों, अनुशासन तथा शिक्षार्थी संबंधों को बतलाते हुए संपूर्ण जीवन को एक तपस्व के रूप में पूरा किया।

गिजुभाई की बाल केंद्रित शिक्षा का संक्षिप्त स्वरूप इस प्रकार है

1. अध्यापक : गिजुभाई ने अपनी पुस्तक ‘दिवा-स्वप्न’ में जिन बातों का उल्लेख किया है, वह सब प्रत्येक अध्यापक के लिए दिवा स्वप्न बने और अध्यापक अपने कार्य में उनको प्रेरणा के रूप में साकार करे। शिक्षक आत्मविश्वासी बने, महत्वाकांक्षी बने ऐसा उनका मानना था।

2. शिक्षण विधि : गिजुभाई की एक और अनुपम कृति है—“प्राथमिक शाला में भाषा शिक्षा ।” इस पुस्तक में एक शिक्षक और बालक के बीच की उस प्रक्रिया के चर्चा है, जिससे बालक की भाषा शिक्षा की बुनियाद तैयार होती है। इस पुस्तक की चार खंड हैं। प्रथम खंड में माइकल वेस्ट (सन् 1920) की भाँति सबसे पहले वाचन पर बल दिया गया है। इसके पश्चात् वे रेखा-चित्र से लेखन को प्रारंभ करते हैं। उंगलियों को कलम पकड़ने का तरीका, पेंसिल पर काबू, इच्छानुसार मोड़ना और अन्ट-शन्ट आकृतियों से अक्षर आकृति तक जाना इत्यादि लेखन की पहली जरूरत बताते हैं। उनके अनुसार श्रुत लेखन से गति और सुनकर सही लिखने की आदत पड़ती है।

3. कविता-शिक्षण : लोक गीतों या ग्राम गीतों, जनगीतों में गेयता, डोलन, ताल की स्पष्टता और विषय-वस्तु के होने पर बालक उनकी ओर आकृष्ट होता है। लोकगीतों के माध्यम से छात्रों का काव्य शिक्षण प्रारंभ किया जाय। बालकों के सम्मुख कविता वह रखी जाए, जिसकी भाषा बोधगम्य हो तथा विषय वस्तु वर्णनात्मक या कथात्मक हो। कविता का परिचय गाकर ही कराया जाए, उसे रटाना भी आवश्यक नहीं है। केवल रसानुभव होने पर ही कविता आत्मसात हो जाती है।

लोकगीत तथा शब्दों के रमक-झमक वाली कविताएँ बालक को आनंदित करती हैं। जो कविताएँ क्रिया प्रदान होती हैं, जिनमें गाड़ी-घोड़ा, दौड़-धूप धूमधाम से होते हैं, उन्हें बालक पसंद करते हैं। बालक के क्रियापूर्ण जीवन में क्रिया का गान करने वाली कविताएँ बालक के विकास में विशेष रूप से सहायक होती हैं। बालकों में कविता गाने का शौक पैदा कर देने से कविता-शिक्षण का आधा काम स्वतः ही बन जाता है।

कविता पाठ में बालकों को न तो शब्दों के अर्थ लिखवाने चाहिए और न उन्हें यों ही अपनी ओर से अर्थ बताने चाहिए। गाना शुरू करने से पहले उन्हें कविता की वस्तु का थोड़े में परिचय दे देना चाहिए। कभी-कभी कविता सुन चुकने पर उनका संक्षिप्त सार सुनने में बालकों को विशेष आनंद आता है। विभिन्न मुद्राओं से कविता के भाव प्रकट करने चाहिए। किसी शब्द या पंक्ति का अर्थ बालक के पूछने पर बता देना चाहिए। कविता-शिक्षण की सफलता का रहस्य तो यह जानने में है कि बालक/विद्यार्थी काव्य में कितना रस लेने लगा है। काव्य उसे कितना स्पर्श कर सका है तथा बालक के लेखन तथा वाणी में कविता ने कितना स्थान ले लिया है? गिजुभाई के अनुसार शब्दार्थ और अन्वय अनावश्यक है।

4. व्याकरण शिक्षण : व्याकरण शिक्षण अकेले में या पृथक् से किया जाने वाला कर्म नहीं है, जो आम तौर से शिक्षक कक्षाओं में करता है। कई स्कूलों में तो व्याकरण का घंटा ही अलग से रखा जाता है, मानो व्याकरण भाषा का हिस्सा न होकर कोई गणित का विषय हो। गिजुभाई के अनुसार पाठ में से संज्ञा, क्रिया, सर्वनाम, विशेषण

पद आदि की पहचान खेल-खेल में की जा सकती है। अपने दिवा-स्वप्न में अध्यापक लक्ष्मी शंकर के माध्यम से सफलतापूर्वक व्याकरण शिक्षण विधि प्रयुक्त की है।

5. इतिहास तथा भूगोल शिक्षण : बच्चों के लिए इतिहास कहानी के रूप में ही दिलचस्प बनता है। उसमें कहानीपन तो होना ही चाहिए, साथ ही मूल घटना के आस-पास एक-सौ कल्पित घटनाओं से सजाकर इतिहास पढ़ाना चाहिए। भूगोल पढ़ाने में ग्लोब और नक्शे की सहायता लेकर तथ्यों को प्रस्तुत करना चाहिए। गणित पढ़ाने के लिए गिजुभाई मांटेसरी पद्धति को ही ठीक समझते हैं।

6. चित्रकला शिक्षण : चित्रकला शिक्षण में बच्चों को वस्तुओं के नाम या वस्तु देकर उनके आकृति बनाने को कहना चाहिए। भले ही प्रारंभ में छात्र चित्र सुंदर न बना सके, परंतु अभ्यास से वे ठीक चित्र बनाने लगेंगे। बाद में उन्हें पेंसिल से रंग भरने का भी अभ्यास कराया जाय। बच्चों को पट्टी पर अथवा कागज पेंसिल से जैसा भी संभव हो चित्र बनाने दिया जाए। अच्छे चित्रों को एल्बम बना कर प्रदर्शन हेतु रखा जाना चाहिए।

7. धार्मिक शिक्षा : छोटे बच्चों की पाठ्यपुस्तक में धार्मिक पुरुषों तथा उनके जीवन के प्रसंगों पर कथाएँ होनी चाहिए। धर्म की गंभीर बातों को छोटे बच्चे नहीं समझ पाते। उन्हें पुराण और उपनिषद् की कथाएँ भी बताई जा सकती हैं। कर्मकांड, श्लोक पाठ, धार्मिक पुस्तकों का अध्ययन आदि को हम भविष्य के लिए छोड़ सकते हैं।

8. खेलकूद : बच्चों को नियत समय में खेलने देना चाहिए। खेलने का मतलब खेलना, कूदना, दौड़ना और मौज करना है। इसमें हारने-जीतने का कोई महत्व नहीं होना चाहिए। पुरस्कार से उनमें छोटे-बड़े की भावना पैदा होती है।

गिजुभाई का शैक्षिक कार्य सन् 1916 से उनकी मृत्यु तक अर्थात् सन् 1939 तक 23 वर्ष चला। गिजुभाई उन बिरले लोगों में से हैं जिन्होंने बाल शिक्षण को न केवल बाल मनोविज्ञान पर खड़ा करने का प्रयास किया बल्कि बाल मनोविज्ञान को भी अध्यात्म एवं नैतिक मूल्यों की परिधि में लाने का प्रयास किया। गिजुभाई ने जॉन लाक, रूसो-पेस्टोलॉजी, फ्राबेल, टालस्टाय, मांटेसरी, स्वामी विवेकानंद तथा गाँधीजी समेत देश-विदेश के ख्याति प्राप्त शिक्षाविदों के शिक्षा सिद्धांतों का अध्ययन किया, स्थानीय वातावरण तथा वर्तमान आवश्यकताओं के परिप्रेक्ष्य में न केवल देखा, परखा अपितु मनोविज्ञान के सूत्रों के आधार पर उनकी मीमांसा की। उनसे प्रेरणा भी ली परंतु उस प्रेरणा से उन्होंने अपनी स्वयं की मौलिकता स्वयं की निर्भरता एवं स्वयं के आत्मविश्वास से एक नया रूप दे डाला।

गिजुभाई एक समर्पित शिक्षक थे जिन्होंने अपने एश्वर्य पूर्ण वकालत का पेशा छोड़कर तपस्या पूर्ण शिक्षक का पेशा स्वीकार किया और ऐसे पेशे को भी पेशे के रूप

में न लेकर बाल सेवा के रूप में स्वीकार किया। उनका सबसे बड़ा कार्य बच्चों को स्कूलों के भयपूर्ण वातावरण से मुक्त कराना था। इसलिए आज शिक्षा जगत में इन्हें बच्चों के गाँधी के नाम से जाना जाता है। महात्मा गाँधी ने देश को अंग्रेजों की परतंत्रता से मुक्त कराया था और गिजुभाई ने बालकों को स्कूलों के भयपूर्ण वातावरण से मुक्त कराया था। शिक्षा जगत में विदेशियों का अंधानुकरण करने वालों को गिजु भाई से सीख लेनी चाहिए।

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प्रमुख भारतीय शिक्षाशास्त्री

—सरिता सुराणा

‘ज्ञान केवल स्वयमेव वर्तमान है। मनुष्य केवल उसका आविष्कार करता है।’

—स्वामी विवेकानंद

‘ज्ञान की शक्ति है। जानकारी स्वतंत्रता है। प्रत्येक परिवार और समाज में शिक्षा प्रगति का आधार है।’

—कोफी अन्नान

‘शिक्षा जीवन की तैयारी नहीं है, शिक्षा ही जीवन है।’

—जॉन देवे

‘शिक्षा का उच्चतम परिणाम सहनशीलता है।’

—हेलर केलर

क्या है शिक्षाशास्त्र

शिक्षण कार्य की प्रक्रिया का विधिवत अध्ययन शिक्षाशास्त्र कहलाता है। इसमें अध्यापन की शैली या नीतियों का अध्ययन किया जाता है। शिक्षक अध्यापन के दौरान इस बात का विशेष ध्यान रखते हैं कि विद्यार्थी को उनकी बात अच्छी तरह से समझ आए। हमारे देश में प्राचीन काल से लेकर अब तक अनेक ऐसे शिक्षाशास्त्री हुए हैं, जिनके ज्ञान का सौरभ देश में ही नहीं, अपितु विदेशों में भी फैला। इनमें आदिगुरु शंकराचार्य (788-820 ई.), स्वामी दयानंद सरस्वती (1824-1883), स्वामी विवेकानंद (1863-1902), श्रीमती एनी बेसेंट (1847-1933), गुरुदेव रवीन्द्रनाथ टैगोर (1861-1945), महामना पंडित मदनमोहन मालवीय (1861-1945), महात्मा गाँधी (1869-1948), महर्षि अरविन्द (1872-1950), भीमराव अम्बेडकर (1891-1956) और डॉ. राधाकृष्णन प्रमुख थे। ये सभी भारतीय शिक्षा से संबंधित विचारधारा का प्रतिनिधित्व करते हैं। इनके जीवन दर्शन के बारे में जानने के लिए हमें इनके समग्र जीवन पर प्रकाश डालना होगा। सबसे पहले हम जानते हैं महात्मा गाँधी के बारे में—महात्मा गाँधी एक ऐसे महामानव थे, जिन्होंने अपने कार्यक्षेत्र को सिर्फ अपने देश के लिए ही नहीं अपितु सम्पूर्ण विश्व के लिए विस्तृत रखा। वे स्वयं कहा करते थे—‘मैं चाहता हूँ कि देश के लिए अपने जीवन का बलिदान करूँ और विश्व के लिए अपने देश का।’

तभी काका कालेलकर साहब ने उनके बारे में लिखा—‘व्यक्तिगत साधना और समूह साधना एक साथ चलाने वाले गाँधीजी का प्रभाव सारी दुनिया पर पड़ना

स्वाभाविक ही है। उनकी साधना जितनी व्यक्तिगत थी, उतनी ही विश्व-साधना भी थी और इसलिए यह निश्चित है कि भविष्य काल के मनुष्य की शुभ प्रवृत्ति इस साधना के रंग से रंगेगी। साधना शुद्धि का उनका आग्रह दुनियाके गले में आसानी से नहीं उतरेगा। लेकिन उद्धार के लिए दूसरा रास्ता ही क्या है, 'नान्य पन्था विद्यते अयनाय।'।

गाँधी जी का शिक्षा दर्शन

महात्मा गाँधी के शिक्षा दर्शन का स्रोत उनका जीवन दर्शन है और उनके जीवन दर्शन का आदि स्रोत ईश्वर, जीव और जगत की प्रकृति है। उस समय भारत की शिक्षा व्यवस्था भारतवासियों की प्रवृत्ति के प्रतिकूल थी। अंग्रेजी शिक्षा के माध्यम से भारतीय संस्कृति एवं सभ्यता का अपमान किया जा रहा था। स्त्री शिक्षा और प्रौढ़ शिक्षा का कहीं नामोनिशान नहीं था। शिक्षा के नाम पर भारतवासियों को मूर्ख और परमुखापेक्षी बनाया जा रहा था, ताकि उन पर आसानी से राज किया जा सके। तभी लॉर्ड मैकाले ने एक बार कहा था—'हमें जनता के एक ऐसे वर्ग की रचना के लिए भरपूर प्रयत्न करना चाहिए, जो हमारे बीच दुभाषिण का कार्य करें तथा जिसके माध्यम से हम लाखों लोगों पर शासन कर सकें। यह वर्ग रक्त और रंग से तो भारतीय हो लेकिन रुचि, विचार, शब्द एवं बुद्धि से अंग्रेज हो।'।

अतः ब्रिटिश शिक्षा प्रणाली की प्रतिक्रिया के परिणामस्वरूप गाँधी जी ने बिना उनकी शिकायत किए खुले शब्दों में शिक्षा के महत्त्व की घोषणा की—'शिक्षा से मेरा तात्पर्य बालक एवं मनुष्य के शरीर, मन तथा आत्मा के उत्कृष्ट एवं सर्वांगीण विकास से है, साक्षरता शिक्षा की न तो अन्तिम सीढ़ी है और न ही प्रथम सोपान। यह तो स्त्री-पुरुष को शिक्षित करने का एक साधन है, साक्षरता स्वयं शिक्षा नहीं कहला सकती।'। उनके अनुसार सच्ची शिक्षा का अर्थ है—'उस आदमी को सच्ची शिक्षा मिली है, जिसका शरीर इतना सधा हुआ है कि वह उसके काबू में रह सके और आराम व आसानी के साथ उसका बताया हुआ काम करे। उस आदमी को सच्ची शिक्षा मिली है जिसकी बुद्धि शुद्ध है, शांत है और न्यायदर्शी है। उस आदमी ने सच्ची शिक्षा पाई है, जिसका मन प्रकृति के नियमों से भरा है, जिसकी इन्द्रियाँ अपने वश में हैं, जिसकी अंतर्वृत्ति विशुद्ध है और जो आदमी नीच आचरण को धिक्कारता है तथा दूसरों को अपने समान समझता है। ऐसा आदमी सचमुच में शिक्षा प्राप्त हुआ माना जाता है।'।

तात्पर्य यह कि वे मनुष्य को सच्चा मनुष्य बनाने वाली शिक्षा के समर्थक थे। उनके शिक्षा सिद्धांतों का संबंध मनुष्य के हृदय, हाथ एवं मस्तिष्क—तीनों के समुचित विकास के साथ था। इसीलिए उन्होंने शिक्षा जगत को बुनियादी शिक्षा (जिसको बेसिक शिक्षा, नई तालीम एवं वर्धा शिक्षा योजना भी कहते हैं) के रूप में एक नया सिद्धांत

दिया और समझाया कि 'नई तालीम का नयापन यही है कि उससे हम प्रेरणा प्राप्त करते हैं। उसी के द्वारा सत्य, अहिंसा, प्रेम, सहयोग, सहानुभूति इत्यादि से समन्वित सर्वोदय समाज की स्थापना कर मानव कल्याण की कल्पना कर सकते हैं।'

गाँधी जी के निर्देशानुसार जाकिर हुसैन समिति ने बुनियादी शिक्षा के निम्नलिखित सिद्धांत निरूपित किए थे—

1. सात वर्ष तक निःशुल्क तथा अनिवार्य शिक्षा।
2. शिक्षा का माध्यम मातृभाषा हो।
3. शिक्षा किसी दस्तकारी या उत्पादक कार्य पर अवलम्बित हो।
4. पाठशालाएँ आत्मनिर्भर हों और शिक्षकों का वेतन निकाल सकें।

इस प्रकार हम कह सकते हैं कि बुनियादी शिक्षा प्रणाली न सिर्फ हमारे देश के लिए, वरन् सम्पूर्ण विश्व के लिए अनुकरणीय है। क्योंकि इसमें मातृभाषा, राष्ट्रभाषा, राष्ट्रीय संस्कृति एवं विश्व कल्याण को सर्वाधिक महत्व प्रदान किया गया है।

रवीन्द्रनाथ टैगोर

अपनी संस्कृति के प्रति अगाध श्रद्धा रखते हुए विश्व कल्याण का मार्ग वही व्यक्ति प्रशस्त कर सकता है, जो विश्वात्मा का विशेष अंश लेकर इस धरती पर अवतरित हुआ हो। वह सृष्टि के कण-कण से परिचित रहता है, जीवात्मा के जीवन का कोई भी क्षेत्र उससे अछूता नहीं रह सकता। वह सबका बन जाता है और सब उसके। विश्व कवि रवीन्द्रनाथ टैगोर भी ऐसी ही अमर विभूतियों में से एक थे। उनका जन्म 6 मई, सन् 1861 ई. को कोलकाता में हुआ था। इनके पिताजी का नाम महर्षि देवेन्द्र नाथ टैगोर था। जब रवीन्द्रनाथ को बंगाल एकेडमी पाठशाला में पढ़ने के लिए भेजा गया तो उन्हें वहाँ का वातावरण पसंद नहीं आया। उन्होंने महसूस किया कि वहाँ पर बालकों की स्वाभाविक प्रवृत्तियों को स्वानुभूति के आधार पर विकसित होने का मौका नहीं दिया जाता है, विद्यालय में खेलकूद का भी अच्छा प्रबन्ध नहीं है, साथ ही छोटी-छोटी भूलों के लिए बालकों की देह पर पशुओं की तरह डंडे का प्रहार किया जाता है। तब उन्होंने स्कूल में पढ़ने जाने से इंकार कर दिया। बाद में उनकी शिक्षा-दीक्षा का प्रबंध घर पर ही किया गया और शनै-शनै उन्होंने भाषा, विज्ञान, कला और संस्कृति आदि सभी विषयों पर अपना अधिकार जमा लिया।

टैगोर का शिक्षा दर्शन

शिक्षाशास्त्री रवीन्द्रनाथ टैगोर शिक्षा के माध्यम से विद्यार्थियों का सर्वांगीण विकास करना चाहते थे। उनके समस्त शिक्षा सिद्धांत विश्व बंधुत्व की भावना से ओत-प्रोत हैं। उनकी दृष्टि में, 'शिक्षा मस्तिष्क को अंतिम सत्य को पाने योग्य बनाती

है। वह हमें जन्म के बंधन से मुक्ति दिलाती है और हमें वस्तुनिधि अथवा शक्तिनिधि की अपेक्षा आंतरिक ज्योति एवं प्रेम प्रदान करती है। वह सत्य को अपना बनाती है और इसे अभिव्यक्ति देती है।'

शांति निकेतन एवं विश्व भारती

शांति निकेतन एवं विश्व भारती विश्व कवि रवींद्रनाथ टैगोर के शैक्षणिक प्रयोगों के अभूतपूर्व परिणाम है। ये पश्चिम बंगाल के बोलपुर से लगभग दो मील की दूरी पर स्थित हैं। गुरुदेव ने अपने शैक्षणिक सिद्धांतों को प्रयोगात्मक रूप प्रदान करने के लिए 'शांति निकेतन' नामक विद्यालय की स्थापना की, जिसमें पहले सिर्फ पाँच विद्यार्थी ही विद्याध्ययन करते थे। कालक्रमानुसार विद्यालय की दिन-दूनी रात चौगुनी प्रगति होनी लगी और उसके दर्शनार्थ विश्व के विभिन्न भागों से विभिन्न विषयों के विद्वानों का शुभागमन होने लगा। अपनी प्रसिद्ध रचना 'गीतांजली' में उन्होंने अपने परम प्रभु से प्रार्थना करते हुए लिखा है—'तुम्हारे चरण वहाँ विराजते हैं, जहाँ दीनातिदीन, निम्नतम और वे व्यक्ति रहते हैं जिनका सब कुछ लुट गया है। मैं जब तुम्हें प्रणाम करने का प्रयत्न करता हूँ तो मेरा प्रणाम उस गहराई तक नहीं पहुँचता, जहाँ दीनातिदीन, निम्नतम और सर्वहारा लोगों में तुम्हारे चरण विराजते हैं। अहंकार तो उस स्थान की सीमा पर भी नहीं पहुँच सकता, जहाँ तुम भूषण रहित दीन दरिद्र वेश में सबसे पिछड़े, सबसे नीचे, उन लोगों के बीच घूमते हो, जिनका सब कुछ लुट गया है।'

डॉ. सर्वपल्ली राधाकृष्णन

डॉ. राधाकृष्णन अंतरराष्ट्रीय जीवन में एक विश्व की धारणा को मूर्तिमान करने के आकांक्षी थे। उनकी दृष्टि में सम्पूर्ण पृथ्वी एक ही मानव परिवार का अधिवास है। वे कहते थे—'वर्तमान युग की परिस्थितियाँ अणुविनाश के विषण्ण बादलों से घिरी हुई हैं। अणु-विनाश से मुक्ति का मार्ग विशाल योजनाएँ, संधियाँ या शर्तें नहीं हैं, 'वसुधैव कुटुम्बकम्' की चेतना ही है। समस्त विश्व एक परिवार है और हम इस परिवार के अविच्छिन्न अंग हैं। जब यह सत्य प्रत्येक मानव के अंदर प्रतिष्ठित हो जाएगा और वह तदनु रूप आचरण करने लगेगा, तब विश्व में शांति स्थापित हो जाएगी।'

शिक्षा दर्शन

डॉ. राधाकृष्णन के सम्पूर्ण जीवन दर्शन को पढ़ने के बाद यही प्रतीत होता है कि वे मूलतः शिक्षक थे। अपने जीवन के 40 वर्ष (1908-1948) उन्होंने शिक्षक के रूप में या शिक्षण संस्थानों के प्रबंधक के रूप में व्यतीत किए। उनका शिक्षा दर्शन मूलतः उनके जीवन दर्शन पर ही आधारित है। वे मानव को स्थूल रूप से दो रूपों में देखते थे—एक वह जो ईश्वर से कुछ कम है और दूसरा वह जो खत्म हो जाने वाला पशु है।

शैक्षिक उन्मेष

लेकिन शिक्षा के माध्यम से मनुष्य को चैतन्य बनाया जा सकता है। उन्हें मनुष्य के अंतर्निहित प्रकाश में पूर्ण आस्था थी। वे उसी के माध्यम से एक सुखी संसार का निर्माण करना चाहते थे।

पेंसिल्वेनिया विश्वविद्यालय में एक बार भाषण देते हुए उन्होंने कहा था—‘हमारे अन्दर जो प्रकाश है, वही यह आशा बंधाता है कि हम एक अधिक सुखी संसार के निर्माण के लिए प्रयास कर सकते हैं। इस प्रकाश से हमें यह आश्वासन मिलता है कि हमारे लिए एक नए और परिवर्तित संसार का निर्माण करना संभव है। मेरा विश्वास न तो निराधार आशावाद पर कायम है और न ही घोर निराशावाद पर, बल्कि वह वस्तुस्थिति पर आधारित है।’

इस प्रकार डॉ. राधाकृष्णन ने सिर्फ भारत को ही नहीं अपितु एशिया के साथ सम्पूर्ण विश्व की शिक्षा प्रणाली को एक नवीन और मानवतावादी दृष्टिकोण प्रदान किया। उन्होंने प्रथम एवं द्वितीय एशियाई शिक्षा सम्मेलन (1937-38) की अध्यक्षता की और इसमें कोई संदेह नहीं कि इनकी शिक्षा-मर्मज्ञता की गहरी छाप लोगों पर पड़ी और इनका भाषण ही एशिया की शिक्षा प्रणाली का ठोस आधार बना। शिक्षा व्यवस्था में चेतना धर्म को प्रतिष्ठित करने वाले मनीषियों में इनका अत्यंत उच्च स्थान है।

महामना पंडित मदनमोहन मालवीय

मालवीय जी काशी हिन्दू विश्वविद्यालय के प्रणेता तो थे ही, इस युग के आदर्श पुरुष भी थे। वे भारत के पहले और अंतिम व्यक्ति थे जिन्हें ‘महामना’ की सम्मानजनक उपाधि से सम्मानित किया गया था। पत्रकारिता, वकालत, समाज सुधार, मातृभाषा तथा भारतमाता की सेवा में अपना जीवन अर्पण करने वाले इस महामानव ने जिस विश्वविद्यालय की स्थापना की, उसमें उनकी परिकल्पना ऐसे विद्यार्थियों को शिक्षित करके देशसेवा के लिए तैयार करने की थी जो देश का मस्तक गौरव से ऊँचा कर सकें। मालवीय जी सत्य, ब्रह्मचर्य, व्यायाम, देशभक्ति तथा आत्म त्याग में अद्वितीय थे। इन समस्त आचरणों पर वे केवल उपदेश ही नहीं देते थे, अपितु स्वयं भी उनका पालन भी किया करते थे। वे अपने व्यवहार में सदैव मृदुभाषी रहे।

मालवीय जी मानते थे कि ‘जीवन का सर्वांगीण विकास शिक्षा का मूलमंत्र हो। शिक्षा की व्यवस्था ऐसी हो कि विद्यार्थी अपनी शारीरिक, मानसिक, भावनात्मक शक्तियों का विकास कर आगे चलकर किसी व्यवसाय द्वारा सच्चाई और ईमानदारी से अपना जीवन निर्वाह कर सकें, कलापूर्ण सौंदर्यमय जीवन व्यतीत कर सकें, समाज में आदरणीय और विश्वासपात्र बन सकें तथा देशभक्ति से, जो मनुष्य को उच्च कोटि की सेवा को प्रेरित करती है, अपने जीवन को अलंकृत कर राष्ट्र की सेवा कर सकें।’

एक आदर्श नागरिक ही किसी गणतंत्र की पहचान होता है, ऐसी सोच के साथ मालवीय जी ने बहुआयामी शिक्षा को परम आवश्यक माना और भारत को अशिक्षा और अज्ञान के अंधकार से बाहर निकालने का संकल्प लिया। उन्होंने शिक्षा को राष्ट्र निर्माण की अनिवार्य शर्त के रूप में देखा, एक ऐसी शिक्षा जो प्राची और प्रतीचि के समन्वय से बनी हो और मनुष्य के सर्वांगीण कल्याण में अभिवृद्धि करती हो। वे शिक्षा को सबसे महत्वपूर्ण और मजबूत 'वेंज एजेंट' के रूप में मानते थे। उन्होंने राष्ट्र निर्माण की संकल्पना में प्रजातांत्रिक मूल्यों और राष्ट्रीय सहमति को सदैव उच्चतम वरीयता दी। काशी हिन्दू विश्वविद्यालय उनकी देशभक्ति और प्रजातांत्रिक मूल्यों के प्रति उनकी प्रतिबद्धता का जीवंत उदाहरण है।

आज भारत विश्व के शक्तिशाली और विकसित राष्ट्रों के बराबर खड़ा होने की ओर अग्रसर है। निस्संदेह, इसके पीछे हमारे प्रतिभा सम्पन्न युवाओं की कर्मठता और बौद्धिक क्षमता है। आज अपनी प्रतिभा के बल पर भारतीय वैज्ञानिकों, आईटी प्रोफेशनल्स, इंजीनियरों और डॉक्टरों ने विश्व में अपना एक विशिष्ट स्थान बनाया है। किन्तु अभी भी शिक्षा के क्षेत्र में आगे बढ़ने और शत प्रतिशत साक्षरता हासिल करने में अनेक चुनौतियाँ हमारे सामने मुँह बाएँ खड़ी हैं। आतंकवाद और सामाजिक हिंसा की समस्याएँ रह-रहकर हमारी प्रगति को अवरुद्ध कर रही हैं। पर्यावरण संरक्षण की समस्या भी विकराल रूप में हमारे समक्ष खड़ी है। ऐसी स्थिति में इन सब चुनौतियों से निपटने के लिए शिक्षा ही एक महत्वपूर्ण साधन बन सकती है। शिक्षा वह नहीं, जो विद्यार्थियों को सिर्फ ज्ञानवान बनाए, अपितु वह उन्हें कार्य कौशल से युक्त भी करें। शिक्षा ऐसी हो, जो मानवीय आवश्यकताओं से जुड़ी हुई हो और रोजगारपरक होने के साथ-साथ मानव मूल्यों के विकास में सहायक हो। शिक्षा का अंतिम पड़ाव श्रेष्ठ और जिम्मेदार नागरिक बनाना हो। संस्कारनिष्ठ और गुणवत्तापूर्ण शिक्षा ही सामाजिक समरसता, राष्ट्रीय एकता और विश्व बंधुत्व की भावना को आगे बढ़ा सकती है। महामना मालवीय जी ने अपने जीवन काल में ऐसी शिक्षा प्रणाली की आधारशिला स्थापित कर दी थी।

इसके अलावा डॉ. जाकिर हुसैन, शिवमंगल सिंह सुमन, श्रीमती शीला कौल, वासुदेव वामन शास्त्री करें, कन्हैयालाल माणिकलाल मुंशी, आचार्य नरेन्द्र देव, काका कालेलकर, लक्ष्मीकांत वाजपेयी और डॉ. भीमराव अम्बेडकर आदि भी भारतीय शिक्षाशास्त्रियों में अपना विशिष्ट स्थान रखते हैं। आधुनिक भारतीय शिक्षाशास्त्रियों में मुद्दल काबरा का नाम प्रमुख रूप से आता है। 23 जुलाई, 1993 को जन्मे मुद्दल काबरा एक भारतीय उद्धमी, टेडएक्स स्पीकर एवं डिजिटल मार्केटिंग गुरु हैं। वे

क्वाड्रिगो नामक डिजिटल मार्केटिंग कम्पनी एवं शैक्षणिक संस्थान के संस्थापक मुख्य कार्यकारी अधिकारी हैं।

भारतीय विचारकों के शिक्षा संबंधी विचारों पर किन-किन बातों का प्रभाव परिलक्षित होता है, यह जानने के लिए हमें शिक्षा के विभिन्नवादों का अध्ययन करना पड़ेगा। आइए देखते हैं कि भारतीय शिक्षाशास्त्रियों पर किन-किनवादों का असर दृष्टिगोचर होता है—

प्रकृतिवाद और भारतीय शिक्षाशास्त्री

स्वामी दयानंद सरस्वती प्रकृति को ब्रह्मा एवं जीव के समान ही सत्य मानते थे और वैदिक युग की शिक्षा के आधार पर आधुनिक युग की शिक्षा पद्धति का निर्माण करना चाहते थे। वैदिक काल में लोग प्रकृति की उपासना करते थे और उसके अत्यधिक निकट रहते थे। एक प्रकृतिवादी के समान स्वामी विवेकानंद ने केवल पुस्तकीय ज्ञान का विरोध किया। उनके अनुसार शिक्षा में जीवन के व्यावहारिक पक्ष की उपेक्षा नहीं होनी चाहिए। व्यावहारिक पक्ष से उनका अभिप्राय भौतिक समृद्धि और धन-संचय नहीं था, अपितु व्यक्ति की प्राथमिक आवश्यकताओं की नैसर्गिक संतुष्टि की ओर था।

ब्रह्मवादी विचारधारा की प्रवर्तक मैडम हैलेन पैट्रोव्ना ब्लावाट्स्की की शिष्या श्रीमती एनी बेसेंट भारत को दिल से प्यार करती थीं। उन्होंने सन् 1898 में बनारस में सेंट्रल हिन्दू कॉलेज की स्थापना करके भारतीय शिक्षा को महत्वपूर्ण योगदान दिया था। विख्यात विचारक एवं भारतीय शिक्षाशास्त्री रवीन्द्रनाथ टैगोर कहा करते थे कि 'विधाता ने हमें ईंट एवं गारे के बीच जन्म लेने के उद्देश्य से नहीं बनाया।' वे कहते थे, 'वृक्ष, पौधे, शुद्ध वायु, स्वच्छ तालाब आदि बैचों, श्यामपट्टों, पुस्तकों एवं परीक्षाओं से कम आवश्यक नहीं हैं। यदि एक आदर्श विद्यालय की स्थापना करनी है तो इसे मानव के निवास स्थान से दूर एकान्त में विस्तृत आकाश के तले, विस्तृत क्षेत्र पर वृक्षों एवं पौधों के बीच में स्थापित करना चाहिए।' इसी तरह महात्मा गाँधी ने भी बालक की प्राकृतिक शक्तियों के विकास पर बल दिया है। उनके मतानुसार शिक्षा से तात्पर्य बालक और मनुष्य के शरीर, मन और आत्मा में सर्वश्रेष्ठ तत्त्वों का विकास करना है। सभी प्राकृतिक शक्तियों का विकास प्राकृतिक वातावरण में ही होता है। उनके आश्रम प्रकृति की गोद में ही स्थापित किए गए थे। मनुष्य को भोजन, औषधि, शिक्षा तथा अन्य क्षेत्रों में प्रकृति का अनुसरण करने का परामर्श देते थे।

महामना पंडित मदनमोहन मालवीय सरल प्रकृति के व्यक्ति थे। वे स्वयं प्राकृतिक ढंग से जीवनयापन करते थे और विद्यार्थियों को भी प्राकृतिक नियमों का पालन करने की सलाह देते थे। बनारस हिन्दू विश्वविद्यालय के भवन निर्माण के समय भी उन्होंने

इस बात का विशेष ध्यान रखा था कि वहाँ के वातावरण में छात्रों को प्रकृति के समीप रहने का अवसर मिले। एक प्रकृतिवादी के रूप में महर्षि अरविन्द ज्ञान प्राप्ति में इन्द्रियों के महत्त्व को स्वीकार करते हैं। उनके अनुसार दृष्टि, श्रवण, घ्राण, स्पर्श, स्वाद और मस्तिष्क या मन—ये छः इंद्रियाँ ज्ञान प्राप्ति में सहायक होती हैं। उनके अनुसार शिक्षक केवल निर्देशक है। उसे बालक को केवल ज्ञान प्राप्ति की विधि से अवगत कराना है। वे मातृभाषा में ही प्राथमिक शिक्षा पर बल देते थे। पाण्डिचेरी में स्थित अरविन्द आश्रम में आज भी प्राकृतिक नियमों का पालन किया जाता है। बिल्कुल ऐसा ही वर्णन जैनागमों में उपलब्ध है। जैन तीर्थंकरों के अनुसार मानव शरीर में पाँच इन्द्रियाँ—रसनेन्द्रिय, स्पर्शनेन्द्रिय, घ्राणेन्द्रिय, श्रोत्रेन्द्रिय और चक्षुरिन्द्रिय काम करती हैं। ये ही शारीरिक क्रियाओं से लेकर मानसिक एवं आध्यात्मिक शक्तियों के विकास में सहायक होती हैं।

भारतीय शिक्षाशास्त्री और आदर्शवाद

पाश्चात्य देशों के आदर्शवादियों का विश्वास है कि यथार्थता आदमी के विचारों में ही है। आदर्शवाद पदार्थों की अपेक्षा विचारों पर अधिक बल देता है। पदार्थ से मस्तिष्क अधिक यथार्थ माना जाता है, इसी प्रकार शरीर से आत्मा को अधिक यथार्थ माना जाता है। आदर्शवाद धार्मिक शिक्षा को अस्वीकार नहीं करता है, इसलिए कुछ आदर्शवादी प्रवृत्तियों की छाप भारतीय शिक्षाशास्त्रियों के दर्शन में आसानी से देखी जा सकती है।

स्वामी विवेकानंद के अनुसार शिक्षा का वास्तविक अर्थ मनुष्य में विद्यमान पूर्णता का प्रकाशन है। उन्होंने एकाग्रता को ज्ञान प्राप्ति का एकमात्र साधन माना है। एकाग्रता की शक्ति का विकास करने के लिए ब्रह्मचर्य की आवश्यकता है। श्रीमती एनी बेसेंट ने भी ब्रह्मचर्य के आदर्श का समर्थन किया है। उनका यह स्पष्ट अभिमत था कि पश्चिम की शिक्षा प्रणाली पूर्व के लिए कभी आदर्श नहीं बन सकती।

गुरुदेव रवीन्द्रनाथ टैगोर आत्मज्ञान को शिक्षा का एक महत्वपूर्ण उद्देश्य मानते थे। वे आदर्शवाद के समर्थक थे और ईश्वर में विश्वास रखते थे। उन्होंने व्यक्ति के आध्यात्मिक विकास के लिए ललित कलाओं के अध्ययन का समर्थन किया है, साथ ही शिक्षा के क्षेत्र में प्रेम और सार्वभौमिकता पर बल दिया है। इसी तरह पंडित मदनमोहन मालवीय भी ईश्वर में दृढ़ विश्वास रखते थे। वे अत्यंत धार्मिक विचारों के व्यक्ति थे और शिक्षा के माध्यम से मनुष्य के भाग्य का सुधार करना चाहते थे। उन्होंने भारतीय संस्कृति, इतिहास, दर्शनशास्त्र और संस्कृत भाषा के अध्ययन पर बल दिया। उनके अनुसार शिक्षा से अभिप्राय ईश्वर विषयक ज्ञान का अनुसंधान है।

महात्मा गाँधी का विश्वास था कि इस भौतिकवादी संसार में ईश्वर ही अन्तिम सत्य है। शिक्षा का उद्देश्य विद्यार्थियों को ईश्वर को जानने और अपनी आत्मा को पहचानने के योग्य बनाना है। वे धर्म के परम्परागत रूप का विरोध करते थे और चाहते थे कि विद्यार्थी धर्म के वास्तविक स्वरूप को समझें और अपनी प्रतिदिन की दिनचर्या में उसको शामिल करें। महर्षि अरविन्द ने हमें अलौकिक मस्तिष्क की अवधारणा प्रदान की है, जो वर्तमान एवं संभाव्य स्थितियों, स्वतंत्र और संबंधित तथा ज्ञान और अज्ञान के दो विपरीत गोलाद्धों को मिलाती है। यह एक आदर्शवादी विचार है। वे मस्तिष्क को चार तहों—चित्त, मन, बुद्धि और सत्य के अंतर्ज्ञान से युक्त मानते हैं। उनके अनुसार वास्तविक शिक्षा मनुष्य की आत्मा में प्रवेश करती है और बालक को अपनी बौद्धिक तथा नैतिक क्षमताओं का उच्चतम सीमा तक विकास करने के योग्य बनाती है। इन सभी शिक्षाशास्त्रियों ने ईश्वर में आस्था प्रकट की है और प्रकृति को अंतिम सत्य न मानकर परम सत्य को स्तर, चित्त एवं आनन्द के रूप में देखा है। सभी ने अनेकता में एकता के दर्शन किए हैं और 'सत्यम्, शिवम्, सुन्दरम्' की उपासना में ही जीवन की सार्थकता को माना है। सभी ने जीवन का परम लक्ष्य मोक्ष को मानते हुए आत्मानुभूति पर बल दिया है। इस दृष्टि से सभी भारतीय शिक्षाशास्त्री आदर्शवादी कहे जा सकते हैं। चरित्र के उन्नयन में सभी का विश्वास रहा है। सभी के लिए धर्म का बाह्य पक्ष गौण रहा है किन्तु आध्यात्मिक पक्ष महत्वपूर्ण रहा है।

प्रयोजनवाद का प्रभाव

भारतीय शिक्षाशास्त्रियों पर प्रयोजनवाद का प्रभाव परिलक्षित होता है। स्वामी दयानंद देश की सामाजिक स्थिति को देखते हुए व्यावहारिक शिक्षा पद्धति को अपनाना चाहते थे। उनका मानना था कि शिक्षा में जनसाधारण की आवश्यकताओं की उपेक्षा नहीं करनी चाहिए, वह शिक्षा निरर्थक है, जो विद्यार्थियों को समाजोपयोगी कार्यों से न जोड़ सके। अमेरिकी प्रयोजनवाद का अंग्रेजी संस्करण 'मानववाद' कहलाता है। गुरुदेव रवीन्द्रनाथ टैगोर भी मानवतावादी थे। उन्होंने मनुष्य को समस्त वस्तुओं का मापदंड माना है। उनके अनुसार ईश्वर भी मनुष्य ही है। पंडित मदनमोहन मालवीय का जीवन के प्रति जो मानवतावादी दृष्टिकोण था, वही प्रयोजनवाद का आधार है। उन्हें सामाजिक आवश्यकताओं का ज्ञान था और वे समाज में सुधार करना चाहते थे। उनके अनुसार सामाजिक बुराइयों का कारण हिन्दुत्व के कुछ सांस्कृतिक आदर्शों की अवहेलना थी। महात्मा गाँधी निस्संदेह एक आदर्शवादी इंसान थे और ईश्वर में उनका दृढ़ विश्वास था, लेकिन उन्होंने जीवन के व्यावहारिक पक्ष की उपेक्षा नहीं की। उन्होंने अपने सम्पूर्ण जीवन को सत्य के साथ एक प्रयोग माना है। उनकी पुस्तक 'An experiment with truth' इसी सत्य पर आधारित है। उन्होंने केवल उन सिद्धांतों

का ही समर्थन किया, जिनको अपने जीवन में उतारा। इस दृष्टिकोण से उन्हें एक प्रयोजनवादी भी कहा जा सकता है। महर्षि अरविंद के अनुसार शिक्षा में पाठ्यक्रम बालकों की रुचि के अनुसार और वास्तविक जीवन में उनके लिए उपयोगी होना चाहिए। शिक्षा योजना में शिक्षक का स्थान निर्देशक और मित्र की भाँति होना चाहिए। उनका यह विचार प्रयोजनवादियों के विचारों से मिलता-जुलता है।

पश्चिमी यथार्थवादियों ने शिक्षा जगत के ठोस एवं यथार्थ धरातल पर रहने का संदेश दिया है। यथार्थवादी विचारक व्यावहारिक जगत की उपेक्षा सहन नहीं करता। भारतीय विचारकों ने भी जगत की व्यावहारिक सत्ता स्वीकार की है। जगत को माया मानने वाले आचार्य शंकर ने भी व्यावहारिक दृष्टि से जगत को सत्य माना है। भारतीय शिक्षाशास्त्री लोक व्यवहार को नितान्त सत्य नहीं मानते, उनके अनुसार एक सीमा तक ही इसकी सत्ता सीमित है। आध्यात्मिकता की कीमत पर लौकिकता उन्हें स्वीकार्य नहीं। इस लौकिक जगत के मूल्यांकन का मानदंड उन्होंने आध्यात्मिक उन्नयन को ही माना है।

‘महात्मा गाँधी का शिक्षा दर्शन’ नामक अपनी पुस्तक में डॉ. एम.एस. पटेल ने गाँधीजी के बारे में जो विचार व्यक्त किए हैं, वे अन्य भारतीय शिक्षाशास्त्रियों पर भी लागू होते हैं। वे लिखते हैं—‘गाँधीजी के दर्शन का सावधानी के साथ अध्ययन करने पर यह स्पष्ट हो जाएगा कि उनके शिक्षा दर्शन में प्रकृतिवाद, आदर्शवाद एवं प्रयोजनवाद सहायक हैं—गाँधीजी का शिक्षा दर्शन पर्याप्त मात्रा में प्रकृतिवादी है। यह बालक की प्रकृति का पूर्ण विवरण प्रस्तुत करता है और इसके अध्ययन पर बल देता है। गाँधी जी का शिक्षा दर्शन अपने स्थापन में प्रकृतिवादी, अपने उद्देश्य में आदर्शवादी और कार्य की योजना तथा पद्धति में प्रयोजनवादी है। एक शिक्षा दार्शनिक के रूप में गाँधीजी की महत्ता इस तथ्य में है कि उनके दर्शन में प्रकृतिवादी, आदर्शवादी एवं प्रयोजनवादी प्रवृत्तियाँ पृथक् एवं स्वतंत्र न होकर एक हो गई हैं और उनका विकास एक शिक्षा सिद्धांत के रूप में हुआ है। जो आज की आवश्यकताओं के अनुकूल होगा तथा मनुष्य की आत्मा की पवित्रतम आकांक्षाओं को संतुष्ट करेगा।’

संदर्भ—

1. भारत के महान शिक्षाशास्त्री, राजेंद्र प्रसाद श्रीवास्तव।
2. भारत के महान शिक्षाशास्त्री, परमेश्वर प्रसाद सिंह।

महामना मालवीय जी के शिक्षा संबंधी विचार

—रमेश तिवारी

मनुष्य के जीवन में शिक्षा का अमूल्य योगदान है। शिक्षा ही वह तत्व है जो मनुष्य को उसकी मनुष्यता का बोध कराता है। शिक्षा किसी भी समाज और राष्ट्र की रीढ़ होती है। किसी भी राष्ट्र का वर्तमान और भविष्य इस बात पर निर्भर करता है कि उसकी शिक्षा पद्धति कैसी है? उसके सीखने-सिखाने का तरीका क्या है और कैसा है? विद्यार्थियों के शिक्षण-प्रशिक्षण का आधार क्या है? भारत में यूँ तो कई शिक्षाशास्त्री हुए हैं, किन्तु विशुद्ध भारतीयता और सनातन हिंदुत्व के संरक्षण-संवर्धन को ध्यान में रखकर जिन शिक्षाशास्त्रियों ने शिक्षा के क्षेत्र में वैचारिक योगदान दिया, उनमें महामना पंडित मदन मोहन मालवीय जी का नाम सर्वोपरि है। किसी समाज के विकास के लिए उपरोक्त सभी प्रकार के प्रश्नों के उत्तर की आधारशिला महामना ने अपने जीवनकाल में ही स्थापित कर दी थी।

महामना पंडित मदन मोहन मालवीय जी का जन्म 25 दिसम्बर, 1861 को उत्तर प्रदेश के प्रयागराज स्थित अहियापुर मोहल्ले में हुआ। इनके पिता का नाम बृजनाथ दास और माता का नाम मूना देवी था। माता-पिता के धार्मिक विचारों के प्रभाववश महामना भी आजीवन धर्मपरायण व्यक्तित्व के स्वामी रहे। हिंदी-अंग्रेजी के पर्याप्त ज्ञान के साथ-साथ इन्होंने 1877 में एंट्रेंस परीक्षा उत्तीर्ण की, 1884 में स्नातक उत्तीर्ण करने के बाद पारिवारिक कठिनाइयों के कारण आगे की पढ़ाई बाधित हो गयी। परिणामस्वरूप इन्होंने स्नातक के बाद एक राजकीय उच्च विद्यालय में अध्यापक के पद पर जीविका शुरू कर दी। अपनी प्रतिभा के बल पर राजनीति और पत्रकारिता दोनों ही क्षेत्रों में महामना अपनी पहचान बनाने में कामयाब हुए। इसके साथ-साथ 1893 में महामना जी ने प्रयाग के उच्च न्यायालय में वकालत की शुरुआत भी कर दी। 12 नवम्बर, 1940 को इस दुनिया से विदा लेने के पूर्व महामना ने भारतवर्ष के सर्वांगीण विकास के मूलाधार के रूप में ऐसा शिक्षा दर्शन प्रस्तुत किया, जो भारत और भारतीयता के साथ-साथ हिन्दू धर्म और वैचारिकता को व्यापक विस्तार देने वाला सिद्ध हुआ। हिन्दू धर्मपरायण व्यक्ति होने के बावजूद हिन्दू धर्म से इनका आशय किसी प्रकार की संकीर्णताओं में नहीं, बल्कि उसकी व्यापकता से था। समाज में बिना किसी भेदभाव के सभी के लिए उपर्युक्त शिक्षा के अवसर उपलब्ध कराने की दिशा में

इन्होंने अथक् प्रयास किए। भारत में उच्च शिक्षा के विकास में इन्होंने काशी हिन्दू विश्वविद्यालय की स्थापना के लिए जो प्रयास किए, वह आज भी एक अनूठा कीर्तिमान है। सीमित संसाधनों के बावजूद अपनी दृढ़ संकल्प शक्ति और समर्पण भावना से इन्होंने न सिर्फ शैक्षिक संस्थाओं का निर्माण किया बल्कि शैक्षिक संस्थाओं के लिए एक दूरदर्शी शिक्षा-दर्शन भी प्रस्तुत किया। जिसके आलोक में हमारा समाज शिक्षा (सभी महत्वपूर्ण विषय इसमें सम्मिलित किए), धर्म, राजनीति इत्यादि विषयों पर खुलकर अध्ययन-विश्लेषण कर सके और हिन्दू धर्म की व्यापक समझ को, वसुधैव कुटुम्बकम् के विचार को पूरी दुनिया तक विस्तार देने में सफल हो सके। विद्यालय कहाँ हों, कैसे हों, अध्यापक कैसे हों, विद्यार्थी कैसे हों, विद्यालयों-विश्वविद्यालयों में किन-किन विषयों को किस प्रकार पढ़ाया जाए? इत्यादि समस्त प्रश्नों के उत्तर मालवीय जी ने अपने शिक्षा संबंधी विचारों में प्रस्तुत किए हैं।

मालवीय जी एक जमीनी हस्ती थे। यही कारण है कि उनके जीवन, दर्शन और चिन्तन में हर जगह यथार्थवादी और जमीन से जुड़ी दृष्टि का प्रभाव दिखाई पड़ता है। एक यथार्थवादी शिक्षाशास्त्री की भाँति महामना ने शैक्षिक विचारधारा की व्यावहारिकता को महत्वपूर्ण माना है। मालवीय जी की दृष्टि में शिक्षा निश्चित और नियोजित होनी चाहिए। शिक्षा से उनका आशय विद्यालयी शिक्षा है और शिक्षा का एक सार्वजनिक स्थल होना चाहिए, यह महामना की मान्यता रही है।¹ शिक्षा यदि अव्यवस्थित और अनियोजित हो जाए, तो ऐसी शिक्षा को वह धन की बर्बादी मानते थे। समकालीन सन्दर्भों से जोड़कर देखें तो आज जिस शिक्षा को विद्यार्थी के सर्वांगीण विकास का माध्यम माना जाता है, इसकी बुनियादी सोच महामना के शिक्षा संबंधी विचारों में बहुत पहले ही अनुस्यूत रही है। “मालवीय जी शिक्षा के द्वारा व्यक्ति में आत्मनिर्भरता तथा आत्मविश्वास उत्पन्न करना चाहते थे। वे शिक्षा को मात्र सैद्धांतिक ज्ञान से नहीं जोड़ते थे बल्कि वे व्यावहारिक ज्ञान को अधिक महत्व देते थे। वे मानते थे कि शिक्षा द्वारा व्यक्ति का सर्वांगीण विकास होना चाहिए।”²

“महामना की एक विशेषता यह भी है कि एक तरफ तो वे बालकों (बालिकाओं भी) में आज्ञाकारिता, विनयशीलता, सहानुभूति तथा जीविकोपार्जन की क्षमता आनी चाहिए। दूसरी तरफ वे ऐसे छात्र तैयार करना चाहते थे जो शोषण, अत्याचार, गरीबी, बेकारी तथा अंधविश्वास के खिलाफ लड़ सके और देश तथा समाज के उत्थान में सक्रिय भागीदारी कर सकें। जो शिक्षा सामाजिक, राजनैतिक, आर्थिक तथा आध्यात्मिक दासता से मुक्ति दिलावे, वही सबसे अच्छी शिक्षा है।”³

भारतीय धर्म दर्शन में हमारे कार्यों के चार प्रकार के प्रयोजनों अथवा लक्ष्यों का उल्लेख मिलता है। ये चार प्रयोजन हैं—धर्म, अर्थ, काम और मोक्ष। इन्हें पुरुषार्थ चतुष्टय भी कहा जाता है। महामना मालवीय जी ने हिन्दू धर्म शास्त्रों में वर्णित जीवन के इन चारों उद्देश्यों को शिक्षा के द्वारा प्राप्त करने पर बल दिया है। इन्हीं उद्देश्यों के आधार पर उन्होंने शिक्षा का उद्देश्य निर्धारित किया है। इसके अंतर्गत उन्होंने धार्मिक विकास, व्यावसायिक, विकास, शारीरिक विकास एवं मोक्ष प्राप्ति को केंद्र में रखा है। पाठ्यक्रम की चर्चा करते हुए वे आदर्शवाद, प्रकृतिवाद तथा यथार्थवाद पर बल देते हैं। भारतीय धर्म और दर्शन संबंधी विचारधाराओं को सदैव केंद्र में रखते हैं। मालवीय जी एक तरफ यदि प्राचीन ज्ञान के प्रति जिज्ञासा एवं प्रेम की महत्ता को दर्शाते हैं तो दूसरी ओर अत्याधुनिक ज्ञान—विज्ञान के आकर्षण को भी केंद्र में रखते हैं। प्राचीन—आर्वाचीन के महत्व को समझते—समझाते हुए हिन्दू धर्म और हिंदुस्तान के विकास के लिए महामना मालवीय ने जो शिक्षा संबंधी विचार प्रस्तुत किए हैं, वह उनकी सर्वसमावेशी दृष्टि का प्रमाण है। पाठ्यचर्या को लेकर उनका स्पष्ट मत था कि “कोरी आध्यात्मिकता से मनुष्य का जीवन सुखी नहीं बनाया जा सकता है, इसके लिए भौतिक ज्ञान भी आवश्यक है।”⁴ यही कारण है कि जब उनके द्वारा काशी हिन्दू विश्वविद्यालय की स्थापना हुई और विभागों को खोलने की स्थिति आई तो शिक्षा विभाग, आयुर्वेद विभाग, विज्ञान एवं कौशल विभाग, कृषि शिक्षा विभाग आदि की स्थापना की गई। इन विषयों में विशेष रूप से धर्म, दर्शन, ज्योतिष, भाषा, कला, संगीत, रसायन, भौतिक विज्ञान, वनस्पति विज्ञान, चिकित्सा विज्ञान, गणित, भूगोल, इतिहास, राजनीति शास्त्र, अर्थशास्त्र, समाजशास्त्र, टेक्नोलोजी, कौशल, व्यापार, कृषि, वाणिज्य इत्यादि के अतिरिक्त पाठ्य—विषयांतर क्रियाओं को भी मालवीय जी ने महत्वपूर्ण माना और इन विषयों का अध्ययन—अध्यापन सुनिश्चित किया।

शिक्षण विधि संबंधी अपने विचारों में भी महामना जी बिलकुल सुचिंतित और स्पष्ट विचार रखते थे। उनका चिंतन उन्हें एक आदर्शवादी दार्शनिक की श्रेणी में रखता है। इनके चिंतन की खूबसूरती यह थी कि वे प्राचीन के साथ—साथ आधुनिक ज्ञान को भी मानव जीवन को सुखमय बनाने के लिए अनिवार्य मानते थे। पाठ्यक्रमों में भौतिक और आध्यात्मिक दोनों प्रकार के विषयों का समावेश इसी मान्यता का प्रमाण है। यही नहीं, इस दिशा में उन्होंने प्राचीन और आधुनिक विधियों को भी बराबर महत्व दिया है। मालवीय जी ने अलग—अलग विषयों के लिए अलग—अलग शिक्षण विधियों को अपनाए जाने पर बल दिया। जैसे—धर्म और दर्शन पढ़ने के लिए वे मनन, चिंतन और व्याख्या विधि, वैज्ञानिक और व्यावहारिक विषयों को पढ़ने के लिए क्रियात्मक

और प्रयोग विधि को अच्छा मानते थे। खोज अथवा अन्वेषण को वैज्ञानिक विषयों के शोध के लिए अनिवार्य माना है।⁶

महामना जी ने निम्नलिखित विधियों पर बल दिया है—

1. स्वाध्याय, मनन तथा चिन्तन विधि
2. व्याख्या एवं अनुदेशन विधि
3. अन्वेषण या खोज विधि
4. क्रियात्मक अथवा अनुभावात्मक विधि
5. प्रयोग विधि
6. अनुकरण विधि

अध्यापकों के संबंध में मालवीय जी के विचार

भारतवर्ष में गुरु-शिष्य संबंध की एक सुदीर्घ परंपरा रही है। मालवीय जी भी इस सुदीर्घ परंपरा का अनुरण करते हुए गुरु-शिष्य संबंध को अपने चिंतन में शामिल करते हैं। इस संबंध में उनका दृष्टिकोण आदर्शवादी है। वे प्राचीन गुरुओं के समस्त गुणों को अपने समय के अध्यापक में देखना चाहते थे। उनके विचार के अनुसार अध्यापक को अपने विषय का पंडित अथवा मर्मज्ञ होना चाहिए। छात्रों के साथ अध्यापक का व्यवहार पिता तुल्य होना चाहिए। एक पिता जैसे अपने बच्चों से स्नेह, प्रेम रखता है, उसकी कठिनाइयों को समझकर उनका समाधान करता है, ठीक इसी प्रकार अध्यापक को भी होना चाहिए। इसके अतिरिक्त एक अध्यापक को संयमी, अध्यवसायी, चरित्रवान, मृदुभाषी, सहनशील, भौतिकता से परे होना चाहिए। अध्यापकों में धर्म, कर्म और त्याग की प्रवृत्ति को महामना मालवीय अनिवार्य मानते थे। शिक्षक छात्र-छात्राओं के भविष्य का निर्माता होता है। बच्चे ही किसी भी राष्ट्र का भविष्य होते हैं। इस दृष्टि से देखा जाए तो शिक्षक किसी राष्ट्र के भविष्य की दिशा का निर्धारण भी करता है। इसलिए शिक्षक को राष्ट्र-निर्माता भी कहा जाता है। बहुत से लोग छात्रों को राजनीति से दूर रहने की सलाह देते हैं। इस संबंध में मालवीय जी अध्यापकों की भूमिका का निर्धारण करते हुए कहते हैं कि अध्यापक की क्रियाओं को विद्यालय की चहारदीवारी तक सीमित नहीं रहना चाहिए बल्कि उसे सामाजिक-राजनैतिक समस्याओं के प्रति भी सचेष्ट रहना चाहिए।⁷ इस कथन से यह बिलकुल स्पष्ट है कि मालवीय जी अध्यापकों द्वारा विद्यार्थियों में सामाजिक-राजनैतिक समस्याओं के प्रति भी सजग-दृष्टि का निर्माण अनिवार्य मानते थे। आज के संदर्भ में यह बहुत महत्वपूर्ण बात है।

विद्यार्थियों के संबंध में मालवीय जी के विचार

विद्यार्थियों के लिए भी मालवीय जी ने कुछ मानदंड निर्धारित किए। इनके अनुसार विद्यार्थियों में भी प्राचीन गुरुकुल विद्यार्थियों जैसे गुणों का होना अपेक्षित है। विद्यार्थियों को “ब्रह्मचारी, क्रियाशील, अनुशासनप्रिय, विनयशील, चरित्रवान, आस्थावान, सादगी पसंद, अध्यवसायी, समाजसेवी, जिज्ञासु आदि गुणों से युक्त होना चाहिए।”⁸ मालवीय जी हिन्दू जीवन पद्धति में पूर्ण विश्वास रखते थे। वे विद्यार्थियों को भी उपदेश देते हुए कहते थे—“ब्रह्मचर्य का पालन करो, सबेरे—शाम संध्या करो। शरीर परमात्मा का मंदिर है, इसमें ईश्वर का निवास है, इस पवित्र मंदिर का रक्षक ब्रह्मचर्य है। भीम, अर्जुन, लक्ष्मण, शंकर, अनुमान आदि महापुरुषों के चित्र कमरों में लगा लो क्योंकि ब्रह्मचारियों से भारत का मस्तक ऊँचा रहता है।”⁹ आज हम देखते हैं कि शिक्षा व्यवस्था और विद्यालयों—विश्वविद्यालयों में लगातार चरित्रहीनता एक बड़ी समस्या बनकर उभरती जा रही है। यदि हम महामना के पूर्वोक्त संदेश का अनुकरण करें तो इस प्रकार की समस्या से सदा—सदा के लिए मुक्ति मिल सकती है। यही मालवीय जी का सपना रहा है। वे भारत के भविष्य को सदाचारी, सादगी पसंद और धर्म एवं राष्ट्र के प्रति स्वाभिमानी बनाने का सपना देखा करते थे। मालवीय जी विद्यालयों की वाणी, भोजन तथा व्यवहार में संयम के पक्षधर थे। विद्यार्थियों को ‘सादा जीवन उच्च विचार’ के मार्ग पर चलना ही उचित है। महामना विद्यार्थियों से कहते भी थे, “सादा जीवन उच्च विचार का आदर्श मत भूलो। स्त्री जाति का आदर करो। मन को विमल बना लो, आत्मा को शुद्ध कर लो, संसार में जहाँ जाओगे, मान के अधिकारी होंगे।”¹⁰ जहाँ स्त्री जाति का सम्मान हो, मन—बुद्धि—चित्त की शुद्धता की बात हो, मन को निर्मल बनाने की बात हो, धर्म—देश और मानवता के स्वाभिमान की बात हो, उसे ही हम भारतीय जीवन दृष्टि का परिणाम मानते हैं। और जहाँ तक हिन्दू धर्म से इसे जोड़ने या जुड़ने का प्रश्न है तो इस सन्दर्भ में आप हिन्दू धर्म के किसी भी यज्ञ—अनुष्ठान के संपन्न होने पर होने वाली उद्धोषणाओं को सुनिए, आप स्वतः समझ जाएँगे। आपकी सुविधा के लिए मैं कुछ घोषणाओं का उल्लेख यहाँ कर रहा हूँ—

धर्म की जय हो!

अधर्म का नाश हो!

प्राणियों में सद्भावना हो!

विश्व का कल्याण हो!

इस विश्व कल्याण की भावना का जन्म और विस्तार ही हिन्दू धर्म का मूल है। इस विचार का बीज वाक्य यह है—

अयं निजः परो वेति गणना लघु चेतसाम्।

उदारचरितानां तु वसुधैव कुटुम्बकम्॥

अर्थात् : यह मेरा है, यह उसका है। ऐसी सोच, संकुचित चित्त वाले व्यक्तियों की होती है। इसके विपरीत उदारचरित वाले लोगों के लिए तो यह सम्पूर्ण धरती ही एक परिवार जैसी होती है। इस सूक्ति के स्रोत-सन्दर्भ की खोज करें तो ज्ञात होगा कि यह कहाँ से लिया गया है अथवा कहाँ से आया है। आज की पीढ़ी को जब किसी प्रश्न का उत्तर नहीं मिलता है तो वह गूगल की शरण में आती और उस अनुत्तरित प्रश्न के उत्तर ढूँढ़ती है। यदि इस श्लोक का स्रोत और संदर्भ ढूँढ़ेंगे तो निम्नलिखित उत्तर सामने आएगा—

“वसुधैव कुटुम्बकम् सनातन धर्म का मूल संस्कार तथा विचारधारा है”¹¹ जो महा उपनिषद् सहित कई ग्रन्थों में लिपिबद्ध है। इसका अर्थ है—धरती ही परिवार है (वसुधा एव कुटुम्बकम्)। यह वाक्य भारतीय संसद के प्रवेश कक्ष में भी अंकित है।

अयं निजः परो वेति गणना लघुचेतसाम्। उदारचरितानां तु वसुधैव कुटुम्बकम्॥
(महोपनिषद् अध्याय 4, श्लोक 71)

अर्थ—यह अपना बन्धु है और यह अपना बन्धु नहीं है, इस तरह की गणना छोटे चित्त वाले लोग करते हैं। उदार हृदय वाले लोगों की तो (सम्पूर्ण) धरती ही परिवार है।¹¹

महामना इसी दृष्टि के कायल थे। वे इसी दृष्टि के विस्तार के लिए भारतवर्ष के कोने-कोने में अपने शिक्षा-दर्शन के प्रकाश को फैलाने के पक्षधर रहे। डॉ. सुमन जैन अपने एक आलेख में महामना के व्यक्तित्व की विशेषता को स्पष्ट करते हुए विनोबा भावे के संस्मरण का उल्लेख करते हुए लिखती हैं—“पंडित मदन मोहन मालवीय ने वही किया, जिसका उल्लेख आचार्य विनोबा के संस्मरणों में मिलता है। उन्होंने लिखा है कि “महामना मालवीय जी से मैं एक ही दफा मिला। पर उतने में ही उनके वात्सल्य की अनुभूति मुझे हुई। उस वात्सल्य में राजा-रंक सभी का समावेश था। इसीलिए वे महामना कहलाए।”¹² बीसवीं सदी के उत्तरार्ध में जिस भूमंडलीकरण और ग्लोबलाइजेशन की बयार चली और तथाकथित बुद्धिजीवियों ने उसे बड़े जोर-शोर से ध्वज की तरह लहराने की कोशिश की, उसका आरंभ हमारे देश की गौरवशाली संस्कृति में सदियों पहले हो चुका था। किन्तु दो कहावतें हैं—

1. घर का जोगी जोगड़ा, आन गाँव का सिद्ध और दूसरा है—दूर के ढोल सुहावने। इस सन्दर्भ में भी यही हुआ। जो बात पश्चिम से कही गयी, वह बौद्धिक हो गयी और जोर-शोर से उछाली गई। किन्तु जब यही बात सदियों पहले हमारे यहाँ कहीं

गई तो उसे हँसी—मजाक का विषय और पिछड़ेपन का प्रतीक समझा गया। हमारे देश का असल दुर्भाग्य यही है कि हम विकास का मौलिक मॉडल ढूँढ़ने के बजाए पश्चिम के अंधाधुंध अनुकरण को ही विकास का पर्याय मान बैठे हैं। बहरहाल! मैं विषयांतर होने के बदले पुनः मालवीय जी के शिक्षा संबंधी विचारों पर ही केन्द्रित रहना चाहूँगा।

आधुनिक युग में राजनीतिक नियामक हो गई है। पुराने जमाने में तकरीबन सभी कार्यों का शुभारम्भ धर्मगुरुओं के आदेश और स्वीकृति—सहमति से किया जाता था, क्योंकि तब धर्मप्रधान समाज था। मध्यकाल और आधुनिक काल में यही धर्म है। मध्यकाल में जो स्थान धर्मगुरुओं को प्राप्त था, वही स्थान आधुनिक काल में राजनेताओं—(पार्षदों, सभासदों, विधायकों, सांसदों, मंत्रियों आदि) को प्राप्त है। इसीलिए पहले हमें धर्मगुरुओं से शिलान्यास उद्घाटन आदि कराने का चलन दिखाई देता है, जो आज राजनेताओं के हाथों कराया जाने लगा है। मध्यकाल और आधुनिककाल का यह बुनियादी अंतर है। राजनीति के बढ़ते महत्त्व को देखते हुए मालवीय जी छात्रों को राजनीति में भाग लेने से नहीं रोकते थे। उनके अनुसार यदि छात्र अपने पढ़ने से कुछ समय बचाकर राजनीति में लगाते हैं तो यह बुरा नहीं है। वे स्वतंत्रता आंदोलन में भाग लेने वाले छात्रों का उत्साहवर्धन करते थे। यहाँ यह भी उल्लेखनीय है कि मालवीय जी विद्यार्थियों द्वारा अपने अध्ययन को हानि पहुँचकर राजनीति में भाग लेने की प्रवृत्ति के खिलाफ थे। उनकी मान्यता थी कि ऐसे विद्यार्थी न तो अपना जीवन सुधार सकते हैं, न ही देश की सच्ची सेवा कर सकते हैं। विद्यार्थियों के कर्तव्य को स्पष्ट करते हुए उन्होंने लिखा है, “सामान्य दशा में विद्या का अभ्यास करना, चरित्र को पुष्ट करना, देश के हित—अनहित बातों का ज्ञान सब प्रकार से बढ़ाना और अपनी बुद्धि, वाणी एवं शरीर को पुष्ट करना और इस प्रकार से अपने को देश की सेवा के लिए तैयार करना विद्यार्थी का परम धर्म है।”¹³

मालवीय जी ने मात्र अध्यापकों और विद्यार्थियों के लिए ही मानदंडों का निर्धारण नहीं किया अपितु उन्होंने विद्यालयों का भी मानदंड—निर्धारण किया है। उनकी मान्यता है कि विद्यालयों की स्थापना नगर के कोलाहल या शोर—शराबे से दूर प्रकृति के रमणीय वातावरण में होनी चाहिए। इन्हीं मानदंडों के आधार पर काशी हिन्दू विश्वविद्यालय की स्थापना की गयी थी। मालवीय जी की मान्यता रही है कि विद्यालय को समाज और संस्कृति के संरक्षण एवं विकास का केंद्र होना चाहिए। इसी के अनुरूप मालवीय जी ने काशी हिन्दू विश्वविद्यालय के चार उद्देश्य निर्धारित किए थे, जो निम्नलिखित हैं—

1. हिन्दुओं की सर्वोत्कृष्ट विचारधारा और संस्कृति तथा भारत की प्राचीन सभ्यता की सभी मंगलकारी और महान बातों की रक्षा करने के साधन स्वरूप हिन्दू शास्त्र और संस्कृत साहित्य के अध्ययन को प्रोत्साहन देना।

2. ज्ञान-विज्ञान विद्या और शास्त्रों की सभी शाखाओं के अध्ययन और तात्विक विवेचन को आगे बढ़ाना।

3. आवश्यक व्यावहारिक शिक्षा के साथ ऐसी वैज्ञानिक शिल्प संबंधी और व्यावसायिक विद्याओं को बढ़ाना, जिससे देशी व्यवसायों की अभिवृद्धि हो और राज्य की धन शक्ति बढ़े।

4. धर्म और सदाचार को शिक्षा का आवश्यक अंग बनाकर भारत के युवकों में चरित्र बल भरना।¹⁴

पंडित मदन मोहन मालवीय आजीवन ऐसे विद्यार्थियों की परिकल्पना करते रहे, जो अत्याधुनिक शैक्षिक एवं शोध संबंधी उपकरणों से युक्त हो, जहाँ उच्चतम ज्ञान दिया जा सके, सृजनात्मक खोजों को जहाँ प्रेरणा मिल सके। उनके मतानुसार विद्यालय किसी सीमित ज्ञान में बंधा न होकर समस्त प्राचीन एवं आधुनिक ज्ञान-विज्ञान का केंद्र होना चाहिए। “काशी हिंदू विश्वविद्यालय की स्थापना के मौके पर महामना मदनमोहन मालवीय का भाषण अपने आप में कालजयी है। यह भारत के विश्वविद्यालयों के पुनीत उद्देश्य और प्रासंगिकता के लिहाज से भी महत्वपूर्ण है। 21वीं सदी में शिक्षा पर एक अंतरराष्ट्रीय आयोग की रिपोर्ट ‘लर्निंग : द ट्रेजर विदिन’ में कहा गया है कि इस सदी में बहुत से तनावों और द्वंद्वों से हमें गुजरना पड़ेगा, जैसे-वैश्विक और स्थानीय, सार्वभौमिक व वैयक्तिक, परंपरा और आधुनिकता, दीर्घकालिक व अल्पकालिक सोच, प्रतियोगिता और सहयोग, ज्ञान का असीमित प्रसार और मानव की ग्राह्य क्षमता, आध्यात्मिकता व भौतिकता। इसलिए इस सदी की शिक्षा ऐसी होनी चाहिए, जिससे ये तनाव और द्वंद्व कम किए जा सकें, साथ ही संतुलन बनाए रखा जा सके।”¹⁵

प्राचीन और आधुनिक का यह समन्वयवादी दृष्टि ही सही अर्थों में भारतीय जीवन दृष्टि की आधारभूमि है। इन सन्दर्भों में यह कहा जा सकता है कि महामना मालवीय जी के शिक्षा संबंधी विचार, अध्यापक-शिष्य संबंध, विद्यालय संबंधी विचार आदि पर किया गया चिंतन-मनन आज भी अत्यंत प्रासंगिक हैं। इन विचारों का अनुसरण करके हम शांति और विकास के मार्ग पर अग्रसर हो सकते हैं। आज के संदर्भ में इस वैचारिक दृष्टि को भली-भाँति पढ़ने-पढ़ाने, समझने-समझाने और व्यापक स्तर पर इसके क्रियान्वयन की आवश्यकता है।

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काका कालेलकर की शिक्षा पद्धति

—रेखा

मनुष्य के सामाजिक, आध्यात्मिक, चारित्रिक, मानसिक, संवेदनात्मक और यहाँ तक संपूर्ण शारीरिक विकास के लिए शिक्षा को महत्वपूर्ण माना गया है। मानव जन्म से मृत्यु पर्यंत किसी न किसी रूप में शिक्षा ग्रहण करना प्रारंभ करता है। स्वामी दयानंद के अनुसार, “बच्चा माता के गर्भ से शिक्षा ग्रहण करना प्रारंभ कर देता है।” उत्पत्ति के आधार पर शिक्षा के कई अर्थ हैं—सीखना, सिखाना, ज्ञान अर्जन, बुद्धि कौशल आदि। शिक्षा शब्द संस्कृत की ‘शिक्षा’ धातु से निर्मित है, जिसका तात्पर्य है—ज्ञान उपार्जन करना अर्थात् सीखना किसी शिक्षा संस्था में अर्थात् गुरु से ज्ञान प्राप्त करके अपने चरित्र का संपूर्ण विकास करना। इस पंक्ति में गुरु से ज्ञान प्राप्ति विशेष है। इसी संदर्भ में अपने ज्ञान का विस्तार व नई अवधारणाएँ जिन विद्वानों के द्वारा प्रस्तुत की गई—उनमें स्वामी दयानंद सरस्वती, महात्मा गाँधी, एनी बेसेंट, विवेकानंद, रवीन्द्रनाथ टैगोर, डॉक्टर जाकिर हुसैन, डॉक्टर राधाकृष्णन, काका कालेलकर और सावित्रीबाई फुले जैसे नाम प्रमुख रूप से आते हैं।

काका कालेलर भी ऐसे ही अनंत मार्ग के अश्रंत पथिक हैं जिनका मंतव्य स्थान भौतिक जगत का तटबंध नहीं परमात्मा का परम पद है। जो असीम जनमानस को विश्व समन्वय का संदेश देने के लिए अवतरित हुए। समन्वय को ही मानव जीवन का आदर्श मानते हैं। समन्वय में पारसमणि की अद्भुत शक्ति होती है। इस अद्भुत शक्ति की चर्चा करते हुए उन्होंने लिखा है—सर्कस के पिंजरे में जिस तरह अनेक हिंसक जानवर अलग-अलग रखे जाते हैं और उन्हें एक दूसरे से घृणा करने की इजाजत है, उसकी प्रत्यक्ष मुठभेड़ नहीं होने दी जाती उसी तरह इस दुनिया में सब विरोधी तत्वों को एक ही दुनिया में सलामत रखने का आदर्श केवल शिक्षा ही है। समन्वय युग में संघर्ष को जीवन की आवश्यक प्रक्रिया माना जाता है। होड़ से नहीं, किंतु सहयोग से मानव की प्रगति हो सकती है। अर्थ परायण बनने से नहीं, किंतु जीवन परायण बनने से मनुष्य को सुख शांति मिल सकती है। धर्माधता से नहीं किंतु न्याय निष्ठा से प्रेम भाव से और अनेकांत दर्शन से मनुष्य की आध्यात्मिक उन्नति हो सकती है दृष्टि परिवर्तन, हृदय परिवर्तन और जीवन परिवर्तन समन्वय युग की प्रधान निशानी है। समन्वय ही जीवन का सच्चा दर्शन और अंतिम साधना है। समन्वय के पारसमणि का स्पर्श होते ही तर्क और संघर्ष के शस्त्र फूलों के समान मुलायम हो जाते हैं।

जन्म, बाल्यकाल, विवाह व शिक्षा : काका साहब का जन्म 1 दिसंबर, 1885 को महाराष्ट्र की राजधानी सातारा में हुआ था। पूरा नाम दत्तात्रेय बालकृष्ण कालेलकर था। लेकिन भारतवर्ष में वे काका के नाम से प्रसिद्ध हुए। उनका परिवार मूल रूप से कर्नाटक के करवार जिले का रहने वाला था और उनकी मातृभाषा कोकणी थी। लेकिन सालों से गुजरात में बस जाने के कारण गुजराती भाषा पर उनका अच्छा अधिकार था और वह गुजराती के प्रख्यात लेखक समझे जाते थे। इनके पिता का नाम श्री बालकृष्ण जीवाजी कालेलकर और माता श्री का नाम श्रीमती राधाबाई था। इनके पिता जी बड़े ही धर्मनिष्ठ और जागृत न्याय बुद्धि वाले व्यक्ति थे। काका साहब के जन्म के समय उनके पिता सातारा के क्लेक्टर के हेड एकाउंटेंट के पद तैनात थे उस समय उनकी आयु थी 50 वर्ष। बचपन से ही काका साहब का ध्यान प्रकृति में अंतर्निहित आनंद और आलोक की ओर मुड़ने लगा। जो सदैव उनके जीवन को आनंदित और आलोकित करता आ रहा है। काका साहब अपने छः भाई और एक बहन में सबसे छोटे थे। इसलिए इन्हें विशेष ध्यान और निगरानी में रखा जाता था। परिणाम यह रहा कि आमजन से घुलने मिलने का अवसर कम था। इसलिए वे प्रकृति के अधिक निकट होते चले गए। “काका साहब के जीवन के निर्माण में उनके माता-पिता, पारिवारिक वातावरण के अतिरिक्त प्रकृति-प्रेम, आत्मलक्ष्मी वृत्ति, प्रवास पर्यटन एवं शिक्षकों का विशेष योगदान रहा है।”

विवाह : सन् 1901 में काकासाहेब का विवाह शिरोडकर परिवार की सुश्री लक्ष्मीबाई से हुआ। 23 जून, 1909 को उन्हें प्रथम पुत्र शंकर प्राप्त हुआ। जब वह अपने परिवार के साथ बड़ौदा में थे और गंगा भारती में कार्यरत थे।

शिक्षा : जहाँ तक शिक्षा का संबंध है—उनकी प्रारंभिक शिक्षा एक हिंदू विद्यालय में संपन्न हुई जहाँ के प्रधानाचार्य वामन राव जी थे। जो धार्मिक वृत्ति के व्यक्ति थे उन्होंने ऋग्वेद के नाम से “आर्यों के त्योहरों का इतिहास” नामक एक पुस्तक लिखी थी जिसका काका साहब की जीवन में और मस्तिष्क पर गहरा प्रभाव पड़ा। सन् 1903 में काका साहब ने मैट्रिक परीक्षा पास की। उसी साल उच्च शिक्षा के लिए पुणे के फर्ग्युसन कॉलेज में प्रवेश किया। विलक्षण प्रतिभा के साथ राजनीति में भी उनकी विशेष रुचि थी। तभी बातचीत के दौरान महामना लोकमान्य तिलक ने आपसे यह भी कहा था कि, “हम यह नहीं कह सकते कि आप अपनी पढ़ाई छोड़ दें बल्कि हम तो यह चाहते हैं कि आप पढ़ाई के साथ ही देश की सेवा भी करें।”

शिक्षा प्रयोग और विविध यात्राएँ : सन् 1907 में काका साहब ने बीए की परीक्षा पास की। फिर कर्नाटक के महान लोक सेवक श्री गंगाधर राय की सलाह से उन्होंने 1 वर्ष तक बिलगाँव में स्थित गणेश विद्यालय नामक राष्ट्रीय शिक्षा संस्थान का संचालन

किया। फिर देश के गरम राजनैतिक वातावरण से प्रभावित होकर कुछ दिनों तक 'राष्ट्रमत' जो मुंबई से प्रकाशित होने वाली पत्रिका थी उसके संपादक मंडल में भी रहे। राष्ट्रमत की बढ़ती लोकप्रियता को देखते हुए अंग्रेज सरकार ने उसे बंद कर दिया। फिर वे अरविंद घोष के योग मार्ग की ओर झुके और साथ ही गाँधीजी के दक्षिण अफ्रीका में चल रहे सत्याग्रह आंदोलन की रूपरेखा का भी अध्ययन करते रहे। इसके साथ ही उन्होंने रामतीर्थ की एक जीवनी भी तैयार की।

गंगनाथ भारती विद्यालय : सन् 1908 में काका साहब के माता जी एवं पिताजी का स्वर्गवास हो गया। इसके बाद उन्होंने गुजरात को अपना सेवा क्षेत्र बनाया और बड़ौदा आकर गंगनाथ भारती विद्यालय में आचार्य के रूप में काम करने लगे। इसी दौरान उन्होंने अमेरिका के हब्सही नेता बुकर टी वाशिंगटन की दो पुस्तकें होम स्लेवरी (आरमोद्धार) और माई लार्जर एजुकेशन (मेरी व्यापक शिक्षा) का भी अध्ययन किया। और इन्हीं दोनों पुस्तकों के अध्ययन से काका साहब की शिक्षा संबंधी विचार धाराएँ और अधिक मजबूत हो गईं और उन्हें विश्वास हो गया कि देश अभिमान और राजनैतिक क्रांति की पूर्ण तैयारी का नाम ही राष्ट्रीय शिक्षा नहीं बल्कि भारतीय संस्कृति के नींव पर व्यक्तिगत, सामाजिक व राष्ट्रीय जीवन का नए सिरे से निर्माण करना है। और इसके लिए केवल बुद्धि का ही नहीं अपितु कला कौशल और उद्योग धंधे का भी विकास आवश्यक है।

हिमालय की यात्रा पर : सरकारी आदेश के अनुसार सन् 1911 में गंगनाथ विद्यालय को बंद कर दिया गया। इसके बाद काका साहब ने अपनी पत्नी व पुत्र को बड़ौदा से वापस घर भेज दिया और स्वयं हिमालय यात्रा पर निकल गए। वहाँ वे लगभग ढाई वर्ष रहे। उन्होंने ढाई हजार मिल की पदयात्रा भी की गंगोत्री, यमुनोत्री, केदारनाथ, बद्रीनाथ की यात्रा के बाद पुनः अल्मोड़ा के दर्शन किए। इस अभूतपूर्व यात्रा का वर्णन काका साहब ने अपनी प्रसिद्ध पुस्तक 'हिमालय यात्रा' में किया है जो वस्तुतः हमारी संस्कृति के अमर धर्मों का जीता जागता प्रतीक है। हिमालय से लौटने के बाद काका साहब ने नेपाल की यात्रा की। इसके बाद शांति निकेतन हरिद्वार आर्य समाज के कांगड़ी गुरुकुल वैष्णव के आचार्य कुल राजा महेंद्र प्रताप के प्रेम महाविद्यालय आदि स्थानों के दर्शन किए। 6 महीने तक शांति निकेतन में शिक्षक का भी काम किया। फिर आचार्य कृपलानी एवं गिरधारी जी के साथ भ्रमण देश पर निकले वहाँ रंगून, बेगू, मांडली आदि नगरों का निरीक्षण किया जिसका वर्णन अपनी पुस्तक 'ब्रह्मदेश की यात्रा' में किया है।

गाँधीजी से भेंट और स्वाधीनता की ओर : ब्रह्मदेश से लौटकर काका साहब पुनः शांति निकेतन में ही शिक्षक का काम करने लगे। वहीं पर उनकी फरवरी 1915

में महात्मा गाँधी से प्रथम भेंट हुई। इसके पूर्व में गाँधी जी द्वारा लिखे 'हिंद स्वराज' का अध्ययन भी उन्होंने किया। फलस्वरूप साक्षात्कार के समय मन में उठने वाले प्रश्नों का संतोषजनक उत्तर पाकर उन्होंने अनुभव किया कि यही व्यक्ति मुझको उस पर पहुँचाने में समर्थ हो सकता है। बापू से भेंट होने के बाद काका साहब ने अपने हृदय से स्वीकार किया और इस निष्कर्ष पर पहुँचे कि साहित्य कला और संस्कार प्रधान शिक्षा पर त्याग उद्योग प्रधान और अंततः मूल उद्योग प्रधान शिक्षा पर पहुँचने में अंतिम रहस्य छिपा है। फिर अपने विचारों के अनुसार प्रयोग करना भी आरंभ कर दिया। सर्वप्रथम उन्होंने सन् 1916 में बड़ौदा के निकट गाजीपुरा नामक गाँव में एक सरकारी डेरी चलाई। इस अवधि में 'आत्मोद्धार' नामक एक मासिक पत्रिका के संचालन में भी सक्रिय सहयोग प्रदान किया। सन् 1918 में साबरमती आश्रम की शाला को व्यवस्थित रूप देने में तल्लीन हो गए। शाला के संचालन का काम शिक्षक मंडल को ही बार-बारी संभालना पड़ता था। इस समय काका साहब के विविध लेख भी प्रकाशित होते रहे। राष्ट्रभाषा हिंदी के लिए निबंध लिखते हुए काका साहब ने यह तर्क प्रस्तुत किया है कि "हिंदी हिंदुस्तान की राष्ट्रभाषा बननी चाहिए हिंदी और उर्दू एक ही भाषा के ही दो रूप हैं जिन्हें एक दूसरे के निकट आना चाहिए।"

विद्यापीठ की स्थापना : स्वतंत्रता आंदोलनों ने जोर पकड़ा जिसके चलते विद्यार्थी सरकारी विद्यालय व महाविद्यालय का परित्याग करने लगे। उनके लिए राष्ट्रीय शिक्षा का प्रबंध करने हेतु भारत के विभिन्न क्षेत्रों में राष्ट्रीय विद्यापीठ की स्थापना की गई। इसी सिलसिले में 15 नवंबर, 1920 को गाँधीजी के शुभ हाथों से ही गुजरात महाविद्यालय की स्थापना की गई। इसमें पढ़ाने के लिए विभिन्न विद्वान जिनमें आचार्य विनोबा भावे पटवर्धन, नरहरी और काका साहब जाते थे। काका वहाँ अंग्रेजी, प्राचीन इतिहास, धर्मशास्त्र, उपनिषद् आदि भी पढ़ाया करते थे। गाँधी जी के जेल जाने के बाद 'नवजीवन' पत्रिका का भार उनके कंधों पर आ गया। 1923 फरवरी में राजद्रोह का अभियोग लगाकर इन्हें भी 1 साल जेल में बंद कर दिया गया। जेल से मुक्त होने के बाद वे क्षयरोग से ग्रस्त हो गए। 1927 तक पूर्णतया स्वस्थ भी नहीं हो पाए थे फिर नए सिरे से विद्यापीठ के निर्माण में जुट गए। यहाँ आचार्य एवं कुलनायक के रूप में काम करते हुए इन्होंने बुनियादी शिक्षा के सिद्धांतों को प्रयोगात्मक रूप प्रदान किया। वहीं से गुजराती वर्तनी कोष का प्रकाशन भी हुआ। 1935 को गाँधीजी के सभापतित्व में इंदौर में हिंदी साहित्य सम्मेलन का अधिवेशन हुआ। काका साहब सम्मेलन की लिपि सुधार समिति के अध्यक्ष बनाए गए। हरिजनों का उद्धार कार्य राष्ट्रभाषा का प्रचार प्रसार सत्य अहिंसा एवं प्रेम के सहारे पूर्ण स्वराज्य की माँग आदि इनके मुख्य कार्य रहे।

शिक्षा दर्शन : काका साहब शिक्षा दर्शन का उद्गम स्थल उनका जीवन दर्शन है जिसमें वे शिक्षा के माध्यम से ही संपूर्ण सृष्टि का कल्याण करना चाहते हैं। उन्हें आत्मविश्वास है कि शिक्षा के माध्यम से ही विश्व समन्वय का सपना साकार हो सकता है। शिक्षण में इतनी शक्ति है कि उसके द्वारा सतयुग का भी निर्माण किया जा सकता है। शिक्षण के महत्व की ओर ध्यान आकर्षित करते हुए वे कहते हैं—“शिक्षण एक अद्भुत जड़ी बूटी है, अलौकिक रसायन है, अमृत संजीवनी है, कामधेनु है तथा कल्पना है, शिक्षण आप जिसकी कल्पना कर सके वह सब है और उससे अधिक भी बहुत कुछ है। सतयुग लाने की शक्ति तो शिक्षण में ही है।” ऐसा दावा शिक्षण के दर्शनकारों का है। हमें इस दर्शन के स्वरूप को इसकी माँग को इसके कथाकारों को इसकी बातों को और इसकी फल श्रुति को ध्यान से सुनना चाहिए। संभव है कि यह अंतिम राजपुत्र ही इस समर में सफल हो। आज तक कोई दर्शन सफल न हुआ इसलिए शिक्षण भी सफल न होगा ऐसा अनुमान निकालने में अनुचित उतावली होने की संभावना है। जब हम हर दर्शन की बात सुनते आए हैं तो शिक्षण की भी बात हम क्यों न सुने। काका साहब की दृष्टि में सभी धर्म मात्र श्रद्धा के विषय हैं। अतः जब सभी धर्म आपस में संगठित हो जाएंगे तब समाज मानस पर वे काबू हासिल कर लेंगे तभी वे दीर्घ जीवी हो सकेंगे। उनके अनुसार धर्म भी अंततः एक मानवीय संस्था है। वह मानवीय मस्तिष्क और मानवीय हृदय और मानवीय जीवन का आर्थिक आधार है और उसी का आविष्कार है। अतः धर्म जैसे प्राणवान संस्था के प्रभाव में जिस तरह देश आते हैं वैसे निकल भी जाते हैं। लेकिन कैसे इसके संबंध में उनका एक ही उत्तर है—शिक्षा के द्वारा। भविष्य का धर्म कौनसा होगा इस संबंध में उनकी भविष्यवाणी है—“विश्व के सारे प्रचलित धर्म आज रूपांतर की स्थिति में हैं उनके पारस्परिक समन्वय से ही भविष्य के धर्म का उद्भव होगा भविष्य का धर्म शिक्षा पद्धति का स्वरूप ग्रहण करेगा। आगे वे कहते हैं आज तक मानवीय जीवन का संगठन धर्मों द्वारा हुआ आज तक अर्थनीति, सार्वभौम पद पर है। लेकिन आगे इनकी नहीं चलेगी। जीवन संगठन और जीवन विकास का भार अध्यात्म प्रेरित और शिक्षा संस्था के हाथ में चला जाएगा। आगे वे कहते हैं कि सभी धर्म संस्थाएँ धीरे-धीरे शिक्षा पद्धति का रूप धारण करेंगी और जातियाँ अपना मूल रूप छोड़कर शिक्षा को महत्व प्रदान करेंगी।”

काका साहब शिक्षक को सत्य का सच्चा प्रेक्षक मानते हैं। उनकी दृष्टि में सच्चे शिक्षक मानवीय संस्कृति के सच्चे प्रतिनिधि होते हैं। अतः शिक्षक समुदाय से कहते हैं यह आप का सबसे बड़ा प्रयोग और योग के संबंध स्थापित करना है। शिक्षक और शिक्षण के महत्व के विषय पर बताते हुए उन्होंने कहा है “शिक्षक ही सच्चे सत्यार्थी हैं।

वे ही सत्य के सच्चे अन्वेषण में शिक्षकों को मानवीय संस्कृति का सच्चा प्रतिनिधि मानता हूँ। आप लोग आज से ही संस्कृति के निर्माण में एकजुट होकर लग जाए। मैं जानता हूँ कि देश के नवनिर्माण के लिए जाति भेद का उन्मूलन आवश्यक है। किंतु शिक्षक जाति के प्रति मेरे हृदय में असीम श्रद्धा है। वह आर्यव्रत के रक्षक हैं। मैं आज आप लोगों से यही कहने आया हूँ कि धर्माचारों एवं राजनीतिक लोगों से समाज सुधार का काम नहीं हो सकता क्योंकि वे लोग सत्य के लोग ही हैं। अतः यह काम अध्यापक और साहित्य को ही करना है।” आजकल के अधिकांश धर्म कार्य रूढ़िवादी हैं। अतः अगर अध्यापक बंधु चाहे तो रूढ़ियों के बंधन से अलग कर सकते हैं आगे आपने कहा “जो लोग करुणा से प्रेरित होकर पढ़ाते हैं वही सच्चे अध्यापक हैं। जो व्यक्ति पेंशन और प्रमोशन का चिंतन करते हैं वह सच्चे अध्यापक नहीं हैं। सच्चे अध्यापक तो वह हैं जो ज्ञान का चिंतन करते हैं और करुणा से ओतप्रोत होकर सत्य की खोज करते हैं। अध्यापक सत्यार्थी है उन्हें यही सोचना चाहिए कि हम मर जाएँ तो मर जाए लेकिन अपने आदर्श को ना छोड़े।” इस प्रकार काका साहब ने बापू की नई तालीम योजना का हृदय से समर्थन किया किंतु इस योजना को और अधिक विकसित एवं सर्वमान्य बनाना चाहते हैं। उनके शब्दों में आगे है—मानव कल्याण का चिंतन करके गाँधीजी ने घोषित किया कि सत्य और अहिंसा ही इस जमाने की और शाश्वत, सार्वभौमिक जीवन निष्ठा है। इस अहिंसा में युद्ध निषेध से भी बढ़कर है, शोषण त्याग और कौशल युक्त शरीर श्रम। इसीलिए निष्कपट प्रसार, सदाचार, गोपनीयता का प्रभाव शांति की उपासना वर्ग के बीच सहयोग और सामंजस्य स्पर्धा का त्याग कौशल युक्त परिश्रम, स्वावलंबन और परावलम्बन, ज्ञान उपासना और कल्याण उपासना आदि शुभ निष्ठाओं की स्थापना और विकास के अनुकूल नई शिक्षा पद्धति नई तालीम का आदर्श विकसित करना है। उसे सर्वमान्य बनाना है और उसके हाथ में सामाजिक जीवन के सूत्र सौंप देने हैं। यही है आज का युग कार्य।

साहित्य : काका कालेलकर उच्च कोटि के विद्वान और विचारक थे। उनका योगदान हिंदी भाषा के प्रचार तक ही सीमित नहीं था। उनकी अपनी मौलिक रचनाओं से हिंदी साहित्य समृद्ध हुआ। सरल और ओजस्वी भाषा के विचारपूर्ण निबंध और विभिन्न विषयों की तर्कपूर्ण व्याख्यान उनकी लेखन शैली के विशेष गुण हैं। मूल रूप से विचारक और साहित्यकार होने के कारण उनकी अभिव्यक्ति की अपनी शैली थी जिसे वह हिंदी, गुजराती, मराठी और बंगला में सामान्य रूप से प्रयोग करते थे। उनकी हिंदी शैली में एक विशेष प्रकार की चमक और व्यग्रता है, जो पाठक को आकर्षित करती है। उनकी दृष्टि बड़ी सूक्ष्म थी इसलिए उनकी लेखनी में प्रायः ऐसे चित्र बन पड़ते हैं जो मौलिक होने के साथ-साथ नित्य नए दृष्टिकोण प्रदान करे रहे। उनकी

भाषा और शैली बड़ी सजीव और प्रभावशाली थी। उनमें सरलता होने के कारण स्वाभाविक प्रवाह है और विचारों का बाहुल्य होने के कारण भावों के लिए उड़ान की क्षमता है। उनकी शैली प्रभुत्व विचार की सहज उपदेश आत्मक शैली है। जिसमें विद्वता, व्यंग्य, हास्य नीति सभी तत्व विद्यमान हैं। काका साहब मंजे हुए लेखक थे। किसी भी सुंदर दृश्य का वर्णन अथवा पेचीदा समस्या का विश्लेषण उनके लिए आनंद का विषय रहे। उन्होंने देश-विदेश का भ्रमण कर वहाँ के भूगोल का ही ज्ञान नहीं कराया बल्कि उन प्रदेशों और देशों की समस्याओं उनके समाज और उनके रहन-सहन उनकी विशेषताओं इत्यादि का स्थान-स्थान पर अपनी पुस्तकों में बड़ा सजीव वर्णन किया है। वह जीवन दर्शन के जैसे उत्सुक विद्यार्थी थे वैसे देश दर्शन के भी शौकीन रहे। काका कालेलकर के लगभग 30 पुस्तकें प्रकाशित हुईं। जिनमें अधिकांश का भारतीय भाषाओं में अनुवाद हुआ। उनकी प्रमुख रचनाएँ हैं—

गुजराती साहित्य : स्मरण यात्रा, हिमालयनो प्रवास, लोकमाता, जीवनानो आनंद, उगमानो देश, आदि।

हिंदी साहित्य : महात्मा गाँधी का स्वदेशी धर्म, राष्ट्रीय शिक्षा का आदर्श।

मराठी साहित्य : स्मरण यात्रा, उत्तरेकादिल बंटी, हिमालय तिल प्रवास।

निष्कर्ष रूप से कहा जा सकता है कि काका साहब एक महान-तत्व चिंतक एक महान पुरातत्ववेत्ता, एक महान स्वयंप्राण शास्त्रनिष्ठ क्षेत्रीय और एक महान स्वयं सिद्ध लोक शिक्षक हैं। निःसंदेह ही उस महान आत्मा के महानतम व्यक्तित्व का महानतम उपादान है।

पाद टिप्पणी—

1. समन्वय संस्कृति की ओर, पृष्ठ 23
2. श्री अद्भुत नाथ नानावटी-संस्कृति के परिभ्रमण से उद्धृत, पृष्ठ 143
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4. समन्वय संस्कृति की ओर-काका कालेलकर पृष्ठ 6
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भारतीय शिक्षा के प्रणेता : स्वामी दयानंद सरस्वती

—दिग्विजय कुमार शर्मा

शिक्षा किसी भी राष्ट्र के विकास के लिए मुख्य आधार होती है। उसका विकास ही उसका प्रतिबिम्ब होता है। विश्व की प्रमुख सभ्यताओं और उनकी उन्नति को देखें तो जब कभी भी शिक्षा के क्षेत्र में उन्नति हुई है, सभ्यताएँ विकसित हुई हैं तो वह शैक्षिक संस्थाओं में हुई हैं। अगर मानव मूल्यों की स्थापना करने की तथा तत्कालीन परिस्थितियों में सामाजिक रूढ़िवादियों में जकड़े लोगों को मुक्त करने का जो कार्य किया गया, वह स्वामी दयानंद सरस्वती जी का भागीरथी प्रयास रहा है।

लेकिन वर्तमान में सामाजिक, राजनैतिक उतार-चढ़ाव की घटनाओं ने शैक्षिक व्यवस्था की जड़ों को हिलाकर रख दिया है, यद्यपि भविष्य में इन जटिलताओं से निकलने के मार्ग की धूमिल रोशनी शैक्षिक संस्थाओं से निकल कर हम तक पहुँच रही है। भारत इस चक्र से अछूता नहीं है। इतिहास गवाह है कि यहाँ कभी शैक्षिक संस्थाओं की व्यवस्थाएँ दृढ़ और सुव्यवस्थित रही हैं। राष्ट्र उसके लिए सदैव विकासोन्मुख रहा है, लेकिन शैक्षिक संस्थाओं की राजनीति ने विकास की गति में बाधा उत्पन्न कर दी है। भारत में विभिन्न धर्म, जातियों के आगमन के कारण उनके आक्रांत से यह चक्र बड़ी तेजी से आज भी चल रहा है। अंग्रेजों के शासनकाल में चरम पर रहा। यही कारण है कि भारत में अंग्रेजी शासनकाल में जो समाज सुधार के कार्य चलाए गए उनमें शैक्षिक व्यवस्थापन एक अहम् मुद्दा था, जिससे सकारात्मक परिणाम सामने आये। इस अवधि में अंग्रेजी हुकूमत से लोहा ले रहे भारत के तमाम महापुरुषों के बलिदान के प्रति कृतज्ञ हैं जिन्होंने अपना जीवन भारत की बिखरी व्यवस्थाओं को संभालने, संवारने में लगाकर भारत के स्वाभिमान को बचाने में अपने आपको होम किया जिनमें एक नाम स्वामी दयानंद सरस्वती का है जिन्होंने आर्य समाज की स्थापना कर भारतीय संस्कृति की मौलिकता का संरक्षण किया। सामाजिक कुरीतियों का बहिष्कार कर शैक्षिक संस्थाओं (गुरुकुल) की स्थापना की। वैदिक संस्कृति के विकास के मार्ग को प्रशस्त कर सद्मार्ग की दिशा को आगे बढ़ाया। इस महत्वपूर्ण कार्य के कारण शैक्षिक कार्यक्रमों के द्वारा तत्कालीन परिस्थितियों में बड़े ही सकारात्मक परिणाम प्राप्त हुए। इसी प्रासंगिकता का प्रतिफल है कि उस समय की तमाम प्रकार की शिक्षाएँ हमारे लिए आज भी उपयोगी सिद्ध हो रही है।

इनकी प्रमुख रचनाएँ हैं—सत्यार्थ प्रकाश, संस्कार विधि, आयोद्देश्य रत्नमाला, अष्टाध्यायी भाष्य, आर्या अभिनय, वेदांत ध्वांति निवारण गोकरुणानिधि, भ्रांति निवारण, वेद—विरुद्ध मत खंडन, शिक्षायत्री—ध्वान्ति—निवारण, काशी शिक्षार्थ, वेदांग प्रकाश आदि हैं। इन्होंने अपने लेखन व समाज सुधार कार्य व व्याख्यानों के माध्यम से जीवनपर्यंत भारत में सत्य के प्रकाश की अलख जगाने का अथक प्रयास किया, जो आज भी हमारे लिए प्रेरणाप्रद है।

जीवन एवं व्यक्तित्व : स्वामी दयानंद जी का जन्म सन् 1824 में भाद्र शुक्ल तिथि नवमी दिन बृहस्पतिवार को काठियावाड़ (गुजरात) टंकारा नगर के मोराबी स्थान पर हुआ था। इनके पिता का नाम कर्षण लाल तिवारी था जो कि शिक्षा संपन्न सामवेदी आदिच्य उच्च ब्राह्मण थे। कर्षण परिवार के ज्येष्ठ पुत्र का नाम मूल शंकर रखा गया, प्यार से मूल नाम से पुकारने लगे। पिता शिव भगत होने के कारण धर्मनिष्ठ व कठोर नियम पालक थे। स्नेहमयी माता ने बड़े ही लाड़—प्यार से इनका पालन किया। 8 वर्ष की अवस्था में ही यज्ञोपवीत संस्कार के साथ उन्होंने संध्या उपासना, उपवास, व्रत आदि नियमों का अभ्यास करना आरंभ कर दिया। 14 वर्ष की अवस्था में यजुर्वेद संहिता सहित तीनों वेदों को कंठस्थ कर लिया। पाणिनी का व्याकरण, तर्कशास्त्र, रूपावली आदि का ज्ञान प्राप्त किया। इसी समय शिवरात्रि के दिन शिवभक्ति में बैठे मूर्ति पर एक चूहे को चलते देख इस घटना ने उनके मन में शंका, असंतोष पैदा कर दिया। तत्पश्चात् सन् 1840 के बीच बहन की मृत्यु, सन् 1841 में चाचा की मृत्यु ने उनके मन में वैराग्य भाव उत्पन्न कर दिया, सत्य की खोज के लिए गृह त्याग करने के लिए विचलित होने लगे। पिता ने गृहस्थी में बाँधने के लिए इनके विवाह की तैयारी आरंभ कर दी, लेकिन यह संभव नहीं हुआ। सन् 1846 में गृह त्याग नैष्टिक ब्रह्मचारी बनने का संकल्प लिया और योगाभ्यास द्वारा मृत्यु पर विजय पाने का प्रयास भक्त नाम योगाभ्यासी से योग की शिक्षा लेने लगे और अहमदाबाद होते हुए बड़ोदा पहुँचकर तीव्र योग साधना में लिप्त होकर सदैव के लिए गृह त्यागकर नर्मदा तट पर योगाभ्यासियों से प्रभावित होकर अनवरत प्रतिदिन 15 घंटे आसन निराहार रहकर किया। इस योगाभ्यास से उनका चित्त संन्यास के लिए प्रेरित हो गया और स्वामी पूर्णानंद से दीक्षा ग्रहणकर उन्होंने दयानंद सरस्वती नाम स्वीकार किया। “ब्रह्मविद्या को उन्मुख हुए, यात्रा शुरु की, चौणाद से छिनूर, अहमदाबाद, सिद्धपुर, बम्बई, जोधपुर, अजमेर, हरिद्वार, ऋषिकेश, टिहरी, केदारघाट, प्रयाग, बद्रीनाथ, जोशीमठ, ओखीमठ आदि स्थानों पर शांति की तलाश में गये, लेकिन कहीं संतोष नहीं मिला। सन् 1861 में मथुरा पहुँचे। वहाँ स्वामी विरजानंद के सान्निध्य में अष्टाध्यायी, महाभाष्य, ग्रंथ, वेद आदि का गहन अध्ययन किया। इस ज्ञान के बदले गुरु विरजानंद ने गुरु दक्षिणा में

भारत में वैदिक धर्म की स्थापना व आर्य ग्रंथों के प्रचार-प्रसार का संकल्प माँगा, दयानंद ने अपना समस्त जीवन गुरु दीक्षा के लिए समर्पित कर दिया। सन् 1863 में अपने गुरु से विदा लेकर वैदिक धर्म का प्रचार करने, धार्मिक रूढ़ियों को समाप्त करने तथा सामाजिक, आर्थिक, शैक्षिक अव्यवस्थाओं को दूरकर उसमें सुधार करने के प्रयास में स्वयं को लगा दिया।¹

थियोसोफिकल सोसायटी के संचालन को महर्षि देवेंद्र ठाकुर, केशवचंद्र सेन के साथ अपने सुधार कार्यक्रम की शुरुआत सन् 1863 से सन् 1865 तक आगरा में अनार्य ग्रंथों का अध्ययन के परित्याग का प्रचार किया। जयपुर, अजमेर, फर्रुखाबाद, अनूपशहर, बुलंद शहर, कन्नौज, कानपुर, काशी आदि स्थानों पर शास्त्रार्थ कर व प्रचार कार्य को बढ़ावा दिया। सन् 1873 में इनके प्रयास से काशी में एक वैदिक पाठशाला खोली गयी। वहाँ से लौटकर कानपुर, लखनऊ, अलीगढ़, मुरादाबाद, हाथरस, वृंदावन आदि स्थानों पर अपने व्याख्यान के साथ वैदिक पाठशालाओं के लिए धन एकत्र किया। सन् 1875 में 'सत्यार्थ प्रकाश' ग्रंथ प्रकाशित हुआ और आर्य समाज की स्थापना हुई। सन् 1877 में पंजाब प्रांत में शास्त्रार्थ व प्रचार का कार्य किया और लाहौर में आर्य समाज की स्थापना की गई। सभी जगह वैदिक धर्म का प्रचार-प्रसार हुआ। सन् 1880 में लक्ष्मीकुण्ड बनारस में वैदिक मंत्रालय व आर्य समाज की स्थापना की गई।

स्वामी दयानंद ने वैदिक धर्म के माध्यम से शैक्षिक और धार्मिक कार्यों की ओर ध्यान दिया और भक्ति, संस्कृत और हिंदी की अद्वितीय वाकपटुता तथा दुर्दमनीय और अथक शांति से भारत के हिंदू समाज के पुनरुद्धार के कार्य में जुट गये। अपना प्रयोग देश के उत्थान के लिए किया। "व्याकरण, दर्शन, धर्म, हिंदुओं के धर्मशास्त्रीय तथा समाजशास्त्रीय साहित्य आदि विषयों में उनका पांडित्य ज्ञान समतुल्य था, जो हमें शंकर, रामानुज तथा शंकराचार्य का स्मरण दिलाता है।"²

30 अक्टूबर, सन् 1883 को अजमेर में दीपावली के दिन थोड़े दिन की रुग्णता के पश्चात् स्वामी दयानंद जी अपनी ज्ञान गंगा से विश्व को आप्लावित वाले इस महान दार्शनिक का शिक्षा की आत्मा ने इस संसार को सदा-सदा के लिए अलविदा कह दिया। अनंत काल तक इस महर्षि के शैक्षिक प्रसंगों को शिक्षा जगत में अनुकरण किया जाता रहेगा।

वे जन्मजात हिंदू थे। हिंदू संन्यासी के शिष्य थे, उनके आर्य समाज आंदोलन को हिंदुओं ने आर्थिक सहायता प्रदान की थी लेकिन सत्यता यह है कि वे किसी भी धर्म विशेष के अनुरूप तथ्यों का विश्लेषण न कर जीवनपर्यंत सत्य का विश्लेषण किया। सदमार्ग का विवेचन किया। 'सत्यार्थ प्रकाश' में उन्होंने लिखा है—जो सब मतों में सत्य

बातें हैं, वे सब में अविरुद्ध होने से उनको स्वीकार करके, जो मत-मतांतरों में मिथ्या बातें हैं उनका खण्डन किया है। राष्ट्र कवि दिनकर उनके मत को स्पष्ट करते हैं—“जो असत्य है, उसे छोड़ना, छुड़वाना मुझको अभीष्ट है। यदि मैं पक्षपात करता तो आर्यावर्त के प्रचलित मतों में से किसी एक मत का आग्रही होता है। किंतु मैं आर्यावर्त व अन्य देशों में जो अधर्मयुक्त चालन-चलन है, उनको स्वीकार नहीं करता और जो धर्मयुक्त बातें हैं, उनका त्याग नहीं करता, न करना चाहता हूँ क्योंकि ऐसा करना धर्म के विरुद्ध है।”³

स्वामी दयानंद हिंदी के प्रति समर्पित थे। स्वयं मातृभाषा गुजराती होने के बावजूद ‘सत्यार्थ प्रकाश’ हिंदी में लिखा संस्कृत धारा प्रवाह बोलते थे। कलकत्ता में केशवचंद्र सेन से मिलने के बाद हिंदी बोलने की सलाह दी गई, तभी से हिंदी में भाषण देने लगे। सन् 1906 में ‘सत्यार्थ प्रकाश’ का अंग्रेजी में अनुवाद हुआ। सन् 1929 में देवशंकर पाठक द्वारा संस्कृत में अनुवाद किया गया। तत्पश्चात् अनेक भाषाओं में इस पुस्तक का अनुवाद किया गया। ‘सत्यार्थ प्रकाश’ 14 अध्यायों (समुल्लास) में संकलित, दो खण्डों में पूर्वार्द्ध, उत्तरार्द्ध में विभाजित है। संपूर्ण ग्रंथ का लक्ष्य वैदिक मान्यताओं में विद्यमान सत्य व वेद से निरुद्ध मत-मतांतरों से असत्य को उजागर करना जिसका उद्देश्य मनुष्य को सत्य का बोध कराना है, वे लिखते हैं—“जो कोई इसे ग्रंथकर्ता के तात्पर्य से विरुद्ध मंशा से रखेगा, उसको कुछ भी अभिप्राय विदित नहीं होगा।”⁴

शिक्षा का महत्व : स्वामी दयानंद जी ने शिक्षा को प्रक्रिया न मानकर विषयवस्तु माना है। शिक्षा को ज्ञान के समकक्ष मानते हुए वे यह स्वीकार करते हैं कि शिक्षा विद्या में विलास करने वाले मन का निर्माण करना है, जिससे मनुष्य विद्या आदि शुभ गुणों की प्राप्ति और अविद्या आदि दोषों को छोड़कर सदा आनंदित हो सके, वही शिक्षा कहलाती है। एक आदर्शवादी विचार होने के नाते वे यह भी मानते हैं कि-शिक्षा सद्गुणों की प्राप्ति है और ज्ञान सद्गुण है, ईश्वर सत्, चित् और आनंद (सच्चिदानंद) का प्रतीक है। उसकी सत्ता सृष्टि के कण-कण में व्याप्त है। वह निराकार है, सृष्टि का पालक है, ब्रह्म जीवात्माओं और पदार्थों के सत्य स्वरूप के को जाननाही विद्या है और न जानना अविद्या, विद्या से मनुष्य का कल्याण होता है और अविद्या से नाश। इसीलिए विकास की किसी भी अवस्था में हम स्वामी दयानंद सरस्वती की शिक्षा की विवेचनाओं को अस्वीकृत नहीं कर सकते। शिक्षा के माध्यम से ही हम सद्मार्ग की खोज करते रहे हैं। ये मार्ग अलग-अलग अवश्य है लेकिन विद्यालय में दी गई शिक्षा कल्याण न कर सके, सद्मार्ग पर न चल सके तो व्यवस्था चरमरा जाएगी, इसीलिए स्वामी दयानंद सरस्वती शिक्षा को सर्वोपरि रखते हैं और इसे हम सभी किसी-न-किसी रूप में स्वीकार अवश्य करते हैं।

शिक्षा की अवधारणा : प्रत्येक समाज की अपनी एक मूलभूत संरचना होती है, अपने व्यवहार के प्रतिमान होते हैं और सामाजिक कार्यों को संपादित करने की विधियाँ होती हैं। समय, काल, परिस्थितियों व आवश्यकताओं में परिवर्तन के साथ व्यवहार प्रतिमान और कार्य पद्धतियों में परिवर्तन होते रहे हैं, किंतु समाज के मूलभूत ढाँचे की मौलिकता में प्रायः परिवर्तन नहीं हो पाता, भिन्न-भिन्न सामाजिक परिवेश अपनी इसी मौलिकता के कारण अपनी एक अलग पहचान बनाए रखता है। अपनी विशिष्टता बनाए रखता है। इसी सामाजिक व्यवस्था को मन से स्वीकार भारत के विभिन्न भागों में भ्रमणकर, गाँवों-कस्बों की समस्याओं को बड़े करीब से देखा-जाना और समझ सके कि भारत का उद्धार करने का काम स्वयं ही करना होगा। यह कार्य स्वयं की मौलिक स्थापना से ही संभव हो सकेगा।

दयानंद सरस्वती के शिक्षा की अवधारणा से हमें समाज के मूलभूत ढाँचे व समय की माँग के अनुरूप परिवर्तन का सामंजस्य देखने को मिलता है, इन्होंने शिक्षा की व्यवस्थाओं को समय की माँग के अनुसार एक सीमा तक स्वीकार किया और शिक्षा के मूलभूत ढाँचे, मौलिक, दार्शनिक पृष्ठभूमि में कहीं कोई समझौता स्वीकार नहीं किया। वे इस सबके मध्य उन पर हिंदुत्व और अन्य जाति-धर्म के विरोध के आरोप भी लगे, लेकिन उनका लक्ष्य, सत्य व सद्मार्ग की खोज और दिशा भी वही रही। “दिनकर ने इस संदर्भ में कहा है—दयानंद ने बुद्धिवाद की जो मशाल जलायी थी, उसका कोई जवाब नहीं था। वे जो कुछ कह रहे थे, उसका उत्तर न तो मुसलमान दे सकते थे, न ईसाई, न पुराणों पर चलने वाले हिंदू पण्डित और विद्वान, हिंदू नवोत्थान अब पूरे प्रकाश में आ गया था। स्वामी जी की शैक्षिक अवधारणाएँ इन सबसे संबद्ध रही है।”⁵

शिक्षा के उद्देश्य : स्वामी दयानंद सरस्वती के विचार में शिक्षा के उद्देश्य हैं—जो ब्रह्माण्ड द्वारा जीवात्मा तथा पदार्थों से निर्मित मानती है कि ईश्वर और यह वस्तु जगत दोनों ही सत्य हैं। ईश्वर को कर्ता और जीवात्मा को कर्मफल का भोक्ता मानते हैं। यह “मनुष्य जीवन का अंतिम उद्देश्य मुक्ति है, जो वैदिक ज्ञान एवं वैदिक कर्मों के संवादन द्वारा प्राप्त किया जा सकता है।”⁶ दयानंद जी की मान्यता है कि विद्या वह है जो व्यक्ति को सत्य की खोज व सत्य धारण करने में समर्थ बनाती है। विद्या के बिना मनुष्य को निश्चय ही दुख मिलता है, इसलिए धर्मार्थ मोक्ष के लिए विद्याभ्यास करना आवश्यक है। चरित्र व नैतिकता के लिए उनका उद्देश्य है कि विद्या विलासी, धर्मशील, सत्यव्रत, अभिमान सहित, परोपकारी संसार के दुख को दलने वाला, सद्गुणों से विभूषित कर्म में रत व्यक्ति तैयार करना ही शिक्षा का कार्य है। तकनीकी सुविधाओं तथा उच्च संसाधनों से युक्त विद्यालय के बच्चों को अनुशासित, नैतिक बनाने में जटिलता का अनुभव कर रहे व्यक्तियों के लिए वर्षों पूर्व इस समस्या की ओर

ध्यान आकृष्ट कर शैक्षिक संस्थाओं को संवेदनशील होने पर जोर दिया है। “उनका यह मानना था कि भारत को नवजागरण और विकास की दिशा में आगे बढ़ने के लिए स्वयं अपने आप से प्रेरणा लेनी होगी, किसी दूसरे देश अथवा दूसरे देश की विचार-धाराओं तथा मान्यताओं से नहीं। यही कारण है कि भारतीयों में आर्य समाज के माध्यम से राष्ट्रीय भावना का संचार हुआ। उसने भारतवासियों को अपने देश, संस्कृति, धर्म पर गर्व करने का पाठ पढ़ाया।”⁷ वैदिक आदर्शों को पुनः भारत और जगत में चरितार्थ करने का संदेश देकर जीवन के प्रत्येक क्षण को घोर कर्म योग में व्यतीत करने वाला व्यक्ति शिथिलता और सुस्ती का संदेश कैसे दे सकता है, यह स्वामी दयानंद जी के शिक्षा दर्शन के कर्मयोग पर आधारित था। उन्होंने अनुशासित जीवन शैली, ब्रह्मचर्य, व्यायाम, यौगिक क्रियाओं और खेलकूद आदि को शिक्षा में स्थान देकर बालक को क्रियाशील बनाने पर जोर दिया। कहा कि जब तक सद्ज्ञान के प्रभाव से मनुष्य में सद्गुणों का विकास नहीं होता, तब तक इस ज्ञान से धर्म, अर्थ, काम और मोक्ष किसी की भी प्राप्ति नहीं सकती। सद्गुणों से ही व्यक्ति समाज का कल्याण कर सकता है, जिसे नैतिक विकास का उद्देश्य कहा जाता है।

शिक्षा एक ऐसा शस्त्र है कि जो समाज में प्रचलित कुप्रथाओं, अंधविश्वासों को समाप्त कर धर्माचरण करता है, वही संपूर्ण सुख को प्राप्त करता है। वर्तमान आधुनिक शिक्षा व्यवस्था में व्यावसायिक शिक्षा की व्यापकता ने बालक को एक ऐसी मशीन बना दिया है जिससे वह सफल व्यवसाय का अधिक धनार्जन कर सके, बाजारवाद से घिरा आज का पढ़ा-लिखा युवा अन्य जरूरतों को देख नहीं पाता, इसे भी विद्यालयी शिक्षा के माध्यम से समाज व समुदाय तक लाभ पहुँचाने का भी मार्ग प्रशस्त किया है। सामाजिक उत्तरदायित्व के इसी भाव के विकास से दयानंद जी द्वारा स्थापित संस्थाओं व उनके वक्तव्यों का प्रभाव भारत के राजनीतिक जीवन पर पड़ा, लेकिन वे एक राजनीतिक व्यक्ति नहीं थे। डॉ. वी.पी. वर्मा के अनुसार, “दयानंद ने परोक्ष रूप से भी स्वतंत्र राजनैतिक जीवन की नींव डाली। उन्होंने चरित्र निर्माण, नैतिक शिक्षा, शुद्धता तथा ब्रह्मचर्य पर विशेष बल दिया। इन मान्यताओं को उन्होंने स्वयं अपने जीवन में साक्षात् कर लिया था। इसलिए उनकी शिक्षाओं ने जनता की कल्पना को प्रज्वलित किया। समस्त उत्तर भारत में जनता के जीवन तथा विचारों पर दयानंद के व्यक्तित्व और चरित्र की अमिट छाप पड़ी है।”⁷ यही छाप आगे भारत में होने वाले विभिन्न सुधारवादी कार्यक्रम, सामाजिक, राजनीतिक गतिविधियों पर इनका प्रभाव देखा जा सकता है।

शिक्षण की विधियाँ : शिक्षा जगत में एक बड़ा प्रश्न यह है कि निर्धारित पाठ्यक्रम की शिक्षा किस प्रकार प्रभावी रूप से शिक्षा के लिए अनिवार्य की जाय। वे

कौन-सी प्रविधियाँ हैं जो उत्तम रीति अनुसार अध्ययन, अध्यापन करा सकें। इस संदर्भ में उनका मानना था कि संयम, नियम, योगाभ्यास और ब्रह्मचर्य के द्वारा विद्यार्थी एवं अध्यापक शिक्षा ग्रहण करें, कराएँ, इससे विद्यार्थी का मन शिक्षा ग्रहण करने में केंद्रित होगा और सफलता प्राप्त होगी। ऊपरी आवरण के ताने-बाने से कुछ नहीं होगा। शिक्षा कार्य अंतर्मन से किया जाने वाला कार्य है। इस कार्य के लिए शिक्षार्थी और शिक्षक मन से करें। बच्चों में शिक्षा को सुदृढ़ बनाने के लिए प्रश्नोत्तर, व्याख्यान, संवाद आदि विधियों को अपनाना चाहिए, पुरुषों को व्याकरण, धर्म और अपने व्यवहार की विद्या अवश्य पढ़नी चाहिए। स्त्रियों को भी व्याकरण धर्म और गणित, वैद्यक, शिल्प विद्या आदि सीखनी चाहिए। इसके सीखने से गृहकार्य को उत्तम ढंग से करना, वैद्यक-विद्या से अन्न-पान बनाना आदि सीख सकती हैं। शिल्प विद्या के माध्यम से घर बनाना, आभूषण बनवाना, गणित के ज्ञान से सब हिसाब रखना, समझना एवं विद्यादि शास्त्र, विद्यार्द्ध के द्वारा ईश्वर और धर्म को भी माना जा सकता है। छंदोग्रंथ जिससे वैदिक, लौकिक छंदों का परिज्ञान, नवीन रचना और श्लोक बनाने की रीति भी यथावत् सीखें। अध्यापक ऐसा प्रयास करें कि विद्यार्थी, सत्यवादी, सभ्य, जितेंद्रिय, सुशील आदि गुणों से अभीभूत हो सकें।

सभी वेद आदि ग्रंथों को पढ़कर आयुर्वेद अर्थात् चरक सुश्रुत आदि ऋषिमुनि, प्रणीत वैद्यक शास्त्र हैं। उनको अर्थ क्रिया, शस्त्र छेदन, भेदन, लेप, चिकित्सा, निदान, औषधि पथ्य, शरीर, देशकाल और वस्तु के गुण ज्ञानपूर्वक पढ़े जाएँ। तत्पश्चात् राजविद्या का ज्ञान देने के पश्चात् गानविद्या का ज्ञान दिया जाए। इसके अंतर्गत स्वर, राग, रागिनी, समय, ताल, ग्राम, तान, वादित्र, नृत्य, गीत का भी ज्ञान विद्यार्थियों को देना चाहिए। मंत्र कला तथा हस्तक्रिया के बारे में भी शिक्षा दें। बालक के पूर्ण विकास के लिए उसे 20-22 वर्ष की उम्र में शिक्षित कर दिया जाना चाहिए, इसके पश्चात् ऋषि प्रणीत ग्रंथों का अध्ययन भी करवाना चाहिए। विद्यार्थियों को व्याकरण में कारकतंत्र, सारस्वत, चंडिका, कौमुदी, शेखर, मुग्धबोई, मनोरमा आदि, कोशों में—अमर कोश, छंद ग्रंथ में—वृत्त रत्नाकर आदि, शिक्षा में—अर्थ शिक्षा, पृवभ्यामि, पाणिनीय मत, ज्योतिष में—शीघ्र बोध, महूर्त चिंतामणि, न्याय में—जगदीशी, वेदांत में—योग वशिष्ठ, पंचदश्यादि, काव्य में नायिका भेद, कुवलयानंद, रघुवंश, माघ किरातार्जुनीयादि, रोग में—हठप्रदीपिकादि, वैद्यक में शांगछरादि, आयुर्वेद ग्रंथादि इन सभी का अनिवार्य रूप से अध्ययन किया जाना चाहिए।

“प्रयोजनमूलक शिक्षा को महत्वपूर्ण मानने के लिए स्वामी दयानंद सरस्वती ने शैक्षिक पाठ्यक्रमों में वेदों का अध्ययन, तत्व मीमांसा, शिल्पकला, पदार्थ विज्ञान, स्वास्थ्य विज्ञान, गणित एवं हिंदी तथा संस्कृत भाषा को पूर्ण स्थान दिया है और

ज्योतिष शास्त्र, मंत्रकला, काव्य, भू-गर्भ विज्ञान, भूगोल-खगोल शास्त्र की शिक्षा को अनिवार्य माना है।⁹

स्वामी दयानंद सरस्वती स्वयं में एक अच्छे व्याख्याता थे। उन्होंने स्वयं ज्ञान के प्रचार-प्रसार में उपदेश व व्याख्यान विधियों को उत्तम माना है। तर्क-वितर्क के द्वारा तथ्यों के विश्लेषण की भी अनुमति प्रदान की। विद्यार्थी जीवन में स्वाध्याय को महत्व दिया। यहीं हमें एकाग्रता की ओर उन्मुख का उत्तम ज्ञान प्राप्ति के मार्ग पर अग्रसर करता है। साथ ही श्रोत, त्वचा, जिह्वा, चक्षु, घ्राण का शब्द, स्पर्श, रूपरस और गंध के साथ आवरण रहित संबंध होता है। इंद्रियों के साथ मन का और मन के साथ आत्मा का संबंध होता है। उसी से ज्ञान प्राप्त होता है। वे निरीक्षण और प्रदर्शन द्वारा तथ्यों को समझने-समझाने के कार्य को उत्तम मानते हैं।

पाठ्यक्रम : बच्चे की शिक्षा में माता-पिता, अभिभावक की भूमिका विशेष महत्वपूर्ण होती है। माता-पिता को भी धार्मिक एवं विद्वान होना चाहिए जिससे कि वे संतान को सद्मार्ग पर चलने को प्रेरित कर सकें, उपदेश दे सकें। बालकों को संस्कारित बनाने के लिए जरूरी है कि उसे जन्म से लेकर प्रौढ़ावस्था तक उचित वातावरण प्रदान किया जाय। संतान को सभ्य बनाने के लिए जरूरी है कि उसे सही दिशा मिले और ऐसा प्रयास किया जाना चाहिए कि बालक जितेंद्रिय, विद्याप्रिय और सत्संग में रुचि ले। दयानंद सरस्वती के अनुसार—“पाँच वर्ष की आयु होने पर देवनागरी अक्षरों का अभ्यास कराया जाय तथा अन्य मातृभाषा व देशी भाषाओं के अक्षरों का भी ज्ञान कराया जाय। उसके बाद उसे ऐसी शिक्षा, विद्या, धर्म, परमेश्वर, माता-पिता, आचार्य, विद्वान, अतिथि, राजा, प्रजा, परिवार, बंधु, भगिनी, भृत्य आदि से कैसे-कैसे बरतना है, इनसे संबंधित मंत्र, श्लोक, सूत्र, गद्य-पद्य भी अर्थ सहित कंठस्थ कराये जाने चाहिए।”¹⁰

पाठ्यक्रम की दृष्टि से उन्होंने शिक्षा को तीन भागों में विभाजित किया— 1. पारिवारिक शिक्षा, 2. विद्यालयी शिक्षा एवं 3. उच्च शिक्षा।

1. पारिवारिक शिक्षा : बालक के जन्म से 5 वर्ष तक की अवस्था में शिक्षा का दायित्व माता-पिता का होना चाहिए। सत्यार्थ प्रकाश में कहा है—कि जन्म के पाँच वर्ष तक माता शिक्षा दे। स्पष्ट करते हुए कहा है कि—जब बालक बोलना आरंभ करे, माता ध्यानपूर्वक देखें कि बालक सही प्रकार से शब्दों का उच्चारण कर रहा है। उसके बाद बालक के अभिभावक के द्वारा देवनागरी वर्णमाला सिखाई जाय। माता-पिता तथा परिवार के सदस्यों का दायित्व होता है कि वह बच्चे को परिष्कृत आचरण, सुसंस्कृत चरित्र भद्र स्वभाव से अलंकृत करें क्योंकि बच्चे के बालमन पर उसके परिवार की अमिट छाप पड़ती है। आठ वर्ष पूर्ण करने के बाद नौवें वर्ष के आरंभ में पिता अपने

बालक/बालिकाओं को विद्याभ्यास के लिए विद्वान आचार्य के पास गुरुकुल, विद्यालय में भेज दें।

2. विद्यालयी शिक्षा : नवें वर्ष के प्रारंभ में द्विज अपनी संतानों का उपनयन करके आचार्य कुल में अर्थात् जहाँ पूर्ण विद्वान और विदुषी स्त्री शिक्षा और विद्यादान करने वाले हों, वहाँ भेजा जाय और विविध विषयों के अध्ययन के साथ-साथ चारित्रिक, नैतिक विकास को ऊपर रखकर धर्मशिक्षा भी दी जानी चाहिए। उनका धार्मिक मान्यताओं का मुख्य आधार वेद था और हिंदू धर्म के स्कूल स्वरूप पर बल दिया। उस स्वरूप का जिसका निरूपण वेदों, उपनिषदों व धर्मग्रंथों के अध्ययन को सम्मिलित करने पर बल दिया। निस्संदेह विभिन्न धर्मग्रंथों के अवतरण व उनके संदेशों को पाठ्यक्रम में सम्मिलित कर हम अपने बालकों में न केवल अपने देश की संस्कृति, उसके साहित्य के प्रति गौरव की भावना का विकास कर सकेंगे। बल्कि बालकों को उत्तम चरित्र, नैतिक आदर्श व आध्यात्मिक संवेदन से परिपूर्ण बना सकेंगे।

3. उच्च शिक्षा : बालक के 15 से 25 वर्ष की आयु के विद्यार्थियों को वेद के अध्ययन के साथ भौतिक दृष्टि से उपयोगी विभिन्न विषयों को पाठ्यक्रम में सम्मिलित कराने का समर्थन किया तथा सदाचरण और नैतिकतापूर्ण जीवन व्यतीत करने के लिए उन्होंने ब्रह्मचर्य व्रत का पालन जरूरी समझा। गुरुकुलों में वेद, वेदांत, ज्योतिष दर्शन, आयुर्वेद, संगीत, नृत्य, शिल्प, गणित, राजविद्या, भूगर्भशास्त्र, हस्तकला, व्याकरण, भाषा आदि का ज्ञान दिये जाने का समर्थन किया। इन सबका अध्ययन कर लेने के उपरांत व्यावहारिक जीवन को सफल बनाने के लिए उन्होंने उपयोगी विषयों का चार वर्षीय पाठ्यक्रम निर्धारित किया। जिसमें चरक सुश्रुत आदि ऋषि-मुनि प्रणीत, वैद्यकशास्त्र, धनुर्वेद, राज संबंधी और प्रजा संबंधी कार्य, संचार शिक्षा, राजनीति, अर्थशास्त्र, कानूनशास्त्र, शिल्प विद्या, विज्ञान, कौशल क्रिया आदि के साथ सूर्य सिद्धांत, ज्यामितीय, बीज गणित, अंक गणित, भूगोल, भूगर्भ विद्या आदि का अध्ययन किया जाना चाहिए। व्यायाम, यौगिक क्रिया, खेलकूद आदि के शिक्षा में सम्मिलित कर उन्होंने शारीरिक विकास को महत्वपूर्ण मानते हुए प्रमुखता प्रदान की।

स्वामी दयानंद जी ने आर्य समाज के माध्यम से गुरुकुल, वैदिक विद्यालयों की दूर शांत वातावरण में स्थापना की गयी। वे केवल प्राचीन सभ्यता एवं संस्कृति के ही केंद्र नहीं बल्कि आधुनिक ज्ञान-विज्ञान एवं संस्था के भी केंद्र हैं। यह आवश्यक है कि गुरुकुलों में अध्ययन-अध्यापन करने वाले शिक्षकों व शिक्षार्थियों को 'सादा जीवन, उच्च विचार' के आदर्शों का पालन करना आवश्यक होता है। उनके द्वारा एक राष्ट्रीय योजना बनाई गई और जगह-जगह हिंदी माध्यम से शिक्षा की व्यवस्था की गयी।

संस्कृत भाषा को महत्व देते हुए मातृभाषा में भी शिक्षा का माध्यम रखने का प्रयास किया गया, जो सराहनीय है।

उन्होंने स्त्री शिक्षा पर जोर देते हुए स्त्रियों पर आरोपित सभी प्रतिरोधों को अस्वीकार कर मातृशक्ति के रूप में आदर करने योग्य मानते हुए कहा कि स्त्रियों को वेदाध्ययन करने का पूर्ण अधिकार है। वे स्त्री समाज की पूर्ण स्वतंत्रता के समर्थक थे। बाल विवाह के अप्राकृतिक तथा अमनो वैज्ञानिक मानते हुए स्त्री-पुरुष के विवाह की न्यूनतम आयु 16 तथा 25 वर्ष निर्धारित की और स्त्री शिक्षा संबंधी तमाम भ्रांतियों को दूर करते हुए लिखते हैं—“जो स्त्रियों को पढ़ने के लिए निषेध करते हैं, वह केवल मूर्खता, स्वार्थता, निर्बुद्धता का ही प्रभाव है। वेद में भी कलाओं को पढ़ने का प्रमाण है—‘ब्रह्मचर्येण कन्या पुवानं विदंते पतिव्रत् ।’” (अथर्व वेद, कां. 11, पृ. 24, अ. 3, मा. 18)। जिस प्रकार ब्रह्मचर्य सेवन से पूर्ण सुशिक्षित प्राप्त कर युवक प्रिय सदृश विदूषी स्त्रियों के साथ विवाह करते हैं। ठीक उसी प्रकार कन्या ब्रह्मचर्य के सेवन से वेदादि शास्त्रों को पढ़कर पूर्ण विद्या, उत्तम शिक्षा को प्राप्त कर युवावस्था में अपने सदृश, प्रिय विद्वानयुक्त पुरुष को प्राप्त कर सकें, इसलिए स्त्रियों को भी ब्रह्मचर्य, विद्या, अवश्य ग्रहण करना चाहिए।

शिक्षा में परिवर्तन : धीरे-धीरे समय बदला, समय के साथ-साथ शिक्षा में परिवर्तन हुए, विभिन्न सुधारवादी कार्यक्रमों में स्त्री शिक्षा मुख्य विषय रहा। स्वतंत्र भारत में महिलाओं को शिक्षा व रोजगार का अधिकार मिला। इसका श्रेय स्वामी दयानंद सरस्वती को जाता है क्योंकि ये भारतीय वैदिककालीन संस्कृति और दर्शन के पक्षधर थे इसलिए शिक्षा संबंधी विचारों में स्पष्ट छाप मिलती है। उन्होंने वही भाष्य लिखे, दलितों तथा स्त्रियों के उद्धार के लिए धर्म का प्रचार-प्रसार किया, शिक्षा पर बल दिया, भारतीयों को नई शक्ति प्रदान की। सामाजिक न्याय के समर्थन में उन्होंने आर्थिक, सामाजिक रूप से पिछड़े हुए वर्गों की पुनःस्थापना का उपदेश दिया। इन सबका बड़ा सकारात्मक प्रभाव भारतीय समाज पर रहा। अंग्रेजी दासता में सुप्त भारतीय समाज को जीने की नई दिशा मिली। वैदिक दर्शन और जीवन के आदर्शों पर शिक्षा व्यवस्था का सूत्रपात किया। आधुनिक भारत में जो शिक्षा योजना प्रस्तुत की गई वह आर्य जातीय थी लेकिन इसमें समय की माँग के अनुसार पाठ्यक्रम व शिक्षा विधियों को सम्मिलित किया गया और बड़ी संख्या में आर्य समाज द्वारा स्थापित शिक्षा संस्थाओं में छात्र-छात्राओं ने प्रवेश किया। इन सबके बीच यह विशेषता थी कि उनके संदेश युवाओं को उत्साहित करने में मदद कर समाज की मुख्य धारा से भी जोड़ा जा सके। सुमित सरकार के अनुसार—“उत्तर भारत के शिक्षित एवं सुधारोन्मुखी

वृत्ति के युवा, आर्य समाज की ओर अधिक आकर्षित हुए क्योंकि इसने एक ऐसा सिद्धांत दिया जो एक साथ ही सुरक्षित, कम अलगाववादी और आधिकारिक लोकप्रिय होते उस अप्रवासी बंगाली समुदाय से असंबद्ध का जिसने आरंभ में अंग्रेजी शिक्षा में अपनी अग्रता के कारण अनुपात से अधिक नौकरियाँ हथिया ली थीं।¹¹ धीरे-धीरे स्वामी दयानंद सरस्वती के विचारों से प्रेरित होकर, उनकी शिक्षा से बलवती देश की जनता कार्य समाज के माध्यम से खुलकर विभिन्न सामाजिक, राजनीतिक मामलों पर मुखरित होने लगी, इस बीच कुछ साहसिक कदम भी उठाये गये।

धार्मिक उन्माद और अलगाववाद की भावना से पृथक् सभी हिंदू एकता के आंदोलनों का हिस्सा रहे। महात्मा गाँधी, सुभाषचंद्र बोस, महर्षि अरविंद, रविद्रनाथ टैगोर जैसे शिक्षाशास्त्रियों ने स्वामी दयानंद सरस्वती को महान पुरुष, त्यागी, ऋषि, शिक्षाशास्त्री, आचार्य और समाज सुधारक मानते हुए उनको अपना प्रेरणास्रोत माना है। टैगोर के अनुसार—“मैं आधुनिक भारत के आर्य प्रदर्शक, दयानंद को आदरपूर्वक श्रद्धांजलि देता हूँ, जिसने देश की पतितावस्था में हिंदुओं को प्रभु की भाँति और मानव समाज की सेवा के सीधे व सच्चे मार्ग का दिग्दर्शन कराया।”¹²

निष्कर्ष : वर्तमान समय में समाज व सरकार द्वारा स्थापित अनेकों शैक्षणिक संस्थाओं के नैतिक आदर्शों से ओतप्रोत युवाओं की ताकत से देश आगे बढ़ा है। धार्मिक रूढ़ियों को जड़ से उखाड़ फेंकने का एक माहौल बनाया गया और स्वामी दयानंद सरस्वती की शिक्षाओं का व्यापक स्तर पर प्रचार-प्रसार किया गया। दयानंद जी द्वारा दी गई शिक्षाएँ अनेक शिक्षा दर्शन का प्रभाव जन-जन तक पहुँचने में सफल रहा है। इनके शिक्षा दर्शन ने रूढ़िवादिता, अंग्रेजियत की मैली चादर को हटाकर अपनी भारतीय भाषा की शिक्षा व्यवस्था को जीवंत रखने का अथक् प्रयास किया और हम सभी को जीवन के असीम सत्य से व हम सबको शिक्षा के माध्यम से जोड़कर रखा। साथ ही भौतिक जीवन की संपन्नता के साथ-साथ आध्यात्मिक जीवन की सजगता के प्रति हम सभी को जगाने, चैतन्य रखने का अथक् प्रयास स्वामी दयानंद सरस्वती के माध्यम से ही संभव हो सका है। यही कारण है कि आज जो शिक्षा की उपादेयता मुखरित हुई है। वह केवल अपने देश के इन सभी शिक्षाशास्त्री महापुरुषों के दिव्य वचनों व प्रेरणा से संभव हो सकता है। इनको अपने जीवन में स्थान दें, इनके ज्ञान का अनुकरण करें, शैक्षिक संस्थाओं में जगह दें। अपने आपको संकुचित व शून्य होने से बचाएँ तथा विस्तृत होकर एवं एकत्व के भाव में एकाकार होकर मनुष्यत्व का जीवन जीने का प्रयास करें। ऐसे महान पुरुषों के अनमोल ज्ञान को आत्मसात कर आने वाली नई पीढ़ी का मिलकर मार्ग प्रशस्त करें।

पाद टिप्पणी—

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10. वही, पृ. 128.
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डॉ. ए.पी.जे. अब्दुल कलाम के शिक्षा संबंधी विचार

—चंद्रकांत कोटे

—किरमिरे सुधाकर

प्रस्तावना

डॉ. कलाम का व्यक्तित्व सम्मोहक एवं बहुपक्षीय था। उनका महत्व रामेश्वरम् के अनजान ग्रामीण लड़के से राष्ट्रीय भवन तक की यात्रा तक सीमित नहीं था, बल्कि वे एक महान 'शिक्षा शास्त्री' भी थे। बचपन से ही मानवीयता तथा आध्यात्मिकता से प्रेरित रहे 'मिसाइल पुरुष' नाम से प्रख्यात डॉ. कलाम सन् 2020 तक भारत को विकसित राष्ट्र का दर्जा दिलाना चाहते थे। शिक्षा के माध्यम से उन्होंने बच्चों के मस्तिष्क को सदैव प्रज्वलित करने का प्रयास करते हुए अंतिम सांस तक अपने लक्ष्य (शिक्षा के मिशन) को जारी रखा।

डॉ. कलाम का स्पष्ट मत था कि शिक्षा ज्ञान और बुद्धि के रास्ते से गुजरने वाली एक अनंत यात्रा है। शिक्षा प्रणाली में इस बात पर बल देना चाहिए कि छात्र स्व-प्रेरणा से सीखने योग्य हो जाए। वे ऐसी शिक्षा प्रणाली देश में विकसित करना चाहते थे, जिसमें बच्चों के चेहरे पर मुस्कान बनी रहे। विद्यालयों में दी जाने वाली शिक्षा जीवन मूल्यों पर आधारित और सोद्देश्य होनी चाहिए तथा माता-पिता और शिक्षकों के सामने घर और विद्यालय का साझा मिशन होना चाहिए। हम जैसा समाज बनाना चाहते हैं, हमें वैसी ही शिक्षा देनी चाहिए। अभी तक देश ने शिक्षा के माध्यम से जो ज्ञान और जानकारी अर्जित की है, उसको 21वीं सदी में प्रबंधन और मानवीय मूल्यों से जोड़ने की आवश्यकता है। वास्तविक शिक्षा मानवीय गरिमा और व्यक्ति के स्वाभिमान में वृद्धि करती है। उनका स्पष्ट मत था कि शिक्षा-प्रणाली के ऊपर एक बहुत बड़ी जिम्मेदारी है कि वह बच्चों को नेतृत्व प्रदान करने वाला नागरिक बनाए।

व्यक्तित्व एवं कृतित्व

डॉ. अब्दुल पकिर जैनुलाअबदीन अब्दुल कलाम, डॉ. ए.पी.जी. अब्दुल कलाम के नाम से जाने जाते हैं। वे विश्व के वैज्ञानिक में से अकेले ऐसे वैज्ञानिक हैं, जिन्हें संसार के सबसे बड़े लोकतांत्रिक देश भारत में 11वें राष्ट्रपति के रूप में जिम्मेदारी

निभाने का भी भार सौंपा गया। भारत का सौभाग्य है कि डॉ. ए.पी.जे. अब्दुल कलाम ने अपने संपूर्ण जीवन देश सेवा में समर्पित कर दिया। राष्ट्रपति का कार्यकाल पूरा करने के बाद उन्होंने पुनः अपने वैज्ञानिक चिन्तन का मार्गदर्शन देश को दिया है।

डॉ. ए.पी.जे. अब्दुल कलाम का जन्म 15 अक्टूबर, 1931 को रामेश्वरम, तमिलनाडु (भारत) के धनुषकोड़ी नामक गाँव में हुआ था। यह गाँव समुद्र के तट पर है। इनके माता-पिता अत्यंत गरीब परिवार के थे। इनका परिवार मछलियाँ पकड़कर अपना गुजारा करता हुआ, डॉ. ए.पी.जे. अब्दुल कलाम का पालन-पोषण करता रहा। वे स्वयं पाँच भाई और पाँच बहन थे; संयुक्त परिवार था, पिता के भाई और अन्य परिवारी सदस्य संयुक्त परिवार के रूप में रहते थे।

डॉ. ए.पी.जे. अब्दुल कलाम एक प्रख्यात भारतीय वैज्ञानिक थे। उन्होंने देश के कुछ सबसे महत्वपूर्ण संगठनों (डी.आर.डी.ओ. और इसरो) में कार्य किया। वर्ष 2002 में कलाम भारत के राष्ट्रपति चुने गए और 05 वर्ष की अवधि की सेवा के बाद वह शिक्षण, लेखन और सार्वजनिक सेवा में लौट आए। इनके द्वारा रचित 25 से भी ज्यादा प्रमुख पुस्तकें हैं।

कलाम जी का जीवन दर्शन

अब्दुल कलाम एक महान वैज्ञानिक थे। वैज्ञानिक का कार्य सत्य का दर्शन करना होता है। वैज्ञानिक अपने अनुसंधानों में सत्य का ही साक्षात्कार करते हैं। वे प्रौद्योगिकियों का विकास करते हैं और उनके द्वारा समाज को सुख और समृद्धि प्रदान करने का प्रयास करते हैं। यह सब कुछ कर्मनिष्ठता की भावना पर आधारित है। कलाम यही कर्मनिष्ठा की भावना भारतीय मानस में प्रविष्ट करना चाहते हैं। कलाम को भारतीय मानस की यह प्रवृत्ति पसंद नहीं है कि वे स्वयं कार्य न करके दूसरों को करने का उपदेश या परामर्श देते रहते हैं। कलाम स्वयं कर्म करते हैं। उन्होंने अपने जीवन में कर्म के मंत्र को उतारा है और उनके प्रत्येक कार्य में, प्रत्येक चिंतन में और प्रत्येक परियोजनाओं में इसी सत्य के दर्शन होते हैं। उन्होंने जीवन की तीन महत्वपूर्ण बातें बताई—ज्ञान, परिश्रम और प्रयास।

कलाम ने अपने जीवन में सीखा है और हमेशा सीखते रहे हैं, भले ही उन्हें सिखाने वाले वेद हों, पुराण हों, गीता हो, कुरान हो, बाइबिल हो या कोई व्यक्ति, कोई संत या कोई दार्शनिक हो। वे उनसे सीखते हैं और उनके प्रति कृतज्ञता ज्ञापित करते हैं। वे विशेषकर बच्चों को सिखाना भी चाहते हैं, उनके अंदर की क्षमताओं का विकास करना चाहते हैं। वे भारतीय राजनेताओं को भी सिखाना चाहते हैं, लेकिन वे यह भी

जानते हैं कि राजनेता सीखने के प्रति संवेदनशील नहीं हैं। वे राजनेताओं के अमर्यादित आचरण से दुःखी जरूर होते थे, लेकिन निराश नहीं। उन्हें विश्वास है कि एक दिन भारतीय राजनीतिज्ञ भी अपनी आदर्श परिभाषाओं में ढल जाँएंगे और भारत में वास्तविक लोकतंत्र की स्थापना हो जाएगी। वे जिस सत्य को भारतीय नेताओं के अंदर देखना चाहते हैं, पहले वे उस सत्य को अपने जीवन में ढालते हैं।

डॉ. कलाम एक श्रेष्ठतम व्यक्तित्व हैं। वे अपने आप में एक दिव्य ज्योति हैं तथा इस विश्व में प्रत्येक सम्मान तथा प्रतिष्ठा के हकदार हैं। डॉ. कलाम के अनुसार धर्म राष्ट्र से ऊपर नहीं है। किसी भी धर्म या व्यक्ति को राष्ट्र की अस्मिता से खेलने नहीं दिया जाना चाहिए। यदि धर्मों का शक्तीकरण किया जाए तो वे प्रखर आध्यात्मिक चेतना जगाकर विश्व में शांति स्थापित कर सकते हैं।

डॉ. ए.पी.जे. अब्दुल कलाम के शैक्षिक विचार

शिक्षा से मानव का व्यक्तित्व संपूर्ण, विनम्र और संसार के लिए उपयोगी बनता है। सही शिक्षा से मानवीय गरिमा, स्वाभिमान और विश्व-बंधुत्व में बढ़ोत्तरी होती है। ये गुण शिक्षा के आधार होते हैं।

डॉ. कलाम के अनुसार **शिक्षा का अर्थ** है एक जाग्रत समाज की रचना। विकसित भारत के मिशन में आने वाली चुनौती का सामना करने के लिए युवकों के अदम्य साहस, संकल्पशक्ति और सम्मिलित प्रयास की आवश्यकता है। कोई राष्ट्र अपने नागरिकों के सोचने-समझने के तौर-तरीकों से महान बनता है। खासकर भारत की युवा पीढ़ी के सामने महान उद्देश्य होना चाहिए। छोटे-मोटे लक्ष्यों में अपने-आपको सीमित कर लेना गुनाह जैसा है। वर्तमान शिक्षा प्रणाली छात्रों पर काम का बोझ बढ़ा रही है किंतु वह उन्हें सपने देखने से वंचित न करें। बच्चों का हौसला बढ़ाएँ कि वे अपने लिए सपने देखें। जब तक वे सपने नहीं देखेंगे तब तक वे उन्हें साकार करने के लिए प्रेरित नहीं होंगे। धीरे-धीरे आप महसूस करेंगे कि उचित प्रयास से अपने सोच में बदल जाते हैं। प्रयास और परिश्रम से यह सोच सक्रियता में बदल सकती है। सफलता तभी मिलती है जब हम सक्रिय बने रहते हैं। सपने, सोच, सक्रियता ऐसा मूलमंत्र है जिसे मैं हर छात्र के हित में पिरोना चाहता हूँ।

शिक्षा का उद्देश्य

शिक्षा के उद्देश्य है सत्य की खोज। इस खोज का केंद्र अध्यापक होता है जो अपने विद्यार्थियों को शिक्षा के माध्यम से जीवन और व्यवहार में सच्चाई की शिक्षा

देता है। छात्रों को जो भी कठिनाई होती है, जो भी जिज्ञासा होती है, जो वे जानना चाहते हैं, उन सबके लिए वे अध्यापक पर ही निर्भर करते हैं। उनके लिए उनका अध्यापक एक तरह से एन्साइक्लोपीडिया है जिसके पास सभी प्रश्नों के उत्तर हैं। यदि शिक्षक के मार्गदर्शन में प्रत्येक व्यक्ति शिक्षा को उसके वास्तविक अर्थ में ग्रहण कर मानवीय गतिविधि के प्रत्येक क्षेत्र में, उसका प्रसार करता है तो मौजूदा 21वीं सदी में दुनिया काफी सुंदर हो जाएगी।

आज की युवा छात्र-पीढ़ी ऐसी शिक्षा प्रणाली चाहती है जो उसके खोजी और सृजनशील मन को सबल बनाने के साथ-साथ उसके सामने चुनौती प्रस्तुत करे। देश का भविष्य उन पर टिका हुआ है। वे वर्तमान में शिक्षा प्रणाली के संबंध में सोच-विचार करना चाहते हैं। एक अच्छी शिक्षा प्रणाली में ऐसी क्षमता होनी चाहिए जो छात्रों की ज्ञान प्राप्ति की तीव्र जिज्ञासा को शांत कर सके।

शिक्षा, ज्ञान और बुद्धि के रास्ते से गुजरने वाली एक अनंत यात्रा है। ऐसी यात्रा से मानवता के विकास के नए दरवाजे खुलने लगते हैं जहाँ संकीर्णता, कलह, ईर्ष्या, घृणा और शत्रुता का कोई स्थान नहीं होता है। इससे मानव का व्यक्तित्व संपूर्ण, विनम्र और संसार के लिए उपयोगी बनता है। सही शिक्षा से मानवीय गरिमा, स्वाभिमान और विश्व-बंधुत्व में बढ़ोत्तरी होती है। ये गुण शिक्षा के आधार होते हैं।

शिक्षा का माध्यम

डॉ. कलाम जी कहते हैं—बाल्यावस्था तक हमें मातृभाषा में ही शिक्षा ग्रहण करनी चाहिए। व्यवहारतः अंग्रेजी भाषा जीविका प्रदान करती है और मातृभाषा हमें सुख-संतोष प्रदान करती है। कलाम के शब्दों में—मैंने स्वयं माध्यमिक शिक्षा तक की पढ़ाई अपनी मातृभाषा के माध्यम से पूरी की है। कॉलेज और उससे आगे की शिक्षा अंग्रेजी माध्यम की संस्थाओं में हुई। मेरा मानना है कि हम कॉलेज में भी माध्यम के रूप में मातृभाषा का चुनाव कर सकते हैं। पर युवाओं की सोच के साथ समन्वय स्थापित करती है। पर इसमें कोई दो राय नहीं कि वैश्विक स्तर पर संपर्क के लिए हमें अंग्रेजी जैसी एक संपर्क-भाषा की नितांत आवश्यकता है।

शिक्षा का पाठ्यक्रम

कलाम जी के अनुसार पाठ्यक्रम ऐसा होना चाहिए—विद्यालयों में बच्चों को 'राष्ट्र के लिए एक संकल्प' विषय के बारे में अवश्य पढ़ाया जाना चाहिए। यह कार्य प्रधानाध्यापक और शिक्षक नए-नए तरीकों से कर सकते हैं। एक समाचार-पत्र समूह

द्वारा शिक्षा में सक्रियता हेतु एक कार्यक्रम चलाया जा रहा है, जिसमें दिन विशेष का पाठ्यक्रम उस दिन के समाचारों के आधार पर तैयार किया जाता है। गणित, विज्ञान, इतिहास, भूगोल तथा भाषाओं की शिक्षा पूरे विश्व में घट रही घटनाओं की समाचार-पत्र में रिपोर्टिंग के आधार पर दी जाती है। यह राष्ट्रीय विकास हेतु प्रतिबद्धता निर्माण की दिशा में बच्चों के लिए एक प्रकार की प्रतिपूरक शिक्षा हो सकती है। राष्ट्रीय दृष्टिकोण तथा मिशन को महत्व देते हुए हमारे स्कूल भी किसी मासिक अथवा त्रैमासिक पत्रिका का प्रकाशन कर छात्रों को प्रोत्साहित करने का कार्य कर सकते हैं।

स्कूलों को चलाने के लिए आवश्यक स्कूली सुविधाएँ, आधारभूत ढाँचे और अच्छे शिक्षकों की नियुक्ति हेतु तत्काल कदम उठाने की आवश्यकता है। ऐसा इनके साथ-साथ आधुनिक तकनीकों, यथा-ई-शिक्षण, टेली शिक्षा आदि लागू करके किया जा सकता है। ऐसा करते समय पाठ्यक्रमों के पुनरीक्षण की भी आवश्यकता है; ताकि बच्चों का बोझ कम हो सके तथा उनकी रचनात्मकता और निखर सके।

शैक्षणिक संस्थानों को ऐसा पाठ्यक्रम बनाने के लिए खुद को तैयार करना चाहिए जो विकसित भारत की सामाजिक और प्रौद्योगिकी संबंधी आवश्यकताओं के प्रति संवेदनशील हो। वर्तमान पाठ्यक्रम में विकास कार्यों में छात्रों की गतिविधियों को अनिवार्यतः स्थान दिया जाना चाहिए ताकि ज्ञान-समाज की भावी पीढ़ी पूरी तरह से सामाजिक परिवर्तन के सभी पहलुओं के अनुकूल हो सके।

प्राइमरी शिक्षा में पाठ्यक्रम, पढ़ाने के तौर-तरीके और परीक्षा प्रणाली में सुधार की आवश्यकता है ताकि बच्चों में सृजनशीलता खिले और निखरे। विभिन्न प्रकार की गतिविधियों के माध्यम से बच्चों में छिपी प्रतिभा को उभारने, कुछ नया कर दिखाने और सृजनशीलता निखारने पर जोर दिया जा सकता है। सेकेंडरी स्कूल के स्तर पर प्रयोग, समस्या निदान और टीम गतिविधि पर बल देना चाहिए।

सफल शिक्षक के गुण

महान शिक्षक एवं भारत के भूतपूर्व राष्ट्रपति डॉ. सर्वपल्ली राधाकृष्णन शिक्षकों को सलाह देते थे कि-हमें सतत बौद्धिक निष्ठा एवं सार्वभौम करुणा की खोज में रहना चाहिए। ये दो गुण किसी सच्चे शिक्षक की पहचान है।

एक शिक्षक में अपने पेशे के प्रति प्रतिबद्धता होनी चाहिए। उसे शिक्षण एवं बच्चों से प्रेम होना चाहिए। शिक्षक को जीवनभर अध्ययन करते रहना चाहिए। उसे न सिर्फ विषय की सैद्धांतिक एवं व्यावहारिक बातें पढ़ानी चाहिए, बल्कि छात्रों में हमारी महान

सभ्यता की विरासत एवं सामाजिक मूल्यों की जमीन भी तैयार करनी चाहिए। आधुनिक प्रौद्योगिकी की सहायता से शिक्षक छात्रों का ऐसा विकास करे कि वे बिना किसी शिक्षक की सहायता के लिए स्वयं सीखने में सक्षम हो सकें।

बच्चों के साथ आने वाले शिक्षकों से डॉ. कलाम अक्सर मजाक में पूछते, क्या आप अच्छे शिक्षक हैं, क्या आप बच्चों को प्रश्न पूछने का मौका देते हैं, क्या बच्चे आपको पसंद करते हैं? वे बातों-बातों में शिक्षकों को बच्चों के प्रति उनके दायित्वों का बोध करवाते थे और अक्सर एक कहानी बच्चों और शिक्षकों को सुनाते थे, जिसका सार था—यदि किसी बच्चे को एक श्रेष्ठ शिक्षक के साथ सात वर्ष तक रहन दिया जाए तो फिर उसके बाद जीवन भर कोई शैतान भी उस बच्चे को बिगाड़ नहीं सकता। माता-पिता के बाद शिक्षक ही एकमात्र ऐसा व्यक्ति होता है, जो बच्चे का सर्वांगीण विकास कर सकता है। आदर्शवादी, सदाचारी और ईमानदार व्यक्ति ही अच्छा शिक्षक और विद्यार्थियों का आदर्श बन सकता है।

एक योग्य शिक्षक ही गुणात्मक शिक्षा प्रदान कर सकता है। शिक्षक एक ऐसा समर्पित व्यक्ति होना चाहिए, जो अपने शिक्षण-कार्य तथा छात्रों से प्रेम करता हो। साथ ही उसे उन सभी चीजों की जानकारी भी होनी चाहिए, जो एक प्रभावी शिक्षण के लिए आवश्यक हो और उसमें बच्चों की दृष्टि में एक आदर्श व्यक्ति बनने के आधार पर पुरस्कृत भी करते रहना चाहिए। इस तरह की योग्यता का निर्माण देशव्यापी स्तर पर शिक्षण-प्रशिक्षण कार्यक्रमों के द्वारा भी किया जा सकता है।

तकनीकी शिक्षा

शिक्षा का माध्यम ऐसा हो जिसमें सृजनशीलता और नवीनता होनी चाहिए। हमारे पास बेहद खुशी देने वाला सूचना संचार है। जब सूचना को नेटवर्क के माध्यम से उपलब्ध कराया जाता है तो इसकी क्षमता और उपयोगिता में दिन दुगुनी रात चौगुनी वृद्धि होती है, जैसा कि मैटकॉफ के नियम में पूर्वानुमान लगाया गया। इक्कीसवीं सदी में उपलब्ध सूचना के विशाल सागर का प्रबंधन किसी आदमी के बलबूते की बात नहीं है। इसे व्यक्ति के हाथ में सिमटने के बजाय नेटवर्क के माध्यम से उपलब्ध करना होगा। छात्रों को यह सीखना चाहिए कि सामूहिक रूप से ज्ञान का प्रबंधन कैसे किया जाएगा।

सभी छात्रों को अपने सीखने की प्रक्रिया को आगे बढ़ाने के लिए सबसे उन्नत प्रौद्योगिकी का ज्ञान होना चाहिए। विश्वविद्यालयों को चाहिए कि वे छात्रों को पर्याप्त

कंप्यूटर सुविधा, प्रयोगशाला सुविधा, इंटरनेट सुविधा तथा उनमें समझ-बूझ की क्षमता बढ़ाने वाला माहौल मुहैया कराएँ। नवीन प्रौद्योगिकी एवं सूचना क्रांति के आने से हम ऐसा नहीं मान सकते कि शिक्षकों की भूमिका कमजोर पड़ जाएगी, बल्कि पूरी दुनिया में शिक्षा प्रणाली शिक्षकों के सहयोग से चलेगी क्योंकि प्रौद्योगिकी की मदद से काबिल शिक्षक देश के कोने-कोने में ज्ञान फैला सकते हैं। अगर हम दूसरे देशों से कंधा मिलाना चाहते हैं तो हमारी शिक्षा प्रणाली में तकनीकी शिक्षा होना परम आवश्यक है।

मूल्य शिक्षा

आज समय की माँग है कि हर नागरिक अनुशासित आचरण करे, इससे जागरूक नागरिकों का निर्माण होगा। किसी देश के लोग जितने अच्छे होते हैं वह देश उतना ही अच्छा होता है। किसी देश की संरचना में वहाँ की जनता के जीवन-मूल्य, नैतिकता और आचरण प्रकट होते हैं। ये बहुत महत्वपूर्ण कारक होते हैं जो निर्धारित करते हैं कि देश प्रगति के पथ पर चलेगा या फिर ठहराव के दौर से गुजरेगा।

हमें अपने दैनिक जीवन में ईमानदारी, निष्ठा और सहनशीलता जैसे मूल्यों का पालन करना है। इससे हमारी राजनीति राष्ट्रीय नीति में बदल जाएगी। हम अपनी भावी पीढ़ी के लिए एक सकारात्मक परंपरा स्थापित करें, जिसके लिए हमें मूल्य शिक्षा की आवश्यकता है।

हमारे सांस्कृतिक मूल्य हमें सदैव यह शिक्षा देते हैं कि हमें निःस्वार्थी होना चाहिए तथा दूसरों के दुःख-दर्द दूर करने में उनकी मदद करनी चाहिए। इसका विकास घर और स्कूल में मिली शिक्षा द्वारा होता है। शिक्षा-व्यवस्था को; मूल्यों पर आधारित सामाजिक व्यवस्था, धार्मिक शक्तियों को आध्यात्मिक उन्नति में बदलने की क्षमता और आर्थिक प्रगति को संगठित मार्ग पर ले जाने की योजना से जोड़कर ही राष्ट्रीय विकास की दिशा में आगे ले जाया जा सकता है।

पर्यावरण शिक्षा

डॉ. कलाम के अनुसार पर्यावरण की शुद्धता किसी भी राष्ट्र के विकास का सूचक है। एक राष्ट्र के रूप में हमें अपने पर्यावरण, जिसमें कि तीर्थस्थलों एवं नदियों की बात भी शामिल है, को पवित्र एवं व्यवस्थित रखना आवश्यक है। हमें अपनी नदियों तथा पर्यावरण को विशेष आदर के साथ देखना चाहिए। हमें यह सुनिश्चित करना चाहिए कि हम इन्हें कदापि प्रदूषित न करें। यह देश के प्रत्येक नागरिक का कर्तव्य होना चाहिए। पर्यावरणीय स्वच्छता की स्थिति किसी भी राष्ट्र के विकास की सूचक है। इसलिए वर्तमान शिक्षा प्रणाली में पर्यावरण शिक्षा का होना परम आवश्यक है।

डॉ. अब्दुल कलाम का कहना है कि छात्रों का स्व-प्रेरणा से सीखना चाहिए। आज के संचार और सूचनाओं का जमावड़ा है। इंटरनेट के माध्यम से पूरे सूचना संसार तक पहुँच होने के कारण आज के छात्र के लिए यह संभव हो गया है कि वह एक अच्छे खासे पुस्तकालय को अपने साथ लैपटॉप, कम्प्यूटर में लेकर घूमे। अब इन्हें अपने दिमाग के भंडार का विशेष उपयोग करने और याददाश्त पर बल देने की आवश्यकता नहीं है। अब शिक्षा प्रणाली में इस बात पर बल देना चाहिए कि छात्र सूचना के अथाह सागर में से उपयोगी ज्ञान के मोती चुनने में प्रशिक्षित हो जाएँ। इस दिशा में शिक्षकों को छात्र का मार्गदर्शन करना चाहिए और वे छात्र में ऐसा हुनर पैदा कर दें कि छात्र स्व-प्रेरणा से सीखने लगे।

शिक्षा के अलावा डॉ. कलाम छात्र व छात्राओं में सृजनशीलता और नवीनता विकसित करने के प्रबल पक्षधर थे। वे कहते थे कि एक तेजस्वी मस्तिष्क इस धरती पर, धरती के नीचे या ऊपर आसमान में सबसे सशक्त संसाधन है। उनका मानना था कि मानव मस्तिष्क की सृजनात्मक और कल्पनाशील क्षमता हमेशा किसी कंप्यूटर से आगे ही रहेगी। नई खोजों की प्रक्रिया के जरिए ज्ञान धन-संपदा में रूपांतरित होता है और किसी भी देश के राजनीतिक और आर्थिक तंत्र में जान फूँकने में उसकी खोजी प्रवृत्ति संजीवनी बूटी की तरह काम करती है। इसमें कोई शक नहीं कि हर इंसान के दिमाग में सृजनशीलता के बीच मौजूद होते हैं, किंतु उन्हें अंकुरित और अभिव्यक्त करने के लिए मन में प्रयास करना पड़ता है। हर एक इंसान सृजनशील है, हर मन में जिज्ञासा होती है और हमें चाहिए कि जब कोई बच्चा प्रश्न करे तो हम उसकी जिज्ञासा को जरूर शांत करें। शिक्षकों और माता-पिता की यह बुनियादी जिम्मेदारी है। यदि बचपन में ही ऐसा किया जाए तो सृजनशीलता पोषित होगी और बच्चों का बौद्धिक विकास होगा।

आज वर्तमान परिस्थिति में कक्षा में पढ़ाई जितनी महत्वपूर्ण है उतना ही महत्वपूर्ण यह है कि कक्षा के बाहर बच्चे स्वयं के अनुभव के आधार पर क्या सीख रहे हैं। बच्चों को प्रेक्षण, क्षेत्र, अध्ययन, प्रयोग और परिचर्चा के माध्यम से सीखने की प्रक्रिया में सक्रिय रूप से भाग लेना चाहिए। इस लक्ष्य को पाने के लिए विद्यालय को शिक्षा केंद्र की जगह अपने आपको ऐसे केंद्र के रूप में ढालना चाहिए जहाँ ज्ञान के साथ-साथ कौशल प्राप्त किया जा सके।

वर्तमान शिक्षा में बच्चों को शिक्षित और तेजस्वी नागरिक बनाने में शिक्षक के साथ-साथ माता-पिता की भी महत्वपूर्ण भूमिका होती है। उन्हें अपने बच्चों की अच्छी

शिक्षा के प्रति सजग रहने की आवश्यकता है। बच्चों के सामने माता-पिता को अपने व्यवहार और आचरण की मिसाल रखनी चाहिए। इससे बच्चों के मन में माता-पिता के प्रति प्रेम और श्रद्धा का विकास के न होते हैं तब तक उन्हें सँवारने का सामूहिक कार्य माता-पिता, शिक्षकों, घर एवं विद्यालय परिसर के जिम्मे होता है। किसी बच्चे को प्रबुद्ध नागरिक बनाने में माता-पिता और शिक्षक की भूमिका महत्वपूर्ण होती है।

डॉ. अब्दुल कलाम कहते हैं कि क्या हम ऐसी शिक्षा प्रणाली का निर्माण नहीं कर सकते जिसमें पढ़ाई शुरू करने से लेकर रोजगार पाने तक, संपूर्ण अवधि के दौरान बच्चों के चेहरे पर मुस्कराहट बनी रहे? क्या ऐसा करना संभव है? जी हाँ, संभव है, यदि हम संपूर्ण शिक्षा प्रणाली को सृजनशील बना दें और रुझान तथा क्षमता के आधार पर सभी युवकों को पूर्ण रोजगार उपलब्ध करा सकें। प्राइमरी स्कूल के स्तर पर किताबी पढ़ाई के बोझ को कम करके शिक्षा प्रणाली में सृजनशीलता को प्रोत्साहित किया जा सकता है। सेकेंडरी स्कूल के स्तर पर बच्चों की सृजनशीलता में और निखार लाया जा सकता है। अंततः उच्च शिक्षा प्राप्त कर छात्र स्वावलंबी बनें, जिससे वे उद्यमशील हों और रोजगार खोजने के बजाय खुद रोजगार पैदा करें। डॉ. अब्दुल कलाम का कहना है कि प्राइमरी स्तर पर शिक्षा, बच्चों की अपने परिवेश के प्रति रुचि जगाए और चिंतन प्रक्रिया का दस्तकारी तथा शारीरिक कौशल से संबंध स्थापित करें। वर्तमान शिक्षा के व्यावसायिक नहीं होने के कारण इसमें कमियाँ हैं। जिसके कारण शिक्षित वर्ग में श्रम के प्रति श्रद्धा उत्पन्न नहीं हो रही है। वर्तमान शिक्षा छात्रों को उनकी भावी आवश्यकताओं की पूर्ति के लिए तैयार करने में पूर्णतया असफल हो रही है। छात्र शिक्षा प्राप्त करने के बाद इस योग्य नहीं हो पा रहे हैं कि अपना जीवनयापन कर सकें। वर्तमान समय में प्रत्येक छात्र सरकारी नौकरी चाहता है। वह स्वयं रोजगार करके धन अर्जित करना तुच्छ समझता है।

डॉ. अब्दुल कलाम का कहना है कि बचपन से लेकर जीविकोपार्जन के लिए वृत्ति अपनाने तक हममें से प्रत्येक पढ़ाई-लिखाई के कई दौर से गुजरते हैं। शिशु, किशोर और वयस्क से लेकर नेता बनने तक की कई अवस्थाओं के दृश्य मेरे मन में वैसे ही घूम रहे हैं। सभी लोगों के जीवन में अपनी आवश्यकता को पूरा करने की चुनौती होती है, किंतु हममें से प्रत्येक व्यक्ति इसे अलग-अलग तरीके से पूरा करते हैं। शिशु दूसरे से मदद की अपेक्षा रखता है। किशोर कोई काम अपने बल पर करना चाहता है। युवक कोई काम लोगों के साथ मिलकर करना चाहता है, किंतु एक सुयोग्य नेता लोगों की मदद के लिए तैयार रहता है। शिक्षा प्रणाली का यह दायित्व है कि वह एक शिशु को

सुयोग्य अगुआ बनाए—उसे दूसरे से मदद चाहने वाले की जगह दूसरे की मदद करने वाला बनाए। इसके लिए स्कूल—कॉलेज के प्रिंसिपल को दूरदृष्टि से संपन्न होना चाहिए। साथ ही उसने बच्चों को प्रेरित करने की क्षमता होनी चाहिए। प्रिंसिपल को यह सुनिश्चित करना पड़ेगा कि शिक्षक छात्रों को इस तरीके से पढ़ाए कि छात्रों को बेहतरीन प्रतिभा उभरकर सामने आए। इसके लिए प्रिंसिपल को खुद एक सुयोग्य शिक्षक बनना पड़ेगा। प्रिंसिपल, शिक्षक एवं माता—पिता के सामूहिक प्रयास से छात्रों में सर्वोत्तम सृजनशीलता पनपेगी।

निष्कर्ष

डॉ. ए.पी.जे. अब्दुल कलाम के शिक्षा—दर्शन के विभिन्न पहलुओं के विवेचन से यह स्पष्ट होता है कि शिक्षण का उद्देश्य छात्रों में राष्ट्र निर्माण की क्षमताएँ पैदा करना है। ये क्षमताएँ शिक्षण संस्थानों के ध्येय से प्राप्त होती हैं तथा शिक्षकों के अनुभव से सुदृढ़ होती हैं, ताकि शिक्षण संस्थान से निकलने के बाद छात्रों में नेतृत्वकारी विशिष्टताएँ आ जाएँ।

एक दुरुस्त शिक्षा मॉडल समय की माँग है। वह यह सुनिश्चित करे कि छात्र बड़े होकर राष्ट्र की आर्थिक प्रगति में सहयोग दें। पूरी शिक्षा प्रणाली छात्रों में क्षमता जगाने वाली हो। इसके कुछ पहलू हैं—अनुसंधान और जिज्ञासा, सृजनशीलता और नवीनता, उच्चस्तरीय तकनीकी के उपयोग की क्षमता, उद्यमशीलता और नैतिक नेतृत्व। आज की वर्तमान परिस्थिति में डॉ. ए.पी.जे. अब्दुल कलाम के शैक्षिक विचारों को मूल रूप से अनुग्रहित किया जाना आवश्यक है।

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महात्मा गाँधी एवं संत विनोबा भावे के शैक्षणिक विचारों की प्रासंगिकता

—प्रो. आर. पी. पाठक

प्रस्तावना

मानव सभ्यता का विकास शिक्षा पर आधारित है। शिक्षा और विकास एक दूसरे के पूरक हैं। मानव सभ्यता का विकास शिक्षा का उत्पाद है किन्तु शिक्षा का प्रश्न जीवन-दर्शन से जुड़ा है, शायद यही कारण है कि सभी शिक्षा शास्त्री मूलतः दार्शनिक ही रहे हैं। मानव-मन और मस्तिष्क के व्यापारों का दर्शन में विश्लेषण किया जाता है। दर्शन में जीवन-मूल्यों का संज्ञान शिक्षा से होता है। अतः शैक्षिक दर्शन जीवन-दर्शन के समांतर चलता है। शैक्षणिक विचारों के माध्यम से व्यक्ति या मनुष्य के अनुभवों, उसके व्यवहारों, वैज्ञानिक आस्थाओं, उपकरणों और चिंतन प्रक्रिया और मानवीय प्रयत्नों में आने वाले अन्य मामलों को समझने का प्रयास किया जाता है। शिक्षा के माध्यम से हम अपने चिंतन से समाज को एक विलक्षण राह दिखा सकते हैं जिससे समाज का नये रूप में निर्माण होता है।

यह सर्वमान्य सत्य है कि पुरातन काल से ही शिक्षा का आरंभ हो चुका था। शिक्षा वह सहज एवं स्वाभाविक प्रक्रिया है जो व्यक्ति के मस्तिष्क में प्राकृतिक रूप से समाहित होकर जो उसके जन्म से मृत्यु पर्यन्त आजीवन चलती रहती है। सदियों से अनेक महापुरुषों, विचारकों एवं दार्शनिकों ने अपने विचारों तथा अनुभवों के माध्यम से शिक्षा दर्शन, शिक्षा के उद्देश्य, पाठ्यक्रम, शिक्षण विधि तथा अनुशासन आदि शिक्षा शास्त्र के अनेक अंगों का वर्णन किया है। प्रस्तुत शोध अध्ययन में हम महात्मा गाँधी एवं संत विनोबा भावे के शैक्षणिक विचारों का अध्ययन कर रहे हैं। हम दोनों ही महापुरुषों के सामाजिक समानता, स्वतंत्रता और समरसता के जनक एवं आजीवन सत्य व अहिंसा के पथ पर चलने वाले व्यक्तित्व गाँधी जी एवं उनके अन्यान्य शिष्य स्वाधीन भारत के आध्यात्मिक संत, सामाजिक एवं आर्थिक विचारक, भूदान आंदोलन के प्रणेता तथा उनके आदर्शों पर चलने वाले सत्याग्रह आंदोलन के “प्रथम सत्याग्रही” आचार्य विनोबा भावे सम्मिलित हैं।

गाँधी जी शिक्षा को व्यक्ति का जन्मसिद्ध अधिकार मानते थे और मनुष्य की किसी भी तरह की, भौतिक या आध्यात्मिक विकास के लिए इसे उतना ही आवश्यक

मानते थे जितना बच्चों के शारीरिक विकास के लिए माँ का दूध। यही कारण है कि इन्होंने एक निश्चित आयु तक के बच्चों के लिए सामान्य शिक्षा की व्यवस्था अनिवार्य रूप से करने पर जोर दिया और उसे निशुल्क करने की बात कही। इनका स्पष्ट रूप से विचार था कि—“यह शिक्षा विदेशी भाषा अंग्रेजी के माध्यम से नहीं दी जा सकती, यह शिक्षा मातृभाषा के माध्यम से ही दी जा सकती है।” वे शिक्षा द्वारा व्यक्ति को आत्म निर्भर बनाना चाहते थे, उसे अपनी रोजी-रोटी कमाने योग्य बनाना चाहते थे, इसलिए इन्होंने हस्तकौशल की शिक्षा पर विशेष जोर दिया। गाँधी जी ने अपने इस दिशा दर्शन के आधार पर राष्ट्रीय शिक्षा का स्वरूप निश्चित किया और बेसिक शिक्षा का नाम दिया। बेसिक शिक्षा शास्त्र एक तरफ से नैतिक शिक्षा का स्वरूप था तो मनुष्य को मानवीय रुझान की घरेलू शिक्षा पर अवगत कराना था।

जबकि आचार्य विनोबा भावे के अनुसार—शिक्षण एक कर्तव्य है, ऐसी कृत्रिम भावना की अपेक्षा “शिक्षण का अर्थ आनंद है” जिसमें यह प्राकृतिक और उत्साह भरी भावना पैदा होनी चाहिए। छात्र का शिक्षण अनजाने में या सहज भाव से होना चाहिए। बचपन में बालक मातृभाषा जिस सहज पद्धति से सीखता है, उसका आगे का शिक्षण भी उसी सहज पद्धति से होना चाहिए। अनेक प्रकार की शक्ति मूलतः मानव में है ही, शिक्षण का इतना ही काम है कि उन शक्तियों को बार-बार मिलने के अवसर उपस्थित किए जाएँ। सभी शास्त्र, सभी कलाएँ, सभी सद्गुण, बीज रूप में मानव में ही स्वयंसिद्ध हैं।

आचार्य भावे कहते थे कि—“सूर्य स्वयं किसी को प्रकाश नहीं देता, उसके स्वाभाविक रूप से सबको प्रकाश प्राप्त हो जाता है। इसी कर्मयाग को ही गीता में सहज कर्म कहा है और मनु ने इसी “सहज कर्म” को “निवृत्तकर्म” की सुहावनी संज्ञा दी है।

प्रत्येक समाजवादी विचारक चाहे वे गाँधी जी या फिर विनोबा भावे ही क्यों न हों उन्होंने समाज की आवश्यकताओं एवं तत्कालीन समस्याओं को ध्यान में रखकर ही अपने चिंतन की दिशा तय की है। यह स्वाभाविक भी है क्योंकि सामाजिक वातावरण का प्रभाव मानव जीवन पर पड़ता है। आचार्य विनोबा भावे के विचारों पर पूर्णरूप से गाँधीजी के विचारों का प्रत्यक्ष प्रभाव पड़ा। गाँधी जी की भाँति विनोबा ने भी उपयुक्त शिक्षा के महत्त्व पर बल दिया है वह सामाजिक एवं आर्थिक क्रांति के लिए शिक्षा को प्रभावशाली साधन मानते थे। “वे शिक्षा में सत्य व अहिंसा की भावना को अनुप्रमाणित करना चाहते थे। उनके शिक्षा के बारे में विचार उनकी सुप्रसिद्ध रचना “Thought of Education” में अंकित है। उन्होंने वर्तमान शिक्षा प्रणाली की इस आधार पर आलोचना की है कि यह किताबी है और इसका जीवन की वास्तविकताओं के साथ कोई संबंध नहीं है। वे शिक्षा का विकेन्द्रीकरण करना चाहते थे। प्रत्येक गाँव में उच्च

शिक्षा की व्यवस्था हो तथा यह केवल बड़े नगरों तक सीमित न रहे अपितु गाँवों में भी इसका विकास हो। वे शिक्षा पर सरकारी नियंत्रण के भी विरुद्ध थे। देश की स्वतंत्रता के पश्चात् “गाँधीवाद” को जीवित रखने तथा प्रचार करने में सर्वाधिक योगदान आचार्य विनोबा भावे का ही है।

महिलाओं ने गाँधीवादी आंदोलन में अपनी महत्वपूर्ण भूमिका निभायी है। ऐसा हमारे राष्ट्र में तथा देश के संयुक्त व मध्य क्षेत्र में भी देखने को मिला है। गाँधी जी के चरखा कार्यक्रम, बुनाई-कताई के कार्य के अलावा स्वच्छता अभियान में भी महिलाओं ने भागीदारी दी। इस प्रकार से प्रस्तुत शोधकार्य भी महत्वपूर्ण हो जाता है क्योंकि इसमें आचार्य भावे तथा महात्मा गाँधी दोनों के ही विचारों को समाहित किया गया है। वर्तमान समय में यह आंदोलन गाँधीवादी और सामाजिक आंदोलन दोनों का ही समावेश है। इस दृष्टि से भी इसका महत्व बढ़ जाता है।

महात्मा गाँधी एवं संत विनोबा भावे का जीवन परिचय, व्यक्तित्व एवं कृतित्व

गाँधी जी का जन्म 2 अक्टूबर, 1869 में (भाद्रवही, 12, संवत् 1925) पोरबंदर (गुजरात) में एक वैष्णव धर्मावलम्बी, संपन्न एवं सम्मानित परिवार में हुआ। इनका वास्तविक नाम मोहनदास करमचंद गाँधी था। इनके पिता का नाम करमचंद गाँधी तथा माँ का नाम पुतली बाई था। इनके पिता करमचंद गाँधी पोरबंदर राज्य के दीवान थे और बड़े धार्मिक एवं उदार होने के साथ-साथ क्रोधी स्वभाव के थे, जबकि माता अत्यंत धार्मिक थी, लेकिन पारंपारिक कट्टरता से युक्त थी।

गाँधी जी पर बचपन से ही भारतीय संस्कार का प्रभाव पड़ा। जब ये 7 वर्ष के थे इनके पिता राजकोट के दीवान हो गए। ये तब उनके साथ राजकोट चले गए और वहाँ के एक स्कूल “अल्फ्रेड हाईस्कूल”, राजकोट में इनकी प्रारंभिक शिक्षा शुरू हुई। पढ़ने में ये सामान्य स्तर के बालक थे। इन्होंने स्वयं कहा था कि—“पुरस्कार या छात्रवृत्तियाँ प्राप्त होने पर मैं सदैव डरता रहता था कि कहीं कोई मुझ पर व्यंग्य न करे।” खेलकूद, तमाशे और नाटक आदि देखने में ये रुचि लेते थे। सत्यवादी हरिश्चंद्र नाटक इनके ऊपर बड़ा प्रभावशाली सिद्ध हुआ जो आगे चलकर इनके जीवन दर्शन का आधार बना, ये सत्य के पुजारी बने। स्वभाव के ये शर्मीले और कुछ थोड़े से गंभीर थे। इस संदर्भ में उन्होंने अपनी आत्मकथा में लिखा है कि—“मैं बहुत ही शर्मीला लड़का था। पाठशाला में अपने काम से ही काम रखता था। घण्टी बजने के समय पहुँचता था और पाठशाला के बंद होते ही घर भागता।”

13 साल की आयु में ही इनका विवाह पोरबंदर के एक व्यापारी की पुत्री कस्तूरबा के साथ संपन्न हुआ। अब तो इनका मन पढ़ने-लिखने में और भी कम लगने लगा। इस समय इन पर बुरे साथ का अत्यधिक प्रभाव पड़ा किन्तु उससे शीघ्र ही छुटकारा भी पा लिया।

सन् 1885 में इन्होंने हाईस्कूल की परीक्षा पास की और फिर उच्च शिक्षा के लिए भावनगर के श्यामलाल कॉलेज में प्रवेश किया। किन्तु गाँधी जी का मन इस शिक्षा में नहीं लगा। गाँधी जी जब 16 वर्ष के थे, उनके पिता का देहांत “भगंदर की बीमारी” से ग्रस्त होकर हुआ। वे इस बीमारी से लम्बे समय तक ग्रस्त रहे। अतः एक पारिवारिक मित्र की सलाह पर सन् 1887 में गाँधी जी को वकालत पढ़ने के लिए इंग्लैण्ड भेजा गया। परिवार के इस निर्णय से गाँधी जी अत्यन्त खुश हुए। यहाँ इन्हें कानून की शिक्षा के साथ-साथ ‘बाइबिल’ और ‘लाइट ऑफ एशिया’ की शिक्षा और श्रीमती ऐनी बेसेंट का सत्संग करने का अवसर भी मिला। इसका उनके जीवन पर गहरा प्रभाव पड़ा। जून, 1891 को उन्हें बैरिस्ट्री की पदवी प्राप्त हुई और 12 जून, को वह भारत के लिए खास हो गए। गाँधी जी बैरिस्टर तो बन गए किन्तु उनकी दशा ससुराल गई हुई नई बहु की-सी बनी रही, मुकदमा लड़ने की हिम्मत वह न जुटा सके।

भारत में इन्होंने मुम्बई व राजकोट में वकालत तो शुरू की लेकिन इन्हें ज्यादा सफलता नहीं प्राप्त हुई किन्तु फिर भी यही कार्य करते रहे। सन् 1893 में गाँधी जी एक मुस्लिम व्यापारी अब्दुल्लाह के मुकदमे में पैरवी के लिए व अपना भाग्य आजमाने के लिए दक्षिण अफ्रीका पहुँचे।

वकील का कर्तव्य दोनों पक्षों (वादी तथा प्रतिवादी) के मध्य खुदी हुई खाई को पाटना है मैंने सच्ची वकालत सीखी, मनुष्य के अच्छे पहलू को खोजना सीखा और मनुष्य के हृदय में प्रवेश करना सीखा।

मुकदमों के खत्म होने पर गाँधी जी डरबन पहुँचे और हिन्दुस्तान लौटने की तैयारी करने लगे किन्तु नेटाल में भारतीयों के मताधिकार के प्रश्न पर उन्होंने भारत लौटने का विचार छोड़ दिया क्योंकि उनकी स्वाभिमान की लड़ाई का बीजारोपित यहीं से हुआ। 3 वर्ष के उपरांत गाँधी जी अपने परिवार को भी डरबन ले आए, लड़ाई जो लम्बी चलनी थी।

गाँधी जी ने दक्षिण अफ्रीका में यह अनुभव किया कि-गोरी जाति अपनी संप्रभुता को हर दशा में कायम रखना चाहती है, इसलिए प्रत्येक भारतीय को यह घृणा की नजर से देखती है, अतः इसके खिलाफ प्रतिकार को वह सहज भाव से स्वीकार नहीं करती। गाँधी जी की समझ में आया कि इसका संगठित प्रतिकार आवश्यक है। वे भारतीयों को संगठित करने का लगातार प्रयास करते रहे। इसके लिए उन्होंने सन् 1894 में “नेटाल

भारतीय कांग्रेस” का गठन किया और ‘इंडियन ओपनीयिन’ नामक एक अखबार निकालना शुरू किया किन्तु 1906 तक गाँधी जी का भ्रम दूर हो गया और इन्होंने एक नया प्रयोग शुरू किया जिसे ‘सत्याग्रह आंदोलन’ कहते हैं।

सन् 1911 में गाँधी जी ने दक्षिण अफ्रीका में ‘टाल्सटॉय फार्म’ की स्थापना की। यहाँ पर बच्चों को हस्तकार्य और विभिन्न धर्मों के सामान्य सिद्धांतों की शिक्षा देने की व्यवस्था की गई। यह फार्म गाँधी जी के शिक्षा सिद्धांतों की एक प्रयोगशाला के रूप में विकसित हुआ।

गाँधी जी का अफ्रीका प्रवास लगभग 20 वर्ष का रहा। जनवरी, 1915 में इनके भारत लौटने पर गर्मजोशी से इनका स्वागत किया गया क्योंकि दक्षिण अफ्रीका में गाँधी जी के संघर्षों की जानकारी भारत के काफी बड़े तबके तक पहुँच रही थी। अफ्रीका से लौटने के पश्चात् गाँधी जी सर्वप्रथम गोपाल कृष्ण गोखले से मिलने पूना गए क्योंकि उन्हें अपना गुरु मानते थे। इनसे मिलने के उपरांत वे गुरुदेव रवीन्द्रनाथ टैगोर से मिलने शांति निकेतन गए और इनका आशीर्ष प्राप्त कर भारतीय राजनीतिक में प्रवेश किया। इन्होंने राजनीति में सत्य, अहिंसा और सत्याग्रह का प्रयोग किया। इसलिए वे एक वर्ष तक सक्रिय राजनीति से दूर रहकर अहमदाबाद में अपने आश्रम को व्यवस्थित करते रहे।

गाँधी जी ने अपने ‘सत्याग्रह’ की शुरुआत बुद्ध एवं महावीर की भूमि चंपारण जिले (बिहार) से। चंपारण जिले के अंग्रेज बागान मालिकों ने किसानों से एक अनुबंध किया जिसके तहत किसानों को अपनी भूमि के 3/20वाँ भाग पर नील की खेती करनी पड़ती थी, इस पद्धति को उन दिनों ‘तिनकथिया पद्धति’ कहा जाता था लेकिन कुछ समय पश्चात्, ‘जर्मन रासायनिक रंग’ डाई के आविष्कार के फलस्वरूप नील के माँग में एकदम कमी आई जिसकी भरपाई अंग्रेज मालिकों ने किसानों के शोषण से करना प्रारंभ कर दिया। ऐसी परिस्थिति में गाँधी जी को किसानों की दयनीय स्थिति को देखते हुए बीच बचाव (मध्यस्थता) करने के लिए चंपारण आना पड़ा। भारत सरकार ने इनकी उपस्थिति को देखते हुए शीघ्र ही नरम रवैया अपनाया और एक आयोग का गठन जाँच करने के लिए किया।

अहमदाबाद में मिल मजदूरों के आंदोलन को रोकने के लिए एवं मजदूरों के समक्ष भुखमरी की समस्या को देखते हुए गाँधी जी को स्वयं ‘आमरण अनशन’ पर बैठने का निर्णय लेना पड़ा। जिससे मामला ट्रिब्यूनल के पास गया और ट्रिब्यूनल ने फैसला मजदूरों के पक्ष में सुनाया तथा 35 प्रतिशत बोनस मिल मालिकों की तरफ से मजदूरों को दिया गया। इस आंदोलन में गाँधी जी का साथ लंबा लाल साराभाई की बहन अनुसूइया ने दिया था।

1917 में जब श्रीमती ऐनी बीसेंट और लोकमान्य तिलक का होमरूल आंदोलन अपने पूरे उत्कर्ष पर था तब ब्रिटिश सरकार के भारत-मंत्री एडविन मांटैग्यू ने 20 अगस्त, 1917 को हाउस ऑफ कॉमन्स में भारत के संबंध में ब्रिटिश सरकार की भावी नीति की घोषणा की जिसमें कहा गया था कि भारतीय शासन के प्रत्येक विभाग में भारतीयों का सम्पर्क उत्तरोत्तर बढ़ाया जाएगा तथा भारत को ब्रिटिश साम्राज्य का अभिन्न अंग मानते हुए उसमें धीरे-धीरे उत्तरदायी शासन की स्थापना करने के उद्देश्य से स्वशासन की संस्थाओं का क्रमिक विकास किया जाएगा। लेकिन घोषणा में यह भी कह दिया गया था कि भारतीयों की भलाई और उन्नति का भार ब्रिटिश सरकार के ऊपर है और वही यह निर्णय करेगी कि कब और कितना कदम उठाया जाए।

भारत में राजनीतिक मंच पर पर गाँधी जी ने सक्रिय रूप से पर्दापण 1919 के रौलट एक्ट के प्रश्न को लेकर किया। जवाहर लाल नेहरू के शब्दों में भारतीय राजनीति में गाँधी जी ताजी हवा के उस झोंके की तरह आए जिसने देशवासियों के लिए ताजी हवा में सांस लेना संभव बनाया।

सरकार की दमन नीति और रौलट एक्ट ने गाँधी जी को राजभक्त से राजद्रोह बना दिया। गाँधी जी के बाहर आने जाने पर सरकार ने रोक लगा दी लेकिन उन्होंने इसका विरोध किया और वे दिल्ली की ओर चल पड़े। उन्हें रास्ते में ही गिरफ्तार कर लिया गया। उनकी गिरफ्तारी से सम्पूर्ण देश में गुस्से की लहर दौड़ गई। अनेक शहरों में जनता में भारी उत्तेजना पैदा कर दी जिससे हिंसा की छुटपुट घटनाएँ भी हुईं। जलियांवाला बाग की त्रासदी का सारे देश पर प्रभाव पड़ा। रवीन्द्रनाथ टैगोर ने 'सर' का खिताब सरकार को वापस कर दिया।

बैलेंताइड शिरोल ने उस दिन को ब्रिटिश भारत के इतिहास का काला दिन कहा था और उस दिन की घटनाएँ भारत-ब्रिटेन संबंधों के इतिहास का मोड़ साबित हुईं। ब्रिटेन की नैतिक प्रतिष्ठा को ऐसा धक्का लगा कि 28 वर्ष बाद भारत का नियंत्रण खो बैठने तक साम्राज्य उस धक्के से कभी उभर नहीं पाया। सरकार ने जलियांवाला बाग कांड की जाँच करने के लिए अक्टूबर 1919 में हंटर कमेटी की स्थापना की।

मई, 1920 में सीवर्स की संधि का रहस्योद्घाटन हुआ। इस संधि के फलस्वरूप तुर्की साम्राज्य के विभाजन और विघटन की बात पक्की हो गई। गाँधी जी ने खिलाफत समिति ने नेताओं मौलाना मोहम्मद अली एवं मौलाना शौकत अली को असहयोग आंदोलन का मार्ग अपनाने की सलाह दी। उन्होंने अगस्त, 1920 को वायसराय को एक पत्र लिखा—मैं ऐसी सरकार के प्रति न अपने सम्मान भाव को और न ही अपने प्रेम को सुरक्षित रख सकता हूँ जो अपनी अनैतिकता को उचित ठहराने के लिए एक पर

एक कुकर्म करती चली आ रही है। उन्होंने स्वयं अपने विचारों को जनता के साथ उन दो साप्ताहिक पत्रों के स्तंभों के माध्यम से बाँटा जिनको वे संपादित करते थे, ये थे “अंग्रेजी में ‘यंग इंडिया’ और गुजराती में ‘नवजीन’।”

28 दिसम्बर, 1921 को कांग्रेस के अहमदाबाद अधिवेशन में भाषण देते हुए गाँधी जी ने कहा था कि—मैं शांति का पुजारी हूँ। मैं शांति में विश्वास रखता हूँ। लेकिन मैं हर कीमत पर शांति नहीं चाहता जो आपको पत्थर में दिखाई देती है, मैं वह शांति नहीं चाहता जो आपको कब्रिस्तान में दिखाई देती है।

5 फरवरी, 1922 को उत्तर प्रदेश के गोरखपुर जिले में चौरी-चौरा नामक स्थान पर क्रोध में उतावली भीड़ ने थाने में आग लगा दी। जिसमें पुलिस के 22 सिपाहियों की मृत्यु हो गई। गाँधी जी हिंसा की इस घटना से विचलित हो गए।

10 मार्च, 1922 शाम को 10 बजे रात्रि गाँधी जी को गिरफ्तार कर ब्रिटिश न्यायाधीश आर.एस. ब्रूमफील्ड की अदालत में पेश किया गया। जिन्होंने उन्हें 6 वर्ष की साधारण कैद की सजा दी और फिर विनम्रता और गरिमा के साथ निजी तौर पर उनकी प्रशंसा की—अगर भारत के घटनाक्रम के कारण सरकार के लिए आपकी कैद को कम करना और आपको रिहा करना संभव हुआ तो कोई भी दूसरा व्यक्ति मेरे जितना प्रसन्न नहीं होगा। गाँधी जी गिरफ्तारी और सजा के बाद असहयोग आंदोलन शिथिल पड़ गया। इस आंदोलन के राष्ट्रीय आंदोलन के एक युग का अंत किया और दूसरे का आरंभ। इसी समय इन्होंने राष्ट्रीय शिक्षा योजना के संबंध में विचार प्रकट किए। गाँधी जी को कुछ दिनों तक आश्रम के पास वाली साबरमती जेल में रखा गया। बाद में उन्हें यरवडा सेन्ट्रल जेल, पूना भेज दिया गया। गाँधी जी यरवडा सेन्ट्रल जेल में “अफ्रीका में सत्याग्रह का इतिहास” नामक गुजराती भाषा में पुस्तक लिखी। इस पुस्तक का गुजराती से अंग्रेजी में अनुवाद वालजीगोविंद जी देसाई ने गाँधी जी के सहयोग से सन् 1928 में प्रकाशित किया।

गाँधी जी की अस्वस्थता को देखते हुए जनवरी 1924 में पूना शहर के सासून अस्पताल में गाँधी जी का एपेंडिसाइटिस का ऑपरेशन हुआ। यह ऑपरेशन कर्नल मेडाक ने किया था उनकी सतर्कता तथा कुशलता से गाँधी जी की जान बच गई। 5 फरवरी, 1924 को सरकार ने गाँधी जी को बिना शर्त रिहा कर दिया। इस अवसर पर देश के कोने-कोने से नेता और प्रेमी मित्र गाँधी जी से मिलने आए उनमें लाला लाजपत राय, रंगास्वामी, सी.आर. दास और उनकी पत्नी वासंती देवी, मोती लाल नेहरू और जवाहरलाल नेहरू आदि मुख्य थे।

सन् 1927 में भारत की संवैधानिक व्यवस्था की जाँच करने के लिए “साइमन कमीशन” भारत आया जिसके सभी सात सदस्य अंग्रेज थे। अतः इस कमीशन का

विरोध होना स्वाभाविक था। इस कमीशन का विरोध काले झंडों व हड़तालों, जुलूस से किया गया। लेकिन इस कमीशन का विरोध करते समय बीमार लाला लाजपत राय की पुलिस की लाठियों की चोट से मृत्यु हो गई। उन्होंने दिवंगत होने से पहले कहा था कि—मेरे ऊपर लाठियों के जो प्रहार किए गए हैं, वही एक दिन ब्रिटिश साम्राज्य के ताबूत में कील बनेंगे। गाँधी जी के जीवन काल में अनेक समिति व आंदोलन ऐसे हुए हैं जिसको वर्णित करना संक्षिप्त रूप में आवश्यक है जो इस प्रकार से है।

10 अगस्त, 1928 को पंडित मोतीलाल नेहरू की अध्यक्षता में 7 सदस्यों की एक समिति ने “भारतीय संविधान के सिद्धांतों” के संदर्भ में एक रिपोर्ट पेश की जिसे नेहरू रिपोर्ट कहा जाता है। दिसम्बर, 1929 में लाहौर में गाँधी जी के प्रयत्नों से नेहरू की अध्यक्षता में एक अधिवेशन हुआ जिसमें अर्धरात्रि को रावी नदी के किनारे “पूर्णस्वराज” की घोषणा की गई जिसमें तय किया गया कि 15 अगस्त, स्वतंत्रता दिवस के रूप में और 26 जनवरी, गणतंत्र दिवस के रूप में मनाया जायेगा। सन् 1928 में बल्लभ भाई पटेल के नेतृत्व में गुजरात के सूरत जिले में बारदोली के किसानों ने लगानबंदी के लिए सत्याग्रह किया था। यह सत्याग्रह सफल हुआ तो बल्लभ भाई पटेल देश के चोटी के नेताओं में गिने जाने लगे। 12 मार्च, 1930 को गाँधी जी ने “कांग्रेस कार्य समिति के सहयोग” से ऐतिहासिक दांडी यात्रा प्रारम्भ की जिसमें उनके साथ 78 अनुयायी थे। उन्होंने 200 मील की यात्रा 24 दिन में पूरी की। 6 अप्रैल, 1930 को दांडी यात्रा में समुद्र के किनारे नामक कानून तोड़कर सविनय अवज्ञा आंदोलन का सूत्रपात किया।

8 अगस्त, 1942 को बम्बई में कांग्रेस ने “भारत छोड़ो” प्रस्ताव पास किया। इस समय गाँधी जी की आयु 73 वर्ष की थी और यह वृद्ध-युवा फिर एक बार इतिहास के सबसे बड़े जन-आंदोलन का नेता था। गाँधी जी ने अपने व्याख्यान में लोगों को ‘करो या मरो’ का मंत्र दिया। उन्होंने कहा कि या तो हम भारत को आजाद करेंगे या इस प्रयत्न में मर जायेंगे।

भारत छोड़ो आंदोलन में युवकों तथा विद्यार्थियों ने सबसे आगे बढ़कर भाग लिया। जयप्रकाश नारायण, राम मनोहर लोहिया और अरुणा आसफ अली आदि युवा नेताओं ने भूमिगत रहकर आंदोलन का नेतृत्व किया। सितम्बर, 1944 में मुस्लिम लीग के नेता मोहम्मद अली जिन्ना से उनके घर पर जाकर बातचीत की। इस समय गाँधी जी का जिन्ना से मिलना भयंकर भूल थी। इससे भारतीय राजनीति में जिन्ना का महत्व बढ़ गया।

देश की साम्प्रदायिक स्थिति निरंतर बिगड़ती जा रही थी। 20 फरवरी, 1947 को ब्रिटिश प्रधानमंत्री एटली ने घोषणा की जून, 1948 से पहले भारत में ब्रिटिश शासन

का अंत हो जाएगा और सत्ता भारतीयों के हाथों में सौंप दी जाएगी। “ब्रिटिश सरकार की सत्ता हस्तांतरण की योजना को कार्यान्वित करने के लिए मार्च, 1947 में लार्ड माउंटबैटन को भारत का नया वायसराय बना कर भारत भेजा गया।”

संत विनोबा भावे जी का व्यक्तित्व एवं कृतित्व

स्वाधीन भारत के आध्यात्मिक संत, सामाजिक एवं आर्थिक विचारक, भूदान आंदोलन के प्रणेता तथा महात्मा गाँधी के अन्यान्य शिष्य विनोबा भावे का जन्म 11 सितम्बर, 1895 को चित्पावन ब्राह्मण परिवार में, महाराष्ट्र के कोलम्बा जनपद के गागोदे गाँव (पेण तहसील, जिला रायगढ़) में हुआ।

विनोबा (विनायक नरहरि भावे) के द्वारा शंभु राव भावे एक धार्मिक प्रवृत्ति के व्यक्ति थे। क्षेत्र में उनकी ख्याति तथा प्रतिष्ठा थी। सन् 1870 में उन्होंने कोटेश्वर मंदिर का निर्माण वाई गाँव में किया था। उन दिनों वे मुस्लिम गायकों को भजन गाने के लिए मंदिर में आमंत्रित करते थे। हरिजनों के लिए विशेष त्यौहारों व पर्वों पर मंदिर के कपाट खोल दिये जाते थे। जिसकी आलोचना कुछ ब्राह्मणों ने खुलकर भी की। किन्तु शंभुराव भी अपनी धुन के पक्के थे। उन्होंने यह निश्चय कर लिया था कि वे एक दिन मानवता के बीच में खड़ी की गई इस नफरत, घृणा की दीवारों को मिटा कर ही छोड़ेंगे।

विनोबा के पिता जी श्री नरहरि भावे बड़ौदा राज्य में सरकारी नौकरी में थे। सन् 1905 में वे अपने परिवार को गागोदा से बड़ौदा (गुजरात) लेकर गये। नरहरि भावे गणित एवं रसायन शास्त्री थे। संगीत में उन्हें रुचि थी। मुसलमान गवैयों के पास उन्होंने संगीत की शिक्षा प्राप्त की और शास्त्रीय संगीत पर पुस्तक भी लिखी। यही कारण था कि विनोबा ने उनसे गणित एवं वैज्ञानिक वृत्ति भी सीखी।

इसके ठीक विपरीत विनोबा की माँ परम भक्त-हृदया थी। उनके मायके का नाम वेणू था। वह घर-गृहस्थी के कार्य में अत्यन्त निपुण थी। उनकी आवाज मधुर होने के साथ वह तन्मय होकर कन्नड़ व मराठी भजन गाती थी। विनोबा को माँ से साक्षात् भक्ति की शिक्षा प्राप्त हुई। विनोबा के तीन अन्य भाई बालकोबा, शिवाजी एवं दत्तात्रेय तथा एक बहन शांति थी। मगर माँ का सर्वाधिक वात्सल्य विनायक को ही मिला भावात्मक स्तर पर विनोबा भी खुद को अपने पिता की अपेक्षा माँ के अत्यन्त करीब पाते थे यही हाल रुक्मिणी बाई का था, तीनों बेटों में विन्या उनके दिल के सर्वाधिक करीब था।

बाल्यकाल में विनोबा को प्यार से ‘विन्या’ कहकर पुकारा जाता था। “उस समय गाँव के लोग, विशेष रूप से ब्राह्मण जो अपने आपको सबसे अधिक शिक्षित समझता

था, यही वर्ग अछूतों से सबसे अधिक नफरत करता था। मगर विनोबा की माताजी तो उस समय भी हरिजनों से सबसे अधिक प्यार करती थीं; वे उनके दुःखों का बहुत ख्याल करती थी। विनोबा की माँ का यह गुरु मंत्र था कि—“जो देता है, वह देव है, और जिसके हाथ से कुछ छूटता ही नहीं वह राक्षस है।”

विनोबा जी के पिता चूँकि उन दिनों सरकारी नौकरी में थे। उनका जीवन भी अत्यन्त परिश्रमी और ईमानदारी से भरा था।

8 वर्ष की आयु में विनोबा जी ने सम्पूर्ण ‘ज्ञानेश्वरी’ पढ़ डाली। उन्होंने संत ज्ञानेश्वर, तुकाराम नामदेव, मोरोपंत व शंकराचार्य के साहित्य का अध्ययन किया। आगे चलकर इनके संदर्भ में 40 हजार श्लोक कंठस्थ कर लिये थे। 10 वर्ष की आयु में विनायक का उपनयन संस्कार हुआ और उसी समय उन्होंने ब्रह्मचर्य का संकल्प लिया।

विनोबा जी अपने परिवार में सबसे बड़े होने के कारण सबसे अधिक जिम्मेदारी महसूस करते थे। सबसे छोटे भाई का नाम दत्तात्रेय था जो बचपन में ही शांत हो गए। बहन एक ही थी जो शादी के कुछ ही दिनों में मृत्यु को प्राप्त हुई। शेष दो भाई बालकोवा जी और शिवाजी ने भी विनोबा जी की भाँति आजीवन ब्रह्मचर्य का पालन किया।

विनोबा भावे ने प्रारंभिक शिक्षा प्राकृतिक वातावरण में अपने ग्राम गागोदे में प्राप्त की थी। इनके स्वभाव में स्वाध्याय की प्रवृत्ति अत्यन्त गहरी एवं गंभीर थी। सन् 1905 में नरहरि भावे अपने परिवार को गागोदा से बड़ौदा लेकर गये। विनोबा को प्राइमरी विद्यालय में प्रविष्ट करा दिया था, जहाँ विनोबा जी ने दो वर्ष तक पढ़ाई की। आगे तीन वर्षों तक विनोबा जी के पिता ने इनको अंग्रेजी तथा गणित आदि की शिक्षा घर पर ही दी थी। सन् 1910 से विनोबा नियमित रूप से विद्यालय जाने लगे थे। विनोबा जी ने पाठ्यक्रम के अध्ययन के साथ ही मराठी संतों के साहित्य को अत्यन्त रुचि से पढ़ा और चिंतन किया था। सन् 1913 में विनोबा ने मैट्रिक की परीक्षा उत्तीर्ण की थी। विनोबा ने उन दोनों का मन रखा इंटर में फ्रेंच को चुना संस्कृत का अध्ययन उन्होंने निजी स्तर पर जारी रखा।

विनोबा ने उस पुस्तकालय को अपना दूसरा ठिकाना बना लिया। विद्यालय से जैसे ही छुट्टी मिलती वे पुस्तकालय में जाकर अध्ययन में डूब जाते फ्रांसीसी साहित्य ने विनोबा का परिचय पश्चिमी देशों में हो रही वैचारिक क्रांति से कराया।

उनका सबसे प्रिय विषय गणित था। इस संदर्भ में उन्होंने स्वयं लिखा है; कि—“भगवान के पश्चात् यदि मुझे कोई चीज सबसे प्रिय है, तो वह गणित है।”

एक दिन इतिहास की क्लास छोड़कर उन्होंने अपने मित्रों के साथ शिवाजी जयंती जंगल में मनायी। दूसरे दिन शिक्षक ने पूछा, क्या शिवाजी जयंती स्कूल में नहीं

मनायी जा सकती थी? विनोबा ने तुरन्त जवाब दिया—स्वातंत्र्यप्रेमी शिवाजी की जयंती गुलामखाने में नहीं मनायी जा सकती। शिक्षक ने जब जुर्माना भरने को कहा तो सबने चार-चार आने निकालकर उनके सामने रखे।

25 मार्च, सन् 1916 को मुम्बई (महाराष्ट्र) में इण्टरमीडिएट की परीक्षा आरंभ होने लगी थी। विनोबा अपने दो मित्रों नेड़ेकर तथा तगासे के साथ बड़ौदा से मुम्बई जाने वाली गाड़ी में चढ़े, लेकिन वे अपने मित्र गोपाल काले को एक पत्र देकर उसी गाड़ी से उतर कर बोले कि यह पत्र, परीक्षा समाप्त होने के पश्चात्, ही डाक घर में डालना, यह पत्र उन्होंने अपने पिता के नाम लिखा था, जिसमें उन्होंने अपने पिता श्री नरहरि भावे को सम्बोधन, करते हुए कहा था कि—पिताजी, मैं परीक्षा देने की बजाय, कहीं और जा रहा हूँ। मैं भले ही कहीं पर जाऊँ, किन्तु आप मुझ पर विश्वास रखें कि मैं कोई भी गलत काम नहीं करूँगा।

4 फरवरी, 1916 को काशी में मदन मोहन मालवीय (महामना) द्वारा स्थापित हिन्दू विश्वविद्यालय के शिलान्यास के अवसर पर राजे महाराजे, सामंतों की उपस्थिति में उस सम्मेलन में गाँधी जी ने ऐतिहासिक भाषण दिया और कहा कि—वक्त पड़ने पर जिन राजा सामंतों की खुशामद स्वयं अंग्रेज भी करते थे जिनके नाम पर काशी विश्वविद्यालय और दूसरी अन्य संस्थाएँ चला करती थी, उन राजा—सामंतों की खुली आलोचना करते हुए गाँधी जी ने कहा कि अपने धन का सदुपयोग राष्ट्र निर्माण के लिए करें उसको गरीबों के कल्याण में लगाएँ उन्होंने आव्हान किया कि वे व्यापक लोकहित में अपने सारे आभूषण दान कर दें। इस समारोह की अध्यक्षता श्रीमती ऐनीबेसेंट ने की थी।

7 जून, 1916 के दिन विनोबा अहमदाबाद स्थित गाँधी जी के 'कोचरब आश्रम' में पहुँचे। विनोबा जब पहली बार गाँधी जी से मिले तो वे सब्जी काट रहे थे। उन्होंने विनोबा को भी सब्जी काटने के लिए कहा। आश्रम में विनोबा को इस तरह कर्मयोग की प्रथम दीक्षा मिली। गाँधी जी में विनोबा ने क्रांति और शांति दोनों का अपूर्व संगम पाया। विनोबा को लगा, यह पुरुष ऐसा है, जो देश की राजनैतिक स्वतंत्रता और आध्यात्मिक विकास दोनों साथ-साथ साधना चाहता है।

14 जनवरी, 1921 को जमनालाल बजाज के आग्रह पर साबरमती के 'सत्याग्रह आश्रम' की शाखा वर्धा में प्रारंभ की गयी थी। 6 अप्रैल, 1921 को विनोबा कुछ विद्यार्थियों के साथ 'सत्याग्रह आश्रम' वर्धा पहुँचे थे। सन् 1923 में विनोबा ने एक मासिक पत्रिका 'महाराष्ट्र धर्म' का प्रकाशन किया। बाद में इस पत्रिका को साप्ताहिक कर दिया गया क्योंकि बीच में विनोबा को 'झण्डा सत्याग्रह आंदोलन' में जेल जाना पड़ा था। इस साप्ताहिक पत्रिका 'महाराष्ट्र धर्म' के 48 पृष्ठों में अधिकतर लेख विनोबा

के होते, जिन्हें उन्होंने 'मधुकर' के नाम से संग्रहित किया है। दिसम्बर, 1928 से मार्च, 1935 तक विनोबा प्रतिदिन सोने के पहले अपने स्फुट विचार 'विचार पोथी' के रूप में संग्रहित कर प्रकाशित करते रहे। दिसम्बर, 1932 को विनोबा वर्धा के निकट नालवाड़ी (हरिजन ग्राम) आश्रम में रहने लगे। वह यहाँ रह कर कई घण्टों अबाध गति से कताई करते रहते थे। यहाँ उन्होंने कताई की गुत्थियों को अपने श्रम से सुलझाया था।

जून, 1947 को विनोबा के पिता सख्त बीमार हो गए थे, वे उनकी माता की मृत्यु के पश्चात्, निरंतर 30 वर्षों से अकेले रह रहे थे। एक आश्चर्य की बात यह थी कि विनोबा को अपने पिता से मिले लगभग 12 वर्ष हो चुके थे। अपने साथियों के कहने पर वे अपने पिता जी की तबीयत देखने धुलिया (धुले-महाराष्ट्र) गए, उनके जाने के ठीक दूसरे दिन ही 29 अक्टूबर, 1947 शरद पूर्णिमा को विनोबा जी के पिता का निधन हुआ तो उन्होंने वेदों के अनुसार उनकी देह पर मिट्टी का अधिकार है, उनकी देह को अग्नि में समर्पित करने के बजाय, मिट्टी में दबाने पर जोर दिया तब तक विनोबा संत विनोबा हो चुके थे। गाँधी जी का उन्हें आशीर्वाद था इसलिए इस बार घर में उन्हीं की बात मानी गई।

गाँधी जी की मृत्यु के पश्चात्, सन्, 1948 में भारत के राष्ट्रपति डॉ. राजेन्द्र प्रसाद की अध्यक्षता में मुख्य रचनात्मक कार्यकर्ताओं, राजनैतिक नेताओं और गाँधी जी के सभी करीबी सहयोगियों की सेवाग्राम में एक सभा हुई। जिसमें 'सर्वोदय समाज' की कल्पना की गई थी। "सर्वोदय का सरल अर्थ है; सबका उदय सबका विकास अर्थात् सबका हित।" विनोबा भावे का धार्मिक दृष्टिकोण अत्यन्त व्यापक था। वह सभी धर्मों को समानता की दृष्टि से देखते और परखते थे। उनका सबसे मुख्य एवं सराहनीय कार्य वर्ष 1955 में भूदान आंदोलन की शुरुआत करना था। वर्ष 1951 में तेलंगाना क्षेत्र के पोचमपल्ली गाँव के दलितों ने विनोबा भावे से उन्हें जीवनयापन करने के लिए भूमि देने की प्रार्थना की थी।

विनोबा भावे पहले ऐसे व्यक्ति थे जिन्हें वर्ष 1958 में 'सामुदायिक नेतृत्व' के क्षेत्र में अहम् एवं महत्वपूर्ण भूमिका निभाने के लिए 'अन्तर्राष्ट्रीय रमन मैगसेसे अवार्ड' प्राप्त हुआ था।

4 नवम्बर, 1982 को विनोबा जी को बुखार आया। उनका इलाज हुआ और 7 नवम्बर तक अच्छी प्रकृति में कुछ सुधार आया। विनोबा प्रायः हास्य में कहा करते थे— "य, र, ल, व। 'य' के बाद 'र' आता है। योगी बनो या फिर रोगी होकर मरना पड़ेगा। मैं तो रोग से मरने वाला नहीं हूँ।" विनोबा जी के आश्रम के सभी लोग समझ चुके थे कि उन्होंने अंतिम यात्रा की तैयारी कर ली है। 4 दिनों के उपवास के पश्चात् भी वे 14 नवम्बर, 1982 तक जागृत व प्रसन्नचित् दिख रहे थे लेकिन उसके बाद यकायक

उनकी नाड़ी धीमी हो गई, रक्तचाप कम हो गया। 15 नवम्बर, 1982 की सुबह 9 : 30 बजे उसकी सांसे थम गई। 'परमधाम' नदी के तट पर विनोबा के शरीर को महादेवी ने, जिसे वे अपनी छोटी बहन कहते थे, उनकी चिता को अग्नि दी। इस प्रकार विनोबा की मृत्यु के साथ ही एक युग का समापन हो गया था। विनोबा भावे के मरणोपरांत वर्ष 1983 में भारत सरकार के सर्वोच्च नागरिक सम्मान 'भारत रत्न' से नवाजा था।

महात्मा गाँधी एवं आचार्य विनोबा भावे के शैक्षणिक विचारों की सार्थकता एवं वर्तमान में उसकी प्रासंगिकता

गाँधी जी के अनुसार—“समस्त शिक्षा वह है जो बालकों की आत्मिक, बौद्धिक और शारीरिक क्षमताओं को उसे बाहर प्रकट करे और उत्तेजित करे।” शरीर, मन और आत्मा जिस विद्या से विकसित और परिपुष्ट हों, वही वास्तविक शिक्षा है। व्यक्ति के शारीरिक, बौद्धिक, नैतिक, आत्मिक, आध्यात्मिक और शास्त्रीय, सभी गुणों का विकास होना चाहिए। शिक्षा का आधार मानव-वृत्ति व उसकी स्वयं की शक्ति होती है। मनुष्य जन्म से नहीं बल्कि आपस में एक दूसरे को देखकर ही शिक्षा प्राप्त कर लेता है और उसके प्रयोग भी करता है।

शिक्षा का उद्देश्य व्यक्ति के जीवन के उद्देश्य पर निर्भर करता है। प्रत्येक व्यक्ति के जीवन का उद्देश्य भिन्न होता है। एक ही व्यक्ति के विभिन्न समय में भिन्न-भिन्न उद्देश्य होते हैं। अतएव सम्पूर्ण समाज के लिए शिक्षा का एक उद्देश्य मान लेना सही नहीं हो सकता। शिक्षा व्यक्ति के विचार साम्य को दृढ़ करती है, जिससे मानव-समाज सभ्य कहलाता है और उसमें एकता बनी रहती है। जर्मनी के **प्रसिद्ध शिक्षा शास्त्री हरवर्ट** के अनुसार शिक्षा का उद्देश्य चरित्र संघटन है। अरस्तू ने “मनुष्य में दो प्रवृत्तियाँ देखीं, एक तीक्ष्ण अथवा पाशविक और दूसरी बौद्धिक तथा मानसिक।”

महात्मा गाँधी शिक्षा का एकमात्र उद्देश्य मानव-जीवन का सर्वतो मुखी विकास मानते थे। उन्होंने शिक्षा का उद्देश्य निर्धारित करते हुए लिखा—“शिक्षा से मेरा तात्पर्य है—शिशु एवं मानव के शरीर, मन में निहित सर्वश्रेष्ठ तत्वों का विकास।” स्पष्ट शब्दों में—शिक्षा से मेरा तात्पर्य है—बालक और व्यक्ति के शरीर, मस्तिष्क और आत्मा में पाए जाने वाले सर्वोत्तम गुणों का चतुर्मुखी विकास।

गाँधी जी के विचार से मनुष्य जीवन का अंतिम ध्येय मोक्ष है। “मुक्ति का इन्होंने अत्यन्त विस्तृत ढंग से परिभाषित किया गया है। ये प्रथम शारीरिक, मानसिक, आर्थिक और राजनैतिक मुक्ति की बात करते थे और फिर आत्मिक मुक्ति की।”

गाँधी जी तो अनेक बार बचपन के महत्त्व तथा पूर्व-बुनियादी शिक्षा के महत्त्व को बतलाते रहे हैं। नई तालीम के 'आठ सालों का सम्पूर्ण शिक्षा-क्रम' में लिखा है, 'नई तालीम यह मानती है कि शिक्षा की इमारत अगर पक्की करनी है, तो नींव गहरी होनी चाहिए। घर, स्कूल और गाँव के बच्चे के शरीर और श्रम का सर्वांगीण विकास नागरिकता की पहली तैयारी है। गाँधी जी ने बुनियादी शिक्षा में योग और तप को भी प्राधान्य दिया तथा उसे शिक्षा का आधार बनाया था, यही आधार आगे चलकर नैतिक शिक्षा के रूप में विद्यालयों में पढ़ाया जाने लगा है।'

इस पूर्व-बुनियादी तालीम के कार्यक्रम में बच्चों का शारीरिक पोषण, तन्दुरुस्ती की देखभाल, व्यक्तिगत और सामाजिक सफाई तथा आरोग्य, अपना काम खुद करने की आदतें, सामाजिक तालीम, काम और खेल की सृजनात्मक एवं रचनात्मक प्रवृत्तियाँ, भाषा, कला और संगीत में आतम-प्रकटन, सादा हिसाब और प्रकृति-निरीक्षण आदि बच्चों की जिन्दगी से संबंध रखने वाली सभी बातें शामिल हैं। बुनियादी शिक्षा 7 वर्ष से 14 वर्ष तक देने की सिफारिश जाकिर हुसैन-समिति ने की थी। पर, प्रयोगों के बाद हिन्दुस्तानी तालीम सघ ने इसकी अवधि 8 वर्षों की कर दी। अब सामान्यतः इसका शिक्षाकाल 8 वर्षों का ही माना जाता है। बुनियादी शिक्षा के सम्पूर्ण पाठ्यक्रम को 8 वर्षों में विभक्त किया गया है तथा प्रत्येक भाग एक-एक कक्षा में पढ़ाया जाता है।

बुनियादी शिक्षा के प्रणेताओं ने बुनियादी शिक्षा का प्रमुख रूप से 7 वर्ष से 14 वर्ष तक की आयु की शिक्षा का माना है। इसके बाद की शिक्षा चूँकि राष्ट्र की सभी बालक-बालिकाओं के लिए आवश्यक न रहेगी तथा इस आयु के कुल बालकों में केवल कुछ ही उत्तर-बुनियादी शिक्षा से लाभ उठाएँगे, अतः इस शिक्षा का भार उन्होंने निजी प्रयासों पर छोड़ने की सिफारिश की। बुनियादी शिक्षा केवल बालकों की शिक्षा तक ही सीमित नहीं है। वह समाज के प्रौढ़ सदस्यों की शिक्षा को भी आवश्यक तथा उपयोगी मानती है, पर बुनियादी शिक्षा प्रौढ़ शिक्षा को केवल साक्षरता तक ही सीमित नहीं मानती। साक्षरता तो उनके ज्ञानवर्धन का एक साधन बन सकती है, साध्य नहीं।

गाँधी जी ने समाज को बुनियादी पाठ्यक्रम से जोड़ने और एक ज्ञान ज्योति दिखाने का मार्ग प्रशस्त किया है। यह नयी शिक्षा पद्धति नहीं बल्कि पूर्व पद्धति को एक नवीनता देने की कोशिश की है।

गाँधी जी ने किसी भी ज्ञान अथवा कौशल को, जहाँ तक संभव हो, खुद करके खुद के अनुभव से सीखने पर जोर दिया। आज की खेल प्रणाली और प्रयोग प्रणाली अपने आप में क्रिया विधियाँ ही हैं। गाँधी जी कला, संगीत और हस्त कौशलों की शिक्षा के लिए इन प्रणालियों के प्रयोग पर जोर देते थे।

शिक्षा की अन्य पद्धतियों के समान ही बुनियादी शिक्षा में भी शिक्षक के अनुकरण तथा सम्पर्क द्वारा बालक के व्यक्तित्व की कल्पना की गई है। प्रातःकाल की प्रार्थना से रात्रि तक, विद्यार्थियों के समस्त कार्य-कलाप शिक्षकों के साथ ही होते हैं। व्यक्तिगत तथा सामूहिक सफाई-योजना बनाना, समवाय करना, प्रकृति तथा समाज से आवश्यकतानुसार परिचित होना, इन समस्त क्रियाओं का संचालन शिक्षक की अवधानता में ही विद्यार्थी सम्पन्न करते हैं। बुनियादी शिक्षा-पद्धति में संलग्न शिक्षक तभी सफल होंगे, जब मनोवैज्ञानिक एवं वैज्ञानिक समस्त पद्धतियों एवं साधनों के उचित प्रयोग में उनका मस्तिष्क प्रशिक्षित होगा और इस कार्य के लिए उन्हें प्रशिक्षण संस्थाओं की शरण लेनी पड़ेगी।

गाँधी जी शिक्षक को बालक का मित्र, पथ-प्रदर्शक एवं परामर्शदाता मानते थे। शिक्षक को मैत्रीपूर्ण ढंग से बालक के मनोभावों का अध्ययन करना चाहिए और बालक की सभी समस्याओं को हल करने हेतु पथ-प्रदर्शक के रूप में परामर्श देना चाहिए।

गाँधी जी के समान ही विनोबा जी का विश्वास था कि प्राचीन काल में शिक्षा का पर्याप्त प्रसार था। वर्तमान में शिक्षा का विज्ञान से समन्वय संबंध है। वर्तमान में गाँधी ने शिक्षा में गुणात्मक परिवर्तन का सद्प्रयास किया था तथा वर्तमान शिक्षण पद्धति की आलोचना की थी और कहा था कि-आज की विचित्र शिक्षण पद्धति के कारण जीवन के दो टुकड़े हो जाते हैं। आयु के पहले 15-20 बरसों में आदमी जीने के झंझट में न पड़कर, सिर्फ शिक्षा को प्राप्त करे और बाद में शिक्षण को बस्ते में लपेटकर रखकर मरने तक जिये। यह रीति प्रकृति की योजना के विरुद्ध है।

विनोबा की दृष्टि में शिक्षा का अर्थ है-बालक के व्यक्तित्व का सम्पूर्ण विकास और यह केवल पुस्तकीय ज्ञान द्वारा ही संभव नहीं है। शिक्षा की सार्थकता तो शिक्षार्थी के व्यवहारिक आचरण में झलकनी आवश्यक है। यदि बालक का स्व अनुशासित, शालीन एवं उत्तरदायित्वपूर्ण आचरण में परिलक्षित नहीं होता है, तो शिक्षा-दीक्षा ही कहीं दोषपूर्ण एवं अव्यवहारिक होगी। उल्लेखनीय है कि एक बार भारत सरकार द्वारा एक सांस्कृतिक मण्डल यूरोप में सांस्कृतिक एवं शैक्षणिक भ्रमण के लिए भेजा गया था। आपसी वार्ता के दौरान भारतीय सांस्कृतिक मण्डल से एक विदेशी पत्रकार ने प्रश्न किया-आपके भारत देश की महत्वपूर्ण समस्या क्या है? इस संदर्भ में भारत के प्रतिनिधि मण्डल के नेता श्री प्रेमनारायण माथुर जो कि प्रख्यात शिक्षाविद् तथा तत्कालीन राजस्थान सरकार में शिक्षा मंत्री का जबाव था कि-हमें हमारे भारत देश में तथाकथित अक्षर ज्ञानी लोगों को शिक्षित करने की चुनौती का सामना करते हुए, शिक्षा का प्रचार-प्रसार करना है।

वस्तुतः शिक्षित व्यक्ति तो एक उत्तरदायित्वपूर्ण एवं मग्नशील व्यक्ति होता है, जिसे सत्य एवं असत्य की पहचान हो और साथ ही उचित एवं अनुचित का समुचित ज्ञान हो वही शिक्षित कहलाने योग्य होता है। शिक्षा के संदर्भ में संत विनोबा ने कहा था कि—नयी तालीम आज की समाज रचना कायम रखकर नहीं दी जा सकती। आज की समाज रचना के साथ नयी तालीम का पूरा विरोध है। नयी तालीम तो नये समाज का ही निर्माण करेगी। विनोबा भावे, गाँधी-विचार के व्यापक प्रसार की आकांक्षा और आग्रह से आक्रांत थे। गाँधी-विचार और गाँधी कार्य शैली विशेष की जानकारी जनता तक नहीं पहुँची है। इसके लिए विनोबा ने लोक शिक्षण का अनुभव किया था।

शिक्षा के लक्ष्य एवं उद्देश्य को प्राप्त करने के लिए संत विनोबा भावे ने समाज के व्यापक क्षेत्र में प्रवेश कर लोक शिक्षण का अद्भुत तथा अद्वितीय कार्य किया था। विनोबा चल विश्वविद्यालय के रूप में बने थे। उनकी यह मान्यता थी कि—हिंसक क्रांति सिर उड़ा देने से होती है और अहिंसक क्रांति सिर बदलने से होती है। यदि लोक शिक्षण के माध्यम से विचार परिवर्तन हो जाये, तो अहिंसक क्रांति संपन्न हो सकती है।

अक्टूबर, 1937 में गाँधी जी के सानिध्य में एवं जामिया मिलियाँ, दिल्ली के प्राचार्य डॉ. जाकिर हुसैन की अध्यक्षता में “स्वावलम्बी पद्धति” पर विचार करने के लिए एक परिषद का आयोजन हुआ। इस परिषद में आचार्य विनोबा को विशेषज्ञ के रूप में सम्मिलित किया गया।

आचार्य विनोबा भावे जी ने शिक्षा के क्षेत्र में स्वावलम्बन पर भी बल दिया। स्वावलम्बन के आधार पर आचार्य भावे ने विद्यार्थियों को अपनी आजीविका चलाने और दूसरों को मार्गदर्शन करने के तरीके भी बताये। उनका कहना था कि मनुष्य के जीवन में कई तरह के संघर्ष आते हैं जिससे वह सीखता है। उन्होंने हस्तशिल्प के कार्य को करने पर भी जोर दिया। वर्धा आश्रम में रहते हुये उन्होंने “ग्रामोन्मुखी शिक्षा और कौटुम्बिक पाठशाला को सर्वोपरि माना। वे कहते थे कि शिक्षा का ज्ञान और कर्म का समन्वय होना चाहिए। वे इस बात पर भी अडिग थे कि शिक्षा में लिंग भेद नहीं हो, वे स्त्री शिक्षा के प्रबल समर्थक थे। उन्होंने शिक्षा में केवल पद्धति, परिशेष पद्धति, समुच्चय पद्धति, संयोजन पद्धति और समवाय पद्धति की कार्य योजना पर भी बल दिया। उनका कहना था कि शिक्षा की पद्धति से जनता शिक्षित हो, उनकी आजीविका चले और वे अपने बच्चों को सही रास्ता दिखा सकें।”

आचार्य भावे की मान्यता थी कि—“हमें अब पुरानी शिक्षा पद्धति को हटाकर उसके स्थान पर अपनी जरूरतों और काम के लायक नयी पद्धति शुरू कर देनी चाहिए। मुझे परवाह नहीं होगी। यदि देश की सारी शालाएँ साल दो साल के लिए एक दम बंद कर दी जायें। परंतु स्वतंत्र भारत में शिक्षा ऐसी होनी चाहिए, जो विद्यार्थियों

में परिश्रम के प्रति आदर की भावना पैदा करके उन्हें अपने पैरों पर खड़ा होने लायक बना सके।”

आचार्य विनोबा भावे के वर्धा के सत्याग्रह आश्रम का मुख्य उद्देश्य, देश सेवकों का निर्माण करना था। आश्रम में कार्यकर्ताओं को इसी बात की शिक्षा देकर, उनका मन देशभक्ति की ओर अग्रसर किया जाता था। विनोबा ने इसी उद्देश्य की पूर्ति के लिए ‘एकादश व्रतों’ के पालन पर विशेष जोर दिया। इन व्रतों को उन्होंने श्लोकबद्ध किया और समीव्रत दो श्लोक में समाहित हो गये जो इस प्रकार से हैं—

“अहिंसा, सत्य, अस्तेय, ब्रह्मचर्य, असंग्रह

शरीर श्रम, अस्वाद, सर्वत्र मय वर्जन॥

सर्वधर्मी, समानत्व, स्वदेशी, स्पर्श भावना।

ही एकादश सेवावी, नम्रेत व्रत निश्चये।”

अर्थात्, उक्त श्लोक में यह कहा गया था कि—अहिंसा, सत्य, अस्तेय (चोरी न करना), ब्रह्मचर्य, अपरिग्रह, शारीरिक श्रम, अस्वाद, अभय, सर्वधर्मों के प्रति समानता, स्वदेशी और अस्पृश्यता निवारण—इन ग्यारह व्रतों का सेवन नम्रतापूर्वक पूर्ण निश्चय से करना चाहिए।

महात्मा गाँधी जी के अनुसार—मैं भारत के लिए अनिवार्य और निःशुल्क प्राथमिक शिक्षा के सिद्धांत का दृढ़ समर्थक हूँ। यह उद्देश्य तभी प्राप्त किया जा सकता है, जब हम हर बच्चे को एक उपयोगी व्यवसाय सिखाएँ और उसका उपयोग उसका शारीरिक, मानसिक तथा आध्यात्मिक क्षमताओं को विकसित करने में करें। इसे दूसरे शब्दों में यूँ कह सकते हैं कि एक बच्चे के शारीरिक अंगों का बेहतर इस्तेमाल ही उसके मस्तिष्क के विकास की कुंजी है।

गाँधी जी पुस्तकीय ज्ञान की अपेक्षा व्यावहारिक शिक्षा के अधिक पक्षधर थे—पुस्तकों की मदद से मुझे जो सिखाया गया था, वह मुझे बहुत कम याद रहा है, पर जो मुँह से सिखाया था, उसका स्मरण आज भी बना हुआ है। बालक आँखों से जितना ग्रहण करते हैं उसकी अपेक्षा कानों से सुनी हुई बात को वे थोड़े से ही परिश्रम से बहुत अधिक मात्रा में ग्रहण कर सकते हैं।

31 जुलाई, 1937 में गाँधी जी ने अपने पत्र ‘हरिजन’ में लिखा था—राष्ट्र के रूप में हम शिक्षा में इतने पिछड़े हुए हैं कि यदि हमने शिक्षा का यह कार्यक्रम धन पर आधारित किया तो इस राष्ट्र के प्रति, शिक्षा के प्रति अपने कर्तव्य को इस पीढ़ी में एक निश्चित समय में पूर्ण करने की आशा नहीं कर सकते हैं। इस संदर्भ में उनका कहना था—शिक्षा से मेरा अभिप्राय है—व्यक्ति को सम्पूर्ण शारीरिक, मानसिक एवं आध्यात्मिक

शक्तियों का सर्वांगीण विकास करना है। साक्षरता न शिक्षा का प्रारम्भ है और न अंत। वह तो साधनों में से एक है जिससे स्त्री और पुरुष को शिक्षित किया जाता है।

गाँधी जी बच्चों की शिक्षा के अतिरिक्त प्रौढ़ शिक्षा पर भी जोर देते थे क्योंकि यदि बच्चों पर ही शिक्षा रोक दी जाए तो प्रगति में कमी आ जायेगी। इसलिए वह प्रौढ़ों को भी साक्षर बनाना चाहते थे वे कहते थे—“साक्षरता प्रगति की कुंजी है।” इसलिए पढ़ना व लिखना व्यक्ति की सेवा का आवश्यक अंग है, क्योंकि उससे व्यक्ति विकास की ओर अग्रसर होता है।

गाँधी जी के समान वह सामाजिक एवं आर्थिक क्रांति के लिए शिक्षा को प्रभावशाली साधन मानते थे। वे शिक्षा में सत्य व अहिंसा की भावना को अनुप्रमाणित करना चाहते थे। उन्होंने बेसिक शिक्षा का कार्य अपने हाथ में लिया। उन्होंने आधुनिक शिक्षा प्रणाली की तीव्र आलोचना की है। वे इसे केवल पुस्तकीय तथा जीवन से असंबन्धित मानते हैं।

इस नई प्रारंभिक शिक्षा का नामकरण ‘नई तालीम’ और ‘बुनियादी शिक्षा’ के रूप में हुआ। विनोबा ने इसका वास्तविक प्रारंभिक प्रयोग साबरमती और वर्धा के सत्याग्रह आश्रम में किया। नई तालीम में ज्ञान और काम सम्मिलित रूप से पेश किये गए। काम से ज्ञान मिलता है और ज्ञान से उपयोगी काम और दोनों के योग से बुद्धि का विकास।

काका कालेलकर ने कहा है—विनोबा जी समाज के पुनर्निर्माण की गाँधीवादी तकनीक और जीवन के गाँधीवादी तरीके के उच्चतम स्वरूप को प्रतिबिम्बित करते हैं। **आचार्य कृपलानी** विनोबा जी को गाँधीवादी दर्शन का महान व्याख्याकार मानते थे।

महादेवी देसाई के शब्दों में—गाँधी जी के व्यक्तित्व की विभिन्न विशेषताएँ न्यूनाधिक रूप में उनके सभी प्रमुख शिष्यों में मिलती हैं, परन्तु विनोबा जी में दो गुण विशेष रूप से परिलक्षित होते हैं, निर्णय लेने के साथ ही उसे कार्य रूप में परिणित करना एवं सतत् विकासशील रहना। जो गाँधी जी के अधिकांश अन्य शिष्यों से विनोबा जी को विशिष्टता प्रदान करते हैं। उपरोक्त दोनों महान शिक्षाविदों के शैक्षणिक विचार बदलते भारत में आज भी प्रासंगिक है।

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स्वामी विवेकानंद

—नधीरा शिवंति

वास्तव में, जब-जब आध्यात्मिक, धार्मिक मूल्यों का अधोपतन, चारित्रिक और नैतिक सिद्धांतों का हास हुआ है महान् द्रष्टा, संत, समाज-सुधारक विचक्षण और आध्यात्मिकता के उद्बोधक निरंतर हिंदुस्तान में आविर्भूत होते रहते हैं।

इतना ही नहीं, जनमानस की जीवन-पद्धति को शक्तिशाली बनाने, उसका पुनरुद्धार करने, आध्यात्मिक मूल्यों की पुनर्स्थापना करने और सनातन धर्म के चिरंतन सिद्धांतों के प्रचार करने के निमित्त अपने मस्तिष्क तथा अपनी शक्ति को न्योछावर करते रहे हैं।

उत्थान-पतन के दीर्घकालीन इतिहास में संभवतः हिंदुस्तान का इतना संकटपूर्ण समय कभी नहीं रहा। जितना कि उन्नीसवीं शताब्दी का उत्तरार्द्ध रहा था। अठारहवीं शताब्दी के मुस्लिम आधिपत्य से उत्पीड़ित और उच्छेदित हिंदुस्तानी समाज और अन्य विदेशी मजहब ईसाइयत के तूफान में बहने लगा था।

हिंदुस्तान अंग्रेजी साम्राज्य का कंगाल और दयनीय गुलाम बनकर रह गया था। अंग्रेजी शिक्षा के जादू से संज्ञा शून्य-सा हुआ हिंदुस्तान का तरुण वर्ग वेद उपनिषदों और पुराणों की तीव्र भर्त्सना करने लगा था। इन ग्रंथों को फूहड़ अंध-विश्वासों का भंडार, अंधी श्रद्धाओं का पुलिंदा, कूड़ा-कचरा तथा शब्दाडंबरपूर्ण दंत-कथाएँ समझने लगा था।

उदात्त हिंदू धर्म में भी अनेक वीभत्स प्रथाएँ प्रचलित थीं। भोली-भाली जनता कतिपय धूर्त पुजारियों के व्यर्थ बकवास और सतही कर्मकांडों के सम्मुख नत-मस्तक थी। कुल मिलाकर आध्यात्मिक और नैतिक मूल्यों की आधारशिला चरमराकर टूटने की स्थिति में आ चुकी थी।

संक्रमण की ऐसी स्थिति में बंगाल में अपनी समस्त आभा के साथ आध्यात्मिकता के एक देदीप्यमान सूर्य का उदय हुआ। जिसका नाम था—‘स्वामी विवेकानंद’। उस सूर्य ने चिरकालीन सुसुप्त जनता में जन-जागरण का शंख हूँका था, फलतः उद्भूत राष्ट्रोत्थान के युग का सूत्रपात हुआ।

स्वामी विवेकानंद का जन्म 12 जनवरी, 1863 को ख्याति प्राप्त दत्त परिवार में हुआ था। पिता विश्वनाथ दत्त उच्च न्यायालय में वकील थे। वे संस्कृत, फारसी और कानून के विद्वान थे। माता भुवनेश्वरी देवी धर्म-परायणा गृहिणी थी।

बचपन में नरेंद्र दत्त के नाम से चर्चित विवेकानंद प्रशांत, प्रगतिशील, अत्यंत भावुक और धार्मिक विचारों के किशोर थे। नवोत्साह से परिपूरित नरेंद्र तीक्षा मेधा, सिंह-सदृश और तार्किक दृष्टिकोण वाले, अनीश्वरवादी युवा के रूप में विकसित होते गए।

उनकी प्रज्ञा किसी भी तथ्य को बिना ठोस प्रमाण के स्वीकार ही नहीं करती थी। ईश्वर के अस्तित्व का प्रश्न उन्हें विकल करने लगा और मैं उसकी खोज में यहाँ-वहाँ भटकने लगे। उस अधीर युवक को तत्कालीन सामाजिक और धार्मिक आंदोलन 'ब्रह्म समाज' में शांति मिलने लगी, परंतु 'ईश्वर के अस्तित्व के प्रश्न' का वहाँ भी कोई संतोषजनक उत्तर न मिल पाया।

उनके जीवन में उस समय एक मोड़ आया, जब एक दिन स्कॉटिश क्रिश्चियन कॉलेज के एक अध्यापक ने 'दी एक्सकर्शन' नामक कविता पढ़ाते हुए बताया कि प्रकृति के मुखर कवि विलियम वर्ड्सवर्थ की कविता में वर्णित आनंदानुभूति तभी प्राप्त की जा सकती है। जब मन पवित्र हो और विक्षोभ उत्तेजना से मुक्त हो।

उन्होंने यह भी बताया—"मैं इस प्रकार के एक प्रज्ञा पुरुष को जानता हूँ। जिनको यह धन्य-स्थिति प्राप्त है।" वे हैं—'दक्षिणेश्वर के रामकृष्ण परमहंस'। हिंदुस्तान के इतिहास में युगांतकारी घटना तब घटी जब जिज्ञासु नरेंद्र, रामकृष्ण परमहंस के पास पहुँचे। उनसे पूछा, "आपने परमेश्वर को देखा है?"

रामकृष्ण परमहंस, जिनको ईश्वर की अनुकंपा से सिद्धि प्राप्ति हो चुकी थी। अतिशय सहजता के साथ मुसकराते हुए बोले "हाँ-हाँ मैंने उसे वैसे ही हाड़-मांस के शरीर में देखा है। जैसे मैं तुम्हें देख रहा हूँ।" हिंदुस्तानी संस्कृति के शिखर रामकृष्ण परमहंस के इस स्वीकारात्मक उत्तर ने उस उत्साही तरुण की समस्त शंकाओं का समाधान कर दिया। यहीं से नरेंद्र की आध्यात्मिक साधना की यात्रा का एक ऐसा प्रशिक्षण आरंभ होता है। जिसके कारण वे पाश्चात्य जगत में सनातन-धर्म का संदेश पहुँचाने के लिए रामकृष्ण के 'उपकरण' बने।

इस महान गुरु ने नरेंद्र को मानसिक असंतोष से निकालकर उसके आध्यात्मिक आनंद का मार्ग प्रशस्त किया। महासमाधि की अवस्था तक पहुँचने के पूर्व रामकृष्ण ने अपनी समस्त आत्मिक शक्तियों को नरेंद्र के अंदर प्रविष्ट करा दिया, ताकि वह महत्त कार्यों का संपादन कर सके और यहीं से नरेंद्र की परिणति 'विवेकानंद' के रूप में हो गई।

गुरु के निधन से उत्पन्न आघात और पीड़ा पर नियंत्रण पाकर विवेकानंद ने अपने गुरु भाइयों को संयम और आध्यात्मपूर्ण जीवन-यापन करने के लिए प्रेरित

किया। आदि शंकराचार्य के समान उन्होंने परब्राह्मण के रूप में भारत के उत्तर में अवस्थित दिव्य हिमालय से तीन महासागरों के समागम स्थल तथा माँ भारती के चरणकमल कन्याकुमारी के नैसर्गिक सौंदर्य को देखकर भाव-विभोर और तन्मय हो उठे।

वहाँ के मुख्य पूजा स्थल 'कुमारी देवी' की प्रतिमा के सम्मुख आनंदातिरेक में वे साष्टांग प्रणाम की मुद्रा में लेट जाते। एक दिन विवेकानंद सागर में लगभग 200 मीटर की दूरी पर खड़ी चट्टान तक तैरकर चले गए। वहीं पर वे सारी रात समाधिस्थ रहे। उन्होंने हिंदुस्तान के भूत, वर्तमान एवं भविष्य का मनन किया।

उनकी कल्पना प्राचीन हिंदुस्तान के अद्भुत गौरव का विशाल चित्र लिये अपनी भव्यता के साथ प्रकट हुई। उसी समय उनके हृदय में लाखों भोले-भाले हिंदुस्तानियों की वेदना और कष्टों का दृश्य साक्षात् हो गया। द्रष्टा की सूक्ष्म अंतर्दृष्टि से वे इस तथ्य को देखने में सफल हो गए कि हिंदुस्तान गरिमा के शिखर से पतन के गर्त में क्योंकर आ गिरा।

इस शुभ स्थान पर उन्हें अपने जीवन-उद्देश्य की अनुभूति हुई कि मेरा मुख्य उद्देश्य है। 'वेदांत' का दुनिया के कोने-कोने में प्रचार-प्रसार करना। इस बोध ने एक संन्यासी को एक ऐसे महान् दार्शनिक के रूप में बदल दिया जो दुनिया में बहुत कम ही पैदा होते हैं।

राष्ट्र-निर्माता 'हिंदू धर्म' के महान् प्रचारक और हिंदुस्तान के चिंतक तथा आध्यात्मिक चेतना-प्रहरी के रूप में उनका जीवन प्रारंभ हो गया। इस दिव्य स्थान पर उनका भव्य स्मारक उस 'आध्यात्मिक शक्ति' और 'अपराजेय आस्था' का दार्शनिक प्रतीक बन गया, जिसका 'स्वामी विवेकानंद' के रूप में मानवीकरण हो गया है।

स्वामी विवेकानंद कन्याकुमारी से मद्रास आए और अपने अनुयायियों तथा मित्रों के आग्रह पर सितंबर, सन् 1893 में शिकागो (अमेरिका) में आयोजित 'सर्वधर्म सम्मेलन' में भाग लेने के लिए अमेरिका रवाना हो गए। हिंदुस्तान के इतिहास में वह एक अविस्मरणीय घटना थी, जब उन्होंने श्रोताओं के समक्ष हिंदुस्तान की महिमा और वेदांत की महत्ता का वर्णन किया।

हिंदुस्तान का सम्मान सागर की गहराइयों से उठकर हिमालय की ऊँचाइयों तक उन्नत हो गया। उस सम्मेलन में जब उन्होंने अपनी व्याख्यान से पूर्व मेरे प्रिय भाइयों और बहिनों का संबोधन किया। तब धर्मसभा में बैठे अपार विद्वान समूह ने करतल ध्वनि से उनका हार्दिक अभिनंदन किया।

प्रभावी व्यक्तित्व

स्वस्थ शरीर, अनुनादित वाणी और ओजमय बार-धारा ने उपस्थित सभ्यजनों को मंत्रमुग्ध कर दिया। अमेरिका का भ्रमण कर उन्होंने हिंदू-धर्म के विविध पहलुओं को उजागर किया। रोमा-रोलों ने उन्हें 'मंच-महारथी' का सम्मान देकर आदर प्रकट किया।

उन्होंने स्वामी विवेकानंद को 'दैविक अधिकार से वक्ता, अपनी जाति का आदर्श प्रतिनिधि, अंग्रेजी भाषा का पूर्ण ज्ञाता और धर्म सम्मेलन का चमत्कार' कहकर पुकारा। स्वामी विवेकानंद ने यूरोप का भी भ्रमण कर पाश्चात्य-संसार में 'वेदांत' को लोकप्रिय बनाया। उनके द्वारा हिंदू-धर्म की सर्वमान्य व्याख्या से प्रभावित होकर एक आयरिश कन्या 'मार्गरेट नोबल' उनकी शिष्य बन गई जो बाद में 'भगिनी निवेदिता' के रूप में प्रतिष्ठित हुई।

सन् 1896 में हिंदुस्तान की वापसी पर विवेकानंद ने अपने-आपको जड़ता और भाव-शून्यता में डूबी जनता को जगाने के लिए समर्पित कर दिया। वह तेजस्वी साधु हिंदुस्तानियों में व्याप्त सर्वथा अज्ञान, महान दरिद्रता, अंध-विश्वासों और अन्य सहस्रों प्रकार की सामाजिक कुटिलताओं को देख तड़प उठे।

उन्होंने सभी हिंदुस्तानियों से अज्ञानी हिंदुस्तानियों, अकिंचन हिंदुस्तानियों और अछूत हिंदुस्तानियों को भी अपने सगे भाइयों के समान समझने का अनुरोध किया। आध्यात्मिकता के समर्थक होते हुए भी, उन्होंने अनुभव किया कि बिना भौतिक प्रगति किए हिंदुस्तान शक्ति के चरम बिंदु पर नहीं पहुँच सकता।

स्वामी विवेकानंद का धर्म शक्ति और विश्वास का धर्म है। उन्होंने दुर्बलता को 'मृत्यु' और 'शाश्वत जीवन' की संज्ञा दी है। भारत की युवा शक्ति को, लोहे की मांस पेशियाँ फौलाद की नसें और भीम काय इच्छा शक्ति, जिसको कोई रोक न सके, इसके रूप में विकास करने का आह्वान किया।

उन्होंने अंग-अंग में शक्ति-अवयव संपूरित करते हुए कहा था, "देश को योद्धाओं की आवश्यकता है। योद्धा बनो! चट्टान की भाँति डट जाओ। हिंदुस्तान को चाहिए कि एक विद्युतोत्पन्न ज्वाला, जो राष्ट्र की नसों में नवचेतना फूँक दे!"

स्वामी विवेकानंद बाह्य संस्कार-युग के विरुद्ध एक तीव्र प्रतिवाद के रूप में खड़े थे। कौन कहेगा कि इस प्रतिपाद की आवश्यकता नहीं थी। जिसका प्रतिवाद किया जाता है। उसके संबंध में व्यक्ति विशेष रूप से सचेत रहता है।

इस दृष्टि से ब्रह्म-युग के संबंध में विवेकानंद विशेष रूप से सतर्क थे। इसलिए एक ओर राजा राममोहन राय, विद्यासागर और केशवचंद्र सेन के संस्कार का प्रभाव

तथा प्रतिकार, जिस प्रकार उनमें देखा गया, उसी प्रकार दूसरी ओर बंकिम और भूदेव की चिंतन-धारा भी साहित्य के द्वारा उनमें समाविष्ट हुई है। परंतु साथ ही सभी दृष्टियों से उनका व्यक्तित्व और स्वातंत्र्य नितांत प्रखर रूप में विकसित हुआ। एक अनुपम भाष्कर अपनी दीप्ति से इतिहास को आलोकित कर गया।

रामकृष्ण परमहंस के प्रमुख शिष्यों में स्वामी विवेकानंद विशेष रूप से उल्लेखनीय हैं। उनके समाधिस्थ होने के बाद स्वामी विवेकानंद ने अपने कुछ शिष्यों को एकत्र कर भातृ-भाव की आधारशिला पर संन्यासियों के संघ का निर्माण किया।

उनका यह संघ पहले वाराह नगर में था, फिर आलम बाजार में स्थानांतरित हुआ, तदुपरांत बेलूर पहुँचा। इन स्थानों को केंद्र बनाकर मठ के संन्यासी हिंदुस्तान के एक छोर से दूसरे छोर तक भ्रमण करते रहे। 20 जून, 1899 को पुनः स्वामी विवेकानंद स्वामी तुरीयानंद और भगिनी निवेदिता को साथ लेकर विश्व-भ्रमण पर निकल पड़े। जुलाई में उन्होंने लंदन, न्यूयॉर्क तथा अन्य स्थानों पर व्याख्यान दिए और वेदांत-केंद्र स्थापित किए।

स्वामी विवेकानंद को अपनी मृत्यु का पूर्वाभास हो चुका था, तभी उन्होंने कहा था, “मेरी नौका उस शांत बंदरगाह के समीप पहुँच रही है, जहाँ से वह फिर कभी वापस नहीं आएगी।” अंतिम प्रवास के रूप में उनका पड़ाव पेरिस रहा। पेरिस में आयोजित ‘धर्म इतिहास-सभा’ में भाग लेने के उपरांत 1 अगस्त, 1900 को वे स्वदेश लौट आए।

9 दिसंबर, 1900 को बेलूर मठ में उनके अकस्मात् आगमन से उनके शिष्यों को सुखद आश्चर्य हुआ। बेलूर मठ की समस्त संपत्ति उन्होंने अपने गुरु भाइयों के नाम हस्तांतरित कर दी थी। 4 जुलाई, 1902 को वे असाधारण रूप में पूर्वाहन 8 से 11 बजे तक ध्यान मग्न रहे।

तृतीय प्रहर तक अपने गुरु, भाइयों और शिष्यों को अपनी योजनाओं से अवगत कराया। संध्याकाल अपने कक्ष में जाकर एक घंटा ध्यानस्थ रहे और लेटकर दो गहरे श्वास लेने के बाद चिर-शांति में लीन हो गए। यह बहुत ही कम लोग जानते हैं कि महान् दार्शनिक, मनीषी और देशभक्त स्वामी विवेकानंद, जिन्होंने पाश्चात्य जगत् में हिंदू धर्म को लोकप्रिय बनाया; हिंदुस्तान के लब्ध-प्रतिष्ठ संत-कवि कबीर और गुरुनानक की कोटि के सर्वश्रेष्ठ कवि भी थे।

यद्यपि उनकी रचित कविताएँ गीत और भक्ति के श्लोक संख्या में बहुत कम हैं। तथापि वे अत्यंत प्रिय हैं। उनकी कविताएँ सीधे-सहज रूप में आध्यात्मिक परमानंद और रहस्यवादी अनुभूतियों की प्रवाह हैं। अतः यह कह पाना सचमुच कठिन है कि

उनमें कौनसा पक्ष, 'काव्य पक्ष' अथवा 'आध्यात्मिक पक्ष' प्रबल है। लयबद्ध भाषा की चेतनशील शोभा और तेजस्विता के गुण ने उनकी कविताओं को और आकर्षक बनाया है। चूँकि वे एक अवर्णनीय परमानंद और प्रशांत क्षणों में रची गई थीं।

अतः उनकी कविताएँ सौंदर्यशास्त्र की तीव्रता और आध्यात्मिक उन्नति से भरी हुई हैं। उनकी अनेक कविताएँ जो अंग्रेजी में हैं, उनके पश्चिमात्य तथा हिंदुस्तान के अनुयायियों के नाम लिखे पत्रों के अंग हैं। स्वामी विवेकानंद ने संस्कृत-साहित्य के कुछ उत्कृष्ट श्लोकों का हिंदी में अनुवाद भी किया है। अनुवाद अत्यंत स्तरीय बन पड़ा है और हर तरह से मूल भावना के अनुरूप है।

हिंदी-बंगाली में रचित उनकी कविताएँ प्रादेशिक भाषा-साहित्य की उज्जल रत्न हैं। स्वामी विवेकानंद द्वारा रचित भक्ति गीत अथवा भजन रामकृष्ण मठों में संध्या के समय बड़े ही भक्ति-भाव के साथ गाए जाते हैं। जन्मतः दार्शनिक होने के नाते स्वामी विवेकानंद की कविताओं में वाचक के मन की भावनाओं को उत्तेजित करने वाली विपुल दार्शनिक प्रेरणाएँ हैं। काव्य-साहित्य को विवेकानंद की प्रथम देन 'ईश्वर के अन्वेषण में' नामक कविता है।

यह कविता प्राध्यापक जॉन हेनरी ह्वाइट के नाम लिखे पत्रों में पहली बार प्रकाशित हुई थी। यद्यपि विवेकानंद प्रकृति के आराधक नहीं थे, तथापि ईश्वरत्व की महत्ता को स्पष्ट करने के उद्देश्य से, प्रकृति के अलौकिक सौंदर्य का उन्होंने सविस्तार वर्णन किया है। उस पद्य के एक भाग में उनकी काव्य-प्रतिभा और कल्पाना-शक्ति, चरम सीमा पर स्पर्श कर चुकी है—

“चंद्रमा की शीतल किरणों प्रकाशमान नक्षत्र दिनकर का उज्ज्वल प्रकाश
इन सबसे उसकी सुंदरता शक्ति की प्रतिच्छाया मात्र है।” प्रशांत गंभीर प्रातःकाल,
ढली संध्या दुग्ध फेन के समान उभरता असीम सागर नैसर्गिक सुष मा, पक्षियों का
कलरव इन सब में मैं यही देखता हूँ।

‘स्वाधीनों का गान’ शीर्षक कविता में स्वामी विवेकानंद ने सर्वसंग परित्याग की महत्ता बताई है। इस पद्य में उन्होंने भौतिक विश्व से मुक्त प्राणी द्वारा अनुभूत किए जाने वाले आध्यात्मिक आनंद का परिचय दिया है—

“पृथ्वी शशि रवि से पहले धूमकेतु-नक्षत्रों से भी पहले,
कालोत्पत्ति के अत्यंत पहले मैं था, अब मैं हूँ आगे भी रहूँ।”

‘समाप्त मेरी कहानी’ शीर्षक कविता में स्वामी विवेकानंद ने मानव जीवन की नश्वरता और उसके अनुभवों को स्पष्ट कर ‘मायावाद’ का समर्थन किया है। जुलाई 1895 में विवेकानंद के द्वारा न्यूयॉर्क के सहस्र द्वीप उद्यानवन में बैठकर रचा गया गीत है—‘संन्यासी का गीत’।

इसमें उन्होंने 'सर्व-संग परित्याग' के सिद्धांत का प्रभावी ढंग से प्रतिपादित किया है। विवेकानंद की काव्य-शक्ति का पूर्ण परिचय उनकी 'टू दी अली वॉयलेट' नामक कविता में मिलता है। 'जाग्रत् भारत को' नामक कविता विवेकानंद के असीम देशप्रेम, स्वदेश के पुनरुत्थान में उनके अटूट विश्वास की प्रतीक है।

'प्रबुद्ध भारत' को संबोधित कर उन्होंने जो काव्य रचा। उसका सार है—'भारत का अमरत्व'। कश्मीर के क्षीरभवानी मंदिर में देवी की प्रेरणा पाकर उन्होंने 'काली माता' कविता की रचना की। 'आशीर्वाद' नामक कविता में विवेकानंद ने अपनी प्रियातिप्रिय शिष्य 'भगिनी निवेदिता' को मानसा आशीर्वाद दिया है। 'मैन हैप्पी रिटर्न्स' नामक पद्य में भी वही भावनाएँ व्यक्त की हैं।

बंगाली भाषा में स्वामीजी द्वारा रचित पद्य उनकी काव्य-प्रतिभा का ज्वलंत निदर्शन है। मधुर रूपकों, सुश्राव्य रस विविधाओं से युक्त उन पद्यों में से एक है—'घनश्याम नहीं नाचा'। यह दैवयोग की बात है कि स्वामीजी बहुत ही अल्पकाल तक जीवित रहे।

फिर उगता-उठता सूर्य वय की प्रौढ़ता की प्रतीक्षा नहीं करता और जनपथ को आलोकित करने का श्रेय तो उसे है ही। कलियों के अधरों पर लाली देकर और उपवन में गंध-हास संपूरित कर वह आगे बढ़ जाता है—नियति के अनंत पथ पर।

स्वामी विवेकानंद के जीवन से जुड़ी कुछ छोटी-छोटी मगर प्रेरणादायक बातों और विचारों को इन लघु कहानियों के माध्यम से जानने का प्रयास करते हैं।

माँ की महिमा

एक बार एक जिज्ञासु ने स्वामी विवेकानंद से पूछा, 'संसार में माँ की महानता क्यों गाई जाती है?' 'स्वामीजी ने इस पर मुस्कराते हुए उस व्यक्ति से पूछा, 'पाँच सेर का एक पत्थर ले आओ।' जब वह व्यक्ति पत्थर ले आया, तो स्वामीजी ने कहा, 'इसे कपड़े से लपेट कर पेट पर बाँध लो और चौबीस घंटे बाद मेरे पास आओ।'

उस आदमी ने ऐसा ही किया। लेकिन कुछ घंटों में उसके लिए काम करना मुश्किल हो गया। उसे दिन में ही तारे नजर आने लगे। तब वह थका-माँदा स्वामीजी के पास आया और बोला, 'अब मैं इस बोझ को और नहीं उठा सकता। आपने एक सवाल पूछने की इतनी बड़ी सजा मुझे क्यों दी?'

स्वामीजी ने कहा, 'इस पत्थर का बोझ तुमसे कुछ घंटे भी नहीं सहा गया। माँ पूरे नौ मास तक शिशु का बोझ उठाती है। इस बोझ के साथ वह सारा काम करती है। कभी विचलित नहीं होती। माँ से ज्यादा सहनशील कौन है? इसलिए माँ की महिमा सबसे ज्यादा है।'

स्वामी विवेकानंद की शालीनता

स्वामी विवेकानंद रेल के जिस डिब्बे में सफर कर रहे थे। उसी डिब्बे में कुछ अंग्रेज यात्री भी थे। उन अंग्रेजों को साधुओं से बहुत चिढ़ थी। वे साधुओं की भरपेट निंदा कर रहे थे। उनका विचार था कि वह साधु अंग्रेजी नहीं जानता होगा।

एक बड़े स्टेशन पर स्वामी जी के दर्शनार्थ हजारों स्वागतार्थी उपस्थित थे। जिनमें विद्वान एवं अधिकारी भी थे। वे अंग्रेजी में ही भाषण दे रहे थे। स्वामी जी को अंग्रेजी बोलते देखकर अंग्रेज स्तब्ध रह गये। अवसर मिलने पर नम्रतापूर्वक पूछने लगे कि 'आपने हम लोगों की बातें सुनीं और बुरा माना होगा।'

स्वामी जी ने अपनी सहज शालीनता से कहा, 'मेरा मस्तिष्क अपने ही कार्यों में इतना अधिक उलझा हुआ था कि आप लोगों की बातें सुनते हुए भी उन पर ध्यान देने और उनका बुरा मानने का अवसर ही नहीं मिला।'

आत्मा के द्वारा ही परमात्मा का पता चलता है

स्वामी विवेकानंद के प्रवचनों से प्रभावित होकर किसी ने कहा, 'लगता है, आपकी पहुँच ईश्वर तक है। आप मुझे उस तक पहुँचा दीजिए। उनसे मिलने का स्थान बता दीजिए।'

स्वामी जी ने कहा, 'आप अपना पता मुझे लिखा जाइए।' जब ईश्वर को फुरसत होगी। तब उसे आपके घर ही भेज दूँगा। वह व्यक्ति अपने मकान का पता लिखाने लगा। स्वामीजी ने कहा, 'यह तो ईंट-चूने से बने घरोंदे का पता है। आप स्वयं अपना पता बताइए कि आप कौन हैं? किस प्रयोजन के लिए नियत थे और क्या कर रहे हैं?'

व्यक्ति ने इनके प्रश्न में छिपी दार्शनिकता का संकेत समझा और इस नतीजे पर पहुँचा कि पहले आत्मसत्ता के स्वरूप और उद्देश्य का पता लगाना चाहिए। तभी ईश्वर से मिलने की बात बनेगी।

इसी आत्मा की खोज करो। जब मनुष्य संसार के सब विषयों और विचारों से मन को हटा कर आत्मा के स्वरूप में मग्न हो जाता है। तब उसकी प्राप्ति होती है।

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दयानंद सरस्वती

—बीना शर्मा

सत्यार्थ प्रकाश के नवम् उल्लास का आरम्भ किया के विवेचन से होता है—

विद्यां चाविद्यां च यस्तद्वेदोभय सह।

अविद्यया मृत्युं तीर्त्वा विद्यामृतमश्नुते। यजु. अ.40/मं. 14

जो मनुष्य विद्या और अविद्या के स्वरूप को साथ ही साथ जानता है वह अविद्या अर्थात् कर्मोपासना से मृत्यु को तर के विद्या अर्थात् यथार्थ ज्ञान से मोक्ष को प्राप्त होता है।

विद्या विनयम् ददाति, विद्या कल्पलता के समान व्यक्ति को सदैव हित के कार्यों में लगाती है, विद्या सर्वधनम् प्रधानम् ही कालान्तर में शिक्षा के रूप में जानी गयी। शिक्षा संस्कारवान बनाती है, इसे सब जानते हैं और यही सत्य भी है। शिक्षा ही व्यक्ति के जीवन में चेतना जगाती है। भारत में शिक्षा के वर्तमान स्वरूप में कई समाज सुधारकों का योगदान है। आर्य समाज के प्रणेता दयानन्द सरस्वती बचपन में मूल शंकर के नाम से जाने गये। इनका जन्म गुजरात प्रांत के मोरबी के टंकारा नामक ग्राम में सम्वत् 1881 फाल्गुन दशमी 12 फरवरी, 1825 को हुआ। पिता करसन त्रिवेदी और माता यशोदा बाई ने बड़े लाड़ प्यार से इनका पालन किया। परिवार में पूर्ण रूप से धार्मिक वातावरण था। तीन वर्ष की अवस्था में ही वे गायत्री मंत्र का शुद्ध उच्चारण करने लगे थे। उनके जीवन में परिवर्तन की शुरुआत शिवरात्रि पर्व और बहिन, चाचा की मृत्यु से हुई। गुरु विरजानंद से और से जब एक बार जान लिया कि देश की पराधीनता और सामाजिक कुशितियों का समाधान केवल अपने देश के प्राचीन गौरवशाली इतिहास को जानना है और इसे कठोर तपस्या और आर्य ज्ञान से ही जाना जा सकता है। तब उसी मार्ग पर आजीवन चलते रहे। गुरु की आज्ञा का पालन वह अपना परम कर्तव्य मानते थे। गुरु जी की कुटी में स्वामी दयानंद ही झाड़ू दिया करते थे। एक दिन झाड़ू देकर कूड़ा एक ओर रख बाहर फेंकने के लिए टोकरी देख रहे थे कि विरजानंद की तंग कूड़े पर जा पड़ी ने गुरुजी क्रोध में आ गये और उन्होंने दयानंद को लात मार दी। दयानंद कुछ समय पीछे टांग दबाने जा बैठे और नम्रता से कहने लगे, गुरुवर, मेरा शरीर तो तपस्या से वज्र हो गया, उसे आपकी लात, जैसे लगी ही नहीं हों आपकी लात अवश्य दुखती होगी। गुरु ने कहा—जहाँ स्वच्छता है वहीं ज्ञान प्रकट होता है। स्वामी जी ने भविष्य में ऐसी गलती न दोहराने की प्रतिज्ञा की और आजीवन उसका पालन किया।

समावर्तन पर लोग गुरु के चरणों में रखकर बोले भगवान लोग छोटी चीज है पर और कुछ मिला नहीं, कृपया स्वीकार करें। गुरुजी ने उसे स्वीकारा तथा स्वामी जी से गुरु दक्षिणा में जो माँगा वह स्मरण रखने योग्य है—संसार वेदों को भूल गया है, इसलिए वेदों की ओर लौटो और संदेश घर-घर पहुँचा दो। वैदिक धर्म में प्रविष्ट हुई पौराणिक अनर्गलताओं का विनाश करना होगा, गौतम बुद्ध से पूर्व के युग की प्राचीन धार्मिक प्रणालियों की पुनः स्थापना करनी होगी और सत्य का प्रकाश और प्रचार करना ही धर्म है।

स्वामी जी ने गुरु दक्षिणा में जो वचन दिए थे आजीवन उनका पालन किया। इसी क्रम में सत्य के प्रकाश हेतु सत्यार्थ प्रकाश की सृजन किया। आर्य समाज के तीन सिद्धांत निर्धारित किए—1. वेदों में शाश्वत सत्य है, 2. आर्य समाज का प्रत्येक सदस्य अपनी आय का 1/100 भाग आर्य समाजी विद्यालय को अथवा आर्य समाज के समाचार पत्र आर्य प्रकाश को देगा, 3. आर्य समाज द्वारा स्थापित शिक्षण संस्थाएँ केवल वेदों की शिक्षा प्रदान करेंगी।

1877 में इन सिद्धांतों के आधार की दस नियम बनाए। इन दस नियमों में भारत की शिक्षा की मूल निहित है—

1. सब सत्य—विद्याओं और जो पदार्थ विद्या से जाने जाते हैं उन सबका आदि मूल परमेश्वर है।
2. ईश्वर सच्चिदानन्द स्वरूप, निराकार, सर्वशक्तिमान, न्यायकारी, दयालु, अजन्मा, अनन्त, निर्विकार, अनादि, अनुपम, सर्वाधार, सर्वेश्वर, सर्वव्यापक, सर्वान्तर्यामी, अजर, अमर, अभय, नित्य, पवित्र और सृष्टि कर्ता है। उसी को उपासन करने योग्य है।
3. वेद सब सत्य—विधाओं की पुस्तक है। वेद का पढ़ना पढ़ाना और सुनना—सुनाना सब आर्यों का परम धर्म है।
4. सत्य को ग्रहण करने और असत्य को छोड़ने में सर्वदा उद्यत रहना चाहिए।
5. सब काम धर्मानुसार अर्थात् सत्य और असत्य का विचार करके करने चाहिए।
6. संसार का उपकार करना इस समाज का उद्देश्य है अर्थात् शारीरिक, आत्मिक और सामाजिक उन्नति करना।
7. सबसे प्रतिपूर्वक धर्मानुसार यथा योग्य बर्ताव करना चाहिए।
8. अविद्या का नाश और विद्या की वृद्धि करनी चाहिए।
9. प्रत्येक को अपनी ही उन्नति में सन्तुष्ट न रहना चाहिए, बल्कि सबकी उन्नति में अपनी उन्नति समझनी चाहिए।

10. सब मनुष्यों को सामाजिक सर्वहितकारी नियम पालने में परतंत्र रहना चाहिए और प्रत्येक हितकारी नियम में सब स्वतंत्र रहें।

राष्ट्रीय एकता के सूत्रधार स्वामी जी ही थे। वे आजीवन ब्रह्मचारी रहे। उनके ब्रह्मचर्य को खंडित करने के लिए विपक्षियों ने एक वैश्या को गहने पहनाकर स्वामी जी के पास भेजा कि इसका जादू तो चल ही जाएगा। पर उनके चेहरे से योग का तेज बरस रहा था। वैश्या एक बार उठकर बाहर निकल आई। धूर्तो ने कुछ लोभ देकर कुछ डर दिखाकर दुबारा भेजा। वैश्या के अनुसार स्वामी जी की पवित्र छवि का ऐसा असर हुआ कि वह गहने उतार कर रोने लगी। उनके पांव पर गिरी और अपराध की क्षमा मांगी।

धुन के पक्के स्वामी जी ने देशभर में हजारों व्याख्यान दिए, सैकड़ों शास्त्रार्थ किए और अनेक पुस्तकों का प्रणयन किया। प्रमुख पुस्तकें इस प्रकार हैं—भागवत खंडन, काशी शास्त्रार्थ, संस्कार विधि, ऋग्वेद, यजुर्वेद भाष्य, सत्य धर्म विचार, पंच महायज्ञ विधि, व्यवहार भानु, संस्कृत वाक्य प्रबोध, वेदांग प्रकाश।

उनकी सत्य में बड़ी आस्था थी। वे स्वयं तो सत्य के पुजारी थे ही पर अपने अनुयायियों को भी सत्य का पुजारी बनाना चाहते थे। वे उच्चकोटि के स्वामिमानी थे। महान योगी थे। सत्यार्थ प्रकाश सबसे प्रसिद्ध ग्रन्थ है। उसके दूसरे, तीसरे और नवें, दसवें समुल्लास के आधार पर उनके शिक्षा संबंधी विचारों को समझा जा सकता है।

सत्यार्थ प्रकाश एक परिचय : दयानंद सरस्वती प्रणीत रचना सत्यार्थ प्रकाश में चौदह समुल्लास है। प्रथम में ईश्वर के आकार आदि के नाम, दूसरे में संतानों की शिक्षा, तीसरे में ब्रह्मचर्य, पठन-पाठन, सत्य, असत्य ग्रंथ पढ़ने की रीति, चौथे में विवाह और गृहस्थ आश्रम का व्यवहार, पाँचवें में वानप्रस्था और संन्यास धर्म, छठे में राजधर्म, सातवें में वेद ईश्वर विषय, आठवें में जगत उत्पत्ति-प्रलय, नवें में विद्या, अविद्या मोक्ष की व्यवस्था, दसवें में आचार-अनाचार, भक्ष्य अभक्ष्य, ग्यारहवें में आर्यावर्तीय मत मतान्तर का खंडन मंडन, बारहवें में चार्वाक बौद्ध, जैनमत का विषय, तेरहवें में ईसाईमत का विषय और चौदहवें में मुसलमानों के मत का विषय, अंत में आर्यों के सनातन वेद विहित मत की व्याख्या प्रस्तुत है।

दयानंद सरस्वती इस ग्रंथ की भूमिका में लिखते हैं—मेरा इस ग्रंथ बनाने का प्रयोजन सत्य अर्थ का प्रकाश करना है अर्थात् जो सत्य है उसको सत्य और जो मिथ्या है उसको मिथ्या ही प्रतिपादित करना सत्य अर्थ का प्रकाश समझा है। जो मनुष्य पक्षपाती होता है वह अपने असत्य को भी सत्य और दूसरे विरोधी मत वाले के सत्य को भी असत्य सिद्ध करने में प्रवृत्त रहता है। इसलिए वह सत्य मत को प्राप्त नहीं हो सकता।

“यत्तदग्रे विषमिव परिणा में ऽमृतोपम्” अर्थात् जो-जो विद्या और धर्म प्राप्ति के कर्म हैं वे प्रथम करने में विष के तुल्य और पश्चिम में अमृत सदृश होते हैं। सत्यार्थ प्रकाश का दूसरा समुल्लास अथ, शिक्षा प्रवक्ष्यामः है। प्रारम्भ का ही वाक्य है मातृमान पितृमानाचार्यवान् पुरुषो, वेद (शतपथ ब्राह्मण) जब तीन उत्तम शिक्षक पहली माता, दूसरा पिता, तीसरा आचार्य हो तभी मनुष्य ज्ञानवान होता है।

प्रशस्ता धार्मिकी विदुषी माता विद्यते यस्य स मातृमान : वह माता धन्य है जो गर्भाधान से लेकर जब तक पूरी विद्या न हो तब तक सुशीलता का उपदेश करे। माता-पिता के लिए स्पष्ट आदेश है कि गर्भाधान से पूर्व, मध्य और पश्चात् मादक द्रव्य, मद्य दुर्गन्ध, रूक्षा, बुद्धिनाशक पदार्थों को छोड़कर जो शान्ति, आरोग्य बल, बुद्धि, परशुराम और सुशीलता से सभ्यता को प्राप्त करे जैसे घृत, दुग्ध, मिष्ट, अन्नपान आदि श्रेष्ठ पदार्थों का सेवन करें जिससे रस वीर्य भी दोषों से रहित होकर अत्युत्तम गुणयुक्त हो।

बालकों की माता सदा उत्तम शिक्षा करे जिससे संतान सभ्य हो और किसी अंग से कुचेष्टा न कर पाये। जब बोलने लगे तब उसकी माता बालक की जिह्वा को स्पष्ट उच्चारण की आदत डाले। जब वह कुछ बोलने और समझने लगे तब सुन्दर वाणी और बड़े, छोटे, मान्य, माता, पिता, राजा विद्वान आदि से भाषण, उनसे वर्तमान और उनके पास उठने बैठने आदि की भी शिक्षा करें जिससे कहीं उनका अयोग्य व्यवहार न हो और सर्वत्र प्रतिष्ठा मिले। सदा सत्य भाषण, शौर्य, धैर्य, प्रसन्न वदन आदि गुणों की प्राप्ति जिस प्रकार हो करावे जैसे संतान जितेन्द्रिय विद्याप्रिय और सत्संग में रूचि करे वैसा प्रयत्न करते रहें। जन्म से 5वें वर्ष में माँ, 6 से 8 वर्ष तक पिता तथा 9वें वर्ष में आरम्भ में द्विज अपनी संतानों का उपनयन करके आचार्य कुल में भेज दे। उन्हीं की संतान विद्वान सभ्य और सुशिक्षित होते हैं जो पढ़ाने में संतानों का लाडन कभी नहीं करते किंतु ताड़ना ही करते हैं। व्याकरण महाभाष्य का प्रमाण है—

साभृतैः पाणिभिर्ध्वन्ति गुरवो न विषोक्षितैः

लालनाश्रयिणो दोषास्ताडना श्रयिनो गुणाः॥

अर्थात् जो माता पिता और आचार्य संतान और शिष्यों का ताडन करते हैं वे जानो अपने संतान और शिष्यों को अपने हाथों से अमृत पिला रहे हैं और जो संतानों और शिष्यों का लाडन करते हैं वे अपनी संतानों/शिष्यों को विष पिलाकर नष्ट कर देते हैं लेकिन ताडन ईर्ष्या द्वेष से न करे। ऊपर से भय प्रदान और भीतर से कृपा दृष्टि रखें। सदा सत्य प्रतिज्ञ और सत्य भाषण करना चाहिए। अभिमान श्रियं हन्ति—विदुर नीति कहती है जो अभिमान/अहंकार है वह सब शोभा और लक्ष्मी का नाश कर देता है। छल कपट और कृतघ्नता से अपना ही हृदय ही दुखित होता है। क्रोधादि और कटुवचन को

छोड़ शांति और मधुर वचन ही बोले। सज्जनों का संग दुष्टों का त्याग अपने माता-पिता और आचार्य को तन/मन और धनादि उत्तम-उत्तम पदार्थों से प्रीतिपूर्वक सेवा करें। तैत्तिरीय उपनिषद् के वचनों—यानि अस्माकम् सुचारितानि तानि त्वयोपास्यानि नो इतराणि का आचरण करें। नीचे दृष्टि कर ऊँचे नीचे स्थान को देख के चले, वस्त्र से छानकर जल पीए, सत्य से पवित्र करके वचन बोले और मन से विचार कर आचरण करे। वे माता-पिता अपने संतानों के पूर्ण वैरी हैं जिन्होंने उनको विद्या प्राप्त न कराई हो। वे विद्वानों की सभा में वैसे—तिरस्कृत और कुशोभित होते हैं जैसे हंसों के बीच बगुला। यही माता-पिता का कर्तव्य कर्म परमधर्म और कीर्ति का काम है जो अपनी संतानों को तन, मन, धन से विद्या, धर्म, सभ्यता और उत्तम शिक्षा प्राप्त करना।

तृतीय समुल्लास अध्ययन अध्यापन विधि से संबंधित है। विद्या को ही सच्चा और सबसे बड़ा आभूषण बताया है। सर्वप्रथम गायत्री मंत्र अर्थ सहित का उपदेश दे। संध्योपासन, स्नान, आचमन, प्राणायाम क्रिया सिखला दे। ब्रह्मचर्य की शिक्षा दे, तैत्तिरीय उपनिषद् में पढ़ने-पढ़ाने के नियमों का उल्लेख है—यथार्थ आचरण से पढ़ें और पढ़ावे (सत्यम्), सत्याचार से सत्य विद्याओं को पढ़ें और पढ़ावें (सत्य) तपस्वी अर्थात् धर्मानुष्ठान करते हुए वेदादि शास्त्रों को पढ़ें और पढ़ावें (तपः) बाह्य इन्द्रियों को बुरे आचरणों से रोक के पढ़ें और पढ़ाते जाएँ, (दमः) मन की वृत्ति को सब प्रकार के दोषों से हटा के पढ़ते-पढ़ाते जायें (शमः) अग्नि और विद्युत को जान के पढ़ते पढ़ाते जायें (अग्नयः) अग्निहोत्र करते हुए पठन और पाठन करे करावें (अग्निहोत्र) अतिथियों की सेवा करते हुए पढ़ें और पढ़ावें (अतिथयः) मनुष्य संबंधी व्यवहारों को यथायोग्य करते हुए पढ़ते पढ़ाते रहें (मानुषं), संतान और राज्य का पालन करते हुए पढ़ते पढ़ाते जायें (प्रजाः) वीर्य की रक्षा और वृद्धि करते हुए पढ़ते पढ़ाते जायें (प्रजनः) अपनी संतान और शिष्य का पालन करते हुए पढ़ते पढ़ाते जायें (प्रजातिः)।

ऋतं च स्वाध्याय प्रवचने च

पाँच यमों : अहिंसा, सत्य मानना, बोलना, करना, अस्तेय अर्थात् मन, वचन, कर्म से चोरी, त्याग, ब्रह्मचर्य, अपरिग्रह अर्थात् अत्यंत लोलुपता स्वत्व अभिमान रहित का सेवन सदा करें। शौच, संतोष, तप, स्वाध्याय, ईश्वर प्राणिधान पाँच नियमों का सेवन सदा करें। झूठ बोलने में सदा पाप और सत्य बोलने में सदा पुण्य होता है वैसे ही बुरे कर्म करने में सदा अनध्याय और अच्छे कर्म करने में सदा स्वाध्याय ही होता है। जो सदा नम्र सुशील होकर विद्वान और ब्राह्मणों की सेवा करता है उसकी आयु विद्या, कीर्ति और बल सदा बढ़ते हैं। विद्वान और विद्यार्थियों को चाहिए कि वे वैर बुद्धि छोड़कर सब मनुष्यों के कल्याण के मार्ग को उपदेश करें, सदा मधुर सुशीलता युक्त वाणी बोले। जो धर्म की उन्नति चाहे वह सदा सत्य में चले और सत्य का ही

उपदेश करे। जिस मनुष्य के वाणी और मन सदा शुद्ध और सुरक्षित रहते हैं वही सब वेदों के सिद्धांत रूप फल को प्राप्त होता है।

तैत्तिरीय उपनिषद् में आचार्य अन्तेवासी को उपदेश देता है—तू सदा सत्य बोल, धर्माचार कर, प्रभाव रहित होकर पढ़ पढ़ा, पूर्ण ब्रह्मचर्य से समस्त विद्याओं को ग्रहण कर और आचार्य के लिए प्रिय धन देकर विवाह कर संतानोत्पत्ति कर। प्रमाद से सत्य को, धर्म, आरोग्य और चतुराई, पढ़ने पढ़ाने को कभी मत छोड़। देव माता पिता विद्वान की सेवा में प्रमाद मत करो। जैसे विद्वान का सत्कार करे उसी प्रकार माता पिता आचार्य और अतिथि की सेवा कर। जो अनिन्दित धर्म युक्त कर्म है उन सत्य भाषण आदि को कर, मिथ्या भाषण आदि को मत कर, जो हमारे सुचरित्र अर्थात् धर्मयुक्त कर्म हैं उनको ग्रहण कर और जो हमारे पापाचरण हैं उनको कभी मत कर। जो कोई हमारे मध्य में उत्तम विद्वान, धर्मात्मा ब्राह्मण है उन्हीं के समीप बैठ, उन्हीं का विश्वास कर। श्रद्धा कर। श्रद्धा से देना, अश्रद्धा से देना, शोभा से, लज्जा से, भय से प्रतिज्ञा से देना अवश्य। जब कभी तुझको कर्म वा शील अथवा उपासना ज्ञान में संशय हो तो जो समदर्शी पक्षपात रहित योगी अयोगी आद्रचित्त धर्म की कामना करने वाले धर्मात्मा जन हो जैसे वे धर्म मार्ग में वर्ते वैसे तू भी वर्ता कर। यही आदेश आज्ञा यही उपदेश यही वेद की उपनिषद् और यही शिक्षा है इसी प्रकार वर्तना और अपना चाल-चलन सुधारना चाहिए।

कहने सुनने, सुनाने, पढ़ने, पढ़ाने का फल यही है कि वेद और वेदानुकूल स्मृतियों में प्रतिपादित धर्म का आचरण करना, धर्माचार में सदा युक्त रहे। धर्माचरण से रहित व्यक्ति वेद प्रतिपादित धर्मजन्य सुखरूप फल को प्राप्त नहीं हो सकता और जो विद्या पढ़ के धर्माचरण करता है वही संपूर्ण सुख को प्राप्त होता है।

अब जो पढ़ना पढ़ाना है उसकी भी परीक्षा करके पढ़ना योग्य है। परीक्षा पाँच प्रकार की है—

1. जो ईश्वर के गुण, कर्म, स्वभाव और वेदों से अनुकूल हो वह सत्य और जो विरुद्ध है वह असत्य है।
2. जो सृष्टि क्रम में अनुकूल हो वह सत्य और इससे विरुद्ध असत्य है।
3. आप्त वचन अर्थात् जो धार्मिक विद्वान, सत्यवादी है, उसकी वाणी ग्राह्य और विरुद्ध अग्राह्य है।
4. आत्मा की पवित्रता विद्या के अनुकूल अर्थात् जैसा अपने को सुख प्रिय और दुःख अप्रिय है वैसे ही सर्वत्र समझ लेना कि मैं भी किसी को दुःख या सुख दूँगा तो वह भी अप्रसन्न और प्रसन्न होगा।

5. आठों प्रमाण—प्रत्यक्ष, अनुमान, उपमान, शब्द, ऐतिन्द्रिय, अर्थापत्ति संभव और अभाव के अनुकूल हो।

इसके अतिरिक्त पठन—पाठन विधि का भी उल्लेख है जो विद्या पढ़ने—पढ़ाने के विघ्न हैं उन्हें छोड़ना ही उचित है। ये विघ्न इस प्रकार हैं—कुसंग, दुष्ट व्यसन, अतिभोजन, अति जनजागरण, आलस्य और कपट का त्याग, बल, बुद्धि, पराक्रम, आरोग्य, राज्य धन की वृद्धि मानना, ईश्वर का ध्यान छोड़कर अन्य पाषाणादि कर्म में समय खोना, माता, पिता अतिथि, आचार्य, विद्वान इनको सत्य मूर्ति मानकर सेवा सत्संग न करना, विद्या में प्रीति न रखना, इधर उधर व्यर्थ घूमते रहना।

पुरुषों की तरह स्त्रियों के लिए भी सभी प्रकार की विद्या प्राप्ति का उल्लेख है। तृतीय समुल्लास का उपसंहार विद्या दान देने के निर्देशन से है—

सर्वेषामेव दानानां ब्रह्मदानं विशिष्यते

वार्यन्न गोमही वासस्तिलका ज्यनसर्पिषाम्।

संसार में जितने दान हैं अर्थात् जल, अन्न, जौ, पृथ्वी, वस्त्र, तिल, सुवर्ण और घृतादि इन सब दानों से वेद विद्या का दान अति श्रेष्ठ है इसलिए जितना बन सके उतना प्रयत्न तन, मन, धन से विद्या की वृद्धि में किया जाए। जिस देश में यथा योग्य ब्रह्मचर्य विद्या और वेदोक्त धर्म का प्रचार होता है वही देश सौभाग्यवान होता है।

नवें समुल्लास में विद्या अविद्या की चर्चा है वेत्ति यथाव तत्त्वं पदार्थ स्वरूपं यया सा विद्या। यया तत्त्वं स्वरूपं न जानाति भ्रमादन्यस्मिन्नन्यन्निश्चिनोति सा अविद्या अर्थात् जिस से पदार्थों का यथार्थ स्वरूप बोध होवे वह विद्या और जिससे तत्त्वं स्वरूप न जान पड़े अन्य में अन्य बुद्धि होने वह अविद्या है। पवित्र कर्म, पवित्र उपासना और पवित्र ज्ञान ही से मुक्ति मिलती है और मिथ्या भाषण, मिथ्या उपासना और मिथ्या ज्ञान से बन्ध होता है। मुक्ति वही है जिससे निवृत्त होकर पुनः संसार में कभी नहीं आता। इस समुल्लास में मुक्ति का वर्णन है। तीनों गुणों—सत्य, राज्य, तमस के विषय में बताया गया है। जो सात्त्विक है वे देव अर्थात् विद्वान, रजोगुणी मध्यम मनुष्य और तमोगुणी नीच गति को प्राप्त होते हैं। जो मुक्त होते हैं वे गुणातीत अर्थात् सब गुणों के स्वभाव में न फँसकर महायोगी होकर मुक्ति का साधन करते हैं। योगश्चिवृत्ति निरोधः, तदा द्रष्टुः स्वरूपेऽवस्थानम्, जब चित्त निरुद्ध और एकाग्र होता है तब सबके द्रष्टा ईश्वर के स्वरूप, में जीवात्मा की स्थिति होती है। सबसे बड़ा पुरुषार्थ आध्यात्मिक, अधिभौतिक और आधिदैविक विविध दुख से मुक्ति पाना है।

दसवें समुल्लास में आचार, अनाचार, भक्ष्य, अभक्ष्य विषयों के विषय में बताया है। धर्मयुक्त कामों का आचरण, सुशीलता, सत्पुरुषों का संग और सद्विद्या के ग्रहण में रूचि आचार और इससे विपरीत अनाचार है। क्या करणीय है और क्या अकरणीय

इसके विषय में कहा है—जिसका सेवन राग द्वेष रहित विद्वान लोग नित्य करे जिसको हृदय से सत्य कर्तव्य जाने वही धर्म माननीय और करणीय है। सम्पूर्ण वेद, मनुस्मृति तथा ऋषि पुनीत शास्त्र, सत्पुरुषों का आचार और जिस कर्म में अपनी आत्मा प्रसन्न रहे, जिसमें भय, शंका, लज्जा न हो उन कर्मों का सेवन उचित है। जो मनुष्य वेदोक्त, धर्म का अनुष्ठान करता है वह इस लोक में कीर्ति और मर के सर्वोत्तम सुख को प्राप्त होता है। श्रुति वेद और स्मृति धर्मशास्त्र को कहते हैं इन सबसे कर्तव्य अकर्तव्य का निश्चय करना चाहिए।

मनुष्य का मुख्य आचार यही है कि जो इन्द्रियाँ चित्त का हरण करने वाले विषयों में प्रवृत्त कराती हैं उनको रोकने में प्रयत्न करें और अधर्म से हटाकर धर्म मार्ग में सदा चलाया करें। जैसे अग्नि में ईंधन और घी डालने से अग्नि प्रदीप्त होती है वैसे ही कामों के उपयोग से काम शांत नहीं होता इसलिए मनुष्य को विषयासक्त न होना चाहिए। जितेन्द्रिय उसको कहते हैं जो स्तुति सुन के हर्ष और निन्दा सुनके शोक, अच्छा स्पर्श करके सुख और दुष्ट स्पर्श से दुख, सुन्दर रूप देख के प्रसन्न और दुष्ट रूप देख के अप्रसन्न, उत्तम भोजन करके आनन्दित और निकृष्ट भोजन करके दुःखित, सुगंध में रूचि और दुर्गन्ध में अरूचि नहीं करता। जो विद्या विज्ञान रहित है वह बालक और जो विद्या विज्ञान का दाता है उस बालक को भी वृद्ध मानना चाहिए क्योंकि अज्ञानी बालक और ज्ञानी पिता होता है। इसलिए विद्या पढ़, विद्वान बन, धर्मात्मा हो, निर्वैरता से सब प्राणियों के कल्याण का उपदेश कर। उपदेश भी मधुर और कोमल वाणी में हो। जो सत्य उपदेश से धर्म की वृद्धि और अधर्म का नाश करते हैं—वे पुरुष धन्य है नित्य स्नान, वस्त्र, अन्न, पान, स्थान सब शुद्ध रखें क्योंकि इनके शुद्ध होने से चित्त की शुद्धि होती है, आरोग्यता प्राप्त होकर पुरुषार्थ बदला है। आचारः परमो धर्मः श्रुत्युक्त स्मार्त एव च। जो सत्य भाषण आदि कर्मों का आचार करता है वही वेद और स्मृति में कहा हुआ आचार है। मनुष्य का मुख्य कर्तव्य है वह कर्म करे जिससे जगत का उपकार हो। जो बुद्धि का नाश करने वाले पदार्थ है वे अभक्ष्य है उनका सेवन कभी नहीं करना चाहिए।

उपसंहार : उपर्युक्त विवेचन से स्पष्ट है कि स्वामी दयानंद भारतीय संस्कृति के पोषक थे। आज जिस गुरुकुल शिक्षा के प्रत्यावर्तन पर बल दिया जा रहा है स्वामी दयानंद इसकी भूमिका बहुत पहले ही रख चुके थे। वे वेद शिक्षा के अनुयायी थे क्योंकि वेद में विज्ञान और धर्म दोनों के लिए सत्य निहित है। स्वामी दयानंद के चरित्र और व्यक्तित्व का अवलोकन करना हो तो ऋग्वेद मंडल सूक्त 7-8 जिसका भाष्य महर्षि दयानंद द्वारा प्रणीत है के आवरण पृष्ठ की भूमिका को पढ़ना आवश्यक है।

ऋषि दयानंद सरस्वती वर्तमान युग के महान वेदाचार्य थे। उन्होंने अपने धर्म आंदोलन को न केवल वेदों के आधार पर संचालित किया अपितु यह भी स्पष्ट रूप से घोषित किया कि मानवीय धर्म अध्यात्म और नैतिक चिंतन का मूल स्रोत वेद ही है। वेदों को समस्त सत्य विद्याओं की पुस्तक घोषित किया तथा प्रत्येक वैदिक धर्मी आर्य के लिए उनका पठन-पाठन तथा सुनना सुनाना आवश्यक बताया। वस्तुतः स्वामी दयानंद ने वेदों का आधार लेकर ही भारत में नवजागरण की लहर पैदा की थी तथा इस देश में धार्मिक, राष्ट्रीय और सामाजिक क्रांति का प्रवर्तन किया। वेदों के विषय में व्याप्त अज्ञान को उन्मूलित करने के लिए उन्होंने यह आवश्यक समझा कि वेदों के सर्वमान्य ज्ञान को मानव समुदाय के समक्ष उपस्थित करने के लिए पुरातन ऋषियों के द्वारा अपनाई गई, पुरानी परिपाटी के अनुरूप भाष्य लिखा जाए जिससे इन ग्रंथों का प्रोज्वल और हितकारी रूप पुनः आ सके।

आज फिर से आवश्यकता अनुभव की जा रही है कि वेद आधारित शिक्षा व्यक्ति में मानवीयता का विकास करेगी, भारत माता को पुनः सर्वोच्च आसन पर आसीन करेगी। जिस प्रकार भागवत के लिए कहा जाता है जो भागवत में है वह कहीं नहीं है और जो रामायण, महाभारत, पुराण में है वह भागवत् में है इसी प्रकार सत्यार्थ प्रकाश वेदो उपनिषद् और मनुस्मृतियों के मूल भावों का सुंदर संकलन है।

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रचनाकारों से निवेदन

‘शैक्षिक उन्मेष’ में प्रकाशन हेतु पत्रिका की प्रकृति के अनुरूप शिक्षा जगत में नवाचार संबंधित रचनाएँ आमंत्रित हैं। कृपया सभी लेखक अपनी रचनाएँ केंद्रीय हिंदी निदेशालय द्वारा स्वीकृत मानक हिंदी यूनिकोड में टाइप कर dr.beenasharma@gmail.com/departmentofteacheredu0@gmail.com पर भेजने का कष्ट करें।

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“शैक्षिक उन्मेष” सदस्यता फार्म

नाम

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दूरभाष.....ईमेल.....

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संदीप कुमार¹

सार

प्रत्येक विषय अपनी विषयवस्तु तथा गतिविधियों के आधार पर दूसरे विषयों से कुछ भिन्न होता है, जिसका आधार उसकी ज्ञानमीमांसीय प्राक्-कल्पनाएँ होती हैं। राजनीति विज्ञान का सरोकार वैज्ञानिक अभिवृत्ति, विश्लेषणात्मक सोच तथा समझ, संवेदनशीलता, जागरूकता, व्यवस्थित चिंतन आदि के विकास से है। लेकिन, आज शिक्षा व्यवस्था में ज्ञान को पदार्थिक, अंतिम तथा समाहित माना जाता है तथा उसको उस वातावरण से भी पृथक माना जाता है जहाँ उसका अधिगम तथा प्रयोग होता है। अतः आवश्यकता इस बात की है कि शिक्षण पद्धति को समाज-सापेक्षिक बनाया जाए, ताकि प्रत्येक दिन की गतिविधियों में प्रयोग होने वाले ज्ञान तथा कौशलों का विकास किया जा सके और उत्तरदायित्वपूर्ण, अनुशासित तथा जागरूक नागरिक तैयार हो सके। सामाजिक निर्मितिवादी उपागम अधिगम सामाजिक पहलुओं की भूमिका का पक्षधर है। अतः प्रस्तुत लेख राजनीति विज्ञान शिक्षण में सामाजिक निर्मितिवादी उपागम की प्रभावशीलता के अध्ययन के बारे में है।

कुंजी शब्द

राजनीति विज्ञान, सामाजिक निर्मितिवाद, शिक्षण-शास्त्र

राजनीति विज्ञान एवं सामाजिक निर्मितिवादः संबंधात्मक परिचय

‘समाज विज्ञान’ समाज का व्यवस्थित अध्ययन प्रस्तुत करता है। पूर्व में विभिन्न विषयों के मध्य अंतर था और गणितीय साक्ष्यों के विकास के फलस्वरूप वैज्ञानिक अनुशासन की विशिष्ट पहचान बनी। यही कारण था कि अरस्तु ने ग्रहों की गतिकी तथा काव्यों को समान पद्धति से पढ़ा। समाज विज्ञान के विकास में मुस्लिम चिंतकों का भी महत्वपूर्ण योगदान रहा। अलबरूनी पहले नृजातशास्त्री

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सामाजिक विज्ञान का शिक्षण-अधिगम एवं स्थापित संज्ञान (Situating Cognition)

संदीप कुमार*

सामाजिक विज्ञान एक ऐसा विषय है जिसका आधार समाज है। अतः आवश्यकता इस बात की है कि इसकी शिक्षण पद्धति भी समाज संदर्भित हो। स्थापित संज्ञान (Situating Cognition) उपागम, एक ऐसा उपागम है जो शिक्षण और अधिगम को एक साथ जोड़कर समाज के सापेक्ष देखता है। इस उपागम की अवधारणा है कि ज्ञान समाज संदर्भित होता है और उन्हीं संदर्भों में उस ज्ञान को समझा जा सकता है। इस उपागम की आधारभूत मान्यताएँ एवं सामाजिक विज्ञान की प्रकृति के मध्य समानताएँ होने से यह उपागम सामाजिक विज्ञान के शिक्षण-अधिगम को महत्वपूर्ण बना देता है। यह शोध पत्र सामाजिक विज्ञान के शिक्षण-अधिगम को स्थापित संज्ञान के सापेक्ष समझाने का प्रयास करता है जिसके लिए कक्षा 9 की सामाजिक विज्ञान की कक्षाओं का अवलोकन एवं विश्लेषण किया गया तथा प्राप्त परिणामों के आधार पर सामाजिक विज्ञान के शिक्षण-अधिगम हेतु कुछ उपयुक्त सुझाव भी दिए गए हैं।

प्रायः सामाजिक विज्ञान को एक ऐसा विषय माना जाता है जिसे विद्यार्थियों द्वारा रटकर याद किया जाता है और शिक्षकों द्वारा भी सामान्यतः व्याख्यान विधि से पढ़ाया जाता है। इसलिए शिक्षण पद्धति का स्वरूप भी सत्तावादी रहा है। इसका कारण यह भी हो सकता है कि अध्यापकों को स्वयं ज्ञान का निर्माण करने या इस तथ्य को समझाने का मौका ही नहीं मिला कि ज्ञान के अपने संदर्भ होते हैं तथा वह वहीं स्थापित होता है। औसुबेल (2000) के मतानुसार, “अधिगम को प्रभावित करने वाला एक महत्वपूर्ण कारक वह ज्ञान है जिसे विद्यार्थी पहले से जानते हैं।”

यद्यपि 1960 के दशक से ही इस बात पर बल दिया जाता रहा है कि विद्यालय स्तर पर

शिक्षण-अधिगम प्रक्रिया को अधिक व्यावहारिक और प्रभावी बनाने की आवश्यकता है, लेकिन इसका ज़मीनी यथार्थ चिन्तनीय है। शिक्षा आयोग (1964-66) ने इस बात पर बल दिया कि शिक्षण-अधिगम प्रक्रिया को विद्यार्थियों के वास्तविक जीवन से जोड़ा जाना चाहिए। इस बात का समर्थन 1986 की शिक्षा नीति में भी किया गया है।

स्थापित संज्ञान, ज्ञान को मात्र ग्रहण करने का विरोध करता है। इस उपागम की स्पष्ट धारणा है कि ज्ञान को समझने या सृजन करने की प्रक्रिया प्रत्येक दिन की गतिविधियों से शुरू होती है। अतः इसको उन्हीं गतिविधियों के संदर्भ में समझा जा सकता है।

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 ने इस बात

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संदीप कुमार*

भूमिका

लोकतंत्र को एक ऐसी व्यवस्था के रूप में देखा जा सकता है जहाँ प्रत्येक स्वतंत्र इकाई अपना अस्तित्व बनाए रखते हुए भी साझा रूप से सम्पूर्ण तंत्र को चलायमान बनाए रखती है। प्रत्येक तत्व अपनी भूमिका निभाने के साथ-साथ सामूहिक रूप से व्यवस्था को एक सकारात्मक दिशा की तरफ अग्रसरित करता है। लोकतन्त्र को समझने हेतु अनेक विचार और स्पष्टीकरण हैं, लेकिन यह समझ सभी के मूलभाव का हिस्सा है कि सभी को अपने जीने, विचार अभिव्यक्त करने, सम्मानपूर्वक जीवन जीने का निर्विवाद और निर्बाध अधिकार होना चाहिए। इस विचार में कोई दो राय नहीं कि लोकतन्त्र की अपनी समस्याएँ हैं एवं अपने सरोकार हैं, फिर भी मानव गरिमा और सम्मान की दृष्टि से ये सबसे बेहतर शासन व्यवस्था है, जो किसी व्यक्ति के होने के सापेक्ष अपने चरित्र को आकार देता है। यहाँ यह समझना भी महत्वपूर्ण है कि लोकतन्त्र मात्र एक शासन व्यवस्था नहीं है बल्कि जीवन जीने की शैली है और इस रूप में यह और अधिक महत्वपूर्ण हो जाता है। अनेक अधिकारों में शिक्षा का अधिकार भी एक महत्वपूर्ण अधिकार है, जिसका दायरा केवल विद्यालय तक विद्यार्थियों की पहुँच से कहीं ज्यादा है, जो शिक्षा के अंतर्गत होने वाली प्रक्रियाओं के संदर्भों को भी समाहित रखता है।

माइकल डब्लू. एप्पल (2007) के अनुसार, 'लोकतंत्र राजनीति विज्ञान में इस्तेमाल होने वाला शब्द मात्र नहीं है वरन् यह तो जीवन जीने की शैली है। इसका सम्बन्ध सिर्फ प्रशासन और व्यवस्था से ही नहीं है बल्कि जीवन के हरेक पहलू से है। लोकतंत्र एक नजरिया है, जिसका सम्बन्ध जीवन के हरेक भाग से है, चाहे वह राज्य, समाज, परिवार, स्कूल या कोई अन्य संस्था हो या व्यक्तिमात्र ही क्यों नहीं हो।'

सीखने को लेकर यह विचार सर्वस्वीकृत है कि सीखना एक जीवंत सामाजिक प्रक्रिया है जिसमें व्यक्ति और समाज परस्पर अन्तरक्रिया करते हैं एवं संदर्भों के सापेक्ष अर्थों को निर्मित करते हैं। लेकिन महत्वपूर्ण सवाल यह है कि इस प्रक्रिया में एक व्यक्ति या विद्यार्थी की क्या भूमिका है। क्या वह स्वयं इतनी सत्ता रखता है जिसके चलते वह निडर होकर अपनी बात कह सके। स्वयं के सीखने को लेकर उसकी सशक्तता कितनी है? क्या वह स्वयं के सीखने को निर्धारित करने का हकदार है या नहीं?

गाँधी, टैगोर, कृष्णमूर्ति, गिजुभाई बयेका, डीवी, मोटेसरी, फ्रेरे, एप्पल एवं बीन, नील आदि लोकतान्त्रिक विद्यालयों की बात करते हैं और इसका एक स्पष्ट चित्रण करते हैं। 'लोकतान्त्रिक विद्यालय, लोकतान्त्रिक जीवन पद्धति पर आधारित वास्तविक विद्यालय हैं। यदि इस लोकतान्त्रिक पद्धति को बनाये और बचाए रखना है तो विद्यालय में विद्यार्थियों को यह सीखने का अवसर मिलना

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ICT and Inclusion

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In today's time knowledge has turned out to be the most important basic resource. Rapid growth in the ocean of knowledge and easy access of information are becoming a driving force of economic and social development. In the context of education, use of information technology offers great opportunities and initiates new pedagogical approaches apt to meet the demands of modern society. Thus, information and communication technology open up new ways of learning for everyone but these alternative ways of learning are especially more significant for Children With Special Needs (CWSN) as their abilities often over-shadow by their disabilities. Knowledge culture generated by Information and Communication Technology (ICT) and accessibility to this knowledge should operate on the principle of social engagement, i.e., involvement of all citizens, regardless of their abilities, disabilities, background, social status, ethnicity, etc. the common grounds of this approach were expressed in Declaration of Principles of World Summit on Information Society (2003) in the intention "to build a people centered, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life." With this vision in mind present paper attempts to explore alternative modalities of ICT used in the field of special education to support lifelong learning for all groups of students, including those who have special educational needs. This paper also tries to raise various debates and issues regarding the use of ICT in special education.

Introduction : To make a school that can accommodate ALL children and give quality education to them by taking into consideration diverse needs and appropriate pedagogical practices is a challenging task. With the advent of new technologies, new alternative ways of learning in the form of various programs and services comes into forefront. Nowadays teachers employ various information communication technology (ICT) supported methods and

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materials in the classroom to enhance the teaching-learning process in a more effective way (Ahmad and Kumar, 2012). However, these technologies can cause hindrance in education if they are used without considering the essence of equality, participation, and responsibility. Quality education can never be achieved without catering to the individual needs of each learner in the classroom. As also quoted by Mihaly Csikszentmihalyi (2008) *“For several millions of years young people have learned to adapt successfully by learning practical skills from their elders. But during the last few generations, they have become dependent on schools for acquiring the information necessary to cope with their environment”*. This reflects how the onus of learning and development of young children shifted from their elders to more on schools now. Thus, education is expected to play a critical role in providing support to individuals for developing abilities to cope with the changing societies including CWSN. With education being inclined with the human right perspectives the schools are enforced to prepare themselves for becoming inclusive. ICT has already framed its relevance for education in general. This paper focuses on the way ICT could be used in an inclusive school/ classroom for creating wide range of options for all learners including CWSN.

Towards Inclusive Education : Inclusion has its origin in Special education. Field of special education underwent various developmental phases which can be reflected in models of disabilities (medical, social, human rights etc) described in NCF (2005). During these phases, education system explored different ways of responding to children with special needs. Before going further the term disability has to be discussed as conceptualization of this term in itself reveals the process of change in special education.

Conception of disability underwent various changes and modification with time, from earlier medical interpretations of viewing disability as a deficit within the individual to that of viewing it in the context of a Human Right issue (The Disability Manual 2005). People with special needs and disabilities have probably existed since the human conditions began. Around the world and throughout history, the conception of disability has been assigned various terminologies and meanings. During the past century, the terms disabled, handicapped, and crippled have been used as nouns to describe persons with disabilities. Over the past 20 years, people with disabilities have gained greater control over use of terminology (Yell, 1995). The term "disabled" or the "handicapped" were replaced in the mid-1970s by "people with disabilities" to maintain disability as a

characteristic of the individual, as opposed to the defining variable. Again in the early 1980s a new term differently abled was introduced as an alternative to disabled, on the ground that it gave a more positive message and so may have avoided discrimination towards people with disabilities (Stuti Kacker, 2013). All these changes in the terminology used for differently abled reflects that the culture, prejudices and environment have a great bearing on the meaning of such terms and how the notion of disability changed (theoretically) from charity to empowerment and from the medical model to the psycho-social models (The Disability Manual, 2005). Linton, in 1998 reported that, in the early 1990s, "differently abled" was increasingly used in disability studies and disability rights circles which show that this group of people are now in the process of coming in forefront. There are various factors which can lead this change like advancement in sciences and technology, understanding the causes of disability and improved methods of coping with impairment, consciousness towards civil rights and the emergence of people with disabilities showing creative endeavor to improve their own lives (Alur, 2002).

The history of disability has been characterized by the progressive development of several models of disability. These models, or constructions of disability, reflect the paradigm shifts in thinking and understanding of disability (theoretically) and thereby set the parameters for our response to people with disability. In earlier times, disability was considered as a punishment for acts committed in earlier lives, and the attitudes towards person with disabilities has been one of charity. After that disability was considered to be a medical problem to be dealt with by doctors only. The implication remains that disabled persons and their families should strive for 'normalization' through medical cures and miracles. The earlier charity and medical models were rooted in segregation and looking for care. Further progression in the field lead to the conception that the main barriers were the environment and the social construct. Thus, disability was described from a perspective that emphasizes social conditions, which disable a group of individuals by ignoring their needs of accessing opportunities in a manner conducive to their circumstances. Yet another milestone in the journey of changing conception about disability is human right model of disability. This model views disability as one of the dimension of humans, and it believed that all human being have certain rights which are inalienable. The principle of respect for differences and acceptance of disability as part of human diversity and humanity is

important here (NCERT, 2006; National Focus Group). This seeks to address issues of social justice and discrimination. Hence, there has been a considerable shift in the understanding of disability, from earlier medical interpretations of seeing disability as a deficit within the individual to that of viewing it in the context of a Human Right issue (The Disability Manual 2005). This change in perspective has got reflected in different provisions and approaches used by schools or institutions to provide special educational services to children with special needs that historically can be seen shifting from segregation, through integration to inclusion (Hegarty, 2001). A segregated classroom is simply a self-contained classroom filled with students who have a particular or any number of disabilities (Sheryle Dixon, 2005). This segregated philosophy – has gradually been challenged by different approaches, specifically, perspectives based on human rights. This perspective questioned the practice of segregated institutions and expressed moral concerns for the placement of children in special schools (Ainscow, 1999). This led to the progressively shifted provision from segregated towards more ‘integrated’ settings, thus towards educating children with disabilities and special educational needs within mainstream schools (Pijl and Meijer, 1994; Ainscow, 1999). However the provision of education of children with disabilities in special schools is still widely practiced. A majority of people, including professionals, teachers, and parents of children with and without disabilities believe that the special school is the most appropriate setting to educate children with disabilities (Sheryle Dixon, 2005). Study of Punani & Rawal et al; (2000) also reveals that the aim of integration is to avoid or reduce restriction on any aspects of a child’s developments which might result from segregated education. In India, integration was a major reform of the 1970s as the government launched the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC). In last ten years, however the concept of inclusion has come in forefront not only as a change in provisions in educational settings but as a ideology as well. Various factors contributed to this change. Researches show too narrow interpretation of integration as simple ‘placement’ of children with special educational needs in mainstream schools, without any attention to the quality of the education provided (Hegarty, 1997). Hence, integration has often taken the form of a means to avoid segregation, but with little improvement in terms of the actual content and practice of education. In India the need for inclusive education became evident from the fact that despite complete financial support under the IEDC scheme, for

integrating learners with special needs into the educational system, only 2-3% of the total population of these learners was actually integrated into the regular schools (NCERT, 2006; National Focus Group). This situation led to demands for more radical change. The constant use of the medical model of assessment, where in educational difficulties are explained solely in terms of defects in the child, led to a re-conceptualization of the special needs task as requiring school reforms and an improved pedagogy. This re-conceptualization at both the international and national level helped in the emergence of an orientation towards inclusive education. Here the emphasis is on reviewing schools and systems and changing them rather than trying to change learners (Stubbs, 2002). Inclusive education at international level has emerged from the 1994 Salamanca World Conference on Special Needs Education. The Statement highlights 'the necessity and urgency of providing education for children, youths and adults with special educational needs within the regular education system' (UNESCO, 1994). Snow (2001), an inclusion advocate, points out: "*Being included is not a privilege to be earned, nor a right that is given to individuals. Inclusion is first and foremost a state of mind.*" One of the most important distinctions between inclusive and integrated set up is the feeling of one belongingness. Inclusion means to remove barriers and discrimination, and to ensure the full participation of all children in education. This philosophy of inclusion resulted in the recognition of the rights of differently abled as well as in the affirmation of the rights of differently abled to be educated in 'regular' schools. The feasibility of inclusion of ALL children in schools, however, has been an issue that has been discussed and debated extensively at various national and international fora. As per the study conducted by Lindsay, 2003 inclusive education is now firmly established as the main policy imperative with respect to children who have special educational needs or disabilities. Contemporary special education encompasses an extremely complex social and conceptual system that is designed to assist all children and youth with special needs to reach their full potential (Obiakor & Rotatori, 2010).

Focusing On Needs : In special education the concept of 'need' is essential to understand as all other provision like curriculum, pedagogy, school and classroom organization, resources, therapies etc., can only be provided appropriately when 'needs' would be understood properly. Michael Farrell (2009) in his book on '*Foundation of Special Education: An Introduction*' he discusses about needs by bifurcating them into goal-directed/conditional needs

and unconditional needs. In goal-directed needs there is an implication that particular need is for a specific purpose. The purpose may be trifling or serious. If the goal is serious, then there is a justifiable obligation to provide for that particular need. However, on the other hand 'needs' are not always goal directed or conditional. They may be unconditional. For example in context of education, according to educator a child may need speech and language therapy but may not specify what the goal of this is or may mention an general goal that in order to make better progress than he/she otherwise might, but again this could be said of any child. Hence in unconditional needs – needs are understood by taking under consideration the unspecified but long term achievement. Farrell also discusses about special educational needs as a continuum related to a continuum of provision. He also throws light on the issue of 'meeting needs' by highlighting the sub issue of labeling in special education. He argues that in trying to avoid the perceived negative aspect of labeling children, the notion of 'needs' becomes fuzzier. Smith and Dowdy (2012) defines Special educational needs as 'a restriction in the capacity of the person to take part in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition'. According to National Focus Group on CWSN (2006) definition of special educational needs extends beyond disabilities categories to cover who are failing in school, because of wide variety of reasons that are known to be likely obstacles to a child's optimal progress. To take a broad perspective of 'needs' with respect to individual children is necessary. Kumar and Sangeeta (2013) on the basis of their study on effectiveness of ICT in educational achievement of students with special needs suggested that ICTs are significantly and positively related with academic achievement of students with special needs. Dragoo and Nichcy (2011) on the basis of findings of their study on learning disabilities suggested that use of mnemonic instructions help learning disabled children to learn facts in variety of subject areas. Waddell (2000) work on Visually impaired students revealed that by using the internet visually impaired children can access information easily alongside their sighted peers. On the basis of above discussion it becomes clear that prior to use any Information and Communication Technologies or any provisioning for children it is of utmost importance to identify the 'needs' appropriately first and then accordingly provide need based support, so that any child with his/her specific need can flourish under same roof of inclusion.

ICT and Special Education : Education is seen as a human right in today's context. Education plays an important role in every one's life and when we talk of differently abled children, role of education to empower and to give proper support according to their specific needs become even more critical. According to the Universal Declaration of Human Rights, education is viewed as a tool of facilitating democracy, and a means of promoting peace and respect for human rights and fundamental freedoms. Most important contribution of human for the development of society is his ability to generate new knowledge and share knowledge with communities so that everyone got benefited by that knowledge which led to the harmonial development of society without any knowledge gap. Information and communication technology, in its numerous forms, supposed to bridge the gap and facilitate inclusion for students with special educational needs (Kumar, 2013). In this way, access of quality education by ALL community members defines their role in scientific, economic, social, political and cultural activities, leading to active participation in society. Such issues are of great importance when one talk of persons with special educational needs.

National Policy on Education 1986, modified in 1992, stressed the need of ICT in improving quality of education. In the light of this policy statement, in 2004, central government sponsored scheme-Information and communication Technology at school level. National Curriculum Framework 2005 also highlighted the significant role of ICT in school education. National Policy on Information and Communication Technology in School Education (2012) also take a stance that by using different forms of ICT goal of inclusive education can be achieved. According to *Individual with Disabilities Education Act 1990 (Public Law 101-476)* Children with special needs should have access to assistive technology and related services. Role of technology in special education is very significant in remediation and compensation (Edyburn, 2005). Remediation includes approaches like providing extra time, making instructional modules by which a particular task is broken into small steps to a point at which understanding and skills break down. Compensation will be done when desired impact or very little impact may see after remediation therapy. Various studies suggested that ICT can help students with special needs, especially students with reading and/or writing disabilities through word prediction programs, word processors, spell and grammar checks, voice recognition, text-to-speech programs, planning and organizing tools etc (Anderson, Anderson & Cherup, 2009; Maor, Curie & Drewry, 2011; Peterson

Karlan, 2011). From special education perspective use of ICT for children with special needs is motivating as in special education role of special educator is to analyse the special needs of individual children and accordingly use appropriate ICT services, approaches, devices to cater the individual needs to maximum extent and thereby making an efforts to minimize barriers and difficulties in different learning environments. Raghava Reddy (2011) in his article on 'From Impairment to Disability and Beyond' argue that use assistive technologies help to promote active participation and functionality levels among children with special needs. One of the examples cited by Raghava in his article is 'InLv', an email forum for autistics. Through this Internet-based modern communication technology child suffering from Asperger's syndrome, autism can form an alternative world for themselves. Children suffering from Autism spectrum disorders perceive the sensory information received from normal social interaction overpowering as a result children over react in one situation and under react to other. Hence they cannot communicate as expected in normal social interaction. On the internet they do not have direct interaction with others which will help them to get rid of restraints of neurotypical timings, eye contact from others, neurotypical ways of interpreting body language etc. that is by using this forum they can eliminate their barriers in communication. Quoting one of the examples from his article *"one woman with Asperger's Syndrome asserts that 'we've already got our own country. It's a cyber country called InLv, and its perfect. We can interact without getting on each other's nerves'"*.

Role of ICT in special education can be understood as a technical assistance that enables the children with special needs to overcome his/her barriers and can learn & interact by their own way. With this view in mind ICTs give an opportunity to control their environment, facilitate problem-solving, give access to information, enhance communication with others both in immediate environment and around the world.

Debates and Issues : Every child is unique, has his own strengths, weakness, personality, interests, needs etc. In that way the educational needs of children are also vastly diverse. As the needs are very diverse, identification of needs and accordingly provide appropriate facilitation and support is a very challenging task. In case of children with disabilities this problem become even more critical as on the one hand, they are expected to acquire knowledge and skills as their peers, required in the society in which they live. On the other, they have functional limitations in the form of impairment which

affect learners' ability to access standard educational methods of instruction, therefore, prevent educational progress. Apart from formal education, per se, differently abled individuals have also to contend with several issues connected with their disability, such as attitude of the society, lack of employment opportunities and health concerns (Uma Tuli, 2013). Mike Oliver in 1996, discussed issues regarding notion of disability which include the issue of causality; the question of conceptual consistency; the role of language; the normalizing tendencies; the problem of experience; and finally, the politicization of the definitional process. He discussed all these issues in the light of emerging criticisms against social model of disability. Not surprisingly, issues of access and location remain paramount in the discussions as how to get access and simultaneously which are the best place for differently abled, special school or mainstreaming? Here the role of teachers in identifying and responding to specific needs of every child in the classroom become evident. Jhulka in 2006 also highlighted some issues in that direction regarding the lack of teacher preparation and training in responding to the needs of children with special needs, which reflected the inadequate preparation of teachers to address diversity in the classroom. Which raises a fundamental issue that how differences are understood and responded to in the Indian context?

Role of teachers is very crucial when ICT are used in special education (Farrell, 2009). Farrell on the basis of his work also suggested that teachers are not always confident and competent in using technology in classroom. This can limit the inclusive and more effective use of ICTs in school system. Therefore it become important for teachers and concern individuals to receive proper training which enable them to use technology effectively. For better access of ICTs teacher are expected to seeks advice time to time from specialists who will be aware of current improvements in technology. Inclusion in its true sense can only be achieved by providing appropriate technological support and simultaneously training of teachers in special education, capable to use available technology at its best according to specific needs of learners. Another issue is cost of technology. Chander, Devi and Rizwaan (2012) argue that use of ICTs in school education is limited to few of elite schools. Away from that, it's just a computer lab that's held apart from the conventional educational process. Quoting Hasselbring and Williams Glaser (2000) in this regard "...the barriers of inadequate training and cost must first be overcome before more widespread use can become a reality". Hence, the increased production and distribution

of new ICT services and program alone could be misleading. Therefore, it becomes important that various actions are required to stimulate services and infrastructure when one talk of using ICTs in special education.

Conclusion : Field of Information and communication technology is developing very fast and new technological programs and services are introduced day by day. ICT in its various forms allow children with special needs to participate in classrooms along with their peers and simultaneously role of assistive technology is found to be significant in achieving the goals of their education (Brodin, 2010; Gillette, 2006). The research of British Educational Communications and Technology Agency (BECTA, 2003) reported that use of ICT in schools for children with special needs can enable learners to communicate, participate in teaching-learning process and learn more effectively. Therefore the educational use of ICTs has considerable potential along with many challenges and issues when used in the field of special education. In this fast changing world, with new knowledge demands, simultaneous increase in the technological world, places heavy responsibility on the shoulders of teachers. Adapting teaching approaches with suits all students is a complex task, and teaching students who use assistive technology throw new challenges on teachers. An inclusive school requires teachers not only to follow the same curriculum and modify teaching methods to meet the needs of all students, but also to be update with new technology and integrate technology with content and pedagogy to impart quality education. Classroom teaching-learning process needs to be with accordance of student's needs to allow didactic inclusion.

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NATIONAL EDUCATION POLICY 2020: EXPECTATIONS, COERCIONS AND
UNCERTAINTIES

Sandeep Kumar, Assistant Professor, Department of Education, University of Delhi, Delhi.

Abstract

A long-awaited document has been shared with the nation named National Education Policy (NEP) 2020, which will decide the future of the largest democracy of the world. By this time, we are governed by the National Policy on Education 1986 and its plan of action (POA) 1992. NEP 2020 has been under preparation for last five years and after many drafts, now it is in the public domain to be assessed. It is certainly important to understand that education policy reflects the aims and objectives of education as perceived by the government and the way state visualizes education for various domains such as school education, higher education, teacher education, vocational education and so on. Also, important to note that this vision of policy is not only the vision of state rather many international forces work behind this vision. Or it can be said that in today's world the education policy of any nation cannot be made with sovereignty. There will be some or other kind of pressure which shapes the fundamental idea of education policy in a country. One of such forcing power is market economy. NEP 2020 has also been governed by these and many other factors which directly or indirectly have played an important role in shaping the vision of national education policy of India. In the light of above discussion this paper presents a critical analysis of NEP 2020 with reference to its basic principles, influencing forces, possibilities, ambiguities and hopes.

Keywords: NEP 2020, expectations, possibilities, Coercions

Before we start discussing the expectation, coercions, uncertainties of NEP 2020, it is essential that we must understand how a policy is to be assessed, discussed and analysed. Repeating what a policy is saying cannot be considered as analysis. We can do a policy analysis with different ways, but it does not mean that these ways are sufficient alone, rather they all have to be used together to do a comprehensive and required policy analysis. First way is to read between the words and lines, it means the language and phrases used in a policy convey lot many hidden ideas. Careful reading of a policy helps to understand these meanings which policy does not present explicitly but intend to do. Second way is to locate the internal ambiguities, which mean that at one place policy will say one thing and at other place will put an idea which contradict the earlier one. These internal ambiguities play a major role for non-implementation of a policy, as provisions keep contradicting each other. Third way is to do the discourse analysis of a policy. During this process the available discourse such as existing policies, their reviews and learning from implementation, critical debates, perspectives and a vision towards education collectively provide a lens to understand the policy. This analysis needs extensive critical reading and development of a reflective and analytical perspective toward what exist and what is expected to bridge the gaps. The fourth way of analysing a policy is to assess it with reference to its implementation, which means where education policy succeeded and where it could not. These ways are very important and crucial to understand and do a critical analysis of any policy. However, here we will be restricting only first three ways, as fourth way of analysis can only be done after the implementation of the policy. Important to note that the biggest mistake people do while policy analysis is to use a given framework which may not be very helpful in current time, context, need and situation. After a point such policy analysis simply reduced to a unidirectional analysis where provisions are criticised forcefully because they do not match with the given framework. Largely, frameworks are developed based on some ideological position which does not allow multiple perspectives to come in. So, need is to use multidirectional way of policy analysis which is beyond rigid and pre-fixed ideological dispositions and framework.

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Sandeep

Continuous Professional Development: A 'Collaborative Colleague Scheme' for School Teachers

Sandeep Kumar

Abstract

Teaching is a live profession and teaching professionals are life long learners. They always have to be efficient, active and enthusiastic towards their professional practices and requirements. Different systems do exist across the world for their continuous professional development (CPD) so that they can contribute to education at their level best. Most of the obtainable practices for their CPD works on 'deficit model', where teachers are viewed as recipient and their CPD is dependent of some kind of external agency, which contributes in their development only up to a certain extent. Present paper proposes a scheme for CPD of school teachers named as 'Collaborative Colleague Scheme'. It proposes a system which is school based and continuous in nature different from existing practices which happen for a particular period of time. Paper starts with locating problems in existing practices and then after revisits and debunk various preconceived ideas of teachers about learner, learning and knowledge. Based on current scenario in school education a workable and feasible scheme has been proposed for CPD as a routine which consists many collaborative, reflective and participatory practices.

Contextualizing

Professional development in India is based on deficit model, where it is considered that school teachers have to be trained or educated or prepared for enhancing their capabilities. This deficit model works on hierarchy model where university teachers are accepted more knowledgeable in compare to school teachers, which make school teachers stand at receiving end. This practice has not been successful to contribute in school life

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Sandeep

Understanding Others: Perspective, Coercion and Ambiguities

Dr. Sandeep Kumar

Abstract

Logicity has its own limitation in understanding others. Humans are subjective being and can not be understood only with scientific logicity. Their existence and living can best be understood with phenomenological world they are living in. Despite the fact that subjective aspects explain human living better, there are numerous concerns in this process of understanding. We all have to engage ourselves in the process of understanding others whether we are teacher or student or researcher. This paper engages with the cognitive idea of understanding others and its associated concerns. The kind of ambiguities, challenges, issues and concerns face by an individual along with possible alternatives has been discussed in this article which provide a comprehensive perspective to the reader in understanding others.

Keywords: understanding others, perspective, coercion, Ambiguities

The Context

The most difficult task is to understand others, whether we are talking about researcher or teacher or otherwise. This becomes more important for individuals deals in education where every single movement there is need to understand others. In this process, we are governed by many contextual factors and universal impositions that has become part of our everyday life consciously or unconsciously. These universal impositions are prevailed via media in general life and via educational discourse in academic life.

How do we understand others happen based on a framework or perspective we have developed over a period of time and therefore, it is influenced and shaped by the kind of experiences we have gone through. Social practices, socialization and readings we do in academics and our interaction with these collectively develops this framework. So, the idea of 'others and I' collectively generate the scope of developing a perspective towards others. In this process of understanding others, both the diversity one (an individual) possess and diversity prevailed in society play an important role. This diversity also leads to the idea of uniqueness of a context and an individual. This diversity and uniqueness must be seen as positive resource while understanding others. Having positive attitude and consistent engagement with reflective practices also help us to develop a better perspective towards others. We also need to understand that our thinking matters more than anything else.



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[मनःस्वरूपं भारतीयदर्शनिकैः सूक्ष्मैश्वर्यं विचारितमस्ति। अस्मिन् लेखे भारतीयदर्शनानुसारेण मनःस्वरूपं कीदृशं, पाश्चात्यभारतीय-मनोविज्ञाने साम्यता वैषम्यं च, भारतीयमनोविज्ञानस्य प्रामाणिकता च निरूपिताः सन्ति।]

सार- आधुनिक मनोविज्ञान, मानवीय व्यवहार का वैज्ञानिक तरीके से अध्ययन करता है इसके लिए अनेक शोधविधियों का उपयोग भी किया जाता है साथ ही आधुनिक मनोविज्ञान पर सोलहवीं शताब्दी से लेकर वर्तमान समय तक इस पर काफी शोध कार्य भी किये जा रहे हैं, किन्तु यदि हम बात करें, भारतीय ज्ञान-विज्ञान-परम्परा की, तो क्या इसमें मनोविज्ञान के विषय में चर्चा की गई है? यदि इसका उत्तर हाँ है तो भारतीय मनोविज्ञान को किस रूप में स्वीकार किया जा रहा है? साथ ही क्या कारण है कि बीसवीं शताब्दी के उत्तरार्ध के प्रारम्भ से इस पर काफी अनुसंधान कार्य किये जा रहे हैं? प्रस्तुत शोधपत्र में इन सभी प्रश्नों के उत्तर खोजने का प्रयास किया जायेगा।

मुख्य बिंदु-भारतीय मनोविज्ञान, बुद्धि, मन, संज्ञान।

'बुभुक्षितं किम् न करोति पापम्', 'यस्यास्ति वित्तं स नरः कुलीनः' इस प्रकार अनेक उक्तियाँ अनायास ही हमें यह बताने का प्रयास करती हैं कि आहार, आवरण और आवास, ये किसी भी व्यक्ति की मूलभूत आवश्यकताएँ होती हैं और यह बिल्कुल सत्य भी है क्योंकि इसके बिना व्यक्ति जीवित ही नहीं रह सकता साथ ही इन सभी पूर्ति धन से ही संभव है इसलिए ये कहना कि धन भी, जीवन यापन के लिए अति महत्वपूर्ण है तो यह गलत भी नहीं होगा किन्तु यहाँ यह प्रश्न उठता है क्या सिर्फ धन से ही मानव समाज में सुखमय तरीके से अपना जीवन यापन कर सकता है? ये इस प्रश्न उत्तर निश्चित रूप से ही

भारतीय मनोविज्ञान; एक समीक्षात्मक विश्लेषण

ना होगा, तो ऐसा क्या है जो उसे सुखमय या शांतिपूर्वक जीवन यापन के लिए आवश्यक है? तो निश्चित इसका उत्तर होगा कि व्यक्ति को समाज में मिलने वाला स्नेह और आदर सम्मान, जिसको प्रसिद्ध मनोविद् 'अब्राहम मैस्लो' की 'आवश्यकता सोपानिक सिद्धांत' के द्वारा समझा जा सकता है। इस मनोविद् ने मूलभूत आवश्यकताओं को सबसे पहले सोपान में गिना है और बताया कि यह आवश्यकता व्यक्ति के जीवन के लिए जरूरी है किन्तु साथ ही मैस्लोनेचार अन्य आवश्यकताओं की गणना की है जो व्यक्ति के शांतिपूर्ण तरीके से जीवनयापन के लिए आवश्यक है। यदि इन सभी आवश्यकताओं को ध्यान पूर्वक देखें तो पाएँगे कि एक सुखद जीवनयापन के लिए व्यक्ति के पास स्वयं के विषय में सम्यक् समझ होनी चाहिए अर्थात् वह अपनी कमियों, अच्छाइयों, आवश्यकताओं और विशेषताओं को ठीक प्रकार से जानता हो, ताकि उसे यह पता हो उसे अपने जीवनयापन के लिए क्या-क्या चाहिए? यह बिल्कुल सत्य है कि प्रत्येक व्यक्ति के जीवनयापन के लिए कुछ मूलभूत आवश्यकताएँ होती हैं, जिनके बिना किसी भी व्यक्ति का जीवन संभव ही नहीं है किन्तु इसके अतिरिक्त उसकी मानसिक, सामाजिक और बौद्धिक आवश्यकताएँ भी होती हैं जो कि प्रत्येक व्यक्ति की पृथक्-पृथक् होती हैं। इसको हम इस रूप में समझ सकते हैं कि एक व्यक्ति को अधिक से अधिक धनार्जन करने से मानसिक सुख मिलता है किन्तु किसी अन्य को यह धनार्जन, मानसिक सुख न देकर मानसिक त्रास देता है। इस उदाहरण से यह बात बिल्कुल स्पष्ट है कि प्रत्येक व्यक्ति की आवश्यकता अलग-अलग होती है किन्तु आप पाएँगे कि समाज में प्रत्येक व्यक्ति की आवश्यकतायें प्रायः सामान ही दिखाई देती हैं इसको उक्त धनार्जन के सन्दर्भ में बहुत अच्छी प्रकार से समझा जा सकता है। इसका कारण यह है कि व्यक्ति अपनी विशेषताओं और आवश्यकताओं को सम्यक् प्रकार से नहीं जानता और प्रायः उन विचारों का अनुसरण करता है जो समाज में प्रचलित होती हैं। इस परिस्थिति में व्यक्ति अपने विषय में जानने के लिए क्या कर सकता है? तो इसका उत्तर है व्यक्ति द्वारा 'आत्म संप्रत्यय' का उचित प्रकार से निर्माण और उस संप्रत्यय का सतत् विकास करते रहना। इस कार्य में व्यक्ति की सहायता करता मनोविज्ञान, विशेष रूप से भारतीय मनोविज्ञान ऐसा किस आधार पर कहा जा सकता है? तो इस विषय पर आगे चर्चा करेंगे। अब यहाँ यह प्रश्न उठता है कि भारतीय मनोविज्ञान क्या है? कैसे ये पाश्चात्य मनोविज्ञान से अलग है? कैसे ये मानवीय व्यवहार का अध्ययन करता है? साथ ही ये कैसे वर्तमान समय और ज्यादा प्रासंगिक हो गया है? इन सभी प्रश्नों के विषय पर इस शोध पत्र में विस्तार पूर्वक चर्चा की जाएगी।

भारतीय मनोविज्ञान के स्वरूप को जानने से पूर्व हम पाश्चात्य मनोविज्ञान के स्वरूप को जानते हैं पाश्चात्य मनोविज्ञान का सर्वप्रथम वर्णन 'प्लूटो' और 'सुकरात' के ग्रंथों में मिलता है जहाँ मनोविज्ञान को 'आत्मा के अध्ययन का विज्ञान' स्वीकार किया गया है, कालांतर में मनोविज्ञान को 'चेतना के अध्ययन का विज्ञान' तत्पश्चात् 'मन का अध्ययन' उन्नीसवीं शताब्दी के पूर्वार्ध में मनोविज्ञान 'व्यवहार के अध्ययन' की एक शाखा के रूप में दिखाई देता है किन्तु भारतीय मनोविज्ञान का प्रारंभ वेदों से होता है जहाँ मनोविज्ञान को 'आत्मा के अध्ययन का विज्ञान' के रूप में स्वीकार किया गया है भारतीय मनोविज्ञान के विषय में इस परिभाषा को वर्तमान समय में भी स्वीकार किया जा रहा है किन्तु यह भी सत्य है कि भारतीय संस्कृत साहित्य में 'मनोविज्ञान' इस प्रकार का पृथक् विषय नहीं दिखाई देता है। इसका एक बड़ा कारण है कि भारतीय ज्ञान-विज्ञान-परम्परा में मानव के व्यवहार के सञ्चालन में आत्मा को ही प्रमुख माना गया है इसीलिए भारतीय मनोविज्ञान 'आत्मा के अध्ययन' पर ही बल देता है इसका विश्वास है कि समस्त मानवीय क्रियाकलापों का सञ्चालन आत्मा के द्वारा होता है इसका प्रणाम कठोपनिषद् में प्राप्त होता है जहाँ मानव शरीर को एक 'रथ' की तरह माना है, इस शरीर रूपी रथ में आत्मा 'रथी', मन को 'लगाम' तथा बुद्धि को इस शरीर रूपी रथ को चलाने वाला माना है।

आत्मानं रथिनं विद्धि, शरीरं रथमेव च।

बुद्धिं तु सारथिं विद्धि, मनः प्रग्रहमेव च॥ -कठोपनिषद् 3/3

इस श्लोक में भारतीय मनोविज्ञान के मूलभूत अवधारणा के विषय में प्रमाण प्राप्त होता। इस प्रकार प्रथमदृष्ट्या देखने मात्र से ही सुस्पष्ट हो जाता है कि भारतीय मनोविज्ञान ज्ञान की वह शाखा है जो किसी व्यक्ति के मन, चेतना, संवेग, व्यवहार, व्यक्तित्व इत्यादि के अध्ययन के लिए आत्मा के अध्ययन पर बल देती है और आत्मा कैसी है इसका वर्णन हमें कठोपनिषद् में प्राप्त होता है। कठोपनिषद् में आत्मा को 'अंगुष्ठमात्र' बतलाया गया है जहाँ आत्मा से आशय यह है कि उस शक्ति का अनुभव है जिसे व्यक्ति अपने हृदय कमल में अनुभव कर सकता है जो अंगुष्ठ के समान परिमाण वाला है—“अङ्गुष्ठमात्रः पुरुषो मध्य-आत्मनितिष्ठति।” (2.1.12)

भारतीय मनोविज्ञान, इस आत्मतत्त्व के अध्ययन का विज्ञान है। भारतीय मनोविज्ञान के उद्भव का यदि अन्वेषण करें तो पाएंगे कि इसका वर्णन वेदों के समय से ही अलग-अलग रूपों में प्राप्त होता है यहाँ यजुर्वेद के एक मन्त्र का उल्लेख करना परमवश्यक है, जिसमें मन के स्वरूप का वर्णन बहुत ही स्पष्ट

भारतीय मनोविज्ञान; एक समीक्षात्मक विश्लेषण

तरीके से किया गया है—

यज्जाग्रतो दूर मुदैतिदैव तदुमुतस्य तथैवैति।

दूरंगं ज्योतिषां ज्योतिरेकं तन्मेमनः शिवसंकल्पमस्तु॥1॥

(यजु. अध्या. 34, म.सं. 1)

अर्थात् जो मन जागृत अवस्था में तो दूर-दूर तक संचरण करता ही है साथ ही सुप्तावस्था में भी दूर-दूर तक विचरण करता रहता है, वही मन इन्द्रियों रूपी ज्योतियों की एक मात्र ज्योति है अर्थात् इन्द्रियों को प्रकाश देने वाली, एक ज्योति सदृश है अथवा जो मन इन्द्रियों का प्रकाशक है, ऐसा हमारा मन शुभ-कल्याणकारी संकल्पों से युक्त हो। इसी प्रकार शिवसंकल्प सूक्त के अन्य मन्त्रों में भी मन के स्वरूप का बड़ी सूक्ष्मता से वर्णन किया है। भारतीय मनोविज्ञान में वर्णित मन का स्वरूप, पाश्चात्य मनोविज्ञान में वर्णित मन के स्वरूप से पृथक् है यदि हम मनोविज्ञान के पृथक् विकास के क्रम पर दृष्टिपात करें तो पाएंगे कि पाश्चात्य मनोविज्ञान का जन्म दर्शनशास्त्र की एक शाखा के रूप में हुआ था जिसमें मनोविज्ञान को 'आत्मा के अध्ययन विज्ञान' के रूप में स्वीकार किया गया था, मनोविज्ञान को 'आत्मा के अध्ययन' के साथ होता है कि वे अपने स्वरूप में निरंतर जैसा की ज्ञान की सभी शाखाओं के साथ होता है कि वे अपने स्वरूप में निरंतर परिवर्तन करती रहती है यह परिवर्तनशीलता पाश्चात्य मनोविज्ञान में भी दिखाई देती है प्रमाण स्वरूप इसको पहले मन, फिर चेतना, और व्यवहार के अध्ययन करने वाली शाखा के रूप में स्वीकार किया जाने लगा। वहीं दूसरी ओर, भारतीय मनोविज्ञान का उद्भव भी दर्शनशास्त्र से ही हुआ है किन्तु भारतीय मनोविज्ञान में पाश्चात्य मनोविज्ञान की तरह परिवर्तनशीलता नहीं दिखाई पड़ती इसका एक बड़ा कारण है यह की इसे संस्कृत इतिहास के लम्बे कालखंड तक एक पृथक् ज्ञान शाखा के रूप में स्वीकार नहीं किया जाँटा रहा है किन्तु बीसवीं शताब्दी के उत्तरार्ध से ही भारतीय मनोविज्ञान में काफी अनुसन्धान कार्य हो रहा है किन्तु अभी भी भारतीय मनोविज्ञान को 'आत्मतत्त्व के अध्ययन' की एक शाखा के रूप में स्वीकारकर शोधकार्य किये जा रहे हैं। यह आत्मतत्त्व, मानव विकास के दो पक्ष आभ्यन्तर पक्ष से जुड़ा है। यह तो सर्वविदित है कि मानव विकास के दो पक्ष हैं एक आभ्यन्तर पक्ष जो कि मानव के आभ्यन्तर अवस्था से जुड़ा हुआ है इसके अंतर्गत चेतना, संज्ञान, संवेग, मानसिक अवस्थाएँ, चित्त इत्यादि समाहित हैं। दूसरा पक्ष है बाह्य पक्ष, इसमें मानव विकास के सभी बाह्य पक्ष समाहित हैं जैसे व्यवहार, व्यक्तित्व, बुद्धि-विकास इत्यादि। भारतीय मनोविज्ञान मानव विकास के इसी आभ्यन्तर या अन्तः पक्ष का अध्ययन करता है। भारतीय मनोविज्ञान का यह दृढ़ विकास है कि यदि मानव जीवन के विकास के अन्तः पक्ष का समुचित

अध्ययन करें, तो उसके बाह्य पक्ष को उचित प्रकार से विकसित किया जा सकता है। इसलिए भारत के प्राचीन शास्त्रीय ग्रन्थों में मन को काफी महत्व दिया गया है। भारतीय मनोविज्ञान स्वीकार करता है कि व्यक्ति के अंतःपक्ष इसमें भी मुख्य रूप से मन का अध्ययन करके हम मानव के बाह्य पक्ष को सही प्रकार से विकसित किया जा सकता है इसलिए मन को भारतीय मनोविज्ञान में 'छठी इन्द्रिय' स्वीकार किया गया है यथा-

इमानि यानि पंचेन्द्रियाणि मनः

षष्ठानि मे हृदि ब्राह्मणा संशितानि। - अथर्व 19.09.05

अतः इस विचार को ध्यान में रखते हुए मन को शुद्ध रखने के प्रयास किए जाने पर, भारतीय मनोविज्ञान का विशेष बल है। इसके अतिरिक्त भारतीय मनोविज्ञान अपने विज्ञान के वर्णित संप्रत्ययों को लेकर भी बहुत सुस्पष्ट है उदाहरण स्वरूप 'बुद्धि' के संप्रत्यय को ही ले, पाश्चात्य मनोविज्ञान में 'बुद्धि' क्या है? इसको लेकर काफी मत विभेद है इसका ज्ञान हमें बेलार्ड (Bellard) के कथन से प्राप्त होता है जहाँ वे कहते हैं कि "शिक्षक बुद्धि के विकास का प्रयत्न करता है और मनोवैज्ञानिक बुद्धि को मापने का प्रयत्न करता है किन्तु लगता है कि 'उनको अनुमान ही नहीं है कि बुद्धि क्या है'" (डॉ. जे.एस. वालिया) शिक्षण और अधिगम का मनोविज्ञान पृष्ठ सं 289) किन्तु अध्ययन या शोध की दृष्टि से पाश्चात्य मनोवैज्ञानिकों के विचारों को तीन मुख्य भागों में बांटा जा सकता है। एक वर्ग वह है जो यह स्वीकार करता है कि 'बुद्धि व्यक्ति की वातावरण के साथ समायोजित होने की योग्यता है' इस वर्ग मुख्य रूप में अनेक मनोवैज्ञानिक आते हैं जैसे रास (Ross) बर्ट (Burt) स्टर्न (Stern) वुडवर्थ (Woodworth) बिन (Binet) मैकडगल (Mc Dougall) इत्यादि। इसके अतिरिक्त मनोवैज्ञानिकों का एक दूसरा वर्ग है जो 'बुद्धि को व्यक्ति अधिगम की योग्यता स्वीकार करता है' इसमें मुख्य रूप से डीयरबार्न (Dearborn) बकिंगहम (Buckingham) थॉर्नडाईक (Thorndike) कालविन (Calvin) इत्यादि आते हैं। इसके अलावा पाश्चात्य मनोवैज्ञानिकों का एक तीसरा वर्ग भी है 'जो बुद्धि को व्यक्ति के अमूर्त चिन्तन की योग्यता' स्वीकार करता है इस वर्ग में टर्मन (Terman) स्पीयरमैन (Spearman) बर्ट (Burt) इत्यादि की गणना की जा सकती है। पाश्चात्य मनोवैज्ञानिक वेचस्लर (Wechsler) ने है 'बुद्धि को व्यक्ति को अनेकों योग्यताओं के समुच्चय' के रूप में स्वीकार किया है। इस प्रकार हम देखते हैं कि एक 'बुद्धि' के विषय में ही पाश्चात्य मनोविज्ञान में कितना मत विभेद दिखता है इसके विपरीत भारतीय मनोविज्ञान में यह मत विभेद नहीं

दिखाई देगा जैसे 'बुद्धि' के विषय में कथन है "बुद्धिः नामनिश्चयात्मिकान्तःकरणवृत्तिः" (वेदान्तसार) अर्थात् बुद्धि वह है जो संकल्प और विकल्प की स्थिति में व्यक्ति के द्वारा किसी एक पर निर्णय लेने की योग्यता है। इस प्रकार 'बुद्धि' उदापोह की स्थिति में निर्णय लेने की योग्यता है उदाहरण स्वरूप यदि किसी विद्यार्थी की नए-नए स्वादिष्ट व्यंजन खाने में रुचि है किन्तु उसका पाचन तंत्र उस विद्यार्थी को इस प्रकार के व्यंजन खाने की आज्ञा नहीं देता, तो इस परिस्थिति में वह विद्यार्थी एक ओर तो यह सोचता है कि नए-नए स्वादिष्ट व्यंजन खा लेता हूँ (यह संकल्प की स्थिति है) और दूसरी ओर वह सोचता है कि मैं इस भोजन को खा नहीं सकता क्योंकि मेरा पाचन तंत्र के लिए यह भोजन सुपाच्य नहीं है (यह विकल्प की स्थिति है) अब इस स्थिति में जो योग्यता (बुद्धि) उस विद्यार्थी को निर्णय लेने में सहायता करती है उसे 'बुद्धि' कहा जाता है। इस प्रकार हम देखते हैं कि 'बुद्धि' के विषय में भारतीय मनोविज्ञान को लेकर कोई संदेह नहीं दिखाई देता है। यहाँ मन के विषय में भी उल्लेख किया जा सकता है कि भारतीय मनोविज्ञान का मन के विषय में भी बहुत ही स्पष्ट मत है यथा "संकल्पविकल्पात्मक मनः" अर्थात् मनव्यक्ति के विचार करने की वह स्थिति है जब व्यक्ति संकल्प और विकल्प दोनों के मध्य दोलायमान होता है इस स्थिति को मन कहा जाता है। ऐसे अनेक उदाहरण भारतीय मनोविज्ञान में प्राप्त होते हैं जो मनोवैज्ञानिक संप्रत्यय को बड़ी सहजता से स्पष्ट करते हैं। संक्षेप में यदि हम भारतीय मनोविज्ञान की प्रकृति के विषय में विचार करें तो यह हमें अधोलिखित रूप में दिखाई देता है-

- ♦ भारतीय मनोविज्ञान आत्मतत्त्व के अध्ययन पर बल देता है, इस आत्म तत्त्व में ही व्यक्ति के अन्तः पक्ष (संज्ञान, संवेग, मन बुद्धि चेतना स्वभाव व्यक्तित्व का केवल आंतरिक पक्ष, चिंतन इत्यादि) और बाह्य पक्ष (व्यवहार, शारीरिक विकास, व्यक्तित्व का केवल बाह्य पक्ष इत्यादि) समाहित है।
- ♦ भारतीय मनोविज्ञान व्यक्ति के व्यवहार समझने के लिए, बाह्य पक्ष की अपेक्षा अन्तः पक्ष के अध्ययन पर बल देता है।
- ♦ भारतीय मनोविज्ञान मानव व्यवहार के अध्ययन के लिए बहिराध्ययन विधि की अपेक्षा, अंतर्दर्शन विधि पर बल देता है इसका कारण यह है कि भारतीय मनोविज्ञान का दृढ़ विश्वास है कि 'व्यक्ति स्वयं का निर्माता स्वयं है'।
- ♦ भारतीय मनोविज्ञान मन की शुद्धि पर ज्यादा बल देता है, तन की शुद्धि की अपेक्षा क्योंकि इसका विश्वास है कि यदि मन शुद्ध होगा, तो किसी

भी प्रकार तनाव या मानसिक परेशानी नहीं होगी और जब व्यक्ति मानसिक रूप से स्वस्थ होता है, तो वह शारीरिक परेशानी से भी स्वतः ही मुक्त हो जायेगा।

● भारतीय मनोविज्ञान मानव को समष्टि रूप से देखता है ना कि व्यक्ति के रूप में, इसका विश्वास है कि व्यक्ति के व्यवहारगत समस्याओं के समाधान के लिए व्यक्ति के मन का अध्ययन करना चाहिए क्योंकि मन ही समस्त शारीरिक क्रियाकलापों का संचालक है इस प्रकार भारतीय मनोविज्ञान की प्रकृति समाधान के मार्ग खोजने की अपेक्षा, समस्या के कारणों को खोजने की प्रवृत्ति पर बल देता है इसका मानना है कि यदि हम समस्या के कारणों को खोज लेंगे, तो समाधान के उपाय स्वतः ही मिल जाएगा साथ ही आवश्यकता के अनुरूप इस प्रकार समस्याओं वाले अन्य व्यक्तियों पर भी इन उपायों का अनुप्रयोग किया जा सकता है।

पाश्चात्य और भारतीय मनोविज्ञान में समानताएं और विषमताएं-

प्रत्येक विषय की अपनी विशेषताएं होती हैं जो उसकी पहचान सद्दा वन जाती है। यह बात भारतीय मनोविज्ञान और पाश्चात्य मनोविज्ञान भी लगती है। भारतीय मनोविज्ञान की भी अपनी विशेषताएँ, शोधविधियाँ तथा सिद्धांत हैं जिनके आधार पर हम भारतीय मनोविज्ञान के स्वरूप या अवधारणा को समझ सकते हैं साथ ही पाश्चात्य मनोविज्ञान की भी अपनी शोध विधियाँ तथा सिद्धांत हैं जिनके आधार पर इसके स्वरूप को समझा और जाना जा सकता है किन्तु इसके बावजूद भी भारतीय और पाश्चात्य मनोविज्ञान में कुछ समानताएँ हैं जैसे दोनों के लक्ष्य में सामना है दोनों का लक्ष्य है व्यक्ति को मानसिक स्वस्थ बनाने हेतु उपाय बताना ताकि वे मानसिक रूप से पूर्णतः स्वस्थ हो सकें साथ ही व्यक्ति को परामर्श सम्बन्धी सेवाएं उपलब्ध कराना। दूसरा यह है कि दोनों ही मानव के व्यवहार के समस्याओं के समाधान के लिए सर्वप्रथम उसके कारणों को जानकार, उन समस्याओं का निवारण के लिए संभावित उपायों पर सविस्तार चर्चा करते हैं। तीसरा ये दोनों ही प्रकार के मनोविज्ञान मानव जीवन को सुखमय बनाना चाहते हैं। इसी प्रकार यदि भारतीय और पाश्चात्य मनोविज्ञान में विद्यमान विषमताओं पर विचार करें तो पाश्चात्य मनोविज्ञान के विषय में पाएंगे कि यह व्यक्ति को व्यक्ति के रूप के में देखता है उदाहरण स्वरूप व्यक्ति के मन, बुद्धि और व्यक्तित्व के पृथक्-पृथक् अध्ययन पर विचार करता है किन्तु भारतीय मनोविज्ञान मानव को समष्टि रूप में देखता है इसीलिए यह व्यक्ति के अलग-अलग देखने पर विश्वास नहीं करता है अर्थात् यह व्यक्ति के 'आत्मतत्त्व'

के अध्ययन पर बल देता है ना कि मन या बुद्धि को पृथक् पृथक् रूप में अध्ययन करने में। हम बात करें व्यक्ति के बौद्धिक विकास के उपायों की तो पायेंगे कि भारतीय मनोविज्ञान जहाँ एक ओर एकादश इन्द्रियों (पांच ज्ञानेन्द्रियों और पांच कर्मेन्द्रियों) के नियंत्रण को व्यक्ति के बौद्धिक विकास हेतु आवश्यक मानता है किन्तु वहीं दूसरी ओर पाश्चात्य मनोविज्ञान का यह विश्वास है कि केवल मानव व्यवहार नियंत्रण करने मात्र से ही उसका बौद्धिक विकास का किया जा सकता है।

भारतीय मनोविज्ञान की वर्तमान सन्दर्भ में प्रासंगिकता-

मनोविज्ञान के क्षेत्र में भारतीय मनोविज्ञान अपेक्षाकृत नवीन शोध का विषय है यद्यपि भारतीय मनोविज्ञान का उल्लेख संस्कृत साहित्य काफी समय पूर्व ही किया गया था किन्तु इसका स्वरूप आधुनिक पाश्चात्य मनोविज्ञान की तरह व्यवहारवादी नहीं है। यह आत्मा के अध्ययन में ही मन, चेतना, संज्ञान तथा व्यवहार का अध्ययन स्वीकार करता है। परिणामस्वरूप इसके अध्ययन की वर्तमान परिप्रेक्ष्य में आवश्यकता है इसका अध्ययन वर्तमान पाश्चात्य मनोवैज्ञानिक उपागम के धरातल करना ना तो न्यायसंगत होगा और ना ही व्यवहारिक क्योंकि इसका अध्ययन हम प्रयोगाधारित दृष्टिकोण से नहीं कर सकते। भारतीय मनोविज्ञान मानव व्यवहार, संज्ञान या मन के अध्ययन के लिए अन्तर्दर्शन विधि का प्रयोग करता है। भारतीय मनोविज्ञान संस्कृत साहित्य या अन्य भारतीय साहित्य में अप्रत्यक्ष रूप से वर्णित मनोवैज्ञानिक सिद्धान्तों और संकल्पनाओं का संकलन और संशोधन करता है। भारतीय मनोविज्ञान केवल बुद्धि की अवधारणा मात्र को स्पष्ट नहीं करता है प्रत्युत बौद्धिक विकास के लिए उपाय भी बताता है बौद्धिक विकास के उपायों में सर्वप्रथम आत्मसंयम को स्वीकार किया है यह आत्मसंयम केवल पञ्च ज्ञानेन्द्रियों और पञ्च कर्मेन्द्रियों के नियंत्रण तक ही सीमित नहीं है अपितु इस आत्मसंयम का विस्तार मन के नियंत्रण तक जाता है गीता में इसे 'स्थितप्रज्ञ' कहा है।

टिप्पणी- भारतीय मनोविज्ञान का स्वरूप पाश्चात्य मनोविज्ञान से पृथक् है तथापि इसमें कुछ साम्यता भी है किन्तु साथ ही भारतीय मनोविज्ञान की कुछ विशेषताएँ हैं, जिनका पृथक् रूप से अध्ययन किये जाने की आवश्यकता है। एक शोधकर्ता को इसका अध्ययन करते समय इस बात का भी विशेष ध्यान रखने की आवश्यकता है कि भारतीय मनोविज्ञान की अनावश्यक रूप से साम्यता स्थापित करने कोशिश ना करे, अन्यथा हम भारतीय मनोविज्ञान के वास्तविक रूप से अनभिज्ञ हो रहेंगे साथ ही हम विषय के साथ न्याय नहीं कर पाएंगे।

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NATIONAL EDUCATION POLICY 2020: EXPECTATIONS, COERCIONS AND UNCERTAINTIES

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Abstract

A long-awaited document has been shared with the nation named National Education Policy (NEP) 2020, which will decide the future of the largest democracy of the world. By this time, we are governed by the National Policy on Education 1986 and its plan of action (POA) 1992. NEP 2020 has been under preparation for last five years and after many drafts, now it is in the public domain to be assessed. It is certainly important to understand that education policy reflects the aims and objectives of education as perceived by the government and the way state visualizes education for various domains such as school education, higher education, teacher education, vocational education and so on. Also, important to note that this vision of policy is not only the vision of state rather many international forces work behind this vision. Or it can be said that in today's world the education policy of any nation cannot be made with sovereignty. There will be some or other kind of pressure which shapes the fundamental idea of education policy in a country. One of such forcing power is market economy. NEP 2020 has also been governed by these and many other factors which directly or indirectly have played an important role in shaping the vision of national education policy of India. In the light of above discussion this paper presents a critical analysis of NEP 2020 with reference to its basic principles, influencing forces, possibilities, ambiguities and hopes.

Keywords: NEP 2020, expectations, possibilities, Coercions

Before we start discussing the expectation, coercions, uncertainties of NEP 2020, it is essential that we must understand how a policy is to be assessed, discussed and analysed. Repeating what a policy is saying cannot be considered as analysis. We can do a policy analysis with different ways, but it does not mean that these ways are sufficient alone, rather they all have to be used together to do a comprehensive and required policy analysis. First way is to read between the words and lines, it means the language and phrases used in a policy convey lot many hidden ideas. Careful reading of a policy helps to understand these meanings which policy does not present explicitly but intend to do. Second way is to locate the internal ambiguities, which mean that at one place policy will say one thing and at other place will put an idea which contradict the earlier one. These internal ambiguities play a major role for non-implementation of a policy, as provisions keep contradicting each other. Third way is to do the discourse analysis of a policy. During this process the available discourse such as existing policies, their reviews and learning from implementation, critical debates, perspectives and a vision towards education collectively provide a lens to understand the policy. This analysis needs extensive critical reading and development of a reflective and analytical perspective toward what exist and what is expected to bridge the gaps. The fourth way of analysing a policy is to assess it with reference to its implementation, which means where education policy succeeded and where it could not. These ways are very important and crucial to understand and do a critical analysis of any policy. However, here we will be restricting only first three ways, as fourth way of analysis can only be done after the implementation of the policy. Important to note that the biggest mistake people do while policy analysis is to use a given framework which may not be very helpful in current time, context, need and situation. After a point such policy analysis simply reduced to a unidirectional analysis where provisions are criticised forcefully because they do not match with the given framework. Largely, frameworks are developed based on some ideological position which does not allow multiple perspectives to come in. So, need is to use multidirectional way of policy analysis which is beyond rigid and pre-fixed ideological dispositions and framework.

Nurturing Scientific Creativity in Science Classroom*

Priya Gupta and Yukti Sharma

The present article attempts to understand the interrelationship between the processes of science and scientific creativity and its relevance to a science classroom. We explore how these processes can be incorporated as pedagogical practices in the classroom to foster students' scientific creativity. Few activities based on these processes are also suggested that can offer enabling experiences to students and may nurture their scientific creativity.

1. Introduction

Science education in India, even at its best develops competence but does not encourage inventiveness and creativity [1]. This is one of the most pertinent and crucial issues demanding the immediate attention of science teachers, teacher educators, science educationists, and researchers working in the area of creativity. The issue indicates that there is a need for a paradigm shift in the pedagogical practices followed in science education; specifically aiming towards encouraging investigative ability, inventiveness, and creativity. National Curriculum Framework (NCF) 2005 too reiterates that the aim of science education should be to nurture the natural curiosity, aesthetic sense, and creativity of the child in the field of science and technology and that the curriculum should engage the learners in acquiring the methods and processes that lead to the generation and validation of scientific knowledge [1]. Considering science as a creative process as well as creativity as an integral component for science learning, it is imperative that the students are engaged in this process to nurture their potentials in scientific creativity. Students' creativity in learning sci-



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Keywords

Fostering scientific creativity, creativity in science, science education.

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Engagement with science requires a great deal of knowledge, imagination, and creative insight on the part of the learners, and there are also significant factors for major inventions, breakthroughs and scientific discoveries.

ence is important as they are future scientists and potential resource of any nation. Moreover, at a more mundane level, scientific creativity helps individuals deal with their everyday problems logically. Science involves experimentation, testing hypothesis, building evidences, and theoretical discussions as it undergoes a constant process of reviewing and renewal. Thus, engagement with science requires a great deal of knowledge, imagination, and creative insight on the part of the learners, and there are also significant factors for major inventions, breakthroughs and scientific discoveries. This depicts the importance of nurturing scientific creativity amongst students. However, there are many questions that require deliberation; particularly the meaning and nature of scientific creativity in the context of students and education. It explicitly attempts to understand the interrelationship between the processes of science and scientific creativity and its relevance to a science classroom for providing a theoretical basis for specific pedagogical practices.

2. Scientific Creativity Amongst Students: Indian Context

Scientific creativity is often attributed to eminent scientists and is referred to as Big-C creativity. But in the context of secondary school students and in tandem with the small-c creativity perspective, scientific creativity is defined as, “a kind of intellectual trait or ability producing or potentially producing a certain product that is original and has social or personal value, designed with a certain purpose in mind, using given information” [2]. This definition reflects the person, process, and product aspects of scientific creativity and also focuses on the creative potential, everyday creativity, and personal creativity of students. In India, there is no dearth of creative potential, but lots need to be done towards nurturing it. NCF 2005 explicitly states in its position paper on science that science education in India does not promote inventiveness and creativity. The answer probably lies in the way science education is pursued and implemented in the Indian schools and universities. Focusing upon science education at the school level, amidst various factors such as lack of proper infrastruc-

ture in schools, especially in rural areas and government schools, unavailability of science laboratories, higher student teacher ratio, lack of quality education, greater emphasis on preparation for examinations through rote learning, etc., most of the pedagogical practices followed in science classrooms are conventional. There are programs and projects that aims to train teachers in innovative science practices especially for teaching in rural or under-resourced areas. One such nationally acclaimed program that has been successful against all odds for thirty years is the Hoshangabad Science Teaching Program (1972–2002) which was a collaborative effort of the State Education Department of Madhya Pradesh, a voluntary NGO called Eklavya, and many scientists and academicians from the best Indian universities and research institutions. The program focused on innovative science teaching at middle school level (classes VI to VIII) in both rural and urban schools. Learning through discovery based approach was encouraged wherein students engaged with science through observations, developed apparatus from low cost materials, conducted experiments and hands on activities, and analysed their data. In 1991, MHRD, Government of India, strongly recommended this program for the whole state and to develop it as a model to be emulated in the entire country.

Another example is the Science Program that was started in 2006 by the NGO Pratham in the slums and under-resourced areas of Mumbai and other cities of Maharashtra. Under this program, 2000 government teachers in Aurangabad district were trained in the ‘learning by doing’ method, and they collaborated with the Homi Bhabha Centre of Science Education for developing reading cards. The current model of the program conducts workshops and science fairs, and is also involved in the formation of science clubs in various schools and communities. The intervention aims at stimulating the innate curiosity and developing scientific temper amongst children and encouraging them to explore and carry out experiments by building different models, tools and apparatus on their own [3]. Another organization that aims at fostering innovation and creativity in rural India is the Agastya International

There are programs and projects that aims to train teachers in innovative science practices especially for teaching in rural or under-resourced areas. One such nationally acclaimed program that has been successful against all odds for thirty years is the Hoshangabad Science Teaching Program (1972–2002) which was a collaborative effort of the State Education Department of Madhya Pradesh, a voluntary NGO called Eklavya, and many scientists and academicians from the best Indian universities and research institutions.

What is important is the science teachers' belief and engagement in the pedagogical practices that can provide opportunities to learners for creative thinking.

Foundation (1999). It runs one of the largest hands-on science education programs for children and teachers in the world and aims at sparking curiosity and nurturing creativity; specifically in rural India with economically disadvantaged children. With 55 science centres, 144 mobile science labs, 172 acres creativity campus, 77 lab-on-a bike, lab-in-a-box, and peer-teaching facilities, it has benefited 10 million children and 250,000 teachers in experiencing creativity while teaching and learning science. Jyothsna and Bhargavi (13 years old), two students of the Foundation from a small rural village in Andhra Pradesh represented India as international delegates at the International Science Fair held in Pittsburgh in 2012 with their project 'Growing Oxygen on Highways' which determined the best trees to grow on the road dividers on the Indian highways. Such examples reflect providing proper opportunities at the primary and middle school level is crucial to foster creative potential of students. These initiatives prove that the negative effects of lack of resources and infrastructure, or high student-teacher ratio can be overcome if the teachers are motivated enough to look at science teaching from an unconventional perspective. Thus, what is important is the science teachers' belief and engagement in the pedagogical practices that can provide opportunities to learners for creative thinking. This requires that the teacher education programs should include the literature on scientific creativity that provides the theoretical basis of embedding certain activities based on cognitive processes and creative thinking within science pedagogy.

3. Nurturing Scientific Creativity: A Look into the Cognitive Processes Involved

Certain thinking abilities/cognitive processes with respect to scientific creativity as identified by various researchers are: divergent thinking abilities i.e. fluency, flexibility, originality and elaboration [2, 4–8]; convergent thinking [4, 5, 9]; Janusian thinking/process [10]; creative problem finding [2, 4, 5, 11, 12]; creative problem solving [4–6, 13–21]; application of science process skills [22]; scientific inquisitiveness [6]; openness, preces-



sion and entitling [8]; hypotheses formulation [21, 23]; finding new relationships or connections [4, 7]; elaboration: adding new knowledge to a given situation [4, 5]; guess consequences [4–7]; visualizing or producing mental images; combining objects and ideas in new ways, fantasizing, pretending, dreaming, designing devices and machines, etc. [17, 18]; devising experiments and technical innovations [21]; finding alternate/unusual uses [2–5]; problem sensitivity; remote associations; apparatus improvement; finding conceptual correlates [4, 5] redefinition; product improvement; guess causes [2, 6], etc.

Few of these processes are discussed in detail and some activities based on them are suggested in the following sections.

4. Scientific Process Skills

Scientific process skills are an important aspect of any scientific endeavour. These skills when used in a particular order, constitute the scientific method used by scientists to plan and follow any investigation. Considering creativity as an integral process of science, science process skills have been interlinked to various components of creativity [22]. The relationship of problem solving ability, science process skills and their connection with scientific creativity of secondary school students was examined in a study [24]. 158 students of class IX and X (CBSE) (62 males, 96 females) of Punjab were the participants of this study. Majumdar scientific creativity test (MSCT) by S K Majumdar (1982), problem solving test (PSAT–D) by L N Dubey, and science process skills test (TSP–MK) by Karuna Shankar Misra were used to collect the data. The study showed that both problem solving ability and science process skills have meaningful influence on the scientific creativity of secondary school students.

Thus, students, when engaged in activities that involve science process skills in a meaningful way, giving them opportunity to work with openness and to explore on their own without foreclosing the experience, nurtures their scientific creativity (see *Box 1* for example).

Scientific process skills are an important aspect of any scientific endeavour. These skills when used in a particular order, constitute the scientific method used by scientists to plan and follow any investigation.

Box 1. Activity 1

Observe how plants grow in the Sun, and shade or in any other context. Frame different hypothesis on the basis of how different factors like air, water, sunlight, types of soil, etc., effect the growth of plants, and plan your own scientific investigation or experiments in groups to test your hypothesis. Collect and interpret the 'data' and discuss the findings with your peers and mentor. You can question each other's findings and interpretations, and try to arrive at some common conclusions.

These kind of activities (as mentioned in *Box 1*) may encourage the use of various science process skills by the students as they model the way scientists work and investigate. It also helps in developing the ability to think scientifically and may also lead to creative ideas and outcomes.

5. Divergent Thinking

Guilford [25] associated creativity with divergent thinking, i.e., the ability to think of many different solutions to a given situation. Divergent thinking encompasses several forms of creative thoughts including – fluency (ability to produce number of valid ideas); flexibility (ability to produce a wide variety of ideas from different perspectives); originality (ability to generate rare and uncommon ideas), and elaboration (adding on ideas to improve them/ability to construct complex ideas on the basis of simple construct). Many researchers [4–6, 11–27] supported this premise that increase in students' divergent thinking enhance their creative performance. A variety of research is often cited indicating that if clear directions are provided to generate more fluent and more original ideas, then the possibility of occurrence of such ideas increase [28]. However, divergent thinking does not guarantee actual creative achievement, but tests of divergent thinking are reliably and reasonably valid predictors of certain performance criteria [29]. Thus, divergent thinking tests can be taken as predictors of the potential for creative thought. Divergent thinking has little relationship with the highest level of creativity which



Box 2. Activity 2

Imagine an object of your choice that you use frequently in your daily life and list its maximum possible uses. Think of certain changes you would like to make in the object to increase its utility.

is generally referred to in the context of adults [30]. Divergent thinking is thus more relevant for children's creativity rather than eminent creativity. It is important to note that though predicting creative potential is a complex process including many predictors, divergent thinking is amongst one of the most important indicators of creative potential and not actual creativity per se. Research on scientific creativity by many scientists [2, 4–7] are highly influenced by Guilford's ideas on creativity, and they consider divergent thinking to be one of the major components of scientific creativity. Scientific inquiry through an imaginative and divergent thinking process aids the development of learners' creativity in science [31].

The activity mentioned in *Box 2* provides an opportunity to think divergently as well as critically to list out the possibilities of using any material/object found commonly. A familiar context helps learners relate better, and hence think efficiently.

6. Brainstorming

One of the strategies that has been identified in the literature and provides an opportunity to develop divergent thinking abilities is 'brainstorming' (*Box 3*). Brainstorming has been closely associated with the creative problem-solving movement, where it is widely acknowledged as one of the best-known creative problem-solving techniques [13–20]. Brainstorming is a creative-thinking strategy using free association in a group or team environment to stimulate inspiration. It may be used to help students generate a wide variety of ideas instead of focusing upon one correct method or unique solution to a problem. However, the purpose should not be just the generation of many ideas but also upon the quality of

Brainstorming is widely acknowledged as one of the best-known creative problem-solving techniques. It is a creative-thinking strategy using free association in a group or team environment to stimulate inspiration.

Box 3. Activity 3

Brainstorm in groups over open-ended content specific topics such as:

- a) Alternate sources of energy
- b) Innovative ways to deal with waste in a sustainable manner (bio-degradable, non-degradable and nuclear waste).

those ideas, i.e., evaluating all the ideas and focusing more upon the original and unusual/interesting ideas.

7. Janusian Process in Scientific Creativity

Janusian process is a creative process based on actively conceiving multiple opposites simultaneously. The process is named after the Roman God – Janus – who is pictured with faces that look in the diametrically opposite directions simultaneously.

Janusian process is a creative process based on actively conceiving multiple opposites simultaneously. The process is named after the Roman God – Janus – who is pictured with faces that look in the diametrically opposite directions simultaneously [10]. Although it appears to be self-contradictory to conceptualise opposite ideas or concepts as simultaneously co-existing, but such formulations are actively constructed with a logical and rational state of mind to produce creative outcomes. These formulations may develop at any stage in the creative process and may undergo transformations in the later stage. As a mental operation, this process plays a role in the development of all types of creativity, defined as the production of both new and valuable phenomena [10]. In a major study [32], 375 outstandingly creative individuals, including 22 Noble Laureates in science, were interviewed regarding the Janusian process. The semi-structured interview was focused on the creative processes involved in the progress of arts, literature and scientific research, and yielded 2500 hours of recorded data. Examples were cited from the interview study as well as from primary sources. For instance, while elaborating upon the Janusian process in scientific creativity, example of Einstein consciously formulating the simultaneously opposite construct that a person falling from the roof of his house was both in motion as well as in a state of rest at the same

time was quoted. Niel Bohr's theory of complementarity of light also involved Janusian process at a generative phase. Light that can have both wave and particle nature is a Janusian construct wherein wave nature and particle nature are simultaneously antithetical aspects. In scientific creativity, Janusian process was empirically determined in four identifiable phases that operate over different periods of time. During the first phase, 'motivation to create', an individual has a deliberate willingness to create, and the area for creation is also selected on the basis of its emotional/aesthetic importance by the individual. The second phase is the 'conceptual deviation or separation' in which both antithesis are developed. In the next phase, 'simultaneous opposition or antithesis', the formulated antithesis are conceived as operating simultaneously. This stage could be surprising even for the creative individual themselves wherein diametrically opposite ideas or contradictory theories appear valid simultaneously. The final phase is the 'construction of the theory, and discovery or experiment' in which scientific intellect is critically important to observe and make use of the observations, deduction and frame a logical and unifying mental process in order to develop a full theory or discovery [32]. It is evident that the Janusian process plays an integral role in scientific creativity at various levels of scientific investigation, and it may not necessarily be directly implied in the final product. Many researchers have emphasised the importance of conceiving together remote ideas or opposite ideas to stimulate a new perspective or a new synthesis [32–34]. Hence, engagement of learners in activities that are based on the Janusian process may involve looking for instances that coexist but contradict each other conceptually. An example of of this is mentioned in *Box 4*.

Janusian thinking involves a lot of complexity, and students may get confused while actively conceiving two opposite phenomena simultaneously. Hence, it's important that the students understand one concept completely, before forming or exploring an opposite idea/construct. This would require providing the students some facts in favour of the opposite idea and encouraging them

In scientific creativity, Janusian process was empirically determined in four identifiable phases that operate over different periods of time.

Box 4. Activity 4

The topic 'Nature of light as a wave' can be taken from the curriculum of the students. Students will frame/construct an opposite idea of the presented idea by studying examples wherein light do not behave as a wave. Student will have to reason out if both the opposite ideas could simultaneously coexist and determine the nature of light.

to think of various reasons in favour of the opposite idea. After students understand both the opposite ideas, they may be asked to analyse the situation and come up with theories considering the coexistence of the opposite ideas. Instances from history of science that explain how scientists used the Janusian process to make major scientific breakthroughs, for example dual nature of light with both wave and particle nature, should also be shared with the students. This will help students understand the creative nature, of scientific process, how real science works, and the fact that opposite ideas can also complement each other well. Though this may appear a very daunting task, it is totally worth it if the ultimate objective is to foster students' scientific creativity.

8. Conclusion: Implications for Science Education

While planning science lessons, attempts should be made to integrate and internalise science process skills and cognitive processes related to science within the regular pedagogy rather than mechanically applying them in a segregate manner as a mere technique.

Science education should aim at cultivating students' curiosity and enhancing their scientific thinking by providing active science learning environment through progressive learning activities involving the implementation of scientific knowledge and scientific processes. The activities presented in this paper are simply representative of the kind of activities that should become a part of the science teaching-learning process so that learners can engage in the application of various science process skills and get ample opportunities to think creatively. Hence, while planning science lessons, attempts should be made to integrate and internalise science process skills and cognitive processes related to science within the regular pedagogy rather than mechanically applying them in a segregate manner as a mere technique. The use



of various strategies in a science classroom has to be thoughtfully and meaningfully planned keeping in view the developmental level of the students as well as their scientific knowledge. One single strategy may not help all the students alike. Thus, cognitive level of students need to be considered before planning the activities. For example, basic science process skills and divergent thinking process can be used at any level, but the use of Janusian process requires higher levels of abstract thinking abilities. Thus, teachers should aim at developing scientific thinking amongst students starting from a very basic level providing opportunities to develop creative potential of all students and gradually advance to more complex and abstract levels of thinking processes. For instance, during a creative problem-solving activity, science process skills, brainstorming, divergent thinking and convergent thinking abilities of students can be exercised simultaneously. Students are themselves very curious by nature, and their curiosity should be used as a potential resource to develop their interest in the subject matter. Finkelstein [35] said, “I was struck by how much children are like scientists. They seem to have an insatiable curiosity, they love to investigate unfamiliar concepts and objects, and they analyse what they observe.” This is all the more important in scientific domain than any other domain because science is about observations, asking questions, planning and carrying out scientific investigations, experimentations, making hypotheses, finding and solving problems, constructing explanations, analysis and interpretation of data, and arriving at meaningful conclusions. Thus, students should be involved in these processes of science so that they can question the validity of their previous knowledge and experiences about scientific phenomenon they observe in their surroundings, find logical explanations, and bring conceptual changes while they try to understand newer concepts.

Familiarity with these cognitive processes and applying them in different contexts will equip students with a set of strategies that they can use to explore different ideas or to find creative solutions to real-life problems. These strategies tend to stimulate the cog-

I was struck by how much children are like scientists. They seem to have an insatiable curiosity, they love to investigate unfamiliar concepts and objects, and they analyse what they observe.

– Finkelstein

nitive processes that underlie creativity and use them in different classroom exercises by applying them to different circumstances enhancing the students' potential to transfer creativity to real-life situations. Practising these processes will help students to deliberately channelize their thoughts in new directions and explore things from multiple perspectives. However, application of these creative thinking processes in just one situation is not enough and does not lead to automatic transfer to other situations. Hence, teachers should provide multiple opportunities to students so that they can internalise how to use these processes and be able to decide when to use it under different situations. Engaging students in these activities while learning science will provide a start-up for evolving a creative process. Hence, these should be used as pedagogical practices in classrooms to assist students in thinking scientifically and engaging with original and novel ideas. Activities based on these strategies will also help develop students' interest in science and will also motivate them to become thinking learners.

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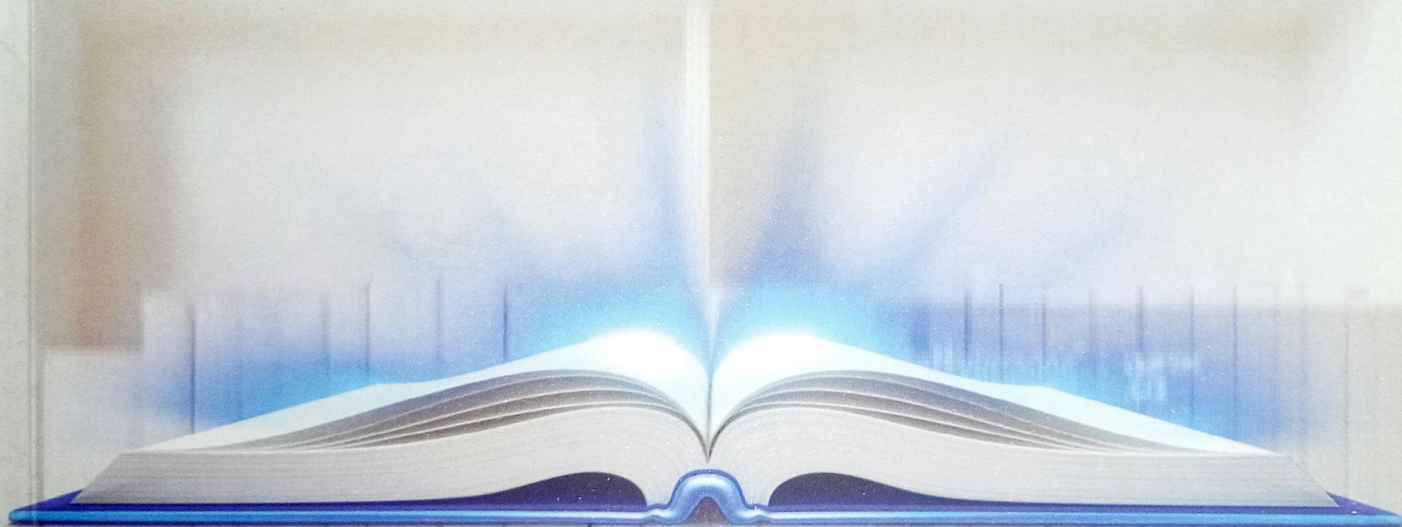
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Students' and Teachers' Understanding of the Concept of Democracy in the State of Jammu & Kashmir, India

Professor Pankaj Arora and Ranjan Kumar Sahoo

Abstract

The purpose of this research study is to comprehend secondary school students' and teachers' sentiments concerning democracy in the state of Jammu & Kashmir (J&K). The key intention was to explore how school education plays a major role in infusing the ideas and values of democracy among students and teachers of J&K. To scrutinise the understanding of this concept, an exploratory study has been conducted. A total of 512 students and 84 teachers from 10 schools in 5 different districts of J&K have been selected as samples by using purposive convenience sampling method. The researcher applied a self-developed questionnaire with semi-structured interviews, focused group discussions and classroom observation as a part of the required field work. The findings of the study indicate that conceptualisation of the term 'democracy' amongst students is most commonly associated with some facets of liberal democracy through a general focus on elections and voting, majority rule and individual civil liberties. An aspect of consciously idealistic conception of democracy has been also found. Democracy is understood as a utopia that maintains equality, liberty, unity, and the constitutional rights. Overall, democracy, in reasonable terms, appears more common than what we might have initially presumed. Moreover, although the evidence is mixed, it appears that interpretations are more prevalent based on ideas of freedom and liberty. One central implication of the study will be fruitful to present curriculum and pedagogical practices to develop democratic classroom processes which can help to heal conflict hit society and instil hope for better future.

Keywords: Concept of Democracy; Democratic Theory; Democracy Education.

Backdrop of the Study

The state of Jammu and Kashmir (J&K) which is also known as 'heaven on earth' is due to its extraordinary characteristics. For a state that is often labeled as "disturbed" the continuous disruption of peace comes through violent insurgent activities of the separatist groups like stone-pelting and killing of innocent people (Andrabi, 2017). In the past three decades (approx.), there has also been seen an increased radicalization among the youth in J&K. Thus, it becomes imperative that the students are provided with a kind of education which can help them in understanding the significance of peace. They should be shown a path which they can follow so that they become more socially responsible and work towards restoration of the harmony in the state by raising their voices against the separatist activities and curbing the separatist tendencies in the valley (EFSAS, 2018). The above said can take place by creating conducive conditions for learning and promoting education, knowledge, skills and an attitude needed to bring about behavioural change that will enable adolescents, youth and adults to prevent conflict and violence, both overt and structural and help

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to resolve conflict peacefully. The primary focus of this study has been to help - directly or indirectly, the educators in promoting the kind of education which will thereby play a pivotal role in making the state of J&K a peaceful and democratic state to live in (Malik & Majid, 2016). The term 'democracy' plays a significant role in this respect and its need is widely felt in a state like J&K. It helps in understanding the concept of justice, liberty, fraternity, equality along with the notion of active participation, self-governance, associative living, civic duties and responsibilities etc. (Sarwar et al., 2010; Daher, 2012; Broom, 2017). How people view, understand, and experience the concept of 'democracy' impacts their ability to interact with others in their communities. The term 'democracy' hence, is not only regarded as a form of government, but it is also considered as a way of life (Fuchs & Roller, 2018). In a democratic system, all citizens are entitled to their basic rights and efficiently follow their duties. Democracies always demand people's participation at the maximum level (Dundar, 2012; Tonga's, 2014). A democratic environment makes it possible for people to have access to liberty, equality and justice and grow in an environment where they can improve themselves (Mohanty 1986; Mathe, 2016).

Education plays a significant role in promotion of democracy. It also helps in democratic living, strengthening the spirit of nationalism, upholding peace and harmony. (Dewey, 1996; Dalton et al., 2007; Thogersen, 2011). Education plays an important role in upgrading and polishing of the knowledge of students and in helping them develop their own philosophical, sociological and psychological ideas and values which they use later. These values get engrained in the students and they then carry forward it to the next generation who emulate their teachers and look up to them as their guides and role models (Arora, 2013; Kus & Cetin, 2014; Munck, 2016). It also has the role of preparing citizens to think critically and act democratically. Teaching democracy relates reflection, action, community and politics of each other; it includes democratic processes of participation in decision making (Couto, 1998). Hence, the additional key intention of the study has been to explore how education plays a major role in instilling the ideas and values of democracy among students who can later become the harbingers of these values for their future generations. How it helps the young students to be critical and responsible citizens and what role has education played and presently playing in strengthening their bonds with the state/ nation?

Formal education happens in schools, where a different kind of learning happens. In a school, the students get the basic idea of society and their surroundings and are able to clarify their ideas with their teacher and mates (Vinterek, 2010; Weasel, 2017; Feu et al., 2017). Therefore, a school becomes an important place for learning about democracy. In schools, democracy is taught to students through activities and readings. This is the place which gives the idea of society and how basic theories work in society (Grossman, 2008). School is the place where students place their doubts on the concepts of society and with the help of teachers they try to decode it. (NCF, 2005; Jacob & Power, 2016; Al-Zubi, 2017). The school environment and classroom culture helps in teaching democratic knowledge, attitudes, values, and behaviours (Doganay, 2010). Students cannot acquire knowledge, attitudes and skills to successfully become conscious citizens without the simultaneous democratization of schools and school systems (Zyngier, 2012). Hence, the school environment, the classroom culture and practices play a significant role in shaping the notion of 'democracy' among students. The classroom culture and practices accomplished by a teacher also signifies teacher's conceptualisation of the concept of 'democracy' in true sense.

The social science curriculum also plays a significant role in this respect. Social science has been carrying the responsibility to nurture the young students as responsible, committed and critically aware citizens for the

nation (Jain, 2005). Social science not only helps us to understand social pursuits from different angles but also teaches us to look at the world with a broader vision so that sensitive thinking and compassion towards society can be developed (Batra, 2010). Ergo, the focus of the study has also been to look at the social science curriculum of schools and explore how it can help the students and teachers in learning and in becoming more critical, democratic, reflective and committed citizens.

Based on the identified needs, the study focused on the below mentioned specific objectives:

1. To analyse school education program for the promotion of democracy among students and teachers of J&K.
2. To make the concept of democratic institutions understood among students and teachers of J&K.
3. To study the conceptual understanding of democratic values among students and teachers of J&K.
4. To understand whether schools encourage and promote student's autonomy and participation in the decision making process at school level.

In the paragraphs that follow, we discuss how we framed this study conceptually, theoretically and methodologically.

The Notion of Democracy

Etymologically, the word 'democracy' is derived from two Greek words 'demos' which means 'the people' and 'kratos' which means 'the rule', giving the word 'democracy' its true meaning "rule of the people". However, the term democracy has roots in the 'Magna Carta', England's "Great Charter" of 1215 that was the first document to challenge the authority of the king, subjecting him to the rule of law and protecting his people from feudal abuse.

A more general definition, from the Cambridge English Dictionary, states that democracy is 'the belief in freedom and equality between people or it is a system of government based on this belief, in which power is either held by elected representatives or directed by the people themselves.' Another general definition of democracy, from the Collins English Dictionary, emphasizes the social and political nature of the term, 'the practice or spirit of social equality.'

However, the most general definition of democracy, which is a term explored not only in the political arena, but also in every zone of society and everyday life, is that it is "a system focused on the rule of the people" (Dogan, 2005). Democracy makes sense in a system as long as it is based on political justice and freedom of the citizen. Democracy can be described in this form as a structure, a way of governance and existence, where a person can freely decide, as a political being, how to determine his/her place in society; and a way of life (Gokce, 2009).

Individual and group activity, both play a crucial role in defining democracy as a way of life. Democratic principles are also a top priority in interpersonal relations, relations between individual entities and organizational policies (Kincal, 2004). Even Dewey (1996) points out that democracy is a way of life based on experiences of communicating with people and therefore, allows people to communicate. In this way, it removes class differences and biases that may impede the establishment of contact between individuals. It is for the same reason that people's actions in democracies should be taken into account. As can

be understood from the above statements, democracy is basically a people created mechanism that organizes relationships between individuals, groups, and organizations, as well as the organization of government bodies.

Further, it can be stated that democracy, which typically upholds the principles such as peace, tolerance and the ethos of living together, is a system that also retains values such as justice, involvement in decision-making, human value, the rule of law, freedom of thought, accountability, loyalty, compassion, pluralism and equal opportunities (Yesil, 2002). It is a democratic process in which people have a voice in political power; and it guarantees values such as: justice, fairness, openness, and exchange of ideas. It is a democratic way of life that assures and protects people with the greatest equality (Buyukkaragoz, 1995).

The literature in this area also revealed that there is a variety in understanding democracy. There is a subjective quality of democracy (Fuchs & Roller, 2018). There is a normative concept of democracy (Broom, 2017). There is also a 'thin' conception of democracy with voting and elections as central to democracy (Zyngier, 2011). However, in the idealistic conception, democracy is found as a utopia that is based on the descriptions like perfect equality, liberty, unity, respect, voting, human rights and freedom, self-government of public, rights and responsibilities, justice and all Constitutional rights (Kubow, 2007).

Theoretical Framework

The theoretical framework of this study is based on three political concepts that are predominant in the philosophy of democracy: **liberal democracy**, **participatory democracy** and **deliberative democracy**. All these three dimensions offer different views on the role of the citizen in a democracy and on the state-citizen relationship.

The liberal view of democracy focuses on individual citizens and their interests instead of the 'common good'. Citizens mainly act as voters, and politicians are their leaders, defending their positions, vying for votes (Schumpeter, 1994). The value of individual rights, meant to protect the independence of the person, is strongly interwoven with this individualistic understanding of politics. Behrouzi (2005) argued that this definition of democracy misrepresents the "true" idea of democracy as "rule by the people." He used the term "audience democracy" to demonstrate that the role of electorate is mainly "reactive"; it is left to respond to questions pre-defined by 'political advertising' through opinion polls, mass media and legislators. This criticism is reflective of several claims in modern democratic philosophy against competitive principles of democracy.

Participatory democracy is the second core concept in the philosophy of democracy. Behrouzi (2005) saw the mission of "rescuing the true significance of democracy" as the most important aspect of the participatory democracy movement in the 1960s and 1970s. The central idea was that free and fair election was not enough: a true democracy requires higher levels of citizen participation and decision-making power. Rasch (2004) argued that in a participatory perspective, democracy must be seen as a goal in itself by contributing to its member's self-realization. The idea that active participation will help create truly democratic citizens was essential in Pateman's (1970) work on participation in local and micro processes in workplaces, and in Dewey's (1916) insistence on increased participation opportunities. Dewey (1916) also challenged the idea of majority rule, questioning how a plurality becomes a majority and the antecedent processes.

Third, from the early 1990s, the idea of deliberative democracy began to develop. In the notion that decision-making processes require deliberation, theories of deliberative democracy emerged from participatory democracy. Deliberative democratic processes are considered to turn the interests and views of individuals into "positions that are morally and rationally justified and convergent" (Behrouzi, 2005). According to Behrouzi (2005), the main driving force behind these transformations are the power of reason, the morals of the participants and the consideration of the common good, as well as the idea that decision-making is first and foremost consensus-building (Habermas, 1995).

Based on the work on addressing the quality of democracy, Munck (2016) discussed an expanded and minimal definition of democracy, which was meant to unite the two perspectives. His minimal definition was "electoral democracy", while his expanded definition suggested that democracy includes political freedom, political equality, decision-making by governments, and the political social environment.

Democracy and Education

According to Franklin D. Roosevelt, **"Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education."** Dewey (1916) also emphasized on the role of schools in developing citizens that have proper knowledge and skills necessary to act for the common good in a democracy. He supported the idea of citizen preparation for a successful democracy and related democracy with education with a suggestion to ensure qualitative democracy; we must empower the youth with knowledge of their rights and duties, as well as make them responsible towards social and economic issues in society. In this way, education is the prime instrument in the creation and development of a democratic society. In the same vein, Arora, (2013) described democracy as **'an experiment in living'** emphasizing that education is not merely a preparation for living, but it is living itself. There is a close relationship between education and democracy, as education helps in the preservation and growth of a democracy.

Likewise, Mohanty (1986) described democracy and education to bear a reciprocal relation, but it was the democratic thought that takes the lead in introducing democratic education. Democracy lays the foundation for education and education is essential for the perpetuation of democracy and for achieving the ends of democratic civilization. He also stated that if we want to provide democratic education, the entire educational system: philosophy, organization, methodology, management and so on, have to be geared to the desired objectives and oriented to the principles of democracy, this is called a democratization of education. In his words **"democratization means equality of educational opportunity, high productivity, maximization of good qualities, realization of democratic principles and precepts into practices."**

Thinkers, such as J.S Mill, John Dewey, Karl Manheim have also expressed conditions under which democracy can be expected to function effectively, some of which relates to qualities of the mind and character that are supposedly necessary for democratic citizens. Education helps in instilling these qualities of mind and character, enabling a democratic citizen to work for the preservation and promotion of a democratic society. Mill viewed education not as a matter of just schools, colleges and universities, though these are, of course, important as institutions where educative influence is concentrated and focused on clearly formulated goals. He contends that, along with these, the home, the local community, at work and at

leisure, all are potent educators. He reinforces the relevance of an 'educative democracy', for the protection of a democratic setup, where in the individual learns about democratic ideals, not only in educational institutions, but in its total environment and in the totality of people's lives. The extent, to which it achieves this, becomes the principal criterion of its status as a democracy (Garforth, 1980). Mosher R.L. et al. (1994) have suggested in, **Education for Democracy and Full Human** that "we believe in the intellectual development of the students that helps and ensures the civic and political participation of all citizens in a democracy."

In India, we have been valuing democracy since independence. The Constitution framers emphasized the significance of India's democratic ideals for the wellbeing of its citizens and this focus on the development of active, democratic citizenship, is visible in the aims of several education policies and commissions set up from time to time (Dushi, 2010). University Education Commission (1948-49) outlined one major aim of education, that is to train the learners for democracy. Similarly, Secondary Education Commission (1952-53) took note of the country's changing circumstances in the post-independence period and reaffirmed that educational priorities would concentrate on the development of democratic citizenship. The Commission also stated that education, which is national in character, must develop in its citizen's habits, attitudes and qualities of character and equip them to cope with life situations, in the changing economic structure. Equally, in the Kothari Commission (1964-66), emphasis has been laid on national integration and making children understand, through education, that democracy is not only a form of government, but is a way of life. For the success of the democracy, citizens are required to be well versed with not only the rights to which they are entitled but also with their duties. The major policy measures of National Policy on Education (1986) also referred to education as enshrined in the Constitution to establish ideals of democracy, communism and secularism. The NPE recommended that all students under the national education system should have access to education of comparable quality; it further sought to have a common educational framework including a common core under the National Curriculum Framework core. The POA (Programme of Action 1992) also updated the NPE 1986 and further proposed a variety of methods in which overall education can enrich the roots of the socio-political system.

Methodology of the Study

Research Design

Keeping in view the objectives, the investigators conducted an exploratory study by selecting qualitative approach for the study. However, the investigators selected this approach in order to capture the enthusiasm, concerns, perspectives and opinions of both- students and teachers in their own words.

Population and Sample

Although the population of the present study are the secondary school students and teachers in the state of J&K, however, the target population is restricted only to secondary schools of five districts of J&K: Jammu, Udhampur, Srinagar, Baramulla, and Budgam. After selection of five districts the researchers purposively selected ten secondary schools (two from each district) as the research site of the study. Then all the available teachers in the identified schools and students of classes IX to XII were taken as sample. A total of 84 teachers and 512 students formed the sample of the study. The details about the sample are given in the following table.

Table 1 Sampling Description

District	No. of Schools	No. of Teachers	No. of Students	No. of Classroom Observation	No. of FGDs with Students	No. of Interviews with Teachers
Jammu Region						
Jammu	02	6+7=13	30+46=76	02	02 (One in each School)	02 (One in each School)
Udhampur	02	6+8=14	39+60=99	02	02 (One in each School)	02 (One in each School)
Kashmir Region						
Srinagar	02	8+10=18	36+28=64	02	02 (One in each School)	02 (One in each School)
Baramulla	02	9+10=19	46+137=183	02	02 (One in each School)	02 (One in each School)
Budgam	02	8+12=20	36+54=90	02	02 (One in each School)	02 (One in each School)
Total	10	84	512	10	10	10

Tools Used

In order to obtain detailed information from the respondents (teachers & students) regarding the concept of democracy, the following tools were developed and used by the investigators.

Classroom Observation

A classroom observation schedule was prepared with the intention to observe classroom culture: classroom characteristics, content and interpretation, teaching-learning process, specific pedagogic techniques used by the teachers and to note student-teacher interactions. Moreover, the underlying reason behind the development of this tool was to make a triangulation and cross-validation of data with the questionnaire, interview and Focus Group Discussion (FGD).

Questionnaire for Students

A questionnaire was developed for students. The student questionnaire comprised of twenty-one multiple choice items, where the students were given full freedom to choose more than one option as their answer. Further the questionnaire was divided under two broad themes such as understanding on the concept of democracy which included fourteen items and the role of the teacher and school which included seven items.

The underlying reason behind the development of this tool was to capture rich data related to the concept of democracy along with its practices in classrooms, schools and in the society.

Questionnaire for Teachers

A questionnaire was also prepared for teachers. The teacher questionnaire was divided under three broad sections - the first section had ten multiple choice items, where the teachers were also given full freedom to choose more than one option as their answer. The second section had twenty-three statements which were given in five-point rating scale starting from Always (A) to Never (N). Finally, the last section constituted of sixteen statements which were also given in a five-point rating scale starting from Strongly Agree (SA) to Strongly Disagree (SDA). The underlying reason behind the development of these tools was also to capture as rich data as possible related to the concept of democracy along with its practices in classrooms, schools and in society.

Focus Group Discussion with Students

FGD as a tool was developed for students. The tool was developed with the key intention to find out students' perception about the concept of democracy along with discussion about their own experiences in classroom, school and in community.

Interview Schedule for the Teachers

The researchers developed a semi-structured interview schedule, by taking help and opinions of the experts and peer group to collect in-depth data from the teachers about their own experiences in classroom, school, and in community in relation to the concept of democracy.

Findings of the study

Social Science Textbooks in J&K

A detailed chapter wise analysis of the Social Science textbooks from classes 6th to 10th was done which revealed that political science text books for classes 6th to 8th were very general in nature and content, nothing specific existed in the books to teach any concept substantially. The books only talked about what existed in the surroundings. The books 'Social and Political Life' did not represent the political life of society, adequately. More stress was given on social life and a sociological outlook; the researchers feel that it is inappropriate that the appreciation of democracy is not given its due importance. It mostly talked about and over emphasized the caste system and women rights, but there were other issues, which needed to be addressed but were not listed. In the same vein, the political science textbooks for class 9th and 10th were positive in developing democratic and citizenship skills. They give space to the concept of democracy. Overall books are theory oriented and need a revamping in terms of practical learning of democracy.

The current books of social science can only sensitize students about different issues, but do not help to give them any practical knowledge about the same. For instance, in **Social and Political Life**, the books were full of social issues, but nothing related to political awareness was mentioned in the text. There are some chapters, where there are no linkages with the previous chapters. Thus, students may not be able to make much sense out of these chapters. Hence, continuity along with linkages with previous chapters should be taken into account. In addition to above, it is also essential that the review of the textbooks should be done

from time to time, so that the upcoming concerns can be added and perspectives which were left out could be given due space. The Social Science books also need to be revised, with reference to the political perspective.

The School Environment and Classroom Culture

The study would remain incomplete unless we discuss the role of school environment and classroom culture in the promotion of the notion of 'democracy.' In response to this, observation was done and the observation schedule was characterized under three heads viz. classroom characteristics, content of study and its interpretation, the teaching methodology or classroom process. The first dimension 'classroom characteristics' was studied under two interrelated categories: physical characteristics and psycho-human characteristics. Physical characteristics refer to the apparently non-human aspects, which include the infrastructure, availability of resources, and the surroundings. It was observed that very few classrooms are fully endowed with satisfactory physical environment. Only schools which were situated in city areas or at the centre of the cities were found fully endowed with satisfactory physical environment in the classrooms, otherwise in other schools the size of the classroom was not according to the strength of students, rather it was found fully crowded and there was no scope for organising any activity. The picture is more appalling in case of schools situated in grey areas of that district. In response to the sitting arrangements, it was also observed that the classroom environment was not democratic in nature because high performance students were found in the first or second row of the class. Further in connection to sitting arrangements, boys and girls in every school were also found sitting separately. Nowhere boys and girls were observed sitting together in the classroom. This is an indicator of the perception of gender inequality among students and teachers of the schools. None of the classrooms were found suitable for Children with Special Needs (CWSN). Only three schools out of ten had provision of ramp. Hence, in connection to classroom characteristics, we can say that there is much scope for improvement. Regarding psycho-human characteristics, relations among students and relations among student-teachers is found satisfactory in many cases. In addition, it was found that the role of teacher has been shifted from authoritative to that of a facilitator. During observation, it was also noticed that teachers were listening to the students' views and encouraging them for expression and group responsibilities.

In connection to the second dimension 'content and interpretation', it was found that very few teachers were able to connect topic with local examples and situations. They were often found sticking to the textbook; as a result, students were also not able to relate many concepts to their daily life. Similarly, it was also observed that teachers ignored and avoided discussion on a debatable concept. The same kinds of responses were received when teachers were provided statement to rate whether they involve their students in discussions about socio-political issues or issues that ought to be perceived as controversial. Less than one quarter of sampled teachers reported that they do so. In connection to use of learning models, it was observed that most of the classes were in lecture method and reading from the textbook. In history classes, teachers used more of a standard lecture, with some questions going back and forth. In other classes teachers were found teaching the lesson directly from the textbook. They felt the pressure to get through the syllabus and to stick to the assigned material. Consequently, not even in a single classroom was it found where the teacher was using a unique learning model.

In context to the third and most important dimension 'the teaching methodology', it was observed, that remarkable changes have been occurring in the teaching learning process, although most of the classes were

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Sandeep

A CRITICAL HISTORIOGRAPHY OF HISTORY OF PSYCHOLOGY

Sandeep Kumar

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Abstract

Understanding history of any discipline is an interesting journey. It becomes more interesting if explored with critical perspective and not like a story-telling approach. It is a fact and most of us are aware that history we study represents incomplete perspective and this incompleteness has marginalized the ideas, work and existence of many. This also addresses the question why do we study the particular psychologists? Are their views biased from the contemporary political and market influences or free from these biases? Do we use history to justify the present situation in a particular way and in favour of a particular group? What about the contribution of scholars who are not acknowledged in history? And foremost, how psychology developed and changed as a discipline over a period of time? It has been tried to address aforesaid concerns while doing a critical historiography of history of psychology. This critical historiography provides a new perspective to understand and engage with discipline of psychology for better addressing the emerging contextual concerns.

Contextualizing

A scholar working in the field of psychology has to go through the historical journey of psychology. What paradigmatic changes took place in past in the course of development of this field is essential to know. There is no doubt, every scholar of psychology engages in this historical journey. There are two ways to engage with this journey. First to only familiarize with the various schools of thoughts and their assumptions about different aspects expected to be dealt in psychology. This way helps a scholar to become aware about the compartmentalized ideas of different theoretical dispositions. Scholars who develop interest in psychology again revisit the history of psychology and engage with the developmental disputes that had contributed in the logical emergence of various contradictory discourse in psychology such as structuralists, behaviourists, existentialists etc. To become aware about these disputes and debates one has to read unconventional discourse which is not in line with socializing a scholar in one kind of perspective such as behaviourist or humanist or constructivist. Reading William James, Herman Ebbinghaus etc critically question 'the particular' development of psychological discourse. This critical discourse is important to overthrow the compartmentalised and 'the particular' way of understanding psychology.

A critical psychologist must understand that just to maintain the status-quo, a very narrowed history of psychology is being shared with masses which is written with a particular perspective. This deliberate sharing has a purpose, where, one is enculturated in a specific way. This is also a fact that psychology got disassociated with the problems of real world at local and global level and it became history of intellectual interaction of some elite, such as academicians at universities and psychiatric in hospitals. Removing psychology from social life makes it only related to an individual which also makes psychology very centric to individual.

The conventional way of understanding psychology helps learner to learn about the great psychologists, their experimentation and developed theories and if these theories contradicting or conflicting each other than result with scientific accuracy is used to resolve this conflict. This conflict resolution is based on logical ground but not on political and ideological ground. It also implies that psychology carries a particular way for developing discourse which governed by some particular ideology and does not allow to understand that discourse critically. Leaving this criticality and social context aside hinders psychologist to explore concerns relating with social contexts. So adding this aspect into psychology is very essential so that social context can be looked upon critically to contribute in the discourse of psychology. This entire idea can also be understood as a debate between 'ideology vs criticality'. We must know that the work done is approved and accepted

Sandeep Kumar

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समसामयिक सृजन

अक्टूबर-दिसंबर 2021



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Senaleef

उपलब्ध प्रारूपों से परे सामाजिक सिद्धांत: एक विमर्श

संदीप कुमार

सामाजिक सिद्धांतों के अध्ययन के तरीकों में अनुभवजन्य, वर्णनात्मक एवं व्याख्यात्मक कुछ ऐसे महत्वपूर्ण तरीके हैं जो पद्धतियों के रूप में मान्यता प्राप्त हैं। अनुभवजन्य सामाजिक विज्ञान घटनाओं के स्पष्टीकरण से जुड़ा है। वर्णनात्मक सामाजिक विज्ञान घटनाओं में पाए जाने वाली अपरिवर्तनीय संरचनाओं की खोज से संबंधित है तथा व्याख्यात्मक सामाजिक विज्ञान घटनाओं के सामाजिक अर्थ को समझने का प्रयास करता है जो किसी सामाजिक विशेष में घटित होती है।

अधिकांश दर्शनशास्त्री जो स्वयं को विज्ञान के दर्शन के साथ जोड़ते हैं दावा करते हैं कि प्राकृतिक एवं सामाजिक विज्ञान में कोई क्रांतिकारी अंतर नहीं है, लेकिन बहुत से विचारक इस मत से सहमत नहीं होते। हालांकि यह भी सही है कि अधिकांश सामाजिक सिद्धांतकारों द्वारा किया गया कार्य इस बात की पड़ताल से परे है कि सामाजिक विज्ञान भौतिक विज्ञान के समान संपूर्ण या पूर्ण है (ब्रॉडबैंक, 1968)।

यदि इस तरह के कार्य किए जाए जो समाज विज्ञान को सही में वैज्ञानिक बनाए तो भौतिक विज्ञान के सवाल और सामाजिक विज्ञान के सवाल समान हो जाएंगे जैसे, वैज्ञानिक संप्रत्ययों के मानदंड क्या है? वैज्ञानिक नियमों एवं सिद्धांतों की प्रकृति क्या है? नियम एवं सिद्धांत किस प्रकार उपलब्ध साक्ष्यों के साथ जुड़े हैं। एक सही स्पष्टीकरण क्या है और न्यायोचित पूर्वानुमान क्या है? जो विचार सही मायने में वैज्ञानिक समाज विज्ञान की संभावनाओं को स्वीकारते हैं वे मानते हैं कि सभी समस्याओं को प्राकृतिक वैज्ञानिक दायरों के तहत नहीं समझा जा सकता और यही समझ समाज विज्ञान के दर्शन के जन्म और विकास की धोतक है और उन सामान्य एवं आधारभूत सवालों की पड़ताल का रास्ता प्रशस्त करती है

जिनमें समाज एवं मानव के वैज्ञानिक ज्ञान की प्रकृति पर ध्यान केंद्रित हो। एक व्यक्ति किस तरह अन्यो को वैज्ञानिक तौर पर व्याख्यित, स्पष्ट एवं पूर्व कथन करता है? वह जिन संप्रत्ययों का प्रयोग करता है वह किस प्रकार अवलोकित व्यक्ति से जुड़े हैं? समाज वैज्ञानिक किस प्रकार की विशेष कठिनाइयों का सामना करता है और उनको कैसे संबोधित करता है? मानव एवं समाज के विज्ञान की क्या सीमाएं, क्षमताएं एवं आशय हैं? यह सवाल एक व्यक्ति एवं एक समूह के सदस्य के रूप में हमारे वैज्ञानिक ज्ञान की संरचनाओं के गहन एवं सावधानी पूर्ण विश्लेषण को स्थान देते हैं।

यह ध्यान देने योग्य महत्वपूर्ण बात है कि समाज विज्ञान के दर्शन के तहत उदित विभिन्न बहसों कहीं न कहीं तार्किकता तक जाकर शांत हो जाती है। यह प्राकृतिक विज्ञानों के दर्शन के साथ सहजता एवं सद्भाव के साथ जुड़ती है। लेकिन यह समझना आवश्यक है यह समझ या उपागम सीमित मूल्य का है और अनेकों समस्याओं को अधिरोपित करता है। अनुभवजन्य विज्ञान से संबंधित अधिकांश निबंध यही मानते हैं कि वैज्ञानिक क्लासिकल सिद्धांत कथनों की एक व्यवस्था है। अतः हमारे विमर्श का आधार इन व्यवस्थाओं के तत्वों के परस्पर संबंधों की पड़ताल होना चाहिए। हालांकि कथनों की व्यवस्थाओं के वैज्ञानिक सिद्धांतों का यह तरीका कोई बहुत अधिक लाभदायक नहीं है। कुछ परिस्थितियों में तो यह दुर्गम कठिनाइयों की तरफ ले जाता है। साथ ही यह पद्धति सामाजिक सिद्धांतों की गत्यात्मक प्रकृति से भी मेल नहीं खाती और अत्यधिक स्पष्टीकरण उपलब्ध कराती है। लेकिन यह भी ध्यान रखना आवश्यक है कि इन 'समीक्षात्मक' टिप्पणियों को जरूरत से ज्यादा खींचने की आवश्यकता नहीं है। यदि कोई यह तर्क देता है कि विज्ञान के तर्क प्रत्येक

समस्या का समाधान कर सकते हैं तो यह गलत होगा। और यह तर्क भी गलत होगा कि तार्किक विमर्श में कोई सत्य या मूल्य नहीं है। लेकिन सामाजिक विज्ञान के प्रत्येक पहलू को विज्ञान की तार्किकता पर ना तो परखा जा सकता है और ना ही इसकी आवश्यकता है। सामाजिक विज्ञान की समस्याओं को केवल अकेले तार्किक विश्लेषण द्वारा संबोधित नहीं किया जा सकता, बल्कि इसके लिए एक ऐसे विमर्श की आवश्यकता है जो आंशिक रूप से ज्ञानमीमांसीय हो और आंशिक रूप से सत्तामूलक हो।

अनुभविक अनुसंधान

व्यवस्थागत कथन जिनके साथ विज्ञान की तार्किकता सरोकार रखती है जो अनेकों सह संबंधित अंतर्दृष्टियों एवं संप्रत्ययों के संबंधों को व्यक्त करते हैं और मानवीय क्रिया के परिणाम स्वरूप घटित होते हैं, अनुभविक अनुसंधान कहलाते हैं। अनुभविक अनुसंधान एक ऐसी सैद्धांतिक क्रिया है जिसमें मानव सहभागिता सम्मिलित है। अतः यदि किसी को अनुभविक अनुसंधान को समझना है तो पहले सिद्धांतिक अभिवृत्ति को गैर सैद्धांतिक अभिवृत्ति से पृथक् करना सीखना होगा।

सैद्धांतिक विमर्श में संलग्नता मानव की एक महत्वपूर्ण संभावना है, लेकिन यह एकमात्र संभावना नहीं है और ना ही यह एकमात्र मौलिक है। पहले मानव वातावरण के साथ कई तरह से जुड़ा था तथा सरोकार रखता था—जहां देखना कई तरह से उनकी सोच एवं व्यवहार को दिशा निर्देशित करता था। लेकिन यहां सवाल यह है कि यह मौलिक चिंतनीय 'देखना' किस प्रकार केवल एक सैद्धांतिक अन्वेषण तक सीमित हो गया है।

इस प्रकार जब हम अनुभविक विज्ञान की बात करते हैं तो वह अनुभविक पद्धति के प्रयोग द्वारा व्यवस्थित तरीके से निर्मित

Senol

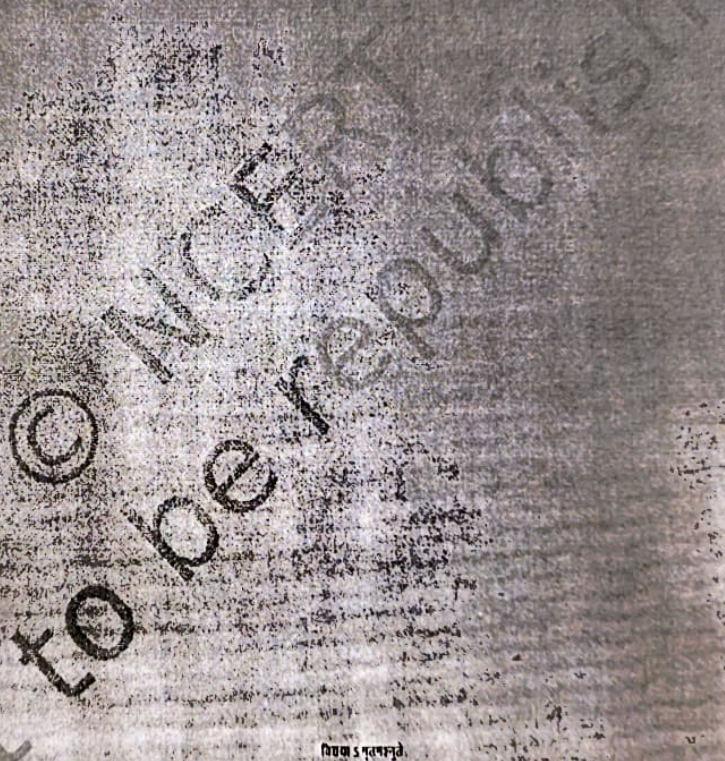
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Pedagogy and Human Rights Perspective

What Teachers have to Say?

SANDEEP KUMAR*

Abstract

Education is expected to develop a cohesive and peaceful society and for this, various perspectives exist which rely upon the role of education to achieve this objective. Contribution of education can be envisioned via school and school practices, in which pedagogy is one of the imperative aspects, where children unswervingly interact with each other. But, how a teacher perceives teaching-learning process is also significant. We know that providing equal opportunities, mutual respect, democratic environment etc. definitely subsidises positively to the idea of pedagogy. Coalescing pedagogy and human rights perspective provides a new avenue to develop human rights perspective based pedagogy, which can contribute significantly in teaching learning process in school to achieve a larger objective of creating our society a 'humane society'. But, this objective cannot be achieved unless teachers develop sensitivity toward this blending. Hence, the present paper explores the teachers' understanding about human rights and human rights perspective based pedagogy.

CONTEXT

How can we foster the value of peace for all people and the use of non-violent ways of solving problems? Human rights education is predicated

on the assumption that we can build a humane and responsible society through education. Human rights are the rights a person has, simply, because they are a human being.

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