

List of Research Papers

1. A Study on the Innovative Education (Flipped Classroom) for special needs children (Slow Learner) with special reference to Chhattisgarh State, SHODH SAMAGAM ISSN : 2581-6918 (Online), 2582-1792 (PRINT), 12.10.2020, Page No. 980 - 984
2. A study on relationship between Karma Yoga and Life Satisfaction, published in July to September Issue 2020, Shodh Samagam, ISSN: 2582-1792, RNI: CHHBIL/2018/77892.
3. A Study on relationship between Hath Yoga and Life Satisfaction, published in July to September 2020 issue, Shodh Samagam, ISSN: 2582-1792, RNI:CHHBIL/2018/77892.
4. Effect of Ashtanga Namaskara Asana on Anxiety of Teacher Trainees of Gariyaband District of Chhattisgarh State, Shodh Samagam, Rni : Chhbil/2018/77892 Issn: 2582-1792 (Print), January To March 2020 . Year-01,Volume-01, Issue-03,
5. Effect of Ashtanga namaskara on stress of teacher trainees of Gariyaband District Chhattisgarh State, SHODH SAMAGAM ISSN: 2581-6918 (Online), 2582-1792 (PRINT), Page No. 594 – 597.
6. An Experimental Study on Effects of Integrated Yoga Module on Mental Health with Special reference to female Employees of Raipur District of Chhattisgarh State, Research Journal of Humanities and Social Sciences, Vol. 10| Issue-03| July- September 2019 ISSN 0975-6795 (Print) 2321-5828 (Online) DOI: 10.5958/2321-5828.2019.00143.8
7. Ways to Attract Best Talents in Teaching Profession, © 2019 JETIR June 2019, Volume 6, Issue 6, (ISSN-2349-5162), Emerging Technologies and Innovative Research (JETIR) www.jetir.org 569-572.
8. A Study on the school life of the students of Pota Cabins in Dantewada District of Chhattisgarh State, Research Link, Research Link, An International Journal- 158, Volume XVI (3), May-2017, page-119-122.
9. A Study on Increasing Unfair Means-Reasons and Remedies, Eduquest: An International Refereed Journal In Education, Volume 4, Issue: II, July - December 2015, ISSN: 2277 - 3614.
10. Study of Attitude of Teachers towards Teaching Profession With Special Reference to Locality and Level of Teachers in Odisha State, Golden Research Thoughts, ISSN 2231-5063, Impact Factor : 3.4052 (Uif), Volume-4 | Issue-7 | Jan-2015

11. A study of Impact of Socio-economic status on the personality and level of aspiration of secondary school students, International Recognized Multidisciplinary Research Journal, volume-IV, Issue-V77, January-2015, ISSN 2231-5063.
12. सहशिक्षा व गैर सहशिक्षा में अध्ययनरत छात्राओं की आधुनिकता का तुलनात्मक अध्ययन International Research Journal of Management and Humanities, Vol 5 Issue 8, ISSN 2348-9359, page-304-308.
13. शहरी विद्यालयों में अध्ययनरत छात्र-छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन, CASIRJ YEAR [2012] Volume 3 Issue 3 ISSN 2319 – 9202, page-936-941.
14. ग्रामीण विद्यालयों में अध्ययनरत छात्र-छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन, CASIRJ Volume 5 Issue 2 [Year - 2014] ISSN 2319 – 9202, page-597-602.
15. मध्यम श्रेणी तथा उच्च श्रेणी की कार्यशील महिलाओं तथा गृहिणियों के बच्चों के पषेण स्तर का तुलनात्मक अध्ययन, CASIRJ YEAR[2011] Volume 2 Issue 3 ISSN 2319 – 9202, page-364-370.
16. शहरी तथा ग्रामीण क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का अध्ययन CASIRJ Volume 8 Issue 7 [2017] ISSN 2319-9202
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A Study on the Innovative Education (Flipped Classroom) for special needs children (Slow Learner) with special reference to Chhattisgarh State

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A Study on the Innovative Education (Flipped Classroom) for children with special needs (Slow Learner) with special reference to Chhattisgarh State Dr. Divya Sharma, Postdoctoral Fellow, SoS in Physical Education, Indian Council of Social Science Research (ICSSR), New Delhi, INDIA ABSTRACT The aim of present research study was to study the innovative education for children with special needs (slow learner) with special reference to Chhattisgarh State.

Abstract

The aim of present research study was to study the innovative education for special needs children (slow learner) with special reference to Chhattisgarh State. For the purpose the selection by researcher has a number of 60 samples (Children with special needs i.e. autistic, 30 male and 30 female children). The samples were treated with an experiment of innovative education for a period of two weeks. The collected data was analyzed statistically and the results were drawn. The findings revealed that there lies a difference significant in the Pre and Post-test after giving Innovative Education for Special Children (slow learner), in the Pre and Post-test after giving Innovative Education for Male Special Children (slow learner) and in the Pre and Post-test after giving Innovative Education for Female Special Children (slow learner).

Keywords

Innovative Education, Children with special needs, Slow Learner.

Conceptual Framework

The term exceptional here in many ways distinct category and stands for a separate of class of children who are markedly below average / above average characteristics and traits which makes them fundamentally different from the general and the population of children is average. these types of children begin to demonstrate signs of their exceptionality from their very birth or during their development stages as they race ahead or lag behind in terms of natural growth and development in various dimensions- physical,

moral, mental, social and emotional etc. to such an extent that they exhibit symptoms of the maladjustment with average children and with the average ways and means of their upbringing and education.

Children can have both defects and abnormalities. The general system of education is devised of the average and normally healthy children, as a result of which it cannot incorporate the development of abnormal children since they need special arrangements. One has to speak louder than when one is speaking to a normal person if one wants to communicate with a deaf individual. A modern teacher is concerned not only with the development of a majority of average children, but also with the development of brilliant, backward, defective and abnormal children. Hence the system of education should also provide for such individuals. Unfortunately, many circumstances conspire to make provision of such facilities impossible in all school.

Objectives of the study

1. To find out the difference between the Pre and Post Innovative Education for special Children of Raipur District in Chhattisgarh State.
2. To find out the difference between the Pre and Post Innovative Education for Male Special Children of Raipur District in Chhattisgarh State.
3. To find out the difference between the Pre and Post Innovative Education for Female Special Children of Raipur District in Chhattisgarh State.

Hypothesis of the Study

- H₀₁** There will be no significant difference between Pre and Post Innovative Education for special children of Raipur District in Chhattisgarh State.
- H₀₂** There will be no significant difference in the Pre and Post Innovative Education for Male Special Children of Raipur District in Chhattisgarh State.
- H₀₃** There will be no significant difference in the Pre and Post Innovative Education for Female Special Children of Raipur District in Chhattisgarh State.

Methodology

The present research study was experimental in nature. For the purpose, the selected samples i.e. 60 autistic children were divided into two groups namely control group and experimental group. Pre test and post test scores were obtained and data was statistically analyzed and results were drawn.

Analysis and Interpretation

- H₀₁** There will be no significant difference in the Pre and Post-test after giving Innovative Education for special children of Raipur District in Chhattisgarh State.

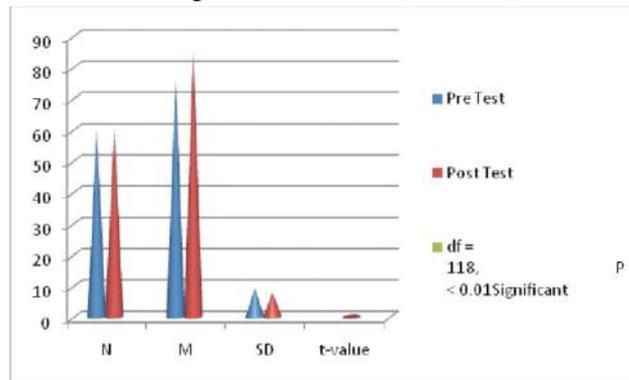
To find out the difference between Pre and Post-test after giving Innovative Education for special children of Raipur District in Chhattisgarh State. The sample for this hypothesis is 60 special children (Autistic). After collecting the data mean, standard deviation and t – test were applied as statistic. The statistical analysis is given below in table no.1:

Table 1 : Mean and Standard Deviation of Pre and Post-test after giving Innovative Education for Special Children (Autistic)

	N	M	SD	t-value
Pre Test	60	75.56	9.16	6.69**
Post Test	60	85.33	7.82	
df = 118,		P < 0.01 Significant		

(Source : Primary Data)

Graph No. 1 : Mean and Standard Deviation of Pre and Post-test after giving Innovative Education for Special Children (Autistic)



The table and graph indicates that the mean score of Pre and Post-Test of special children are 75.56 and 85.33 respectively. The SD of Pre and Post-test are 9.16 and 7.82 respectively. The t -value obtained 6.69 which are significant at 0.01 level because obtain t-value is greater than the table value ($P < 0.01 = 2.62$).

It can be concluded that there lies a significant difference in the Pre and Post-test after giving Innovative Education for Special Children (Autistic).

Thus, hypothesis “There will be no significant difference in the Pre and Post-test after giving Innovative Education for special children of Raipur District in Chhattisgarh State.” is **Rejected**.

H₀₂ There will be no significant difference in the Pre and Post-test after giving Innovative Education for Male Special Children of Raipur District in Chhattisgarh State.

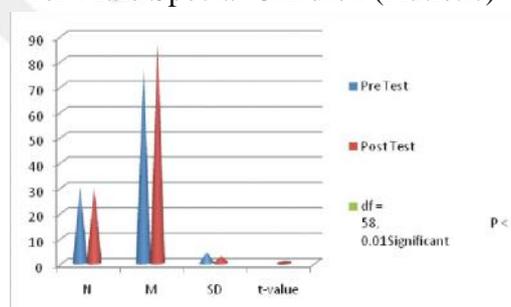
To find out the difference between Pre and Post-test after giving Innovative Education for male special children of Raipur District in Chhattisgarh State. The sample for this hypothesis is 30 Male Special Children (Autistic). After collecting the data mean, standard deviation and t – test is applied as statistic. The statistical analysis is given below in table no. 2:

Table 2 : Mean and Standard Deviation of Pre and Post-test after giving Innovative Education for Male Special Children (Autistic)

	N	M	SD	t-value
Pre Test	30	76.83	4.24	10.67**
Post Test	30	86.66	2.82	
df = 58,		P < 0.01 Significant		

(Source : Primary Data)

Graph No. 2 : Mean and Standard Deviation of Pre and Post-test after giving Innovative Education for Male Special Children (Autistic)



The table and graph indicates that the mean score of Pre and Post-Test of Male special children are 76.83 and 86.66 respectively. The SD of Pre and Post-test are 4.24 and 2.82 respectively. The t -value obtained 10.6 which are significant at 0.01 level because obtain t-value is greater than the table value ($P < 0.01 = 2.62$).

It can be concluded that there lies a significant difference in the Pre and Post-test after giving Innovative Education for Male Special Children (Autistic).

Thus, hypothesis “There will be no significant difference in the Pre and Post-test after giving Innovative Education for Male Special Children of Raipur District in Chhattisgarh State.” is **Rejected**.

H₀₃ There will be no significant difference in the Pre and Post-test after giving Innovative Education for Female Special Children of Raipur District in Chhattisgarh State.

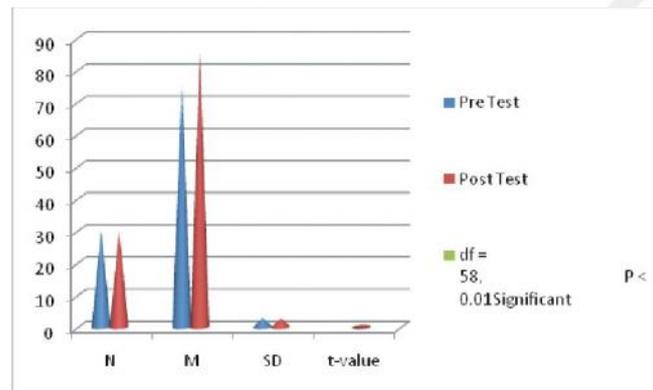
To find out the difference between Pre and Post-test after giving Innovative Education for female special children of Raipur District in Chhattisgarh State. The sample for this hypothesis is 30 Female Special Children (Autistic). After collecting the data mean, standard deviation and t–test is applied as statistic. The statistical analysis is given below in table no.3:

Table 3 : Mean and Standard Deviation of Pre and Post-test after giving Innovative Education for Female Special Children (Autistic)

	N	M	SD	t-value
Pre Test	30	75.56	2.82	13.47**
Post Test	30	85.33	2.82	
df= 58, P < 0.01 Significant				

(Source : Primary Data)

Graph No. 3 : Mean and Standard Deviation of Pre and Post-test after giving Innovative Education for Female Special Children (Autistic)



The table indicates that the mean score of Pre and Post-Test of Female special children are 75.86 and 85.33 respectively. The SD of Pre and Post-test are 2.82 and 2.82 respectively. The t - value obtained 13.47 which are significant at 0.01 level because obtain t-value is greater than the table value ($P < 0.01 = 2.62$).

It can be concluded that there lies a significant difference in the Pre and Post-test after giving Innovative Education for Female Special Children (Autistic).

Thus, hypothesis “There will be no significant difference in the Pre and Post-test after giving Innovative Education for Female Special Children of Raipur District in Chhattisgarh State.” is **Rejected**.

Findings

1. It was found that there lies a significant difference in the Pre and Post-test after giving Innovative Education for Special Children (Autistic).
2. It was found that there lies a significant difference in the Pre and Post-test after giving Innovative Education for Male Special Children (Autistic).
3. It was found that there lies a significant difference in the Pre and Post-test after giving Innovative Education for Female Special Children (Autistic).

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Concept of the study :

The four major laws of karma yoga are described in the Bhagwad-Gita so that one can enjoy every prospect of their work, so that one can totally feel liberated from all the stresses, those are :

- A) Work with a sense of duty
- B) Work without getting intensely attached to the work
- C) Never allow the sense of anxiety grip you in its viciousness about the result during completion of the job
- D) Accept failure and success happily.

Using, these techniques of karma-yoga we learn the art of “working in relaxation” with total “awareness in action” not losing sight of innate bliss and poise, the path of work teaches us to interest in society judiciously and effectively. To keep this objectivity and attainment to a clearer and more perspective state of mind, as a judge does while hearing powerful agreements between parties, is the trick of karma yoga. The regular release of stress and tension helps us to spread the insights throughout the action phase.

Karma-yoga evaporates the cumulative stress and tension, thus enabling person to have tension free life. It is sowing and reaping, is an intention and its effect is common notion prevailing among the people in the society, in reality it is just the action that we do in our day-to-day life, any cadre of work, any thought that leads to action is only karma.

Universal truth is cause or motive leads to action that produces an effect and that is karma-yoga. We see every entity in this world is working, and if we dissect carefully, from the mighty sun to moon to waves in the sea to creature as minute as ant to work, question over here is why do they work, we human we work because we are suppose to work, some maybe because of helplessness and some because their soul really connects to what they do, but sun it burns to provide us light a sources of energy because sun burns our solar system thrives, ant does work so that it can store grains before winter comes so that it can support itself and its family, the gist is every body works from the miniscule of an atom to the might sun and may something beyond that.

As every unstable atom tries to reach it's most possible stable state, similarly people try to achieve freedom, try to get stability in their life by flying away from bondage that is what karma-yoga teaches us, the secret of work, the method of work, the organisation power of the work, it support person in their life both during positive-negative situation

Review of literature :

Zubin R. Mulla and Venkat R. Krishnan (2006) have conducted a study on “Karma-yoga: A Conceptualization and Validation of the Indian Philosophy of Work.

The belief of karma yoga forms the key of the Indian Philosophy of work. By doing content analysis of the Bhagwad-Gita, the researchers identified two dimensions of Karma-Yoga i.e. duty orientation and absence of desire for rewards, and thus preparing criteria for the measurement of core beliefs in Indian philosophy and Karma-yoga.

These criteria were tested on a set of 75 executives and results compared with two facets of the personality trait of consciousness i.e. dutifulness and striving achievement using hierarchical regression and a test of moderation. It was concluded that Indian philosophy enhanced duty orientation and absence of desire enhanced life satisfaction.

There was moderate support for our hypothesis that dutifulness was more strongly related to karma yoga when achievement striving was low than when it was high. Zubin R Mulla and Venkat. R Krishnan (2012) have conducted a study on Transformational Leadership and Karma-Yoga: Enhancing Followers' Duty-orientation and Indifference to Rewards.

This article attempts to validate James MacGregor Burn's Hypothesis that transformational leaders raise followers to higher level of morality. Morality in Indian context is conceptualised as Karma-Yoga (the Indian work Ideal). Karma Yoga is defined as technique for performing actions such that, the soul is not bound by the result of the action and is worked out in the form of three dimensions i.e. duty-orientation, indifference to work and equanimity.

We hypothesised that transformational leaders move followers towards the Indian research methodology.

Research Methodology :

The study took survey as a method of research,

Population :

All teacher trainees from different teacher training institute of Raipur district of Chhattisgarh state constituted the population of study.

Sample :

A number of 100 teacher trainees from four different teacher training institutes were selected by using simple random sampling techniques. List of the source institutes is given below :

S. N.	Name of the Teacher Training Institute	No. of the Sample Selected
1.	Vipra Arts, Commerce and Physical Education College, Raipur, Chhattisgarh	25
2.	Columbia College, Raipur, Chhattisgarh	25
3.	Kalindi College, Lalpur, Raipur, Chhattisgarh	25
4.	Kruti Institute of Education, Raipur, Chhattisgarh	25
TOTAL		100

Tool :

Questionnaires on karm yoga (which consisted items on duty orientation and self control, 10 questions on each dimension) and life satisfaction (20 items) were prepared by the researchers.

Statistical analysis :

The data collected were analysed by calculating Mean, Standard deviation and t-test were calculated.

Objectives of the study :

- 1) To differentiate between a dimension of Karma-Yoga (Duty Orientation) in relation to life satisfaction.
- 2) To differentiate between a dimension of karma- yoga (self control) in relation to life satisfaction.

Hypothesis of the study :

- 1) There will be no significant difference between dimensions of Karm Yoga (Duty Orientation) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.
- 2) There will be no significant difference between dimensions of Karm Yoga (Self Control) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.

Analysis and interpretation :

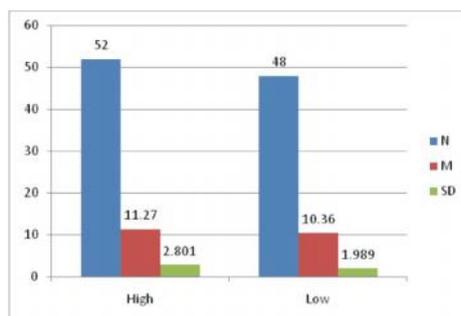
- H₀₁** There will be no significant difference between dimensions of Karm Yoga (Duty Orientation) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.

To find out the difference between Dimension of Karm Yoga (Duty Orientation) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State we use mean, standard deviation and t – test as statistic. The statistical analysis is given below in table no. 1:-

TABLE NO. 1 : Mean and Standard Deviation of (Duty Orientation) Karm Yoga in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State

Life Satisfaction	N	M	SD	t-value
High	52	11.27	2.801	1.85
Low	48	10.36	1.989	
df = 98,		P < 0.05		Not Significant

GRAPH NO. 1: Mean and Standard Deviation of (Duty Orientation) Karm Yoga in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State



From the above table 1 the mean and SD of Duty orientation of Karm Yoga of high life satisfaction teacher trainees is (M = 11.27) and (SD = 2.801). Same as mean and SD of Duty orientation of Karm Yoga of low life satisfaction teacher trainees is (M = 10.36) and (SD = 1.989). The calculated t – value is 1.85 which is not significant at df = 98 in 0.05 level of significance because the table value (1.984) is greater than the observed value.

Result :

Thus we can conclude that the Duty Orientation (Karm Yoga) is not differing in high and low life satisfaction. Thus our proposed hypothesis “There will be no significant difference between Dimensions of Karm Yoga (Duty Orientation) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State” is accepted.

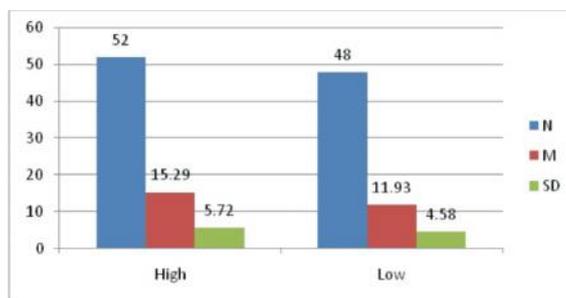
H₀₂ There will be no significant difference between a dimension of Karm Yoga (Self Control) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.

To find out the difference between Dimension of Karm Yoga (Self Control) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State. We use mean, standard deviation and t – test as statistic. The statistical analysis is given below in table no. 2:-

TABLE NO. 2 : Mean and Standard Deviation of Self Control (Karm Yoga) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State

Life Satisfaction	N	M	SD	t-value
High	52	15.29	5.72	3.22*
Low	48	11.93	4.58	
df = 98,		P < 0.01		Significant

GRAPH NO. 2 : Mean and Standard Dimensions of Self Control (Karm Yoga) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State



From the above table 1 the mean and SD of Self Control Karm Yoga of high life satisfaction teacher trainees is (M = 15.29) and (SD = 5.72). Same as mean and SD of Self Control Karm Yoga of low life satisfaction teacher trainees is (M = 11.93) and (SD = 4.58). The calculated t – value is 3.22 which is significant at 0.01 level of significance at df = 98, because the table value (2.626) is smaller than the observed value.

Result :

Thus we can conclude that the Self Control Karm Yoga is differ in high and low life satisfaction. Thus our proposed hypothesis “There will be no significant difference between dimension of Karm Yoga (Self Control) in relation to Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State” is rejected.

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A study on relationship between Hath Yoga and Life satisfaction

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A STUDY ON RELATIONSHIP BETWEEN HATH YOGA AND LIFE SATISFACTION "HATH YOGA TEACHES US TO USE THE BODY AS THE BOW, ASANA AS THE ARROW AND THE SOUL AS THE TARGET" "Life satisfaction is attainment of desired and fulfilment of

Abstract :

"HATH YOGA TEACHES US TO USE THE BODY AS THE BOW, ASANA AS THE ARROW AND THE SOUL AS THE TARGET"

"Life satisfaction is attainment of desired and fulfilment of essential condition"... **Wolman (1973)**

Yoga provides techniques to exercise restraint over his body and mind by keeping a person away from allurements of Roop, Ras, Gandha, Sparsh and Savada. Yoga provides means and methods for the integration or union of soul and greater soul.

It helps in the promotion of our concentration power and systematic attention, however the contribution of yoga in terms of one's physical and physiological development and welfare inspite of that.

The physical part of Yoga practice is Hat-Yoga. The present research study was intended to study relationship between Hath-Yoga and Life Satisfaction.

Key Word :

Yoga, life satisfaction, physical, Hath yoga.

Concept of Yoga :

Life satisfaction is central aspect of human welfare, it is the ultimate goal and every human being strives to achieve this goal throughout the life, considering life –satisfaction as a single term here satisfaction in life does not rely on the length of the days, but in the use we make of them.

Satisfaction in life in the way in which people shows their emotions, feelings, etc. It can

be influenced by surrounding, life satisfaction as such means enjoying each and every moment of life with great satisfaction.

Physical practice of yoga is hath yoga or one can say physical practice of yoga posture is hath Yoga; any exercise will help to relieve stress and provide life satisfaction. Hath yoga relieves stress through stretching; regular Hath-Yoga provides immense benefit in stress reduction.

Psychological well-being is something one strives for in their life in the form of peace and happiness, this subjective feeling of happiness and satisfaction keeps people driven in their life towards positivity. despite our own true nature which is blissful, people get deviated from the path of satisfaction and wisdom with their own body, mind and material object.

Losing the sight of this fundamental truth. The mirage makes us feel imperfect, limited, sorrowful, and at a loss. Yoga paves way to cast off this ignorance and became aware of their divine-self.

The goal is to free a person from those imperfections and to unite him or her with their supreme universal self. The basis of all Yoga system is Hath Yoga.

The literary sense of the word "HATHA" summation of two syllables "HA" means pingala nandi (sun principle) or right nostril and "THA" means (moon principle) ida nandi or left nostril. Nandi means psychic passage of energy to the nerves in the body; therefore Hatha stands in the body balancing of Ida and vital/physical energy of pingala nandi.

Ida Nandi is related to parasympathetic nervous system and pingala nandi related to sympathetic nervous system, performing hath yoga basically purifies both ida and pingala nandi. Hath in literal sense means obstinate, in practical sense it is not about passive or forceful participation.

Rather, the sense of yoga in this way paves a positive way to stay dedicated and focused while doing asanas.

Review of the literature :

Lee (2004) studied the relationship between Hatha Yoga practice and subjective well-being between beginners who practiced yoga from one to ten months and advanced Hatha yoga practitioners who practiced yoga for at least two years. 107 adult Hatha yoga practitioners participated in the study that practiced yoga consistently, at least twice a week for an hour. Advanced Hatha yoga practitioners were found to have higher levels of subjective well-being on the Satisfaction with Life Scale (SWLS), Positive and Negative Affect Scale (PANAS) and the Spiritual Well-Being Scale than the beginners (Lee, 2004).

Bijlani (2005) studied the effect of a yoga intervention on 98 subjects with chronic illnesses and high risk for cardiovascular diseases who practiced yoga for 3 to 4 hours for 8 days and were later tested on subjective well-being and anxiety scales. It was found that subjective well-being increased and anxiety decreased significantly after the practice of yoga (Bijlani, 2005 cited in Carson, King and Koenig, 2012).

Objective of the study :

1. To find out the relationship between Hath Yoga and Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.

Hypotheses of the study :

- H_{01} There will be no significant relationship between Hath Yoga and Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.

Research methodology :

The study took survey as a method of research.

Population :

All the teacher trainees from different teacher training institutes of Raipur District in Chhattisgarh State constituted the population of this study.

Sample :

A number of 100 teacher trainees from four different teacher training institutes were selected by using simple random sampling techniques. List of the source institutes is given below:-

Tool :

A questionnaire on hath yoga and life satisfaction was prepared by the researcher. The questionnaire was divided into two segments, segment first was consisted of ten questions on hath yoga and the second segment was consisted of ten questions on life satisfaction.

Statistical analysis :

After collecting the data mean and Karl Pearson Correlation Coefficient was applied to get the results.

Analysis and interpretation :

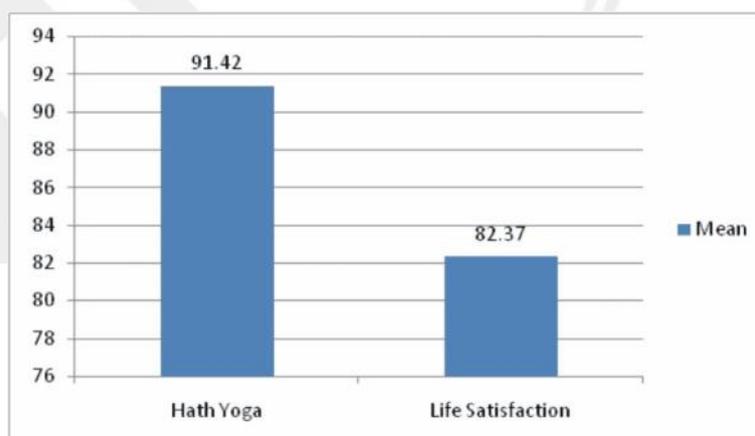
H_{01} There will be no significant relationship between Hath Yoga and Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State.

To find out the relationship between Hath Yoga and Life Satisfaction of Teacher Trainees we use correlation as statistic. After collecting the data mean and Karl Pearson Correlation Coefficient is applied as statistic. The statistical analysis is given below in table no. 1 :

TABLE 1 : Mean of Hath Yoga and Life Satisfaction of Teacher Trainees

	M	R
Hath Yoga	91.42	0.204*
Life Satisfaction	82.37	
df = 98, P < 0.05, Significant		

GRAPH 1 : Mean of Hath Yoga and Life Satisfaction of Teacher Trainees



When we observe the table no. 1 the mean value of Teacher Trainees in Hath Yoga is 91.42 and in Life Satisfaction is 82.37. The calculated Karl Pearson Correlation coefficient is 0.204 at df = 98, which is significant at 0.05 level of significance because this value is greater than the table value 0.194.

Result :

Thus we can interpret that There will be no significant relationship between Hath Yoga and Life Satisfaction of Teacher Trainees of Raipur District in Chhattisgarh State. Thus we conclude that our null hypothesis is rejected.

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EFFECT OF ASHTANGA NAMASKARA ASANA ON ANXIETY OF TEACHER TRAINEES OF GARIYABAND DISTRICT OF CHHATTISGARH STATE

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ORIGINAL ARTICLE



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Abstract :-

The practice of yoga has existed for thousands of years, and has been gaining recognition in all societies over the last several decades. There exist numerous postures in Yoga which are called yogic asanas. In this paper a particular yogic asana i.e. ashtanga namashkara was taken up to study its effect on anxiety. For the purpose 20 teacher trainees were randomly selected from Gariyaband District of Chhattisgarh State. The selected samples were further divided into two groups i.e. control and experimental group. The present investigation included two groups namely experimental group and Control group. Hence the data collected with respect of this objective were analyzed in three phases. In the first phase One Way ANOVA was employed between the mean pre-test score of Anxiety of teacher trainees and mean post-test score of Anxiety of teacher trainees of experimental group.

In the second phase again One Way ANOVA was employed between the mean pre-test score of Anxiety of teacher trainees and mean post-test score of Anxiety of teacher trainees of Control group and in the third phase One Way ANOVA was employed between the mean post-test score of Anxiety of teacher trainees of experimental group and mean post-test score of Anxiety of teacher trainees of Control group. Results of the study reveal that the experiment produced a significant difference in the Anxiety of teacher trainees.

Keywords :-

Ashtanga Namaskara, Anxiety, Teacher trainees.

Introduction :-

The conventional position Ashtanga Namaskar (Eight Limbed Pose) is made to pay admiration to the gods or to the elders, as a sign of surrendering and accepting the blessing, respectively. Also forming part of the Surya Namaskar (Sun Salutation), this posture acts as a shift pose, before coming into Bhujangasana (Cobra Pose).

In Sanskrit 'ashta,' means 'eight,' and 'anga,' means 'part.' Hence in Ashtanga Namaskar the body is in contact with the floor at eight points, which are; the two feet, the two knees, the two hands, chest and chin. Acting as a transition pose the body is balanced and grounded on the chest, chin, plams, knees and feet while also acting as a great posture to strengthen the arms, as well as the core muscles.

Ashtanga Namaskara helps boost energy in the body and hence can be included in flow yoga sequences. Practice of this asan elongates muscles and make the muscles stronger. It increases elasticity, consciousness and connect. Also strengthens knees-chest-chin-alignment and develops overall body constancy and self-assurance

Review of the related literature :-

The purpose of the present study was to evaluate the effect of ashtanga namashkara asan on anxiety of the teacher trainees. The research conducted on the theme is listed below:-

- **Dr Manoranjan Tripathy (2017)** has conducted a study on Monitoring Aggression in Adolescents: Chandra Namaskara as a Panacea. This study was aimed at exploring the effect of Chandra Namaskrar on the aggression level of adolescents. A sample consisting of 40 intermediate and undergraduate students from Gayatri Vidyapeeth and Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand, respectively, was taken. There was a statistically significant decrease in the aggression score from pre-test. The mean decrease in aggression score was 13.9 with a 99% confidence interval. The eta-squared statistics was 0.64, which indicates large effect of the intervention on aggression. The findings revealed that the practice of Chandra Namaskrar is highly effective in reducing the aggression level in participants, which was significant at 0.01 level of signifi cance.
- **Clay, Lloyd, Walker, Sharp, and Pankey (2005)**, measured both oxygen consumption (VO₂), and heart rate (HR) in 26 female participants (19 – 40 years), during a hatha yoga routine and found the yoga routine elicited a lower cardiovascular response than walking at 3.5 mph. However, when evaluating HR and VO₂ at different points throughout the 30 minute routine they found that the percent MHR was significantly higher during sun salutation postures (a dynamic series of poses that were repeated for 5 minutes at the beginning of the routine) than during the non-sun salutation postures, but did not find significant increases in percent VO₂ max.
- **Md. Azamith, Paul Kumar (2014)** has conducted a study on Effect of Different Packages of Yogic Practices on Selected Motor Surya Namaskar Fitness Components and Psychological Variables among Adolescent Boys. The study was the effects of different packages of yogic practices on selected motor fitness components, and psychological variables among adolescent boys. The obtained data were subjected to statistical treatment to find out the significance in the means using ANCOVA. In all cases 0.05 levels was fixed to test the hypothesis set for this study.

Objectives of the study :-

1. To study the effect of Ashtanga Namaskara on Anxiety of teacher trainees of Gariyaband District of Chhattisgarh State.

Hypotheses of the study :-

1. The mean pre-test score of Anxiety of teacher trainees will not differ significantly from their mean post-test score of Anxiety of teacher trainees of the experimental group.
2. The mean pre-test score of Anxiety of teacher trainees will not differ significantly from their mean post-test score of Anxiety of teacher trainees of the Control group.
3. The mean post-test score of Anxiety of teacher trainees of experimental group will not differ significantly from mean post-test score of Anxiety of teacher trainees of the Control group.

Methods and Materials :-

The present study was conducted on 20 teacher trainees of Gariyaband district of Chhattisgarh State. The description is given below:-

S.N.	Name of the School	Number of Teacher Trainees
1	Veerendra Deepak College of Education, Gariyaband, Chhattisgarh	20
	Total	20

The study was experimental in nature, hence two weeks of experiment of yogic practice i.e. ashtanga namashkara was applied on the experimental group and the difference was calculated from that of control group.

Analysis and interpretation :-

The summary of One Way ANOVA employed between the mean pre-test and post-test score of Anxiety of teacher trainees of experimental group has been presented in Table 1.1.

Table No. 1.1

Summary of One Way ANOVA for Pre-test and Post-test score of Anxiety of teacher trainees of Experimental Group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9031.250	1	9031.250	45.336	.000
Within Groups	3585.700	18	199.206		
Total	12616.950	19			

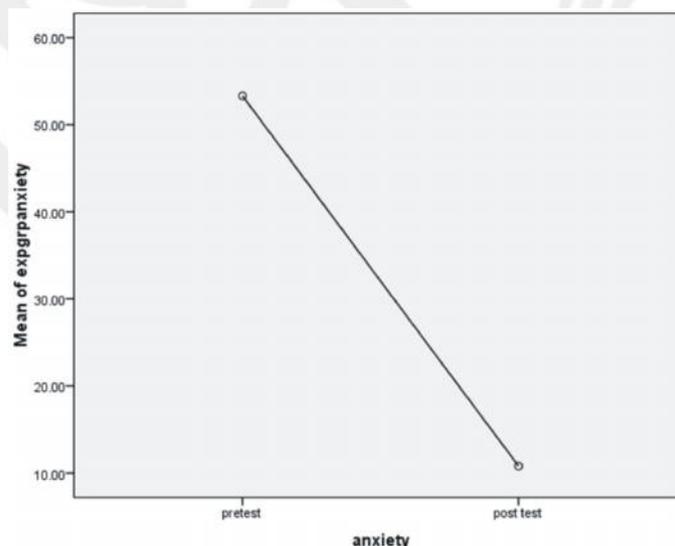
**Significant at 0.01 level

From Table 1.1 it is evident that the F-value 45.336 with df 1/ 19 was found to be significant at 0.01. This reveals that both the means differ significantly. Therefore the null hypothesis stated as “The mean pre-test score of Anxiety of teacher trainees will not differ significantly from their mean post-test score of Anxiety of teacher trainees of the experimental group” is rejected. This reveals that the experiment produced a significant difference in the Anxiety of teacher trainees.

Further to find out whether pre or post test mean scores have higher level of anxiety, means of pre and post test anxiety scores of experimental group was calculated. Summary of these means have been presented Graph 1.1.

Graph 1.1

Summary of means of pre and post test anxiety scores of experimental group



From the graph 1.1 it can be concluded that the mean pre-test score of Anxiety of teacher trainees was 53.3 which is significantly higher than the mean post-test score of Anxiety of teacher trainees i.e. 10.8 of experimental group. Thus, after the experiment the Anxiety of teacher trainees was found to be decreased significantly.

1.2. Effectiveness of Ashtanga Namaskara on anxiety of teacher trainees of control group :-

The summary of One Way ANOVA employed between the mean pre and Mean post-test score of Anxiety of teacher trainees of Control group has been presented in Table 1.2.

Table No. 1.2

Summary of One Way ANOVA for Pre-test and Post-test score of Anxiety of teacher trainees Control Group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.250	1	11.250	.029	.867
Within Groups	7019.300	18	389.961		
Total	7030.550	19			

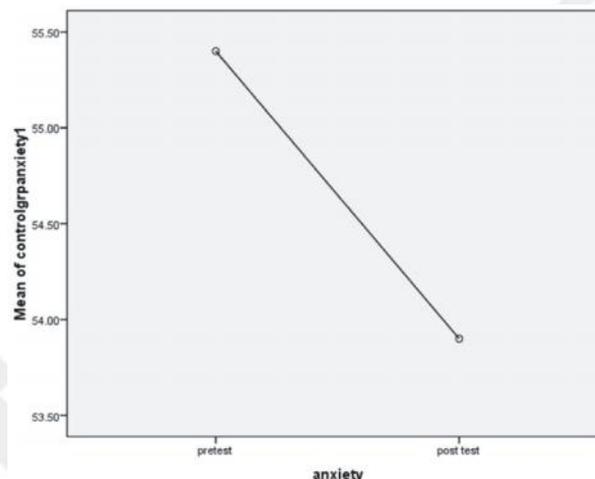
^{NS} Not Significant

From the table 1.2 it is evident that the F- value .029 with df 1/ 19 was not found to be significant. This reveals that both the means does not differ significantly Therefore the null hypothesis stated as “The mean pre-test score of Anxiety of teacher trainees will not differ significantly from their mean post-test score of Anxiety of teacher trainees of the Control group “is not rejected. This reveals that the Control group does not produce a significant difference in the Anxiety of teacher trainees of the Control group.

Further to find out whether pre or post test mean scores have higher level of anxiety, means of pre and post test anxiety scores of control group was calculated. Summary of these means have been presented Graph 1.2.

Graph 1.2

Summary of means of pre and post test anxiety scores of control group



From the graph 1.2 it can be concluded that the mean pre-test score of Anxiety of teacher trainees was 55.4 which do not differ significantly than the mean post-test score of Anxiety of teacher trainees i.e. 53.9 of control group.

1.3 Effectiveness of Ashtanga Namaskara in terms of anxiety of teacher trainees of experimental group viz-a-viz control group :-

The summary of one way ANOVA employed between the mean post-test score of Anxiety of teacher trainees of experimental and Control group has been presented in Table 1.3.

Table No. 1.3

Summary of One Way ANOVA for Post-test score of Anxiety of teacher trainees of Experimental Group and post test score of Control group.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9288.050	1	9288.050	44.744	.000
Within Groups	3736.500	18	207.583		
Total	13024.550	19			

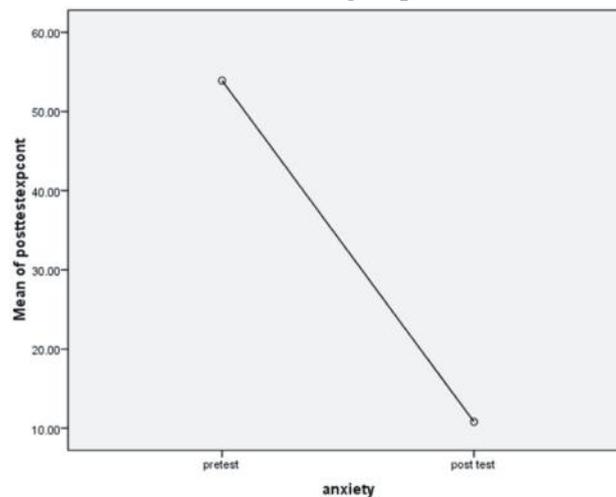
**Significant at 0.01 level

From the table 1.3 it can be inferred that the F- value 44.744 with df 1/19 was found to be significant at 0.01. This reveals that both the means differ significantly therefore the null hypothesis stated as “The mean post-test score of Anxiety of teacher trainees of experimental group will not differ significantly from mean post-test score of Anxiety of teacher trainees of the Control group” is rejected. This reveals that the experiment produced an experimental difference in the Anxiety of teacher trainees.

Further to find out whether Post-test score of Anxiety of teacher trainees of Experimental Group or post test score of Control group have higher level of anxiety, mean was calculated. Summary of these means have been presented Graph 1.31.

Graph 1.3

Summary of means Post-test score of Anxiety of teacher trainees of Experimental Group and post test score of Control group



Further, from the graph 1.3 it is evident that the mean post-test score of Anxiety of teacher trainees of experimental group was 10.8 which is significantly lower than the mean post-test score of Anxiety of teacher trainees of the Control group i.e. 53.9. Thus, the experiment helped in decreasing the anxiety of teacher trainees of experimental group. While no such influence on control group was found.

Findings :-

1. The result revealed that the experiment produced a significant difference in the Anxiety of teacher trainees.
2. After the experiment the Anxiety of teacher trainees was found to be decreased significantly.
3. The result reveals that the experiment produced an experimental difference in the Anxiety of teacher trainees.
4. It was found that the experiment helped in decreasing the anxiety of teacher trainees of experimental group. While no such influence on control group was found.

Implications and recommendations :-

The results of this study could have great implications on yoga’s place within the exercise industry. It seems that yoga is most often discussed in regards to anxiety reduction, improving flexibility and as a means to manage symptoms of various ailments and diseases, but this research provides sufficient evidence that more dynamic forms of yoga can be used to improve physical fitness. As ashtanga yoga yields a muscular stamina stimulus, elasticity stimulus, and obvious cardiovascular stimulus, it provides better mental health.

Future research should be conducted to further clarify the physical fitness and psychological effects of yoga practice. Larger, gender diverse groups will need to be used as this study and a predominance of those reviewed studies somewhere lacks in this regard.

SHODH SAMAGAM

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**Effect of Ashtanga namaskara on stress of teacher trainees of
Gariyaband District Chhattisgarh State**

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ORIGINAL ARTICLE



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EFFECT OF ASHTANGA NAMASKARA ON STRESS OF TEACHER TRAINEES OF
GARIYABAND DISTRICT OF CHHATTISGARH STATE We breathe in a world snowed under
by stress. Wide-reaching urbanization, struggle and the increase of knowledge have
shaped a world in which access to information has become compulsion and
requirement. In addition, we are repetitively under attack. point of comprehensive
concern; a stress plague order to survive.

Abstract :-

We breathe in a world snowed under by stress. Wide-reaching urbanization, struggle and the increase of knowledge have shaped a world in which access to information has become compulsion and requirement. In addition, we are repetitively under attack on a physical level, with our atmosphere filled with never-before-seen levels of toxicity. From the food we eat to the air we breathe, our bodies are under obstruction by the toxins we have introduced into our cities, our homes and our food. In short the unforgiving pace and complexity of modern life has greatly challenged our ability to live healthily and fully in the present moment. While stress is omnipresent in each of our lives to varying degrees, it has reached a point of comprehensive concern; a stress plague which we must address and conquer in order to survive.

Keywords :-

Ashtanga Namaskara, Stress, Teacher trainees.

Introduction :-

Everybody experiences stress and anxiety at one time or further. The disparity among them is that stress is a comeback to a hazard in a state of affairs. Anxiety is a response to the stress. Whether in good times or bad, most people say that stress interferes at least fairly with their lives. The sentiment of being stressed can be triggered by an event that makes an individual feel frustrated or anxious. Anxiety is an emotion of terror, be

troubled, or nervousness. It can be a response to stress, or it can happen in people who are not capable to recognize noteworthy stressors in their life. Anxiety is a comeback to the stress. Whether in fine times or bad, most people say that stress interferes at least fairly with their lives. Constant stress can affect one's health, causing symptoms from headaches, high blood pressure, and chest pain to heart palpitations, skin rashes, and loss of sleep.

If we adopt the measures to reduce these stress and anxiety, there are certain chances to increase the frustration tolerance and then to achieve life satisfaction. Frustration occurs when a person is unable to reach the desired goal on account of some barrier or other, or due to the absence of desired and appropriate goals.

Review of the Related Literature :-

Shoba (2010) has done a study on the effect of specific yogic exercises on motor, physiological and psychological variables of secondary school children. The data obtained regarding the effect of six weeks training with selected yogic asanas on motor, physiological and psychological variables among girls and boys was statistically analyzed. The study concluded that there is an improvement in all the motor variables selected for this study after the six weeks training with selected yogic asanas. An improvement was found in all the psychological variables representing the socio-genie need satisfaction, after the six weeks training with selected yogic asanas.

Telles et. al. (2013) conducted a study on the effect of yoga or physical exercise on physical, cognitive and emotional measures in children: a randomized controlled trial. Preceding studies have unconnectedly reported the effects of bodily work out and yoga in children, showing physical, cognitive and emotional benefits. The present randomized controlled trial assessed the effects of yoga or physical exercise on physical fitness, cognitive performance, self-esteem, and teacher-rated behavior and performance, in school children.

Methods and materials :-

The present study was conducted on 20 teacher trainees of Raipur district of Chhattisgarh State. The subjects were selected randomly from a teacher training institution of the district.

The detailed classification is given below:-

S.N.	Name of the Teacher
1	Veerendra Deepak College of Education, Gariyaband, Chhattisgarh

Objectives of the study :-

1. Effect of Ashtanga Namaskara on Stress of teacher trainees of Gariyaband District of Chhattisgarh State.

Hypothesis of the study :-

1. The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the experimental group.
2. The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the Control group.
3. The mean post-test score of Stress of teacher trainees of experimental group will not differ significantly from mean post-test score of Stress of teacher trainees of the Control group.

Statistical technique :-

The collected data were analyzed using ANOVA to find out the significant improvement in the selected variables by both the groups.

The present investigation included two groups namely experimental group and Control group. Hence the data collected with respect of this objective were analyzed in three phases. In the first phase One Way ANOVA was employed between the mean pre-test score of Stress of teacher trainees and mean post-test score of Stress of teacher trainees of experimental group.

In the second phase again One Way ANOVA was employed between the mean pre-test score of Stress of teacher trainees and mean post-test score of Stress of teacher trainees of Control group and in the third phase One Way ANOVA was employed between the mean post-test score of Stress of teacher trainees of experimental group and mean post-test score of Stress of teacher trainees of Control group.

Analysis and interpretation :-

The summary of One Way ANOVA employed between the mean pre-test and post-test score of Stress of teacher trainees of experimental group has been presented in Table 1.1.

Table No. 1.1

Summary of One Way ANOVA for Pre-test and Post-test score of Stress of teacher trainees of Experimental Group.

	Sum of Squares	df	Mean Square	F
Between Groups	2442.050	1	2442.050	505.833**
Within Groups	86.900	18	4.828	
Total	2528.950	19		

**Significant at 0.01 level

From Table 1.1 it is evident that the F-value 505.833 with df 1/ 19 was found to be significant at 0.01. This reveals that both the means differ significantly therefore the null hypothesis stated as “The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the experimental group” is rejected. This reveals that the experiment produced a significant difference in the Stress of teacher trainees.

Further the mean pre-test score of Stress of teacher trainees was 28.6 which is significantly higher than the mean post-test score of Stress of teacher trainees i.e. 6.5 of experimental group. Thus, after the experiment the Stress of teacher trainees was found to be decreased significantly.

1.2. Effectiveness of Ashtanga Namaskara on stress of teacher trainees of control group :-

The summary of One Way ANOVA employed between the mean pre and Mean post-test score of Stress of teacher trainees of Control group has been presented in Table 1.2.

Table No. 1.2

Summary of One Way ANOVA for Pre-test and Post-test score of Stress of teacher trainees Control Group.

	Sum of Squares	df	Mean Square	F
Between Groups	33.800	1	33.800	1.944 ^{NS}
Within Groups	313.000	18	17.389	
Total	346.800	19		

^{NS} Not Significant

From the table 1.2 it is evident that the F- value 1.944 with df 1/ 19 was not found to be significant. This reveals that both the means does not differ significantly Therefore the null hypothesis stated as “The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the Control group “is not rejected. This reveals that the Control group does not produce a significant difference in the Stress of teacher trainees of the Control group.

1.3 Effectiveness of Ashtanga Namaskara in terms of stress of teacher trainees of experimental group viz-a-viz control group :-

The summary of One Way ANOVA employed between the mean post-test score of Stress of teacher trainees of experimental and Control group has been presented in Table 1.3.

Table No. 1.3

Summary of One Way ANOVA for Post-test score of Stress of teacher trainees of Experimental Group and post test score of Control group.

	Sum of Squares	df	Mean Square	F
Between Groups	92.450	1	92.450	13.197**
Within Groups	126.100	18	7.006	
Total	218.550	19		

**Significant at 0.01 level

From the table 1.3 it can be inferred that the F- value 13.197 with df 1/19 was found to be significant at 0.01. This reveals that both the means differ significantly therefore the null hypothesis stated as “The mean post-test score of Stress of teacher trainees of experimental group will not differ significantly from mean post-test score of Stress of teacher trainees of the Control group” is rejected. This reveals that the experiment produced an experimental difference in the Stress of teacher trainees

Further the mean post-test score of Stress of teacher trainees of experimental group was 6.5 which is significantly lower than the mean post-test score of Stress of teacher trainees of the Control group i.e. 10.8. Thus, the experiment helped in decreasing the stress of teacher trainees of experimental group. While no such influence on control group was found.

Implications and Recommendations :-

The findings of this study could have huge inference on yoga’s place within the work out industry.

If we adopt the measures to reduce these stress and anxiety, there are certain chances to increase the frustration tolerance and then to achieve life satisfaction. Frustration occurs when a person is unable to reach the desired goal on account of some barrier or other, or due to the absence of desired and appropriate goals.

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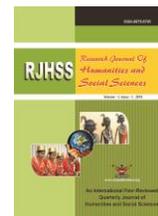
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RESEARCH ARTICLE

An Experimental Study on Effects of Integrated Yoga Module on Mental Health with Special reference to female Employees of Raipur District of Chhattisgarh State

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ABSTRACT:

The present research study was aimed to see the Effects of Integrated Yoga Module on Mental Health with Special Reference to Female Employees of Raipur District of Chhattisgarh State. For the purpose the mental health was studied under its six dimensions i.e. emotional stability, total Adjustment, leadership ability, security-insecurity dimension, self-concept and intelligence dimension. To achieve the purpose objectives and hypotheses were framed according to the dimensions of mental health which were specifically taken for the present study. Sessions of Pre Practice was applied on the selected samples and difference between Pre Yoga Practice and Post Yoga Practice was calculated statistically. The findings revealed that the significant difference found in between mental health, emotional stability dimension of mental health and Leadership Ability dimension of mental health of pre and post yoga of female employees. Whereas no significant difference found in between Leadership Ability dimension of mental health, self-concept dimension of mental health and Intelligence dimension of mental health of female employees.

KEYWORDS: Attitudinal barriers, absenteeism,

INTRODUCTION:

Conceptual Framework of the Study:

Mental health difficulties can affect an individual's functional and working capacity in numerous ways. Depending on an individual's age at the onset of a mental health problem, his or her working capacity can be significantly reduced. In the workplace, this can lead to absenteeism, require sick leave, and reduce productivity.

Long-term mental health difficulties are, according to a WHO report, one of the three leading causes of disability, along with cardiovascular disease and musculo-skeletal disorders, and they are a major reason for granting disability pensions in several countries. The United Nations estimates that 25% of the entire population is adversely affected in one way or another as a result of disabilities. Mental health problems do not just affect the individual. They impact the entire community. The cost of excluding people with mental health difficulties from an active role in community life is high. Exclusion often leads to diminished productivity and losses in human potential. The cost of mental health problems, and of other disabilities, has three components:

- The direct cost of welfare services and treatment, including the costs of disability benefits, travel, access to services, medication etc;
- The indirect cost to those who are not directly affected such as caregivers;

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- The opportunity costs of income foregone due to incapacity.

People with mental health difficulties face environmental, institutional and attitudinal barriers in finding mainstream employment or returning to work and retaining jobs after treatment. Attitudinal barriers and social exclusion are often the hardest obstacles to overcome and usually are associated with feelings of shame, fear, and rejection.

The ancient Yoga from India dating back to thousands of years is now getting the recognition all over the world as a practice of mind-body medicine. Its practices have the potential to promote physical and mental health. It was observed that practice of Yoga improves joint flexibility, respiratory endurance, and strengthening of muscles among all age groups. Yoga practice also improved the dexterity in students. The other documented physical health benefits of Yoga are reduction in body fat, improved shoulder flexibility in elderly females, improvement in immunological tolerance, noticeable and favorable changes in neuro-endocrine functions including melatonin and cortisol secretions, lower perceived exertion after exhaustive exercise. In addition to these facts it is also verified by several researches that different forms of yoga benefitted intensively the mental health as well. Also the mental health can be enriched by practicing the yoga module.

Yoga, which is considered to be a tool for both physical and mental development of an individual, is being recognized around the globe only in the last century although it has been practiced in India over several centuries to promote positive health and well-being. It can give great relief to the sick. Several studies have demonstrated the beneficial effects of yoga on health behavior in many lifestyle-related somatic and muscular problems.

Review and status of Research and Development in the subject

Jiwtoode Manoj T. and Rathod Vyankatesh (2015) have conducted a research study on Effect of integrated yoga module on respiratory pressures and pulmonary functions in children. From this study the researchers concluded that yoga training for four months improved lung functions, strength of inspiratory and expiratory muscles in children. They also concluded if yoga is practiced since childhood, it can form a strong foundation for healthy adult life

Choudhary Rajeev (2010) has conducted a study on Effect of Sahaj Yoga on Vulnerability of the Seriously Vulnerable Individuals to stress and found that the decrease in stress vulnerability as a result of Sahaj Yoga might be due to change in tension, stress, anxiety,

depression and hypertension, heart rate, blood pressure, the level of blood lactic acid, VMA in urine, state and trait anxiety, beta-endorphins.

Nitin J Patil, Raghuaram Nagarathna, Padmini Tekur,¹ Dhanashree N Patil, Hongasandra Ramarao Nagendra, and Pailoor Subramanya have conducted a study on Designing, validation, and feasibility of integrated yoga therapy module for chronic low back pain. Integrated yoga therapy module having 26 practices for CLBP, was designed on the basis of literature review, which was validated by 30 Yoga experts. Among 26 yoga practices, 20 were found to be essential (CVR ≥ 0.33) and 6 not essential (CVR ≤ 0.33) for CLBP. Feasibility study showed that validated IYTM was found to be beneficial for pain, disability, and perceived stress in patients with CLBP. The present validation brings greater acceptability and better therapy module for CLBP.

OBJECTIVES OF THE STUDY:

- To know the difference between Pre Yoga Practice and Post Yoga Practice on mental health of female employees in Raipur City.
- To know the difference between Pre Yoga Practice and Post Yoga Practice on Emotional stability dimension of mental health of female employees in Raipur City.
- To know the difference between Pre Yoga Practice and Post Yoga Practice on Total Adjustment dimension of mental health of female employees in Raipur City.
- To know the difference between Pre Yoga Practice and Post Yoga Practice on Leadership Ability dimension of mental health of female employees in Raipur City.
- To know the difference between Pre Yoga Practice and Post Yoga Practice on Security - Insecurity dimension of mental health of female employees in Raipur City.
- To know the difference between Pre Yoga Practice and Post Yoga Practice on Self - Concept dimension of mental health of female employees in Raipur City.
- To know the difference between Pre Yoga Practice and Post Yoga Practice on Intelligence dimension of mental health of female employees in Raipur City.

HYPOTHESES:

H_{0d1.0} There will be significant difference between Pre Yoga Practice and Post Yoga Practice of female employees on mental health.

H_{0d1.1} There will be significant difference between Pre Yoga Practice and Post Yoga Practice of female employees on Emotional stability dimension of mental health.

H_{0d1.2} There will be significant difference between Pre

Yoga Practice and Post Yoga Practice of female employees on Total Adjustment dimension of mental health.

H_{0d1.3} There will be significant difference between Pre Yoga Practice and Post Yoga Practice of female employees on Leadership Ability dimension of mental health.

H_{0d1.4} There will be significant difference between Pre Yoga Practice and Post Yoga Practice of female employees on Security - Insecurity dimension of mental health.

H_{0d1.5} There will be significant difference between Pre Yoga Practice and Post Yoga Practice of female employees on Self - Concept dimension of mental health.

H_{0d1.6} There will be significant difference between Pre Yoga Practice and Post Yoga Practice of female

employees on Intelligence dimension of mental health.

METHODOLOGY:

Female employees of Chhattisgarh State were selected as subjects for this study. 100 subjects were randomized 50 cases and 50 controls. Cases were taught with Integrated Yoga Module- session neck exercises and shoulder stretching 6 minutes, Tadasana 2 minutes, Parvatasana 2 minutes, Ardha Matsyendrasana 2 minutes, Bhujangasana 2 minutes, Shalabhasana 2 minutes, Pawanamuktasana 2 minutes, Naukasana 2 minutes, surya namaskar 5 minutes, 5 minutes of relaxative asana will be followed between intervals of asanas, for about 30 minutes daily for a period of 3 months.

RESULT AND CONCLUSION:

Table No. 1 Overall Analysis of Pre and Post Yoga of female employees on Mental Health and its dimensions

	Pre - Yoga			Post - Yoga			t - value
	N	M	SD	N	M	SD	
Emotional Stability	25	8.41	1.32	25	9.706	2.42	2.35*
Total Adjustment	25	26.13	4.37	25	28.26	2.76	2.06*
Leadership Ability	25	11.37	2.82	25	12.36	2.805	1.24 ^{NS}
Security - Insecurity	25	10.72	1.95	25	11.31	1.096	1.31 ^{NS}
Self - Concept	25	8.77	3.53	25	9.66	3.96	0.838 ^{NS}
Intelligence	25	12.39	4.62	25	15.97	3.34	3.13**
Mental Health	25	71.76	14.83	25	81.24	12.38	2.45*

NS = Not Significant, S** = 0.01 Level of significance, S* = 0.05 Level of significance

To observe the table no.1 we found that the difference between pre and post yoga of mental health of female employees is $t = 2.45$ which is significant at 0.05 level of significance at $df = 48$ because our table value is smaller than the obtained value which is 1.98. It shows that there is significant difference found in between mental health of pre and post yoga of female employees. Hence **our hypothesis is accepted.**

To investigation of the table no. 1 we found that the difference between pre and post yoga of emotional stability dimension of mental health of female employees is $t = 2.35$ which is significant at 0.05 level of significance at $df = 48$ because our table value is smaller than the obtained value which is 1.98. It shows that there is significant difference found in between emotional stability dimension of mental health of pre and post yoga of female employees. Hence **our hypothesis is accepted.**

In table no. 1 when we observe the t value of pre and post yoga of Total Adjustment we found that is $t = 2.06$ which is significant at 0.05 level of significance at $df = 48$. The table value of 0.05 level is 1.98, thus **our proposed is accepted.**

To investigation of the table no. 1 we found that the difference between pre and post yoga of Leadership Ability dimension of mental health of female employees is $t = 1.24$ which is not significant at 0.05 level of significance at $df = 48$ because our table value is greater than the obtained value which is 1.98. It shows that there is no significant difference found in between Leadership Ability dimension of mental health of pre and post yoga of female employees. Hence **our hypothesis is rejected.**

In table no. 1 when we observe the t value of pre and post yoga of Security - Insecurity we found that is $t = 1.31$ which is not significant at 0.05 level of significance at $df = 48$. The table value of 0.05 level is 1.98 and our obtain value is smaller than the table value, thus **our hypothesis is rejected.**

To observe the table no.1 we found that the difference between pre and post yoga of Self - Concept dimension of mental health of female employees is $t = 0.838$ which is not significant at 0.05 level of significance at $df = 48$ because our table value is greater than the obtained value which is 1.98. It shows that there is no significant difference found in between self-concept dimension of mental health of female employees. Hence **our hypothesis is rejected.**

To investigation of the table no. 1 we found that the difference between pre and post yoga of Intelligence dimension of mental health of female employees is $t = 3.13$ which is significant at 0.01 level of significance at $df=48$ because our table value is smaller than the obtained value which is 2.62. It shows that there is significant difference found in between Intelligence dimension of mental health of pre and post yoga of female employees. Hence **our hypothesis is accepted.**

CONCLUSION:

In the present research study the mental health, emotional stability dimension of mental health, Total adjustment dimension of mental health and intelligence dimension of mental health have shown significant difference while applying the integrated yoga module on the selected sample size i.e. 100 female employees of Raipur District whereas the rest of three dimensions of mental health i.e. Leadership Ability dimension of mental health, Security - Insecurity dimension of mental health and Self - Concept dimension of mental health were found insignificant in regard to applying integrated yoga module. Results indicate that yoga helps in boosting the overall mental health, emotional stability, adjustment and intelligence while it has no impactful effect on leadership, security-insecurity and self-concept.

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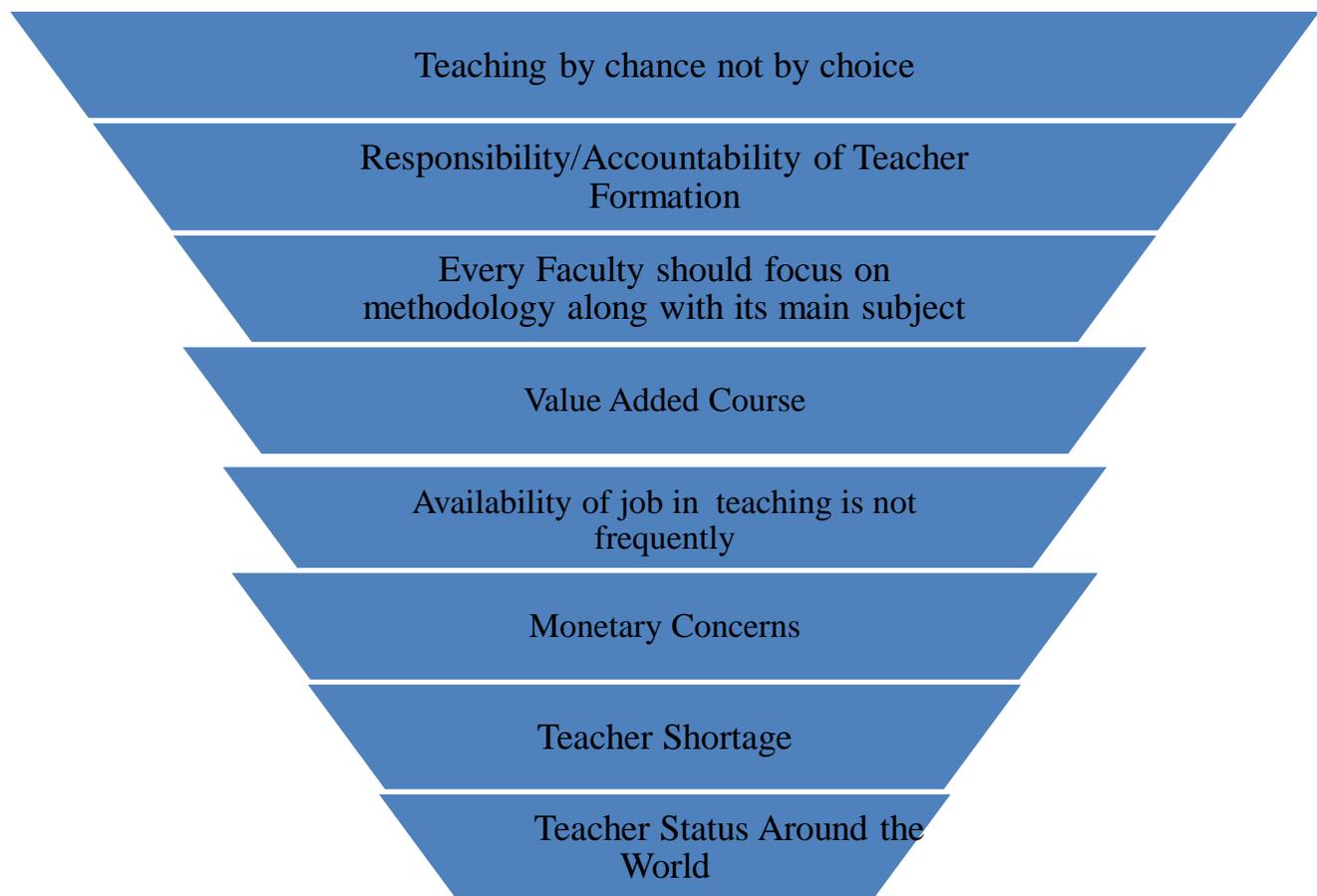
WAYS TO ATTRACT BEST TALENTS IN TEACHING PROFESSION

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The present article is intended to throw light on the present scenario of teacher education where it seems a kind of lacuna of innovative talent. In this regard there seems an essential need to attract the best talent in this field. Here I put my opinion on some ways to attract the best talents in teaching profession:-



- **Teaching by chance not by choice-**

Teaching is not for those who want long holidays or don't know what else they are going to do with their lives.

- **Responsibility/Accountability of Teacher Formation**

When we talk about the formation of teachers and further its quality, the question rises that whose responsibility is to form teachers for the Nation? Is it a sole responsibility of Teacher Education where the curriculum is designed to look for the preparation of Teachers?

- **Every Faculty should focus on methodology along with its main subject**

Let's forget about the professions other than teaching like engineering, law, armed forces, managers in different industries etc and think only about teaching profession. In this teaching profession we see diverse range of subjects and faculties other than teacher education. Whoever the teacher is from any of the other steam is suppose to teach the contents of that subject not "How to Teach the Subject". Now the question if being a computer teacher one is teaching about the features and basics of the computer only not the basic fundamentals of the profession of teaching in computer science. How it can be expected from the students to take interest in teaching profession unless he is being acquainted with the features of teaching profession. Guiding and counseling is a continuous process, likewise it is need of the hour to guide and counsel on parallel way along with teaching of subject content. For this I put my opinion to add some methodological part in every of the curriculum whether it is engineering or medical. Every teacher of the Nation should make visualize his own profession before his students. It is a routinely process cannot be achieved by a lecture or orientation process.

- **Value Added Course**

In connection with the above point I put my opinion for the addition of some value added courses where the curriculum must be designed exclusively with the view point of teaching attitude and aptitude development. It should be for all the faculties not only for the Teacher Education.

- **Availability of Job is not frequent**

When a teacher teaches the specific content and also makes effort to inspire his students towards teaching profession and establishes the values and morals even though the fundamental requirements of survival i.e. livelihood rises a big question as the Government not announces sufficient posts in teaching fields. Thus the candidates aspiring to serve in this profession gets demoralized and find themselves unfit to survive in the competitive world.

▪ **Monetary Concerns**

Teacher's effort



Teacher's Salary



Sad Truth! 😞

The amount of salary a teacher receives from the school, doesn't have the capability to restrain them from bankruptcy after retirement. After clearing debts, paying for instalments, car, food and daily requirements along with increased taxes, pay cuts, and bills, there is not a penny left with us at the midst of the month. This is a huge problem for teachers as financial stability is a primary requirement for maintaining their peace of mind.

▪ **Teacher Shortage**

Authorities should recognize that improvements in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers, and of attracting and retaining in the teaching profession substantial numbers of fully qualified persons.

▪ **Teacher status around the world**

HIGHEST TO LOWEST	TEACHER STATUS	INDEX	SALARY
	INDEX	RANKING	
	CHINA	100	\$17,730
	GREECE	73.7	\$23,341
	TURKEY	68.0	\$25,378
	SOUTH KOREA	62.0	\$43,874
ISRAEL	2	\$32,447	

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A Study on the school life of the students of Pota Cabins in Dantewada District of Chhattisgarh State

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Abstract

Dantewada is one among the lowest literate District of India. Quality of education is very poor in this area. As a result of which children of this region somehow complete their education up to 8th to 10th standards but they do not learn even to read and write properly. Because of this they fail to prepare themselves for any competitive exams for attaining a handsome job or career for a better future. It has been often felt that despite of putting all the possible efforts on literacy and education people of this part of globe have started losing their trust towards education and are getting attracted towards LWE activities. On one side Naxals are cruelly thrashing the tendered dreams of the children of learning and progressing in their life by damaging the school buildings. On the other end due to the Naxal violence schools are experiencing problems such as lack of teachers and other basic facilities. Under this catastrophic situation administration had undertaken the task of providing quality education to all the children by constructing temporary school buildings in place of the conventional pakka school buildings. Made of Bamboo walls with tin or bamboo made roof, these temporary school buildings are named as Pota Cabin (Portable Cabin). An attempt has been made in the present research study to see the school life i.e. the performance of the teachers and students of these pota cabins to review the initiative of Chhattisgarh Government. A total of 10 **Pota Cabin Schools** from Dantewada District of Bastar, Chhattisgarh were covered as geographical coverage of this study. After treatment of the scores obtained on different aspects by statistical analysis the mean's, SD and t value were obtained which were represented in the different tables are figures.

Introduction

Due to the Naxal violence schools are experiencing problems such as lack of teachers and other basic facilities. Under this catastrophic situation administration had undertaken the task of providing quality education to all the children by constructing temporary school buildings in place of the conventional pakka school buildings. Made of Bamboo walls with tin or bamboo made roof, these temporary school buildings are named as **Pota Cabin** (Portable Cabin).

Now Children of interior villages are pursuing their education from Class I to Class VIII in these residential Pota Cabins. Local villagers feel positive of these Pota Cabins as they consider them useful for their children and they provide all possible assistance in running these Pota Cabins in the interior villages of the District.

Review of Literature

Policy documents, research reports and relevant literature were reviewed in order to explore the rationale behind Pota Cabin Schools running in entire Bastar the envisioned management of implementing authority and nexus between national policy frame-work. In addition, research and policy reports were reviewed to identify their findings and methodological frame-work in order to just a pose the existing research.

Some of the work is listed below:

- **Disha, IISER**, Pune students took initiative on a project- “Bacapan Banao” on August, 2012-January, 2013. Bachpan Banao is an educational fellowship program being implemented at government pota cabin schools of Dantewada, Chhattisgarh. This program invites participation for one month as a "fellow" and for minimum 10 working days as a “volunteer”.

Objectives of the Study

1. To Study the school life of the students of Pota Cabins in Dantewada District of Chhattisgarh State.

Hypothesis of the Study

H₁ Mean Scores on school life of the students of Pota Cabins will not differ significantly on the basis of gender.

H₂ Mean Scores on best things with the students of Pota Cabins will not differ significantly on the basis of gender.

Geographical Coverage of Study

A total of 10 **Pota Cabin Schools** from Dantewada District of Bastar, Chhattisgarh were covered as geographical coverage of this study. Below given table shows the details of sampled schools:-

Table 3.1
Study Geographical Coverage

District	S. No.	Pota Cabin Schools
Dantewada	1.	Pota Cabin School, Dornapal
	2.	Pota Cabin School, Kasoli
	3.	Pota Cabin School, Bangapal
	4.	Pota Cabin School, Hitameta
	5.	Pota Cabin School, Konta
	6.	Pota Cabin School, Maraiguda
	7.	Pota Cabin School, Errabore
	8.	Pota Cabin School, Karli
	9.	Pota Cabin School, Katekalyan
	10.	Pota Cabin School, Kuwakonda

Verification Hypotheses

To verify hypotheses framed for the present study, scores were added and total score reflects learning of the students of Pota Cabins.

Hd₁ Mean Scores on school life of the students of Pota Cabins will not differ significantly on the basis of gender.

To divide subjects according to their gender in two group i.e. male and female. After classifying subjects according to their scores on gender, t - test was used to calculate the difference in their school life. The results are depicted in table no. 1

Table No. - 1
Mean, SD and t-value of School life of students of Pota Cabins on the Basis of gender

Gender	Male			Female			t - Value
	N	M	SD	N	M	SD	
School Life of Pota Cabins							
I Care about doing well in school.	250	2.888	0.3284	250	2.72	0.561	4.54**

I try my best in school each day.	250	2.916	0.31	250	2.74	0.565	4.88**
I do my homework.	250	2.88	0.325	250	2.9	0.3	0.24 ^{NS}
I understand things that I have read.	250	2.916	0.292	250	2.944	0.230	1.21 ^{NS}
I have the things I need for class.	250	2.214	0.33	250	2.016	0.125	9.428**
** = 0.01 level of significance] * = 0.05 level of significance] NS = not significant] df = 498							

Table 1 shows that mean value of male in I care about doing well in school is (M = 2.888) and Standard Deviation (SD = 0.3284). Same as mean value of female in I care about doing well in school is (M = 2.72) and Standard Deviation (SD = 0.561). The t value of obtained data is 4.54 at df = 498. Which is statistically significant at .01 level, confirms this finding. This indicates that our proposed hypothesis **is rejected**.

Fig. 1
Mean value of Male and Female caring about doing well in school

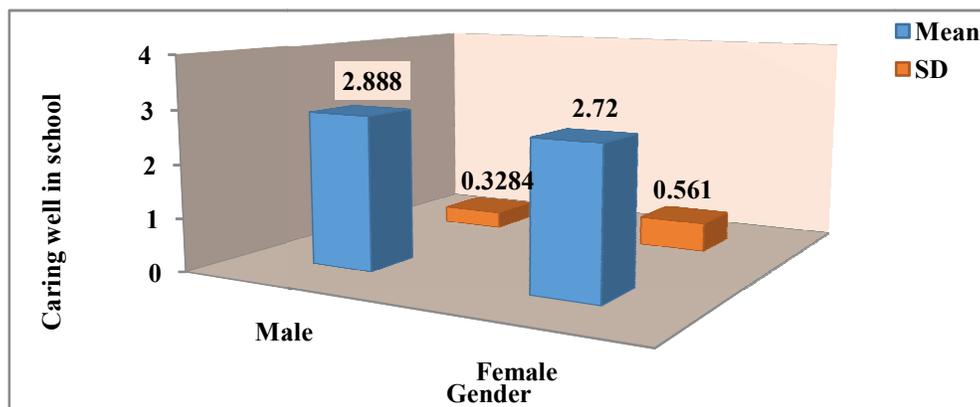


Table no 1 and figure no. 1 shows that mean score (M = 2.888) of male is greater than the female mean score i.e. (M = 2.72). It shows that there exist a significant difference on caring well in school between male and female of Pota Cabins.

Again observe the above table 1 indicates that the mean of male and female are 2.916 and 2.74 respectively in try best in school each day. The SD of male and female are 0.31 and 0.565 respectively. The t -value obtained is 4.88 which is significant at 0.01 level. This indicates that our proposed hypothesis **is rejected**.

Fig. 2
Mean value of Male and Female about try best in school

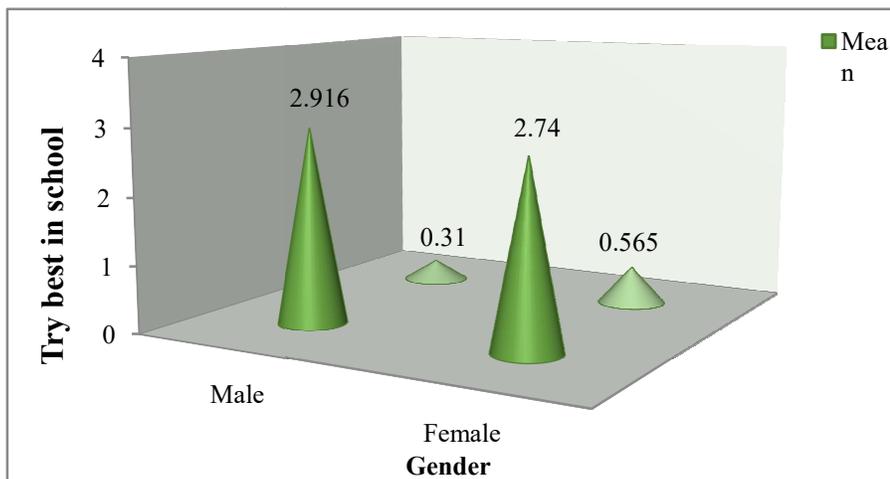


Table no 1 and figure no.2 shows that mean score ($M = 2.916$) of male is greater than the female mean score i.e. ($M = 2.74$). It shows that there exist a significant difference on try best in school between male and female of Pota Cabins.

The above table no. 1 indicates that the mean of male and female pota cabins students are 2.88 and 2.9. The SD of male and female pota cabins are 0.325 and 0.3 respectively. The t-value obtained is 0.24 which is not significant at 0.05 level. This indicates that our proposed hypothesis **is accepted**.

Again observe the table no. 1 shows that the mean of male and female pota cabins students are 2.916 and 2.944 respectively. And the standard deviation of male and female pota cabins are 0.292 and 0.230 respectively. The t-value obtained is 1.21 which is not significant at 0.05 level. This shows that our proposed hypothesis **is accepted**.

The above table no. 1 indicates that the mean of male and female pota cabins students are 2.214 and 2.016. The SD of male and female pota cabins are 0.33 and 0.125 respectively. The t-value obtained is 9.428 which is significant at 0.01 level. This indicates that our proposed hypothesis **is rejected**.

Hd₂ Mean Scores on best things with the students of Pota Cabins will not differ significantly on the basis of gender.

The above proposed hypothesis is tested by administering the self-made scale on the sample consisted of male and female pota cabins students employed in temporary school buildings of Dantewada district. After treatment of the scores obtained on best things of students by statistical analysis the mean's, SD and t value are obtained which are represented in the following table in table 2.

**Table No. - 2
Mean, SD and t-value of best things of students of
Pota Cabins on the Basis of gender**

Gender	Male			Female			t – Value
	N	M	SD	N	M	SD	
Best things of Pota Cabins							
I get along well with my teacher	250	2.02	0.140	250	2.096	0.295	3.8**
I take good notes in class.	250	2.044	0.224	250	2.024	0.153	1.176 ^{NS}
I am good at taking tests.	250	2.072	0.562	250	2.096	0.544	0.524 ^{NS}
I ask and answer question in class.	250	2.136	0.343	250	2.024	0.153	4.86**
I study every day.	250	2.892	0.311	250	2.968	0.176	3.45**
** = 0.01 level of significance] * = 0.05 level of significance] NS = not significant] df = 498							

It is inferred from the above table no 2 that the mean of female pota cabins students scored higher mean than their counterpart male pota cabins students (Female 2.096, Male 2.02). This table also shows that in spite of higher mean score of female pota cabins students, **there exists no significant difference on the best things between male and female pota cabins school students.** The value of 't' (3.8) is significant at 0.01 level of significance at df = 498. Hence the proposed **hypothesis is rejected.**

Fig. 4

Mean value of Male and Female about things need for class

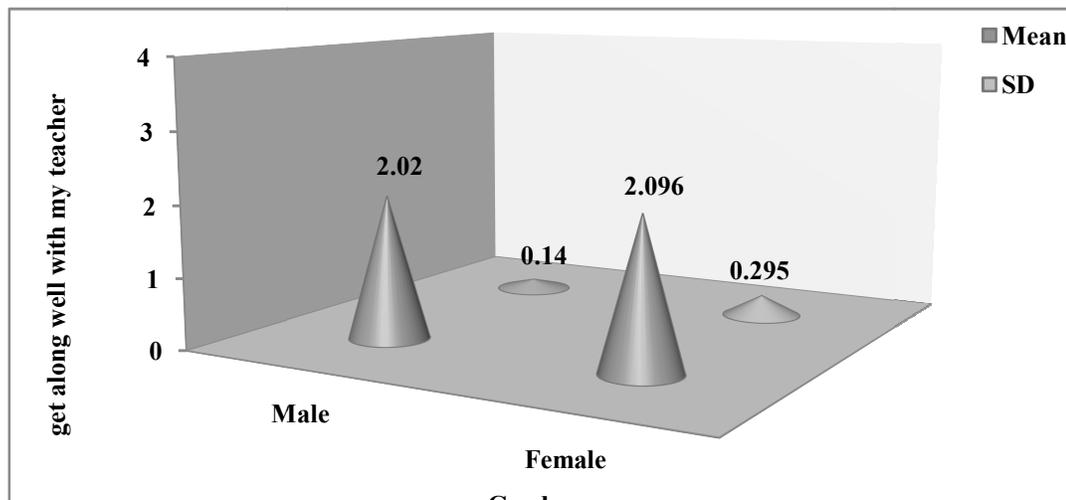


Table no 2 and figure no.4 shows that mean score ($M = 2.02$) of male is smaller than the female mean score i.e. ($M = 2.096$). It shows that there exist a significant difference on get along well with my teacher between male and female students of Pota Cabins.

It is shows from the above table no 2 that the mean of male pota cabins students scored little higher mean than their counterpart female pota cabins students (Male 2.044, Female 2.024). This table no 2 also shows that in spite of higher mean score of male pota cabins students, **there exists no significant difference on the take good notes in class between male and female pota cabins school students.** The value of 't' (1.176) is not significant at 0.05 level of significance at $df = 498$. Hence the proposed **hypothesis is accepted.**

Again observe the table no. 2 shows that the mean of male and female pota cabins students are 2.072 and 2.096 respectively. And the standard deviation of male and female pota cabins are 0.562 and 0.544 respectively. The t – value obtained is 0.524 which is not significant at 0.05 level. This shows that our proposed hypothesis **is accepted.**

It is inferred from the above table no 2 that the mean of male pota cabins students scored higher mean than their counterpart female pota cabins students (Male 2.136, Male 2.024). This table also shows that in spite of higher mean score of male pota cabins students, **there exists significant difference on the ask and answer questions in class between male and female pota cabins school students.** The value of 't' (4.86) is significant at 0.01 level of significance at $df = 498$. Hence the proposed **hypothesis is rejected.**

Fig. 5

Mean value of Male and Female about ask and answer question in class

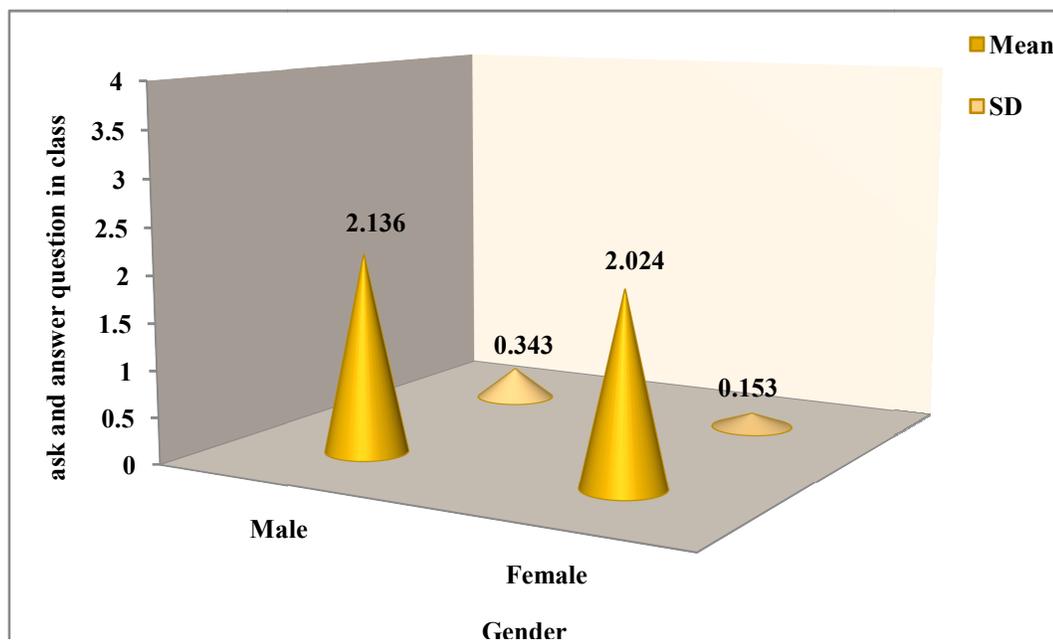


Table no 2 and figure no.5 shows that mean score ($M = 2.136$) of male is higher than the female mean score i.e. ($M = 2.024$). It shows that there exist a significant difference on ask and answer questions in class between male and female students of Pota Cabins.

It is inferred from the above table no 2 that the mean of female pota cabins students scored higher mean than their counterpart male pota cabins students (Female 2.968, Male 2.892). This table also shows that in spite of higher mean score of female pota cabins students, **there exists significant difference on study every day between male and female pota cabins school students.** The value of 't' (3.45) is significant at 0.01 level of significance at $df = 498$. Hence the proposed **hypothesis is rejected.**

Conclusions

The main objective of the present research work was to study the **school life of the students of Pota Cabins in Dantewada District of Chhattisgarh State.** By verifying the entire proposed hypothesis it was tested by administering the self-made scale on the sample consisted of male and female pota cabins students studying in temporary school buildings of Dantewada district. After treatment of the scores obtained on different aspects by statistical analysis the mean's, SD and t value were obtained which were represented in the different tables are figures.

Future Directions and Action Steps

Based on the research findings, some directions have been suggested for future action. These directions are expected to make the Pota Cabin Schools more effective in order to reach the

target groups and bring desired change in them. Similarly, action steps are recommended for reforming the existing programme so that it can be made comprehensive, uniform and representative in nature.

- ❖ Currently the policy of the scheme covers the naxal affected children and derived class which is undoubtedly an appreciable effort of the Chhattisgarh Government. This can include merit students also to provide them support if they are not capable financially.
- ❖ The researcher has found that in the Pota cabin schools there is no recruitment of permanent teachers. The government school teachers are attached or deputed to Pota cabin schools. Though the teaching staff is doing well and making their efforts but there is an essential need of recruitment of teachers for pota cabins particularly.
- ❖ IQ levels and general awareness of the children of this region needs to be developed through proper guidance.
- ❖ Absence of proper guidance added to the lack of idle environment had kept the children of this region far from the professional academic courses. This professional guidance should be given along with the routine academic courses.

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EMERGING STRATEGIES FOR ATTRACTION AND RETENTION OF YOUNG TEACHERS AT PRIVATE UNIVERSITIES IN BANGLADESH

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ABSTRACT :

The generational composition of the teachers is changing rapidly. To attract young (popularly known as 'Generation Y') teachers - the newest generation into the teaching profession, who raised in a communicative and dynamic world - towards academia and their retention is a concern for many countries throughout the world including Bangladesh. Those who choose teaching as a career have many expectations from their 'job offers' and if those expectations are not met, they leave the profession. However, most private universities of Bangladesh are trying to focus on the strategies and policies to attract the young teachers. This article presents a comprehensive analysis of the human resource management implications of attracting, retaining and motivating Generation Y teachers at private universities in Bangladesh, the objective of which is to explore the challenges of recruitment and retention of young teachers and the strategies to deal with the issue. The study is quantitative in nature and data has been collected through questionnaire using random sampling method, which used a five point Likert scale by eight variables. The results show that private university management can meet Generation Y's wishes by, for example, offering extensive growth opportunities, frequent feedback, and an excellent social environment; and thereby any academia can attain sustainable competitive advantage by effectively managing those people. The research concludes that few private universities are creating flexibility at work place with good incentives including job security to create innovative atmosphere for retaining Generation Y teachers.

Keywords : Attraction, Retention, Generation Y Teachers, Private University etc.

INTRODUCTION :

Education is a process of learning and direction to improve skills, consciousness, perception, behaviors and abilities to progress with limited resources; and access to education is a fundamental human right that has been considered as essential to exercising the other human rights (UNESCO, 2010). In the existing system, formal education is provided by educational institutes and for providing effective education to the learners, the requirement of quality teachers cannot be over emphasized. There the effective recruitment and

selection practices enhance the productivity and competitiveness of every institution or organization. It is generally accepted both in academia and in business that the human resources (HR) of every organization are its' most valuable and powerful of all resources and that the quality of HR also have a direct impact on the performance of the organization. Though the recruitment and retention of teachers has been a concern for universities for many years, but now-a-days the characteristics of the applicant pool are undergoing a significant change. However, teacher recruitment and retention has taken on a new face as management realizes the methods used to attract and retain previous generations are not as effective today with the younger generation.

Attraction and retention are important for successful people management and successful organizations (Mello, 2006), whereas the challenge to recruit well-qualified teachers for academia and to retain them is ever present. A generational transition is occurring in almost all the sectors in Bangladesh, where each generation has its own character that is shaped by their shared experiences and circumstances of its time. At present, the senior professors of public universities of the country are retiring from formal service after completion of 65 years of age (born before 1950) and many of their colleagues from Generation X (born between 1950 and 1971) are entering their mid-career stage. The newest generation in the teaching workforce is Generation Y (born between 1971 and 1991). The retention of young teachers on teaching programs and to a point beyond their first few years as qualified teachers in the workplace has been an area of concern for the management of private universities in Bangladesh. All teachers, from the day they enter the profession to the day they leave, want their students to be successful. But they need the tools, time, and trust to achieve this goal. The young teachers enter the profession with full of hope and eager to make a difference in the lives of students. They want time to collaborate with their peers, receive feedback on their teaching practice from experienced educators and administrators so they can improve, and have access to technology and resources that help them facilitate student learning. And contrary to conventional wisdom, the majority wants to make teaching a career. As such, necessary steps need to be taken to recruit and retain them successfully.

STATEMENT OF THE PROBLEM :

For centuries, universities have been structured and perceived as places for learning, where the role of a teacher in any field cannot be denied. The challenge in 21st century is restructuring universities as learning places, for both students and teachers alike. The coming generational shift in the teaching profession is not only occurring in Bangladesh, it is a worldwide phenomenon. Efficient teachers always have great influence on the personality and lives of students. They have strong grip on the subject matter that they teach and full command on the answers, which they clarify to the queries of the students. Some of them become the role model to the students. Advances in technology and pedagogy have given teachers more tools to manage the challenges and students more ways to access knowledge.

These advances promise to change the role of teachers in student learning. However, many teachers change their profession and leave their jobs or institutes and join another educational workplace for their inner satisfaction or job security, leaving behind their students susceptible of failing to adopt good opportunities for quality education. It is important to understand why teachers leave is the first step in getting them to stay. Their recruitment and retention are critical factors affecting the delivery of quality educational services in the private universities in the country. Whereas the university management continues to seek out new teachers to replace those who have left the workplace, Generation Y is starting to enter the academia in record numbers. The private universities need to compete with many other occupations for Generation Y talents. One of the authors of this study, being a faculty of a private university feels that those universities are already ahead of the game in its efforts to understand and recruit this Generation Y teachers.

The demand of teachers and their supply in education market should be directly proportional to each other. The demand for a teacher increases due to the increase in number of students enrolled in an institute. A person remains attached to the teaching profession if it represents the most attractive activity according to the skills and natural leaning and inclination of teacher's moods, abilities and aptitude. But the shortage of teachers due to retirement, changing profession by leaving the institutes due to better opportunity is a crucial problem rapidly increasing. Therefore, the demand is always greater than the supply of teachers in the institutes. This situation increases workload with overcrowded classrooms, which is the common cause of shortage of teachers. Generation Y teachers, just like other teachers, want effective teacher development and evaluation systems and processes in place that can assist them in developing their practice throughout their careers. They want frequent feedback; they want to regularly share their successes and setbacks with colleagues; and they want professional development that is targeted to their needs. Private universities in Bangladesh are the product of 1990s only (Fatima and Khan, 2008). Though most of the private universities recruit Generation Y teachers, but many senior teachers of public universities after retirement are active in the private universities and continue to do, so long they are physically capable as there is no age bar for their employment in private universities. Many of the serving teachers of public universities are also involved with private universities both as full timer (on lien) and also as adjunct faculty. Unfortunately, most of the private universities in the country do not have teacher development and evaluation systems in place that can do this. Too often, teachers enter the profession with no formal induction or professional development programs and are left to sink or swim. Not surprisingly, many new teachers struggle and grow frustrated, and large percentages leave in their first few years. Moreover, turnover among them has been increasing since recent past.

OBJECTIVES OF THE STUDY :

The broader objective of this article is to explore the attraction and retention of

Generation Y teachers at private universities in Bangladesh. However, the specific objectives are as follows:

- To find out the concerns of private universities to improve the rate of recruitment and retention of Generation Y teachers;
- To explore the barriers experienced by the Generation Y teachers in private universities in Bangladesh; and
- To way out for attraction and retention of those teachers by private universities in Bangladesh.

LITERATURE REVIEW :

Although only a few rigorous research studies at global level are available on Generation Y and cross-generational differences, the existing literature thus provide a sketch of typical Generation Y characteristics and workplace demands. They tend to be highly educated and educationally minded; they typically attribute their success to their educational opportunities (Wong and Wong, 2007). Literature on talent management within and outside of the education sector suggests that keen attention must be given to Generation Y teachers' needs and preferences to ensure that the most effective Generation Y teachers continue to teach for more than just a few years. In the private sector, talent management policies and practices are being actively adapted to meet their needs.

Generation Y people are extremely comfortable with technology and are dissatisfied with disconnected or technologically inferior workplaces. Professionally they are creative, innovative and self-confident. They like to share what they have learned through collaboration in some small groups, and are eager for their work to make a difference and contribute to a larger movement for positive change (Shaffer, 2008). They tend to hold strong moral value that are connected to family and community and are highly motivated to pursue a more open and tolerant society. Indeed, the need for diversity and inclusiveness in the workplace is important to Generation Y and many of the characteristics make them well suited to become the mentors of tomorrow. On the other hand, the traditionalists - otherwise known as the 'Silent Generation' - are in retirement at this time from public universities and many of them are active in the private universities, both as in full-time and part-time capacities. This generation currently focuses on discussion, inclusion, and process, but not on decisive actions (Howe and Straus, 2007).

Considering that the education sector is competing with many other sectors, it is crucial that the sector should consider taking strategic talent management approaches and addressing the needs of Generation Y teachers. Attracting quality teachers to the teaching career necessitates many provisions and absence several issues effecting the institute hinders professional support, whereas factor like lack of induction and mentoring programs for new and inexperienced teachers is another challenge (Ingersoll et al., 2004). According to

Mayer et al. (2000), quality teachers are those who are better trained, more experienced and licensed in the subject they teach. According to Ornstein (2006), becoming a teacher starts with the persuasion to choose teaching as a career; however, the motives for this can be idealistic or practical, varied and complex. Few think that the recruitment of qualified teachers is the responsibility of the entire society, and Pynes (1997) reported that recruitment, like all aspects of human resource management (HRM), requires careful planning to be successful.

According to Guarino et al (2006), the policies that promote recruitment and those that promote retention both focus on mechanisms to adjust the attractiveness of teaching relative to other occupations, that is mechanisms to create rewards that outweigh the opportunity costs of becoming or remaining a teacher, it is often difficult to separate two issues. According to Ornstein and Levine (2006), becoming a teacher starts with the persuasion to choose teaching as a career; however, the motives for this can be idealistic or practical, varied and complex. This is partly because the teaching profession possesses some unique attributes. The profession suffers a status anomaly, where, for instance, teachers are praised for their dedication and commitment to education, but, on the other hand, they can be ridiculed by claims that teaching is easy work. Allen (2005) and Provasnik and Dorfman (2005) reported those, who enter teaching at a mature age are less likely to leave than those who begin teaching when they are younger. Martin (2005) suggests this can be used as an effective negotiating chip for keeping talented employees focused and motivated.

Knowing the characteristics of the Generation Y potential teachers is crucial to their recruitment and retention. They are unlike previous generations, who demand challenges in fast-paced environments. Raised in the technology boom, they search the internet for answers to their questions. They work hard and expect to get praise and rewards for their progress. Because they value their time outside of the office, they expect to have flexible work schedules. Generation Y is a dynamic group of passionate and enthusiastic individuals who are used to getting results and moving in a fast-paced environment. They are eager to discover as much as they can about the work force they are about to enter. Generation Y teachers and their students are fortunate in that the momentum for such workplace changes is growing. Many of Generation Y teachers made teaching their lifelong career as they want to stay in the profession and make a difference. Despite this promising picture of today's young teachers, it is often the case that an individual's intentions are not always realized. Generation Y teachers want to be effective, and supporting them to be effective is perhaps the most powerful talent management strategy we have. They are also, however, entering the workforce during a time of significant uncertainty and transition. According to Dorsey (2010), Generation Y is unlike their predecessors. Although they are loyal, they are only loyal if they are treated well.

Following the knowledge gap identified through literature review and for better understanding of the issue, few research questions guided this study as follows:

(5)

- Why has this new generation of young professionals (Generation Y) turned into such a hot commodity?
- What organizational conditions attract and retain Generation Y teachers?
- Are private universities making the changes necessary to successfully recruit and retain Generation Y teachers?

METHODOLOGY :

The population of this study was in-service Generation Y teachers working in private universities in Bangladesh irrespective of sex, age, experience and level. The study is quantitative in nature. Data were collected through questionnaire using random sampling method. The questionnaire used a five point Likert scale. Eight variables included are (i) Self expression (ii) Salary and incentives (iii) Flexibility at work place (iv) Administration for recruitment (v) Job security (vi) Motivation (vii) Technology (viii) Mentorship for retention.

RESULTS :***Motivations of Traditionalist Teachers of Older Generation in the Workplace***

The highest number of responses for this topic was 95, the lowest was 93. To assess the data, a Likert Scale or five-point scale, ranging from not relevant to always relevant, was used. The respondents were asked to identify the traditionalists' value placed on 8 different motivations in the workplace.

Table 1: Motivations of Traditionalist Teachers of Older Generations in the Workplace

Serial	Question	Not Relevant	Somewhat Relevant	Mostly Relevant	Always Relevant	Response	Mean	SD
1	Benefits	0	3	23	67	93	3.69	0.53
2	Retirement plan	0	27	41	27	95	3.00	0.76
3	Value integrity & honesty	3	23	43	26	95	2.97	0.80
4	Salary	1	17	31	46	95	3.28	0.79
5	Social media presence	30	56	5	4	95	1.82	0.71
6	Fun social events	22	48	18	6	94	2.09	0.83
7	Mentoring program	10	62	15	7	94	2.20	0.73
8	Team building	5	51	26	13	95	2.49	0.80
						n=95		

Source: Fieldwork, 2013

Most respondents' opinions of the motivations of the traditional teachers in the workplace agree that they are interested in benefits (Mean score = 3.69), a retirement plan (Mean score = 3.00), value integrity and honesty (Mean score = 2.97), and salary (Mean score = 3.28). On the other hand, most respondents' opinions of the motivations of the older generation agree that they are least interested in having a social media presence (Mean score = 1.82), fun social events (Mean score = 2.09), a mentoring program (Mean = 2.20), and team building (Mean = 2.49). In this example (Table 1), the standard deviation for all 8 points is below 1.0, indicating that there is not much variation in the answers in the population which was sampled. This means that most respondents agreed with each other; therefore, one can expect the mean of a sample to be similar or the same as the mean of the entire population. In contrast, if the standard deviation is large, most respondents disagree with each other, or have a large number of differing responses.

Motivations of Generation Y in the Workplace

The highest number of responses for this topic was 94, the lowest was 93. To assess the data, a Likert Scale or five-point scale, ranging from not relevant to always relevant, was used. The respondents were asked to identify the value Generation Y placed on 8 different motivations in the workplace.

Table 2: Motivation of Generation Y in the Workplace

Serial	Question	Not Relevant	Somewhat Relevant	Mostly Relevant	Always Relevant	Response	Mean	SD
1	Salary	0	7	29	58	94	3.54	0.63
2	Personal recognition	0	8	30	55	93	3.51	0.65
3	Flexible scheduling	0	11	25	58	94	3.50	0.70
4	Career advancement plan	1	9	30	54	94	3.46	0.71
5	Retirement plan	10	46	29	9	94	2.39	0.81
6	Benefits	1	33	40	20	94	2.84	0.76
7	Integrity and honesty	0	35	38	21	94	2.85	0.76
8	Mentoring program	5	22	43	23	93	2.90	0.83
						n=95		

Source: Fieldwork, 2013

Most respondents' opinions of the motivations of Generation Y in the workplace agree that they are interested in salary (Mean score = 3.54), personal recognition (Mean score 3.51), flexible scheduling (Mean score = 3.50) and career advancement plan (Mean score = 3.46). On the other hand, most respondents' opinions of the motivations of Genera-

tion Y agree that they are least interested in having a retirement plan (Mean score = 2.39), benefits (Mean score = 2.84), value integrity and honesty (Mean = 2.85), and a mentoring program (Mean = 2.90). In this example, the standard deviation for all 8 points is below 1.0, indicating that there is not much variation in the answers in the population which was sampled. This means that most respondents agreed with each other; therefore, one can expect the mean of a sample to be similar or the same as the mean of the entire population. In contrast, if the standard deviation is large or greater than 1.0, it can be determined that there is a large number of differing responses.

The Retention Strategies to Retain Generation Y Teachers

The highest number of responses for this topic was 81, the lowest was 53. To assess the data, a Likert Scale or five-point scale, ranging from least often to always, was used. The respondents were asked to identify which of the 8 retention strategies their university uses in its efforts to retain Generation Y.

Table 3: Retention Strategies to Retain Generation Y

Serial	Question	Least Often	Somewhat Often	Most Often	Always	Response	Mean	SD
1	Provide feedback and recognition	4	14	30	34	82	3.15	0.88
2	Safety and security from Employers	5	12	34	30	81	3.10	0.87
3	Have an established on boarding process the first day	15	13	15	37	80	2.93	1.18
4	Encouraging them to recruit their friends	9	19	22	31	81	2.93	1.03
5	State of the art technologies in the workplace	18	25	14	17	74	2.41	1.10
6	Concierge services	41	3	4	5	53	1.49	0.99
7	Job rotation	29	20	16	4	69	1.93	0.94
8	Opportunity to telecommunicate for certain positions	32	12	10	9	63	1.94	1.12
						n=65		

Source: Fieldwork, 2013

With regards to the retention strategies the respondent's university uses to retain Generation Y, the respondents agree that they most often use the following strategies to retain those teachers: they provide feedback and recognition (Mean score = 3.15), they offer security and safety (Mean score = 3.10), they have an established on-boarding process the first day (Mean score 2.93), these companies encourage Generation Y to recruit their friends

(Mean = score 2.93), and state of the art technologies in the workplace (Mean = score 2.41). On the other hand, most respondents' agree that the retention strategies their company uses the least are offering concierge services (Mean = 1.49), job rotation (Mean = 1.93), and opportunity to telecommute for certain positions (Mean = 1.94). The line items above with standard deviations greater than 1.0 means the standard error of the mean is large indicating that there is considerable variation in respondent population that was sampled or that they disagreed with each other. As a result, one can expect a proportionally large number of differing responses in the target population.

FINDINGS :

Research indicates that improving the quality of teachers is the highest-leverage way to improve student outcomes, which is principally a human capital challenge. Currently, there exists a pool of teachers who, given the right circumstances, are eager to take on the work of improving the study of the students. These are teachers who have both passion and a proven record of success with the students. But private universities in Bangladesh are yet to be successful to consistently engage and retain this group of teachers. Teacher shortages there result not from problems with the number of teachers, but rather from the attrition of those individuals out of the teaching profession. Accurate supply of quality teachers is directly linked to two issues, i.e. attracting effective applicant teachers and retaining the actually existing teaching strength. Technology's role in the transformation is critical and valuable in creating learning environments that support teacher efficacy, productivity, and professional practice.

Just as previous generations have shaped teacher career pathways and policies, the younger generation's expectations for their life and work will impact the ways in which Generation Y teachers enter and remain in the profession. While the act of teaching may be appealing to many Generation Y teachers, the working conditions it finds are not always appealing in few private universities in the country. As a result, it has been found that they are entering their second stage of teaching sitting on the fence about making a longer term commitment to the profession. Mostly, teachers leave when they encounter environments that lack essential professional support. Unfavorable working conditions, lack of motivation both from the administration and students, lack of advance technologies, unsafe future promotions, the salary, incentives and loans are fundamental tools which contribute to make teaching less attractive than other professions. At the end, flexibility and adaptability are required to successfully work with Generation Y and teachers of this category are more likely to leave than those who begin teaching at a mature age.

DISCUSSION :

Restatement of the Problem

As universities continue to seek out new teachers to replace those who have left, Generation

Y teachers are entering in the profession in record numbers. This generation of teachers are likely to create new definitions for teaching environments, success, leadership, communication, management, culture, and professional relationships. They are very likely to bring a new style and a new perspective to the profession, but unless universities are willing to adapt, they risk losing the whole efforts. The management of private universities of the country must first understand this younger generation, learn their background and characteristics as well as understand their teaching style and what motivates them and thereby making radical changes in the overall policy. Efficient Generation Y teachers stay involved and interested in their jobs by working on challenging profession in diverse environments. Interactive recruitment activities make successful hiring and acclimating processes.

Education

Education is the most powerful weapon that you can use to change the world as mentioned by Nelson Mandela, which is the key to creating, adapting and spreading knowledge for technological transformation in the network age. It is considered as one of the basic requirements for human resources development (HRD) and plays a vital role for the development of a nation and many countries made required progress through education. Education is a veritable tool for establishing and managing change, which in itself is essential for the development of individuals and the nation. Nevertheless, inadequate access to education may result in many people not participating meaningfully in national development as the gap between the demand and supply continues; and as such, some of them also failed to retain the development achieved since these countries failed to supply required skilled workforce.

Recruitment and Selection

Recruitment and selection (or staffing) is said to be the best represented area of research in people management in any type of organization including academia. The recruitment and selection process thus forms the first stage of the psychological contract between applicants and organizations, where information is mutually exchanged and role expectations are clarified and negotiated (Herriot, 1993). In the recruiting realm, the current recruitment methods of career fairs and formal interviews are becoming outdated. Recruitment needs to begin at an increasingly earlier stage. The most important thing to know about Generation Y is that when they look for jobs, the Internet is the first tool that they use. Although they will use job websites, often those sites are not user-friendly, are full of spam, or do not have enough information. It is necessary for a academia to have a 'careers' section on its website that is easy to find and navigate and includes specific information.

In addition to the standard information such as job openings (both description and specification) and office locations along with information on university culture, innovation, and future career opportunities, contact information etc. The three key stages of re-

cruitment process are job analysis, job description and person specification. Effective selection processes allow both the candidate and the organization to properly assess the degree to which the candidate fits the job specification and are in keeping with all applicable legislation. Selection is an opportunity for organizations to choose candidates that they believe are most suitable for the job.

Retention

The young teachers being the members of Generation Y are independent, feel empowered, and are aware that there are many employment options out there. Their retention is a particular challenge. Retention efforts targeted at Generation Y will need to go beyond the standard benefit packages and career options. They need openness in the workplace that older generations didn't. As such, they will demand flexibility, both in daily work schedules and career paths.

Teachers under Pressure

While private university management grapples with the high costs of turnover, recruiting and retention, teachers are dealing with their own unique sets of challenges. Meeting professional development demands and increasingly rigorous course content often add emotional and professional stress to teachers' lives. The added pressures of the accountability movement requirements such as increased reporting, additional testing, differentiating instruction for diverse learners and involvement in their campus communities, add time to their already full schedules. Parental expectations for thorough communications and rapid response to questions and requests add greater demands to their overflowing workdays. And while teachers generally are committed to their students, enjoy their work, and are devoted to their profession and their content areas, 21st century students come to school with very different sets of experiences and expectations than their 20th century counterparts. These tech-savvy, multi-media, multi-tasking digital natives navigate everyday life far differently than many of their digital immigrant teachers. Connecting with them, relating to them, and motivating them now require teachers who are open to new ways of teaching and supporting students. Given these challenges, teachers who are new to the profession often find themselves frustrated, disappointed, and unsupported. They leave their universities and often the profession and the cycle continues.

RECOMMENDATIONS :

As teaching undergoes a major generational shift, teaching's future leaders need to be engaged in the process of re-making the profession. The necessary provisions include providing more flexible entrance routes to the freshers and also allowing vertical entry to teaching profession. Financial incentives and efforts to improve the perceived status of teachers of private universities in Bangladesh must be used to solve recruitment problems.

The management should ensure the job security, salary and incentives to retain the experienced teachers. Universities must ensure that there is both external and internal equity in their remuneration system. External equity can be maintained through salary surveys and comparisons with other universities. Internal equity refers to perceived fairness for the remuneration for a job, compared to other jobs in the university. Their salaries should be increased to that level where they feel contented to fulfill their needs, so that their working efficiency can be increased. The best way to hire them is to offer a flexible and comfortable work environment. These should discourage the favoritism to increase job satisfaction level among the faculties to provide them peace of mind and relaxation so that they may work with novelty and passion. Absenteeism, lateness and health setbacks due to stress can be reduced if they meet job security.

There is much written and talked about the multi generations working together in the workplace. To learn and to find right direction in the depths of knowledge, there must be a guide, an instructor or a teacher. It would be beneficial for management of private universities to understand the different characteristics of each of the generations, their background, the economic influences of their time, their work style, etc. A sense of upward career mobility is also important in retention of Generation Y teachers. The Generation Y teachers need to be provided with opportunities to learn new skills and try new things. It is important for university management to research and learn about Generation Y to better understand their needs and preferred working style. This understanding could minimize the disparity experienced in the workplace.

It is important to adopt multiple strategies to attract and retain Generation Y. It is of value for university management to understand the different workplace motivations of each of the different generations in the workplace, especially Generation Y. With this understanding, they can direct and lead change within the organization to move towards creating a culture that will attract and retain the best and brightest Generation Y teachers. The management can increase their retention by offering various growth opportunities such as career development, mentoring, and training. In order to develop professionally, employees will also need to receive feedback on their performance. When the teacher retention outlook combines with the proven importance of teacher quality and efficacy, it's clear that systemic reform initiatives must encompass programs, strategies, 21st century learning tools and commitments to create supportive, productive environments for educators.

To increase their retention, meaningful, contextualized work is a must, and management need to do well to ensure that they have a comprehensive, even global, understanding of the significance of their work. These are just a few facets of the multi-dimensional approach that the private universities must take to recruit and retain these young generation teachers. The leaders of private universities at present should ensure for establishing supportive conditions for the next generation of educators as follows:

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- Establish a shared vision and set goals;
 - Encouraged shared leadership;
 - Create a positive and supportive university culture;
 - Select and assign teachers effectively;
 - Improve teachers' skills, knowledge and capabilities;
 - Adapt effective tools for teachers' evaluation;
 - Use time and data effectively;
 - Ensure university facilities are adequate and functional; and
 - Provide effective instructional leadership.

CONCLUSION: OPPORTUNITY TO GROW

The findings presented in this report consistently indicate that to retain more teachers of all generations, the most powerful thing that the management of private universities in Bangladesh can do is to support teachers' ability to be effective with their students. Teachers who can see that they are making a difference in their students' learning will stay in the profession longer. The analysis presented in this paper indicates that Generation Y teachers present several HRM challenges for the private universities in the country. With their influx into teaching, universities attain sustainable competitive advantage by devising effective talent retention strategies. The phenomenon of this study was to investigate the concern of such universities to improve their rate of recruitment and retention. In order to maintain the persistent equity in the private universities in the country, it is important to channel the most talented and dedicated teachers to teach the students by providing the incentives and structures necessary to attract, retain, and meaningfully develop their career. Building humane, high-performing workplaces today will ensure that the Generation Y teachers and their colleagues evoke extraordinary levels of learning among all their students and build a stronger teaching profession tomorrow!

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PROBLEMS FACED BY THE SMC MEMEBRS IN IMPLEMENTING THE RTE ACT, 2009 : AN ANALYSIS

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ABSTRACT :

The Right to Education Act 2009 is a historic step which recognizes the role of SMC in school education. This study examined the problems faced by the SMC members in implementing the RTE Act, 2009. The study was conducted on 10 Elementary schools and 50 SMC Members of Contai Municipality, Medinipur, West Bengal selected randomly. Self developed interview schedule was used for collecting relevant information on the problems faced by the SMC members in implementation of the RTE Act, 2009. The study found that 34% of SMC members expressed that lack of interest among parents to send their children to school is the main problem in enhancement of enrolment, 46% of SMC members believed that poor quality of teaching-learning process is the barrier in offering quality elementary education, 50% of SMC members feel that lack of skill among teachers is the main constraint in implementation of Continuous and Comprehensive Evaluation in school, 48% of SMC members agreed that lack of interest among poor and illiterate parents is the main problem of participation in SMC meetings, 44% of SMC members agreed that lack of SMC member's awareness is the main constraint in developing of School Development Plan and 34% of SMC members are believed that Lack of fund is the main constraint in developing of 'School Development Plan'. Hence awareness needs to be created among SMC members as well as parents/guardians regarding different aspects of the RTE Act, 2009. SMC members are to be motivated to take part in all the school activities such as identifying school going children, admission drive, convincing parents for sending children to school, regularly attending and discussing SMC meetings, developing school infrastructure, maintain teachers regularity and punctuality etc.

Keywords : RTE Act, SMC, School Development Plan

INTRODUCTION :

The elementary is the foundation for higher education as well as for life adjustment. It should be available to the all citizen of this country as it contributes to national income and success of democracy. Realizing the significance of the elementary education, the national leaders and freedom fighters demanded it for the mass. The journey to make education for all was started form 1950 decade when universalization of elementary as a national

goal. The directive principles in article 45 of the constitution dedicated to the nation on January 26, 1960 urged that the "State shall endeavor to provide within a period of ten years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of fourteen years." The constitution (86th amendment) act 2002 has added new article 21A after article 21 and has made education for all children of the age of 6-14 years a fundamental right. It provides, "the state shall provide free and compulsory education for all children of the age of 6-14 years in such a manner as the state may, by law determine."

The government of India has formulated various plans and policies for making elementary education universal. Different committees and commissions on education have given stress on compulsory elementary education for all. The dream of free and compulsory education for all was translated in to reality by the enactment of the RTE Act, 2009 which was implemented since 1st April, 2010. The government of West Bengal has developed the RTE Rules in 2012 and implemented the RTE Act since 1st April, 2010. This act is a detailed and comprehensive piece of legislation which includes provision related to different aspects of elementary education.

The major provisions of the RTE Act, 2009 are;

- all the children of the age of six to fourteen years shall have a right to free and compulsory education in neighborhood school till completion of elementary education,
- no child shall be liable to pay any kind of fee or charges or expenses which may prevent him from pursuing and completing the elementary education,
- where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age,
- where in a school, there is no provision for completion of elementary education, a child have a right to seek transfer to any other school for completing his or her elementary education,
- it shall be duty of every parent or guardian to admit his or her child to an elementary education in the neighborhood school,
- no child shall be held back, expelled or required to pass a board examination until the completion of elementary education, a child who completes elementary education shall be awarded a certificate,
- the appropriate government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of this Act,
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments,

- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- it lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning etc.
- Every elementary school should have School Management Committee (SMC) consisting of elected local representatives, HM, teachers, parents/guardians to monitor the functioning of the school.

One of the important provisions of the Act mentioned in the section 21 (1) is that every elementary school shall have to constitute a School Management Committee (SMC) consisting of elected local representatives, HM, teachers, parents/guardians. The SMC shall monitor working of the school, prepare and recommend school development plan and monitor utilization of funds. In fact, total functioning of a school is to be looked by the SMC. School management committee is the dynamic body of educational enterprise. It is like the brick of the school system. Not only in school boundary, SMC has also consolidated spiritual strength of the society. The basic aim of SMC is to enhance quality of education in school building as well as in whole society. SMC helps to mobilize and facilitate communities to take an active role in the planning, implementation and monitoring of developmental programmes for school. SMC helps to build the feeling of ownership among the primary stakeholders, that is, parents. SMC also promotes evidence based policy making programme and implementation. SMC has a very crucial role in actualizing the goals of the RTE Act, 2009. It has tremendous potential to transform the existing system of education including teachers and parents. Through its positive action and a constructive dialogue with other stakeholders, the SMC can work towards reinstating a well functioning school system.

RATIONALE OF THE STUDY :

The RTE Act, 2009 has given important roles and responsibilities to SMC members for managing elementary education. The SMC members assist schools in enrollment, retention, achievement and infrastructure development. In fact, success of the RTE Act largely depends on the involvement of SMC in school governance. Some SMCs are effectively working for the realization of the objectives of the RTE Act where as many SMCs are not able support the school. Many researchers from different discipline have worked on effectiveness of SMC in implementing the RTE Act. Some of these research studies are dis-

cussed in following paragraphs. Mishra and Ansari (2014) found that 90% Head-teacher, 80% Chairman, 44% other members and 70% teachers representatives of the SMCs are aware about their roles and responsibilities and facing different problems in implementation the RTE Act, 2009. Das (2014) found that more than half of the objectives of Right to Education Act are implemented. Some objectives are can't achieved due to some problems like lack of proper finance, communication facility, lack of proper management, leadership etc. Gandhi and Yadav (2013) found that there is significance difference in awareness of male and female primary school teachers working in government school towards Right to Education Act, 2009 and there is no significance difference in awareness of teachers working in government and private school towards Right to Education Act, 2009. Thapa (2012) found that SMC members were not aware of their roles and responsibilities, SMC were more of a formality than practicability. Mishra (2011) found that most of the parents are aware about the free education provided to the students of elementary schools. But many of them are not aware of the benefits provided to the children. Head teachers are not very clear about procedures for admission laid down in the act, such as, how to give admission of a child is above six years and so far not enrolled in the school; whether to give admission to a child who has no transfer certificate etc. Trivedi (2011) found that there is a lack of awareness among teachers and parents about the true content of the act. Institute of Rural Research and Development (2010) in its report on capacity building needs of Village Education Committee revealed that the effectiveness of VECs in the villages is limited. Dash and Panda (2009) highlighted that most of the Village Education Committees worked fantastically well for all round development of primary schools. Yusuf (1995) found that school management committee (SMC) members were ignorant about their duties and responsibilities; lack of democratic process in the formation of the committees and PTA were prevailing without any administrative power.

It is clear from the above discussion that there are many researchers who believed that SMC members of elementary schools are facing different problems in implementation of the RTE Act, 2009. But there are also some researchers who believed that SMC members of elementary schools are successfully implementing the RTE Act, 2009. These disagreements of above discussed study motivate the researcher to study about issues and problems in implementation of the RTE Act, 2009 by SMC members.

In this context the investigator has raised following research question for investigation.

What are the different problems faced by the SMC members in implementing the RTE Act, 2009.

OBJECTIVES :

To examine the problems faced by the SMC members in the implementation of the different provisions of the RTE Act, 2009.

METHODOLOGY :

The survey method was adopted to obtain relevant information about the problems faced by the SMC members in the implementation of the RTE Act, 2009. The sample for the study consists of 50 SMC members of Contai Municipality, Purba Medinipur district of West Bengal, India. Initially, 10 elementary schools were selected randomly for total 21 elementary schools of Contai Municipality. Five SMC members (one HM, two teachers and two parents) were selected from each SMC. The problems in implementing the RTE Act, 2009 were collected by Interview schedule. The collected data were analyzed by using frequency, percentage and qualitative description.

ANALYSIS AND INTERPRETATION :

The objective of the study was to examine the problems faced by the SMC members in implementing different provisions of the RTE Act, 2009. The investigator enquired about different problems faced by SMC members in the enrolment of all children from 6-14 years of age, admission of out of school children, quality of education, preparing school development plan, curriculum and textbook, CCE and participation in SMC meeting etc. The responses given by the SMC members are presented in the following tables.

Table-1: Problems Relating to Enrolment

Problems	Frequency	Percentage
Lack of interest among parents	17	34
Children are getting fear to study in school	6	12
Poor quality infrastructure and teaching-learning process in school	6	12
Lack interest among teachers for enrollment	6	12
Girls are involved in caring siblings	5	10

The table-1 indicates that 34% of SMC members expressed lack of interest among parents, 12% of SMC members feel that fear of children to school, poor quality teaching, less interest among teachers are main obstacle in enrolling all children to school . Only 10% of SMC member's belief that poor enrollment of girls is due to involvement of girls in caring siblings at home.

Table-2: Problems Relating to Out of School Children

Problems	Frequency	Percentage
Lack of interest among out of school children to study	25	50
No training facilities available for out of school children	9	18
Ineffective role of teachers to admit out of school children	7	14
Fear of out of school children to study in school	4	8
Lack of awareness among parents	3	6

The table- 2 reveals 50% of SMC members believed that lack of interest among out of school children to study in school is the main constraint in admitting out of school children. Further 18% of SMC members agreed that no training facilities available for out of school children, 14% of SMC members believed that teachers are not playing effective role to admit out of school children in school, 8% of SMC members agreed that Out of school children are getting fear to study in school and 6% of SMC members agreed that lack of awareness among parents is the main cause of non-enrollment of out of school children

Table-3: Problems in Offering Quality Elementary Education

Problems	Frequency	Percentage
Poor quality of teaching learning process and infrastructure	23	46
Lack of teacher's effectiveness	10	20
Government apathy to education	8	16
Lack of community awareness and parents participation	6	12

The table-3 indicates 46% of SMC members expressed that poor quality of teaching learning process and infrastructure, 20% of SMC members are agreed that lack of teacher's effectiveness, 16% of SMC members are agreed that government apathy to education and 12% of SMC members agreed that lack of community awareness and parent's participation are the barriers in offering quality elementary education.

Table- 4: Problems Relating to Curriculum and Textbook

Problems	Frequency	Percentage
There is no involvement of local teachers, head-teachers, parents in textbook and curriculum preparation	14	28
Poor quality textbook	11	22
School curriculum and textbook does not reflect local needs and culture	5	10

The table-4 indicates 28% of SMC members agreed that there is no involvement of local teachers, head-teachers, parents in textbook and curriculum preparation, 22% of SMC members agreed that poor quality textbook and 10% of SMC members viewed that school curriculum and textbook does not reflect local needs and culture which de-motivate teachers and learners in study.

Table-5: Problems in Implementing Continuous and Comprehensive Evaluation (CCE)

Problems	Frequency	Percentage
Lack of skillful teachers	25	50
Teachers are not trained in CCE	14	28
Lack of infrastructure in school	9	18

The table-5 reveals 50% of SMC members are believed that lack of skillful teachers is the main constraint in implementation of CCE. 28% of SMC members are agreed that there is no training facility for teachers in CCE implementation by the government and 18% of SMC members are believed that Lack of infrastructure are the main constraint in implementation CCE.

Table-6: Problems in Participation of Members in SMC Meetings

Problems	Frequency	Percentage
Lack of interest among parents in SMC	24	48
Parent's views and opinions are not giving priority in meetings	15	30
Parents are busy in their work	6	12

The table-6 points out that 48% of SMC members agreed that lack of interest among poor and illiterate parents is the main problem of participation in SMC meetings. 30% of SMC members agreed that parent's views and opinions are not giving priority in meetings for which parents are not attending the SMC meeting.

Table-7: Problems in Developing of School Development Plan (SDP)

Problems	Frequency	Percentage
Lack of SMC member's awareness	22	44
Lack of funds in school	17	34
Lack of interest in management of school	7	14

The table-7 points out that 44% of SMC members agreed that lack of SMC member's awareness is the main constraint in developing of SDP. 34% of SMC members are believed that lack of fund is the main constraint in developing of 'SDP and 14% of SMC members are believed that lack of systematic management and procedure to prepare SDP is the main constraint in developing of School Development Plan.

MAJOR FINDINGS :

- 34% of SMC members expressed that lack of interest among parents to send children to school is the main cause of non-enrollment of all children.
- 10% of SMC member's belief that poor enrollment of girls is due to involvement of girls in caring siblings at home.
- 50% of SMC members believed that lack of interest among out of school children to study in school is the main constraint in admitting out of school children.
- 18% of SMC members agreed that no training facilities available for out of school children in their school.
- 46% of SMC members expressed that poor quality of teaching learning process and infrastructure is reason for poor quality education in school.
- 12% of SMC members agreed that lack of community awareness and parent's participation are the barriers in offering quality elementary education.
- 28% of SMC members agreed that there is no involvement of local teachers, head-teachers, parents in textbook and curriculum preparation which result in textbook not relevant to local needs and demands.
- 50% of SMC members are believed that lack of skill among teachers is the main constraint in implementation of Continuous and Comprehensive Evaluation in school.

- 48% of SMC members agreed that lack of interest among poor and illiterate parents is the main problem of participation in SMC meetings.
- 30% of SMC members agreed that parent's views and opinions are not giving priority in meetings for which parents are not attending the SMC meeting.
- 44% of SMC members agreed that lack of SMC member's awareness is the main constraint in developing of School Development Plan.
- 34% of SMC members are believed that lack of fund is the main constraint in developing of 'School Development Plan'.

CONCLUSION :

This study would help different stakeholders of elementary education in understanding the educational inequality and intellectual darkness prevailing among SMC members of Contai municipality. The SMC members can play a major role in educational improvement programme and universalization of elementary education. The effectiveness of SMC members in monitoring the school activities is directly related to success of elementary education. This study found that SMC members are not fully aware about the roles and responsibility as per the RTE Act, 2009. Hence capability building aspects of such persons (SMC members/Principals/Head-teachers/Stakeholders) need more attention. Failures of SMC members are a sign of lack of such capability among the persons who have been assigned the task of making the SMCs as well as the RTE Act successful. So awareness needs to be created among SMC members as well as parents/guardians regarding different aspects of the RTE Act, 2009. SMC members are to be motivated to take part in all the school activities such as identifying school going children, admission drive, convincing parents for sending children to school, regularly attending and discussing SMC meetings, developing school infrastructure, maintain teacher's regularity and punctuality etc. The government can think of providing some monetary incentives to SMC members for attending school activities. At the same time views of parents should be respected during the SMC meeting which can develop feeling of belongingness among parents. The scheme of adult and non-formal education may be introduced for educating illiterate parents/guardians so that they can realize the importance of the elementary education. The government should take initiatives for providing basic infrastructure facilities to school for quality improvement of teaching and learning. Special training programme may urgently be taken on preparing school development plan (SDP) for SMC members as the study indicates that no school has yet prepared the SDP.

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EDUCATIONAL PROBLEMS OF MUSLIM GIRLS STUDENTS: PERCEPTION OF WORKING TEACHERS AND RELIGIOUS LEADERS

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ABSTRACT :

The present research work was conducted to study & compare the perception of working Muslim teachers & religious leaders regarding the educational problems of Muslim girls studying at elementary stage in Muslim prone area of Malda district (second highest concentrated district) in the state of West Bengal (third highest concentrated Muslim state) in India (Census of India, 2011). The study was undertaken on a sample of 184 persons in total out of which 121 Muslim male teachers, 32 female teachers working in six Elementary Schools (Model Madrasa, Majharul High Madrasa, Dariapur Baishi High Madrasa, Mahammodian High Madrasa, AGJS High Madrasa, Nai-mouza High Madrasa) & 31 religious leaders under Kaliachak Phase-1, Kaliachak Phase-II & English Bazar Block in Malda district randomly. To collect data, a self made standardized perception scale (Pradhan's Perception Scale on Muslim Girls' Education, PPSMGE, 2011) was used by the researcher. This scale consists of 53 items divided into five major dimensions Viz Familial and Social Issues, Personal Issues, Academic Issues, Gender Sensitive Issues, Cultural & Religious Issues. In each dimension, there were a number of sub-items which represent problems faced by Muslim girls at elementary level. So far as the method of study is concerned, it comes under the purview of descriptive survey. Statistical technique such as quantitative analysis & qualitative description of the fact had been resorted to. Findings of the study showed that rural and urban teachers' perception towards Muslim girls' education almost an equal level of performance in respect of all the major variables of investigation. But a significant difference was observed between teachers and religious leaders in respect of perception towards girls' education. Moreover, girls' educational status was inferior because they faced discriminations (social traditions, taboos, prejudices, superstitions, ignorance, parochialism, illiterate and unaware parents, medium of instruction, their inability to attend school regularly, unsuitable school timings, lack of social awareness among the Muslim leaders, absence of conducive atmosphere at home & school) to a large extent.

Keywords : Perception, Teachers, Religious Leaders, Familial and Social Issues, Personal Issues, Academic Issues, Gender Sensitive Issues, Cultural & Religious Issues.

INTRODUCTION:

India is a vast country with varying levels of human development performance among its different states and social groups. India also has one of the largest Muslim populations in the world (102 million), next only to Indonesia. Of the total population of India, Hindus form 80.5%, Muslims 13.4%, Christians 2.3%, Sikhs 1.9%, Buddhists 0.8% and, Jains 0.4% & others 0.7% (Census Report, 2011). 64.5 percent of Indian Muslims stay in rural India while 35.5 percent live in urban areas. More Muslims stay in rural areas in the higher concentrated states. In India Muslims, Christians, Sikhs, Buddhists & Parsies are identified as religious minorities which constitute 18.5 percent of the total population of the country (Census of India 2011). Among these minorities the Muslims are the largest and the Parsies are smallest. High-Power Panel on minorities and weaker sections headed by Dr. Gopal Singh under Ministry of Home Affairs in 1983 has identified Muslims and Neo-Buddhists as educationally backward in the national context. The Muslims constitute 94.3 percent of population in Lakshadweep 64 percent in Jammu & Kashmir, 28.4 percent in Assam, 25.6 percent in West Bengal and 23.3 percent in Kerala. A sizeable Muslim population is also in Uttar Pradesh (25 million) and Bihar (13 million). Muslims constituted about a quarter of the total population in the state of West Bengal (Census Report, Govt. of India, 2011). In the districts of Malda they were slightly less than half the population. The Muslims in West Bengal are a constituent of pan-India Islam and yet form a distinctive community & they differ from Muslims outside the state in many ways. In many of their socio-cultural attributes, they are much closer to non-Muslims elsewhere. Their mannerisms and dietary habits, the clothes they wear and the houses they live in are all deeply rooted in the local socio-cultural milieu. The educational and economic development of this section of our population and their mainstreaming is crucial for achieving major national goals and social justices. Present educational status of Muslim population in the context of India, West Bengal & Malda District is given below:

Table-1 Present status of Muslim population, 2011

	Muslim (%)	Total population	Muslim population	% of Total Muslim in India
India	13.4	1,028,610,328	138,188,240	100.0
West Bengal	25.6	80,176,197	20,240,543	14.6
Malda	49.71	3,290,468	1,636,171	1.18

Table-1 depicts the present status of Muslim community in Malda, West Bengal & India context.

Table-2 Percent of SMP to total Muslim population, 2001

	Total district	Muslim pop.	No of SMP district	Total pop. of SMP district	Muslim pop. of SMP districts	% of Muslim in SMP district
West Bengal	19	20,240,543	5	21,520,942	9,881,882	45.9

SMP stands for substantial Muslim Population (over 30% in each district)

Table-2 indicates the population of SMP district in West Bengal.

Table-3 Hindu –Muslim literacy gap in rural & urban context (2001census)

Rural	Person			Male			Female		
	Hindu	Muslim	LG	Hindu	Muslim	LG	Hindu	Muslim	LG
India(R)	59.1	52.7	6.4	71.7	62.3	9.4	45.7	42.7	3.0
West Bengal(R)	66.8	55.6	11.2	77.3	62.9	14.4(27)	55.7	47.9	7.8
Malda (R)	51.2	44.8	6.4	62.7	51.1	11.6	39.0	38.1	0.9
India(U)	81.3	70.1	11.2	87.9	76.3	11.6	73.9	63.2	10.7
West Bengal(U)	83.7	66.2	17.5	88.5	72.0	16.5	78.3	59.2	19.1
Malda(U)	79.9	73.7	6.2	85.1	78.6	6.5	74.5	68.5	6.0

LG means Literacy Gap, Table -3 presents the data regarding the rural and urban literacy gap between Hindus and Muslims is in percentage points.

Table 4: Muslim Literacy Rate in Comparison to other Religious Communities in the context of Malda District and West Bengal, 2001

Religious Communities	Literacy rate in Percentage (%)					
	Malda District			West Bengal		
	Total	Male	Female	Total	Male	Female
Hindus	55.23	65.80	44.0	72.44	81.12	63.09
Muslims	45.30	51.56	38.68	57.47	64.61	49.75
Christians	63.47	74.86	52.47	69.72	77.20	62.30
Sikhs	83.33	90.0	62.90	87.19	91.37	81.98

REVIEW OF RELATED LITERATURES :

Studies in Abroad

UNESCO (2002) found that it was not only poverty that played a significant role in the education of girls, but also religion and culture were important influencing factors in Ethiopia and Guinea countries.

Balde (2004) suggested that dissemination and implementation of gender sensitive policies, tradition or poverty and school related factors were found impeding Muslim Fulani girl's education in Dalaba. The ideology around curing and blessing helps the perpetuation of a school status quo that is oppressive to girls and women. The dichotomy between the informal socialization process and the formal education system and the practices of cultural norms in the school were central to informants abandoning their schooling. The language problem in school, administrators and teachers authoritarian attitudes, lack of transparency and accountability in the student grading system, and the disconnect between the school and the community are major issues that continue to hold back the potential of Muslim Fulani girls students.

Mathee (2008) found that irony and paradox would mark Muslim politics in the Cape during the period 1994-2000. The clerics would remain the main interpreters among the Muslims but the most creative thinking on Islam in a changing world would come from a few progressive Muslim activities and Muslim academics. These thinkers would dominate in interreligious dialogue, and academic interaction with scholars of Islam in Europe and USA, although they had limited popular support among most Muslims for their interpretation of Islam.

Collins (2009) reported that girls' education in Ghana is inhibited by lack of financial support, workload at home, negative parental attitudes, inadequate school infrastructure, negative teachers' attitudes and low expectation of girls, sexual maturation, as well as attitudes of male students. This study also found that the problems faced by girls is not because of the lack of programmes; rather it is because of the inadequacies, lack of effectiveness, lack of comprehensiveness, and poor quality of programmes as well.

Studies in India

Hussain (1990) recommended that Muslims rank among the most marginalized communities in the state of Bihar. He reported that pre-Islamic customs, conservative interpretations of Islam and various economic and political factors as contributing to Muslim marginalization. This study also noted that an alarmingly high drop-out rate of girls after secondary school. This was due to several factors, including poverty, lack of separate girls' schools, early marriage and community disapproval.

Mandal (1992) reported that the main reasons for the backwardness of the Muslims were found to be social (e.g. Purdah system), cultural, economic, traditional value system and life style of living.

Ahmed (1992) found that a) educational backwardness of Muslim originated with their settlement in Assam and continues since then b) economic handicap and poverty were the main reasons of educational backwardness c) educational development in Morigaon district of Assam was much lower as compared to national as well as other districts of Assam.

The survey made by Karnataka State Minority Commission (1994) and found that educational status of Muslim low due to the low-socio economic.

Nehri & Lidho (1996) revealed that the difference between urban and rural background as regards attitude towards modernization and traditionalism was significant. The responses of the science subjects were positive and in favour of modernization where as the responses of the Arts and social science subjects were traditional and ritualistic. There was a significant difference between the attitude of educated Muslim women with low socio-economic status and urban background as against their counterparts i.e. the educated Muslim women with low socio-economic status and with rural background.

Thakur (1999) concluded that education among Muslim & Buddhist women were neglected. But the same did not apply to the Christians, the Sikhs or the Parsis. The reasons were due to poverty, lack of proper supervision, management of grants, problems related to recruitment of teachers, training of teaching staff particularly Urdu and Arabic teachers, service conditions and medium of instruction, particularly books, reading materials etc in Urdu, inadequate and delay in their release, lack of own resources/funds in minority managed educational institutions.

Sachar Committee Report (2006) noted that districts with a relatively large minority population (Muslim) were marked by lower levels of social development compared to ones having a lower proportion of Muslim.

Reviews of researches on education of minorities particularly Muslims have revealed that only few studies have been conducted in the context of India and abroad. It has also been noted that it is a neglected area of research both quantitatively and qualitatively. The reviews also did not reveal a single in-depth study depicting grass root realities associated with minority education. That's why this study is taken.

OBJECTIVES OF THE STUDY :

1. To study the perception of working Muslim teachers towards different educational problems of Muslim girls studying at elementary level.
2. To examine the perception of Muslim religious leaders towards different educational problems of Muslims girls studying at elementary level.
3. To find out factors of educational problems of Muslim girls studying at elementary level.
4. To suggest measures for improvement of Muslim girls studying at elementary level.

HYPOTHESES OF THE STUDY :

Hypotheses were formulated in the null form :-

- Ho₁ : There is no significant difference in perception between working male and female Muslim teachers towards educational problems of Muslim girls studying at elementary level.
- Ho₂: There is no significant difference in perception between urban and rural working Muslim teachers towards educational problems of Muslim girls studying at elementary level.
- Ho₃: There is no significant difference in perception between male teachers and religious leaders towards educational problems of Muslim girls studying at elementary level.
- Ho₄ : There is no significant difference in perception between female teachers and religious leaders towards educational problems of Muslim girls studying at elementary level.

METHODOLOGY OF THE STUDY :

So far as the method of study is concerned, it comes under the purview of 'Descriptive Survey'. This is a status study of descriptive nature made on the basis of data gathered through field investigation.

Population and Sample

The present research work was conducted to study & compare the perception of working Muslim teachers & religious leaders towards the educational problems of Muslim girls in the state of West Bengal. In the present study, a random sampling technique had been used. The study was undertaken on a sample of 184 persons in total out of which 121 Muslim male teachers, 32 female teachers working in six Elementary Schools (Model Madrasha, Majharul High Madrasha, Dariapur Baishi High Madrasha, Mahammodian High Madrasha, AGJS High Madrasha, Nai-mouza High Madrasha), 31 religious leaders under Kaliachak Phase-1, Kaliachak Phase-11 & English Bazar Block in Malda district.

Development of Tools

Keeping in view above mentioned objectives, a perception scale (PPSMGE, 2011) was developed & standardized. In order to estimate the attitude of working Muslim teachers & religious leaders towards Muslim girls education, an individual score collected through three points (agree, undecided and disagree) self made scale which consists of 53 items divided into five major dimensions Viz familiar & social issues, personal issues, academic issues, cultural & religious issues & gender sensitive issues. In each dimension, there were a number of sub-items. Each response was associated with a point value and an individual's score was determined by summing up the point value of each statement. This scale has both reliability & validity.

Procedure for Data Collection

Multiple copies of the above questionnaires were prepared by the investigator to collect data keeping in view the objectives of the study. The questionnaires/tests developed for the target groups were given and data were obtained from them in a realistic situation. Through group discussion, calm and congenial atmosphere was created to collect free and frank opinion from the target groups. The target groups were given sufficient scope to express their suggestions for qualitative improvement of Muslim girls' education in the state of West Bengal. The data were collected mainly from working Muslim teachers & religious leaders under malda district in west Bengal.

Statistical Techniques Used

In order to fulfill the objectives, both qualitative & quantitative analysis and description of the facts had been resorted to.

ANALYSIS AND INTERPRETATION OF RESULTS :

Analysis of the responses of the working teachers & religious leaders with respect to dimensions of the questionnaire

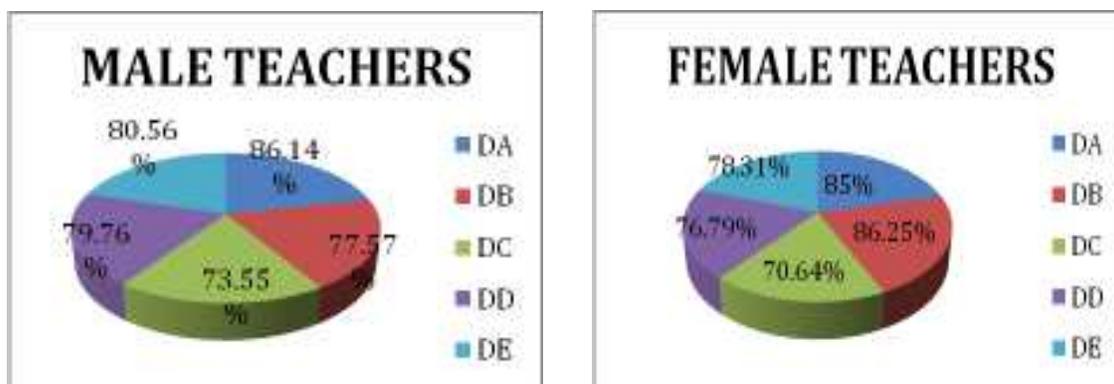


Fig-1 Pia-diagram showing % of perception by male teachers, **Fig-2** Pia-diagram showing % of perception by female teachers

DA means Familiar & Social Issues, DB means Personal Issues, DC means Academic Issues, DD means Cultural & Religious Issues, DE means Gender Sensitive Issues

Fig.-1 reveals that the scores of male Muslim working teachers' perception were 86.14%, 77.57%, 73.55%, 79.76%, & 80.56% in DA, DB, DC, DD & DE respectively. This means that they are generally accepted the items mentioned in perception scale developed for them. Fig.-2 denotes that female Muslim working teachers' perception are 80%, 86.25%, 70.64%, 76.79% & 78.31% in DA, DB, DC, DD & DE respectively. Among all the dimensions, the

DC i.e. Academic Issues were obtained low marks. That means they were more indifferent attitude towards Academic Issues of Muslim girls' education.

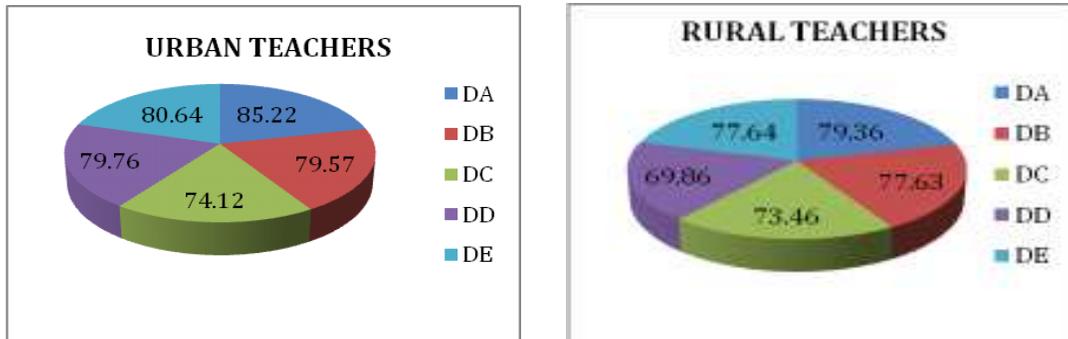


Fig-3 Pia-diagram showing % of perception by urban teachers, Fig-4 Pia-diagram showing % of perception by rural teachers

Fig-3 depicts that urban teachers' perception are 85.22%, 79.57%, 74.12%, 79.76% & 80.64% in DA, DB, DC, DD & DE respectively. Fig-4 indicates that rural teachers' perception are 79.36%, 77.63%, 73.46%, 69.86% & 77.64% in DA, DB, DC, DD & DE respectively. From the above two figs i.e. (Fig-3, Fig-4), it was concluded that rural teachers had comparatively more negative perception towards girls education than their counterparts.

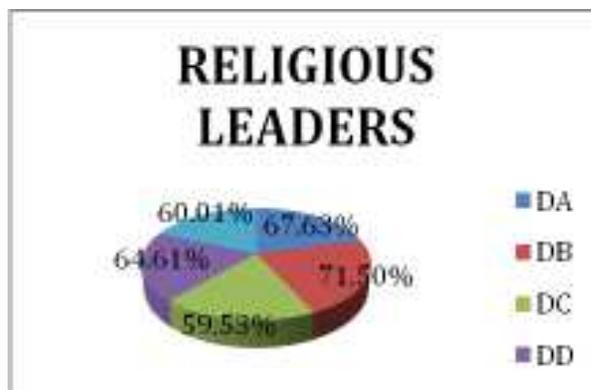


Fig-5 Pia-diagram showing % of perception by religious leaders

Fig-5 indicates that on the basis of perception towards girls education, religious leaders are 67.63%, 71.50%, 59.53%, 64.61% & 60.01% accepted the items mentioned in DA, DB, DC, DD & DE respectively. Among all the dimensions, the DC i.e. Academic Issues was obtained low marks. That means they were indifferent attitude towards Academic Issues of Muslim girls' education.

Table -5: Comparison between male and female teachers' perception towards Muslim girls' education.

Group	N	Mean	S.D.	t-value	Level of Significance
Male Teachers	121	125.93	6.88	.34	Not Significant
Female Teachers	32	124.81	7.98		

Ho₁ stated that 'There is no significant difference in perception between working male and female Muslim teachers towards educational problems of Muslim girls studying at elementary level'. It is noticed from the table 6.1 that the mean value of male teachers were found to be better in term of perception towards Muslim girls education (M=125.93) as compared to their female counterparts (124.81). However, in spite of gender difference it is surprising to note that there is no significant difference between them in relation to their perception. In view of the above it was found that the null hypothesis was accepted.

Table -6: Comparison between rural and urban teachers' perception towards Muslim girls' education

Group	N	Mean	S.D.	t-value	Level of Significance
Urban Teachers	113	129.21	8.69	1.12	Not Significant
Rural Teachers	40	127.11	7.52		

Ho₂ stated that 'There is no significant difference in perception between urban and rural working Muslim teachers towards educational problems of Muslim girls studying at elementary level'. The results of t-test, comparing the rural and urban teachers' perception towards Muslim girls education, reveals no significant differences in respect of their FSI, PI, AI, GSI & CRI dimensions of perceptual values. Thus the rural and urban teachers' perception towards Muslim girls' education showed almost an equal level of performance in respect of all the major variables of investigation. Thus the null hypothesis was accepted.

Table -7: Comparison between male teachers and religious leaders' perception towards Muslim girls' education

Group	N	Mean	S.D.	t-value	Level of Significance
Male Teachers	121	125.93	6.88	11.29	Significant at 0.01 level
Religious leaders	31	102.51	9.44		

Ho₃ stated that 'There is no significant difference in perception between male teachers and religious leaders towards educational problems of Muslim girls studying at elementary level'. With respect to FSI, PI, AI, GSI & CRI dimensions mentioned in perception scale, it was noticed that male teachers and religious leaders' perception towards Muslim girls education

did differ significantly at 0.01 levels of significance. However, this situation might have occurred either may be due to the heterogeneity among religious leaders than male teachers or male teachers have more exposure to the modern society, circumstances, culture, forward outlook and scientific temperaments. In view of the above it was found that the null hypothesis was rejected.

Table -8: Comparison between female teachers and religious leaders' perception towards Muslim girls' education

Group	N	Mean	S.D.	t-value	Level of Significance
Female Teachers	32	124.81	7.98	9.71	Significant at 0.01 level
Religious leaders	31	102.51	9.44		

Ho₄ stated that 'There is no significant difference in perception between female teachers and religious leaders towards educational problems of Muslim girls studying at elementary level'. A significant difference was observed at 0.01 levels of significance between female teachers and religious leaders in respect of perception towards girls' education. From the mean value we concluded that the female teachers might have exhibited more positive attitude and tendency than their counterparts. In view of the above it was found that the null hypothesis was rejected.

CONCLUSION :

India has an inclusive, open, multicultural, multiethnic, multilingual society marked by unparalleled pluralism. The religious minorities, communities of low caste, tribal people and disabled persons are most vulnerable due to social exclusion. There is an urgent need to have a universal socio-economic inclusive policy to reduce relative backwardness of some communities to bring them social justice. If Muslim girls remain backward, the state will remain backward and this in turn will pull India down. Thus, it is in the interests of everyone to ensure proper development for Muslim, especially girls. True, change in Muslim education may be slow in coming, and it may not always occur in expected or desired ways. A whole host of factors, including poverty, the lack of a sizeable middle-class, the role of sections of the ulamas' hostile to alternate forms of education and threats to their identity and even lives that many Muslims face, all combine to complicate the community's overall response to the challenge and need for educational modernization.

Gender bias in education can't be removed till regular awareness. Programmes are organized for not only teachers but for all sections of the population. Workshops, training, awareness generation programmes of different types (street plays, film shows, puppet shows, rallies etc) for different stakeholders-planners, managers, trainers, field level workers, parents, community leaders, government and non-government officials, police, judiciary & media can organize in such a manner that contribute a lot in the strenuous task of trying to

root out the age old gender biases, stereotypes and implanting positive attitudes in the hearts and minds of women, men and children. This will enable better understanding of gender disparities and sensitize them to prevailing gender issues and also instill a commitment to gender equality, which is needed so that the family and society would endorse and participate in the planning process for women's advancement. In this critical juncture, we can say that unless and until girls put their empowerment in optimal use, the discrimination is not going to diminish fully. If they are not stronger in mind, they will not capable of doing wonders.

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BASIC EDUCATION OF M.K. GANDHI AND RURAL DEVELOPMENT

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ABSTRACT :

The term rural development connotes overall development of rural areas with a view to improve the quality of life of rural people. It encompasses the development of agriculture and allied activities village and cottage industries, crafts, socio-economic infrastructure, community services and facilities and the human resources in rural areas. Gandhiji's approach to India's rural development was holistic and people centered. It was rooted in his conviction in the tenets of truth, non-violence and the goodness of human beings. He developed a new system of education which is known as Basic Education. Basic Education was the most significant and revolutionary innovation in education filed in Post-independent India. In this paper an attempt has been made to highlight how Basic Education plays an important role in rural development in India.

Keywords : Education, Basic Education, Rural Development

INTRODUCTION :

Rural development implies all-round development of rural area with a view to improving the quality of life of rural people. Rural development is a base for national development. According to Cropp (1972) "Rural Development is a process which aims at improve the well-being and self-realisation of people living outside the urbanized areas through collective efforts." World Bank (1975) states "Rural Development is the strategy to improve the economic and social life of a specific group of people i.e. the rural poor. It involves extending the benefits of development to the poorest among those who seek a livelihood in the rural areas. The group includes small scale farmers, tenants and landless persons."

CHARACTERISTICS OF RURAL SOCIETY :

A rural society has the following features:

- **Close contact with nature :** Rural society has close contact with nature. It means that the rural people are primarily influenced by the natural environment. Land is their property and they depend on it throughout the life.
- **Agriculture as the main occupation :** Agriculture is the fundamental occupation in

the rural society. According to Smith agriculture and its enterprises are the basis of the rural economy, 'farmer'. The majority of population in the village is engaged in agriculture.

- **Smaller in size** : The village communities are smaller in size in comparison to urban communities.
- **Low density of population** : In a rural community, the density of population is low. Low density is due to its fundamental occupation.
- **Homogeneity of population** : Village communities are homogeneous in nature. Normally, most of its inhabitants are agriculturists or are indirectly connected with agriculture.
- **Social stratification** : In rural society, social stratification is traditional one. It is not divided into many strata.
- **Social mobility** : The rural society is not so mobile as urban society is. The rural people hardly shift from one social status to another.
- **Social solidarity** : The rural communities are stronger than urban ones. The degree of social solidarity is greater in the villages. Common customs and traditions are the basis of the unity in the villages.

HISTORY OF RURAL INSTITUTES OF EDUCATION IN INDIA :

India is a country of villages and the major proportion of Indian population lives in villages. Since a large portion of population lives in villages, so it is obvious that every process of 'planning and development' cannot succeed without transforming its 'Rural Society'.

'Rural University' or 'Rural Institute' is fundamentally a concept which gained currency among the policy makers and Gandhian academics for sometime in India after the submission of the report of the University Education Commission (1948-49) under the Chairmanship of Dr. Sarvapalli Radhakrishnan. In this report a chapter on 'Rural University' was incorporated.

In 1954, Government of India appointed a committee under the chairmanship of Dr. K.L. Shrimali to look into higher rural education and offer recommendations. The committee submitted its report and suggested an umbrella institutional set up to coordinate the Rural Institutes academic activities. Based on the recommendations of the Shrimali Committee, the National Council for Rural Higher Education (NCRHE) was established in 1955. In the first phase the National Council for Rural Higher Education identified ten institutions called "Rural Institutes" which would be later developed into rural universities.

The concept and the creation of Rural Universities or Rural Institutions viewed from the perspective of "Nai Talim" was devolved by Mahatma Gandhi. The concept of 'Rural University' gained much prominence after the release of the National Policy on Education (1986). The National Policy on Education (1986) emphasized the need for rural higher

education institutions. The Programme of Action of National Policy on Education (1986) advocates:

- Consolidation of the existing rural universities.
- Reorganization of the Rural Institutes established as a part of schemes of rural higher education launched in the II Five Year Plan.
- Encouraging other institutions to take up rural reconstruction.
- Strengthening Rural Development Educational programmes in selected institutions.
- Supporting the elementary, secondary and Post Basic institutions based on 'Nai Talim'.
- Strengthening the content of all these institutions with emphasis on science and technology; and
- Setting up of National Rural Institutes Council to manage the affairs of Rural Institutes and Rural Universities.

Institutions like Gandhigram Rural Institute, National Institute of Rural Development and Mahatma Gandhi Gramoday Vishwavidyalaya are actively engaged in rural development activities. Indira Gandhi National Open University, New Delhi and some other state and central universities are starting certificate, diploma, degree and post-graduate courses in the field of rural development.

GANDHI'S BASIC EDUCATION : A CRITIQUE

Primarily a politician, statesman and social reformer, Mahatma Gandhi has made no less a substantial and solid contribution to the educational thought and practice in India. Gandhiji evolved a dynamic philosophy of education. He conducted some educational experiments at Tolstoy Farm, Sabarmati and Sevagram ashrams. These shaped his educational philosophy. Gandhiji evolved a new and unique philosophy of education. "By education", says Gandhiji. "I mean an all round drawing out of the best in child and man-body, mind and spirit". "True education", says Gandhiji. "is that which draws out and stimulates the intellectual and physical faculties of the children".

An All India National Education Conference was convened at Wardha in October in 1937 under the Presidentship of Mahatma Gandhi. It was attended by Education Ministers of 7 provinces where congress was in power. There the Basic Education Scheme was drawn up and all the ideas of Gandhiji were embodied in it.

The significant features of Basic Education are :

- Basic Education, as conceived and explained by Mahatma Gandhi, is essentially an education for life and an education through life. It aims at creating a social order free from exploitation and violence.
- The effective teaching of a basic craft, is an essential part of education at this stage. It makes the acquisition of much related knowledge more concrete and realistic. It

makes a powerful contribution to the development of personality and character and instills respect and love for all socially useful work.

- The fundamental objective of Basic Education is the development of the child's total efficiency as well. In order to ensure that the teaching of the basic craft is efficient and its educative possibilities are fully realized, we must insist that the articles made should be of good quality, as good as children at that stage of their development can make them socially useful and, if necessary, saleable.
- In the choice of basic crafts a liberal approach should be adopted.
- In Basic Education, as indeed, in any good scheme of education, knowledge must be related to the activity, practical experience and observation. To ensure this. Basic Education rightly postulates that the study of the auricular content should be intelligently related to three main centres of correlation viz. craft work, the natural environment and the social environment.
- The emphasis on productive work and crafts in basic schools should not be taken to mean that the study of books can be ignored.
- The Basic scheme envisages a close integration between the schools and the community so as to make education as well as the children more social-minded and co-operative. It endeavors to achieve this firstly, by organizing the school itself as a living and functioning community- with its social and cultural programmes and other activities secondly, by encouraging students to participate in life around the school and in organizing various types of social service to the local community. Student self-government is another important feature in Basic Education which should be envisaged as a continuous programme of training in responsibility and in the democratic way of living.

CURRICULUM OF BASIC EDUCATION :

In Basic Education, Gandhiji included the following subjects; (i) Basic craft which may be agriculture or spinning and weaving or cardboard, wood and metal work, (ii) Mother tongue (iii) Mathematics. In this more emphasis is to be laid on numerical and geometrical problems connected with craft and community life. They should deal with figures which may throw light on the economic and social facts of their village, town or country. Business practice, book-keeping, social studies. General Science, drawing and music were also emphasized for students.

Basic Education aims at giving the future citizen a keen sense of personal worth, dignity and efficiency, it inculcates in him the desire for social service in a co-operative community. Basic Education wants to create an individual who would look upon himself as an integral part of society. He should be able to share the joys and sorrows of the rest of his countrymen. He must have a sense of assess, of unity of comradeship first with his country and then with the world.

Education through Productive Work

'Life is work and work is worship' is the dominant feature of Basic Education. Every productive work or craft has two functions: primary and secondary. The primary function of work is the training of eyes, ears and hands. Economic value and correlating it with various branches of instruction is the secondary function of work.

Progress of Basic Education in India

With the acceptance of Basic Education in 1938, operatives commenced immediately. The first school to train teachers was opened in April, 1938 at Wardha. Three national institutions, Jamia Milia Islamia of Delhi, Andhra Jatiya Kalsala of Masulipatam and Tilak Maharashtra Vidyapitha at Poona also started their training centres. The Gujarat Vidyapitha of Ahmedabad and the Government of U.P. followed suit. The Governments of U.P., Bihar, Bombay and Kashmir states enthusiastically exposed the courses of Basic Education by opening new Basic schools or by converting the existing primary schools to the Basic Pattern. The Central Advisory Board of Education appointed, in 1938, a committee to examine the scheme and the progress of Basic Education. In October 1939, the first conference of Basic National Education was convened at Poona. In 1945, a National Educational Conference was convened at Wardha. With the attainment of independence, the Government of India accepted Basic Education as the only pattern suited to children from 6 to 14 years. In 1956 the Govt. of India appointed Assessment Committee on Basic Education.

Among the provinces where a beginning was made to impact Basic Education, Odisha took a lead in the field. A Basic Training School was started at Bari in 1939. Subsequently sixteen Basic Primary schools including the practicing school attached to the training school were established in Bari. In May 1947 the newly formed Board of Basic Education adopted a few principles for starting training schools and schools in different areas of Odisha. The areas where the Basic schools were to be located were at Bari, Angul, Tuligadia, Russulkonda and Nawarangpur.

Research on Basic Education

After the implementation of Basic Education in India, researchers started doing research in this area. The National Institute of Basic Education (1960) conducted a study on difficulties of Basic school teachers of New Delhi. Majority felt the problem of lack of proper facilities for library for craft work and provision of residential quarters for teachers. The study conducted by Manuel et al. (1962) revealed a favourable trend towards Basic Education. The problems relating to administrative aspects were relating to insufficient funds, inadequate raw material, tools, large enrollment and lack of accommodation. Kuzhandavelu (1965) found that there had been no serious attempt to educate parents about the ideology of Basic Education and its practices. The study carried out by Subha Rao (1966) revealed that agriculture and gardening were more popular in Basic schools. There

was very inadequate literature in Basic schools. Gupta (1973) in his study suggested that in Basic school curriculum emphasis should be on the child rather than the craft.

Sen's (1973) study revealed that Basic Education is education for life and through life. The objectives behind Basic Education were that handcraft was the media of learning. There was scope for the development of body, mind and spirit of the individual in Basic Education. Kansara (1977) observed that Basic Education satisfies the basic interest, educational needs of the child and through this it achieves the cherished national goals and social needs. Major changes suggested in Basic Education as reported by Dave (1980) were: introduction of an appropriated socially useful craft linked with productivity, review of the aims and objectives of Basic Education, a rational curriculum and evaluation and introduction of Sanskrit and English. The present Work Experience subject in school education is the idea of Education Commission (1964-66) which originated from the philosophy of Basic Education of M.K. Gandhi.

BASIC EDUCATION AND RURAL DEVELOPMENT :

Mahatma Gandhi once said that India is a land of villages and its true spirit lives in rural areas. Gandhiji said. "I shall work for an India in which the poorest shall feel that it is their country, in whose making they have an effective voice, an India in which all communities will live in perfect harmony. There can be no room in such an India for the curse of untouchability, for the curse of intoxicating drugs or drinks. Women will enjoy the same rights as men".

Basic Education is natural, scientific and psychological and meets the social needs and the economic standards of India. "Basic Education has ushered in a new epoch in the history of Indian Education. For the regeneration of rural India, Basic Education is the only medium. No education will have appeal to rural masses unless it is related to their life and activities. Since their basic needs are food, shelter and clothing, their education will have to be correlated to these basic needs. It is Basic Education which is suited to their genius. It is creatively conceived system and it should be boldly executed" (Taneja, 1999).

For liquidating illiteracy from rural India, this is the only practical scheme. It is the only system which can keep the rural population tied to their environment with contentment and happiness, instead of running to towns for odd jobs. A new social order is possible through this. "Once education of this kind has been provided for the great mass of people, they cannot be kept in poverty and ill health or exploited by vested interests. They will demand and get their legitimate economic, social, and cultural rights and this education will prove a long-range investment, paying its dividends in the shape of happier, healthier, and more enlightened men and women" (Taneja, 1999).

The concept of Basic Education as an educational theory and practice is unique and unquestionable. The Education Commission (1964-66) fully recognized the importance of Basic Education for rural development in the following way:

"The concept of Work Experience is closely related to the philosophy underlying Basic Education. The programme of Basic Education did involve Work Experience for all children in the primary schools, though the activities were concerned with the indigenous crafts and the village employment patterns. If in practice Basic Education has become largely frozen around certain crafts, there is no denying the fact that it always stressed the vital principle of relating education to productivity. What is now needed is a recreation of the Basic Education programme to the needs of a society that has to be transformed with the help of science and technology. In other words, Work Experience must be forward-looking in keeping with the character of the new social order."

Mahatma Gandhi's theme of education was based on the educational philosophy of the Vedic Age and combined with it the basic teachings of Rousseau, Thoreau and Tolstoy. Unfortunately, this system was not given a sporting chance to succeed. The future may rediscover, re-vitalize and re-implement the noble ideas and applications of Basic Education to bring it to the millions of Indian who yet need it and will need it in future.

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STUDENT FRIENDLY COLLEGE: NEED OF THE HOUR

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ABSTRACT :

Issues of adjustment and general development require persistent attention by campus professionals due to the immediate relevance to college success. Student Friendly institutions not only help students realize their right to a basic education of good quality, they are also needed to do many other things - help students learn what they need to learn to face the challenges of the new century; enhance their health and well-being ; guarantee them safe and protective spaces for learning, free from violence and abuse; raise teacher morale and motivation; and mobilize community support for education. The Student-Friendly College- acting in the best interests of the student leading to the realization of the student's full potential, and concerned both about the 'whole' individual and about what happens to student- in their families and communities-before they enter the institution and after they leave it.

Keywords : Student, College, Student Friendly College

INTRODUCTION :

An increasing amount of attention is being directed to the transition to higher education as experienced by traditional -age and adult students. It is a movement that incorporates a great deal of stress and challenges. Although some students are able to experience this transition as a challenge to personal growth, other students are overwhelmed by the changes and experience emotional maladjustment and depression. Issues of adjustment and general development require persistent attention by campus professionals due to the immediate relevance to college success. Complex histories often underpin these problems, further complicating treatment. These difficulties are often present as inefficiencies in coping with familial separation, time and stress management, basic study techniques, goal setting, relationship formation, handling emotions, and self-esteem crystallization. Personal, academic, social and professional success depends on the student's ability to manage these aspects of their lives.

STUDENT FRIENDLY COLLEGE :

All social systems and agencies which affect students should be based on the principles of the Convention on the Rights of the Child and Human Rights. This is particularly true for schools which, despite disparities in access across much of the world, serve a large percentage of children of primary school age. Such Rights-based or Student Friendly institutions not only help students realize their right to a basic education of good quality, they are also needed to do many other things - help students learn what they need to learn to face the challenges of the new century; enhance their health and well-being ; guarantee them safe and protective spaces for learning, free from violence and abuse; raise teacher morale and motivation; and mobilize community support for education.

UNICEF has developed a Framework for Rights-based, Child-Friendly educational systems and schools that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities-and children" (Shaeffer, 1999). Within this frame work importance is given to:

- The institution is a significant personal and social environment in the lines of its students. A student friendly institution ensures every student an environment that is physically safe, emotionally secure and psychologically enabling.
- Teachers are the single most important factor in creating an effective and inclusive classroom.
- Students are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A student friendly institution recognizes, encourages and supports students' growing capacities as learners by providing a culture, teaching behaviours and curriculum content that are focused on learning and the learner.
- The ability of an institution, to be and to call itself student-friendly is directly linked to the support, participation and collaboration it receives from families.
- Student-friendly institutions aim to develop a learning environment in which students are motivated and able to learn. Staff members are friendly and welcoming to students and attend to all their healthy and safety needs.

FEATURES OF STUDENT FRIENDLY COLLEGE :

The Student-Friendly College- acting in the best interests of the student leading to the realization of the student's full potential, and concerned both about the 'whole' individual and about what happens to student- in their families and communities-before they enter the institution and after they leave it.

A student-friendly college must reflect on environment of good quality characterized by several essential aspects:

- Respect diversity and ensures equality of learning for all.
- Responds to diversity by meeting the differing circumstances and needs of students (based on gender, social class, ethnicity, and ability level).
- Promotes gender equality in enrolment and achievement.
- Guarantees Girl-friendly facilities, curricula, textbooks, and teaching learning processes.
- Socializes girls and boys in a non-violent environment.
- Encourages respect for each other's rights, dignity, and equality.
- Promoting students participation in all aspects of college life.
- Encouraging local partnership in education, acting in the community for the sake of students and working with other actors to ensure the fulfillment of Human Rights.
- Ensures a healthy, hygienic, and safe learning environment, with adequate water and sanitation facilities and healthy classrooms, healthy policies and practices (e.g. a college free of drugs, punishment and harassment), and the provision of health services and counseling services.
- Provides life skills-based health education.
- Promotes both the physical and the psycho-socio-emotional health of teachers and learners.
- Helps to defend and protect all students from abuse and harm.
- Provides positive experiences for students.
- Promotes good quality teaching learning process with individualized instruction and active, co-operative and democratic learning methods.
- Provides structured content and good quality materials and resources.
- Enhances teacher capacity, morale, commitment, status, and income and their own recognition of Human Rights.
- Promotes quality learning outcomes by defining and helping students learn what they need to learn and teaching them how to learn.
- Adopts appropriate evaluation procedures to judge the actual performance of students.

BEHAVIOURAL AND EMOTIONAL PROBLEMS FACED BY COLLEGE STUDENTS :

Behavioural and emotional problems of students can be as serious a handicap to their development and learning as the mentally retarded children's slowness to learn. Behavioural problems arise from external influences whose effects are not often noticed or understood by others. Teachers and parents are faced with the difficulty of dealing with the behavioural problems of their children. Behavioural problems of students often interfere with the learning process and are incompatible with their educational programme. Students with behavioural problems offer the most challenges for teachers. It is important for a teacher to understand the factors which could be responsible for the observable behaviour problems of their students behaviour. The behaviours reflecting behavioural problems range from extreme withdrawal to intense hostile aggression. Some problems faced by students are extreme shyness, fearfulness, aggression, attention getting, hyperactive, excessively dependent, lying and cheating, stealing, day -dreaming etc. The students, if not identified and helped during their early days would continue to have difficulties dealing with society and their problems may become progressively more serious in future.

CAUSES OF BEHAVIOURAL AND EMOTIONAL PROBLEMS FACED BY COLLEGE STUDENTS :

- **Family Dynamics :** The home environment represents a place of instability and emotional upheaval where securing, caring and nurturing are depleted or nonexistent. Separation, divorce, death or abandonment removes one or both parents from the family. The lack of attention and affection that may accompany such change adversely impacts children, subsequent emotional and financial difficulties of a single parent household further strain the family dynamic. At an alarming rate, young people enter higher education with dysfunctional family backgrounds that evoke stress and trepidation in students. For students of alcoholics, for example, the college social climate that is impressed by alcohol use produces significant anxiety as the student grapples with the personal and familial implications of watching and participating in drinking practices. It is imperative that schools recognize the existence and impact of family discourse and childhood trauma on students, and provide them with the support necessary to enable them to cope with their situations and succeed with the collegiate environment.
- **Depression :** Depression manifests in varying degree from general symptom logy to a clinical disorder. Depression constitutes a problem of enormous personal and social significance. Depression interferes with intra- and inters personal process, aca-

demic and social integration, and retention. Some depressed individuals may evidence a hostile, uncooperative, and self-criticizing interpersonal style eliciting negative responses from others. Poor social skills and social acuity are thought to make people vulnerable to the onset of depressive symptomology and other psycho-social problems pursuant to the experience of negative stressful life events.

- **Eating Disorders :** It is not uncommon for a student suffering from an eating disorder to report a personal or family history of eating or mood disorder. They typically possess a character profile of achievement-oriented personality, low self-esteem, and drive for perfectionism. Obsession, loneliness, anxiety, depression, guilt, fear of sexual maturation, and feelings of inadequacy are psychological correlates often associated with problematic eating behaviours.
- **Substance Use :** Alcohol, tobacco, and other drug use on College and University campuses poses tremendous concern for parents, students, higher education professionals, governmental officials, and the general community. An essential feature of substance abuse is a maladaptive pattern of substance use leading to recurrent and clinically significant impairment or adverse consequences. Substance use and abuse are characterized by noted inefficiencies in life functioning, impaired relationships, high-risk behaviour, and recurrent legal troubles. The negative effects of student substance use are not campus centred, and impact both the campus and wider communities. Substance use is associated with increased absenteeism from class and poor academic performance. The majority of injuries, accidents, vandalism, sexual assaults and rape, fighting, and other crime on - and off-campus are linked to alcohol and other drug use. Uninhibited sexual behaviour may lead to pregnancy, exposure to sexually transmitted diseases, and HIV/AIDS. Driving under the influence, tragic accidents, alcohol poisoning, overdoing, and even death from accidents, high risk behaviours, and suicide carry tremendous, life-threatening implications for all involved. Tobacco use is associated with severe health risks and illness, physical inefficiency and even death. Fires caused by careless smoking practices place all students at risk. Non-binging and abstaining students may become the targets of insults and arguments, physical assaults, unwanted sexual advances, vandalism and humiliation, sleep deprivation and study interruption results when these students find themselves caring for intoxicated students.
- **Psychological Disorders :**
Higher education must realize that a large percentage of college students are, or will be affected by mental illness. These disorders range from mild and short-lived to

chronic and severe, including such illnesses as depression, anxiety, schizophrenia, and bipolar disorder, and appear at varying rates on campuses. Students may enter college with challenges originating from learning, attention -deficit, and disruptive behaviour disorders that are first diagnosed in infancy, childhood, or adolescence. Dual diagnosis further complicates students' social and academic integration and success. If detected, most mental illness are treatable or manageable. Many students diagnosed with mental illness withdraw from college before earning a bachelor's degree; however, with proper attention and support they may have been successful in the collegiate environment.

STUDENT FRIENDLY COLLEGE SERVICES :

The services that institutions provide to address students emotional and behavioural problems depend heavily on the institution's philosophy, available resources, and campus need. The following services may be rendered by the student friendly colleges to meet the requirement of the students :

- Colleges and Universities of all types should develop and implement confidential services that span multiple policies arenas in order to sufficiently address these problems. Creating partnership with various facets of institution, such as the college counseling and mental health center, student health services, women's center, learning centre, spiritual and religious organizations and other associations, expands the scope of programmes offered and students affected.
- Comprehensive initiatives that incorporate the domains of psychotherapy, treatment, prevention, outreach, academics and learning, and career, enable institutions of higher education to sufficiently ensure that services are meeting the diverse personal, emotional and psychological needs of students.
- Individual, group and family counseling opportunities address issues related to family, relationship, and personal dynamics. Psychological, neuropsychological, alcohol and drug, and career assessments provide information necessary to better serve the student. Colleges and Universities also disperse self help and educational materials as well as employ standardized programmes and interactive computer systems.
- Institutions may outsource counseling services or develop a referral system to direct students to services offered in the community. Outreach within and outside the campus enables colleges to educate society about the issues surrounding emotional and behavioural problems and programmes.

CONCLUSION :

Experience is now showing that a Framework of Rights- based Student Friendly College can be a powerful tool for both helping to fulfill the rights of students and providing them an education of good quality. At the national level, for ministries, development agencies, and civil society organizations, the framework can be used as a normative goal for policies and programmes leading to student-friendly systems and environments as a focus for collaborative programming leading to greater resource allocations for education, and as a component of staff training. At the community level, for college staff, parents, and other community members, the framework can serve as a both a goal and tool of quality improvement through localized self assessment, planning and management and as a means for mobilizing the community around education and rights of students.

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A STUDY ON INCREASING UNFAIR MEANS-REASONS AND REMEDIES

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ABSTRACT :

This Research paper intends to research on the search of means and remedies of increasing the tendency of unfair means in Examination. To achieve the objectives i.e. to enquire the mentality of students behind opting unfair means and to find out the reasons of increasing tendency of cheating researchers have collected data from students of high school, higher secondary school examination of Odisha state of the session 2014 -15 as sample responding and having done analysis through simple percentage methods to test the hypotheses researchers assumed the discussion and suggestive suggestions.

Keywords : Unfair means, Examination, Reasons, Remedies.

INTRODUCTION :

Examination is the Examination of Examinations to examine Examinees to its' not only examination but also emotion and ambition to reach their destination or their frustration. Cheating or unfair means tendency is the best exhibitions to excitation and adjudication on examination by invigilators. There by researchers introduces the problem to investigate on the study of increasing the tendency of using unfair means and their remedies in examination and stated the stated objectives.

OBJECTIVES :

- To enquire the mentality of students behind opting unfair means.
- To find out the reasons of increasing tendency of cheating.

HYPOTHESES :

1. The students tend to cheat due to pressure and stress of competition, afraid of being failed or getting low marks and high aspirations of family.
2. The weak invigilation and seating arrangement allow students to do cheating in the examination.

METHODOLOGY OF THE STUDY :

Method of the study : Researchers used Normative Survey method to complete this study.

Population of the study : All the examinees of All Examination Centers of High and Higher Secondary School of Bargarh district constituted the population of the study.

Sample of the study : Random sampling Techniques selects the 500 samples of the study of five examinations centers of Bargarh districts.

Technique of the study : Simple percentage method is used for this study.

ANALYSIS AND INTERPRETATION :

H_1 : The students tend to cheat due to pressure and stress of competition, afraid of being failed or getting low marks and high aspirations of family.

Statements :

1. Cheating tendency is increasing because of augmenting pressure of competition.
2. Students prefer unfair means in examination because of fear and insecurity of being failed.
3. They remain in constant fear of lacking behind their classmates.
4. Expectations and aspirations of parents compel the students to cheat and secure more marks.
5. Most of open schools students are dropouts; they lack the patience to handle the pressure due to discontinuity of learning practices.

Table No -1: Average Percentage of Statements

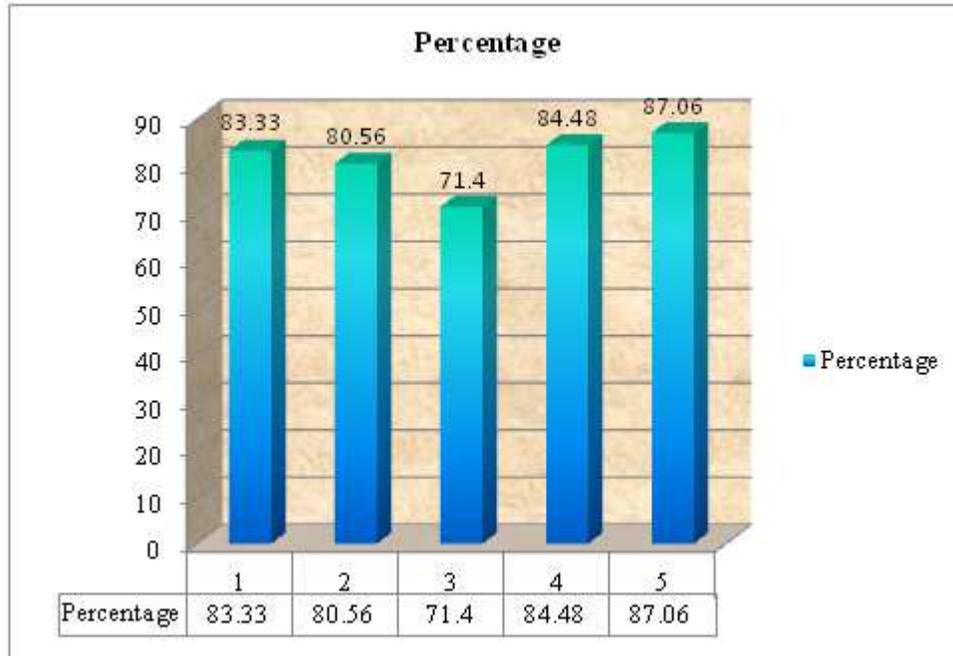
Statement No.	Maximum marks (5000 x 2)	Marks Obtained	Percentage
1	10000	8333	83.33
2	10000	8056	80.56
3	10000	7140	71.4
4	10000	8448	84.48
5	10000	8706	87.06
		Total	406.83
		Average%	81.37

Explanation

The average percentage of five statements is 81.37% which is between 80% - 100%

criteria and thus these statements also state that one of the prominent reason of cheating is 'Competition, fear as well as family aspirations'. The percentage score of each statement is shown in graph no.1.

Graph No-1: Showing Percentage of Statements



H₂ : The weak invigilation and seating arrangement allow students to do cheating in the examination.

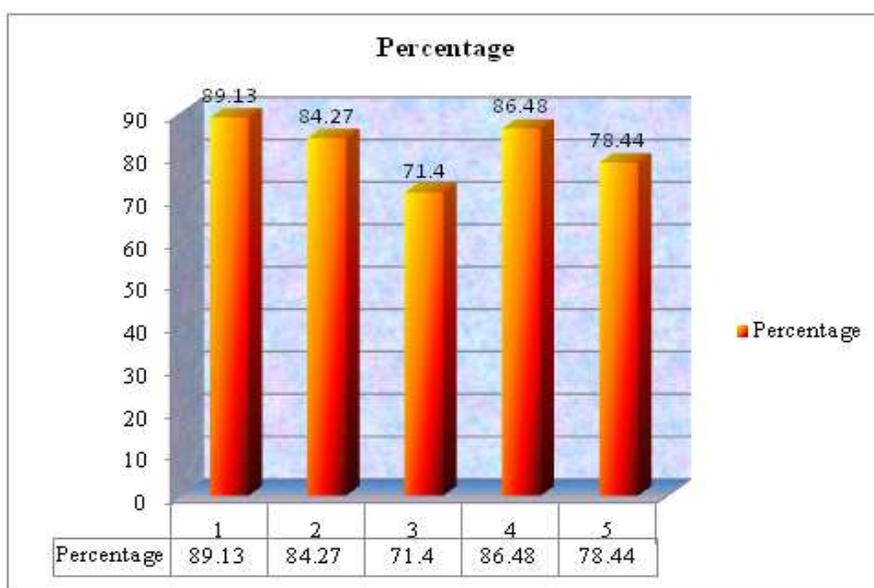
1. Students get chance of cheating due to weak invigilation arrangements.
2. Lack of proper seating arrangements and checking prior to commencement of exam encourage students to use unfair means and discuss with other students in classroom.
3. Improved mechanism of invigilation and exam conduction may check cheating efficiently.
4. Students do not have idea regarding the consequences of using unfair means in examination hall.
5. Generally rising of unexpected opportunity during exam provide students a chance to cheat.

Table No-2: Average Percentage of Statements

Statement No.	Maximum marks (5000 x 2)	Marks Obtained	Percentage
1	10000	8913	89.13
2	10000	8427	84.27
3	10000	7140	71.4
4	10000	8648	86.48
5	10000	7844	78.44
		Total	409.72
		Average%	81.94

Explanation

Here the average percentage of five statements calculated is 81.94% which is between 80%- 100% criteria as shown in Table no. 2. Under this hypothesis, points covering the invigilation techniques, examination conducting pattern, alertness of invigilation and getting opportunity in class room etc are discussed and as the average percentage lies in the category of 80-100% , the researcher's hypothesis that weak invigilation and seating arrangement allow students to do cheating in the examination is approved thus. The percentage score of each statement is shown in graph no.2.

Graph No-2: Showing Percentage of Statements

FINDINGS AND CONCLUSIONS :

- ❖ Students get chance of cheating due to weak invigilation arrangements.
- ❖ Lack of proper seating arrangements and checking prior to commencement of exam encourage students to use unfair means and discuss with other students in classroom.
- ❖ Improved mechanism of invigilation and exam conduction may check cheating efficiently.
- ❖ Students do not have idea regarding the consequences of using unfair means in examination hall.
- ❖ Generally rising of unexpected opportunity during exam provide students a chance to cheat.
- ❖ Students get chance of cheating due to weak invigilation arrangements.
- ❖ Lack of proper seating arrangements and checking prior to commencement of exam encourage students to use unfair means and discuss with other students in classroom.
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- ❖ Students get chance of cheating due to weak invigilation arrangements.
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TRAINING NEEDS OF THE PRIMARY SCHOOL TEACHERS OF ORISSA

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ABSTRACT :

Identification of training needs of school teachers help in organizing in-service teacher training. Based of a research study the paper identifies the training needs of primary school teachers of Cuttack district of Orissa. Majority of teachers felt the need of orientation/training in English, environmental studies and mathematics, grammar and pronounciation Training component in English language and drawing and reading maps in environmental studies are found to be emerging training component. The study also reports the "new mathematics" as their training needs. While organizing training programmes the Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) of Cuttack district in particular and Orissa in general should take.

Keywords : Training Needs In-service training, New mathematics, Environmental Studies.

INTRODUCTION :

"How are we going to get the best education in the world? One of the surest ways is to have the best trained teachers"
- John F. Kenedy

The Education Commission (1964-66) wrote: "Destiny of our nation is being shaped in our classrooms'. Obviously, teachers are the key players in molding the destiny of the country. With the expansion of school system, gone are the days when teaching was considered as a profession pursued by a few and it was considered that teachers are born not made .The school education has to respond the present day explosion of knowledge, development in the field of science and technology and socio, economic and political scenario of the country. Teachers have to be equipped with knowledge, information and skills to meet new challenges and to transact the new curriculum in schools. For this they need to be oriented in the curricular concerns and trained for translating the school curriculum in to practice, which would require a through understanding of subject and a sound pedagogical base. The training needs of primary school teachers during the present period are different from that of the training needs of pre-independence period. The curriculum has been changing from time to time to suit and to respond to the societal goals, educational structure, transactional

strategies etc. In-service education of teachers is of paramount importance to prepare them on content and pedagogy of teaching different subjects including emerging issues of education. The report of the National Commission on Teachers (1983-85) highlighted the absence of clear parties and policies in in-service teacher education and take of systematic identification of needs. The Achary Ramamurthy review Committee (1990) stated to relate the in-service teacher training to specific needs of teachers.

The in-service education of teachers is the weakest link in whole system of teacher education in India (Govinda and Buch, 1990). Many studies are conducted on training needs of teachers at different levels and show the importance of in-service teacher training. Studies conducted by Nagraju (1982), SCERT Andhra\Pradesh (1981), Yadav (1999) reported a lot of shortcomings of in-service teacher training at primary stage. Srivastava (1999) while studying the DPEP pedagogic structure in six states of the country concludes that most of our teachers training programmes are not organized according to the needs of the teachers. NIEPA (2004) in the Analytical Report of Elementary Education reported that about 41.8 percent primary school teachers (41.7 male and 41.9 female) were imparted in-service training. In case of Orissa it is 19.1 percent (19.7 for male and 18.5 for female). Similarly the district report card 2004 published by NIEPA shows that 30.3 percent male and 40.6 percent female primary school teachers of Cuttack district of Orissa have received in-service training. However, the training needs vary from state to state. The present study was carried out to find out the training needs of primary school teachers of orissa in different subjects i.g language, EVS, and mathematics.

OBJECTIVES :

1. To identify the training needs of primary school teachers in different areas of language.
2. To identify the training needs of primary school teachers in the subject Environmental Studies (EVS).
3. To identify training needs of primary school teachers for effective teaching of mathematics.

METHOD AND PROCEDURE :

The purpose of the present study was to investigate the training needs of teachers of primary schools of Cuttack district of Orissa, In order to achieve the objectives of the study, descriptive survey method was used.

SAMPLE :

The target population in the present study is primary school teachers of Cuttack district of Orissa. Out of the total schools, 150 Govt. primary school teachers from 50 primary schools of Cuttack district were drawn purposively.

TOOL USED :

In the present study, a self developed questionnaire has been used for assessing the training needs of primary school teachers. This questionnaire consists of 26 items. For preparing the final draft of questionnaire, a pilot survey was conducted in four govt. primary schools of Cuttack district in order to identify/explore the training needs of primary school teachers.

DATA COLLECTION :

For the present study the data was collected by administrating the self developed questionnaire on 150 teachers working in Govt. primary schools of Cuttack district. The investigator collected data from the primary teachers by meeting them personally.

STATISTICAL TECHNIQUE :

After collection of data, the sum was put into tabulation form to make the process of analysis easier. Tabulation of data was made and percentages were calculated for its analysis and interpretation.

RESULTS AND DISCUSSION :

The study was conducted to identify the training needs of the primary school teachers. The findings of the study are presented below.

Table-1(i): Training needs of teachers in different subjects

Subject	Yes	No
1.Oriya	20%	80%
2.Envirnmental studies	56%	44%
3.Mathematics	52%	48%
4.English	60%	40%

It is found from the table-1(i) that, 20 percent primary teachers felt that they wanted training in "Oriya". This may be due to the influence of mothertonge and qualitative text book prepared by SCERT, Orissa. Fifty six percent of the primary teachers felt the need of training in "environmental studies", and 52 percent of them felt the need of training in the subject "mathematics", where as 60 percent teachers wanted training in the subject of "English". English is the international language and most of the parents want their wards speak English. Even, if illiterates want their children to speak and read English. Although English

is being introduced from class III in Orissa, our teachers are not adequately oriented/prepared to teach this subject to school students.

Table-1(ii): Training Needs of teachers in different areas of writing in English

Areas	Yes	No
1. Spelling	25%	75%
2. Grammar	45%	55%
3. Calligraphy	30%	70%

It is found from the table-1(ii) that 25 percent teachers felt the need of training and orientation in English "spelling" and 45 percent in "grammar". Further 30 percent of them wanted training in "calligraphy". This shows that English grammar is one of the weakest links among our English teachers.

Table-1(iii): Training need in different areas of reading in English

Areas	Yes	No
1. Word composition	35%	65%
2. Sentence making	40%	60%
3. Word meaning	70%	30%

It is found from the table-1(iii) that, 35 percent primary teachers wanted training in "word composition", where as 40 percent wanted training in "sentence making" further 70 percent teachers felt that they needed training for "word meaning" in English language.

Table-1(iv): Training needs in the area of speaking in English

Area	Yes	No
1. Intonation	28%	72%
2. Pronunciation	67%	33%
3. Accent	21%	79%

It is found that more than 25 percent teachers felt the importance of training in "intonation" and 67 percent primary teachers felt the importance of training in "pronunciation". The table also reveals that more than 20 percent teachers felt that they need training for "accent". This shows that training in pronunciation is needed by the teachers of Cuttack district.

Table-2: Training needs in the subject environmental studies to learn about special studies

Area	Yes	No
1.Content of Environmental studies	30%	70%
2.Drawing and reading maps	69%	31%
3.Preparation and development of teaching aids in social studies	52%	48%

Table-2 shows that 30 percent of teachers perceived that they should be provided training in order to know more about Environmental studies. It may be due to the quality of text books prepared by SCERT Orissa in EVS. Around 70 percent primary teachers felt that training for "drawing and reading maps" is needed. The skill development like map drawing, reading occupies an important place in learning of EVS. But in our schools. This component is overlooked. Further our teachers are not adequately trained / oriented in such skills so that they face difficulty in transacting the curriculum in classroom. More than half of teachers felt that they needed of training for "preparation and development of teaching aids in social studies".

Table-3: Training need in Mathematics

Area	Yes	No
1.Arithmetic	42%	68%
2.Geometry	45%	55%
3.New mathematics	72%	28%

Table-3 shows that more than 40 percent primary teachers felt that they needed training for "arithmetic" for effective teaching and around 45 percent felt the importance training in "geometry". More than 70 percent felt that they needed training "for new mathematics" for effective teaching. This shows the relative importance of training primary school teachers in content and pedagogy in mathematics.

CONCLUSION AND EDUCATIONAL IMPLICATIONS :

Universalisation of elementary education and enhancement of quality of education are major challenges before the country. In the present century as the quality of education is a direct consequence and outcome of quality of teachers, it is hightime to orient our in-service teachers by properly assessing their training needs. The present study show importance of orientation in English language (grammar, ward meaning) , Environmental studies(EVS) and mathematics to primary school teachers of Orissa. The District Institutes of Education and Training (DIET) as well as CTEs and IASEs of orissa while organizing orientation programmes need to take this training need into account. As it is observed (Govinda and Buch, 1990) that many heads of primary school were not favorably disposed towards the participation by their teachers in in-service education programmes, there is an urgent need to shift in organizing programmes from training institutions to school and school clusters. In sarva Shikhya Abhiyan (SSA), the Block Resourse Centres (BRCs) and Cluster Resourse Centres (CRCs) of Cuttack district in particular and of Orissa stat in general need to take these needs of primary school teachers in to account.

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PROBLEMATIC ISSUES AND SUCCESSIVE STATUS OF INCLUSIVE EDUCATION IN WEST BENGAL

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ABSTRACT :

Inclusive education is a process of increasing the participation of all students in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. Inclusive education is different from special education, which takes a variety of forms including special schools, small units, and the integration of individual children with specialized support. Before going on to explore these different approaches to education for children with disabilities. According to UNESCO, inclusive education is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education." Inclusive education is a constantly evolving process of changing and improvement within schools and the wider education system to make education more welcoming, learner-friendly, and beneficial for a wide range of people. It is about changing the education system so that it is flexible enough to accommodate any learner. It is something that can happen outside the formal education system, as well as in formal school environments. The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. The investigators attempt to study Inclusive Education- Current issues and Challenges status in West Bengal.

Keywords : Education, Inclusive Education

INTRODUCTION :

"The challenge confronting the inclusive school is that of developing a child -centered pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not that they are capable of providing quality education to all children; their establishment is a crucial step in

helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society".

----UNESCO, 1994, **Framework for Action on Special Needs Education, p.6.**

Inclusive education, as we know it today, is a process. It is about breaking barriers, an on- going search to respond to diversity and about the presence and equal participation of all students within the mainstream education system. As a process, it requires that education systems become more and more flexible and accommodating without losing out on quality. It means that the supports that the child needs for education should be there in schools. It also implies capacity building of teachers, parents and communities to negotiate with the education system and for governments to develop policies wherein inclusion is perceived as a vital element of the education system.

Basically, to finds this context the present investigator did highlighted various judgmental queries rise in ours mind. What is inclusion Schooling? What are presents status of Inclusive school in West Bengal? What are problematic issues of it? How can support it? This paper makes an attempt to Problematic issues and Successive status of inclusive education in West Bengal.

OBJECTIVES OF THE STUDY :

The main objectives of the study are as follows :

- To know the concept of Inclusive schooling.
- To know the basic components of Inclusive education.
- To analyze presents status of Inclusive school in West Bengal.
- To indicate the problematic issues of Inclusive Education in West Bengal.
- To analyze the implementation of Inclusive Education in West Bengal.
- To discuss the different programmers of Inclusive Education in West Bengal.
- To indicate supportive issue of Inclusive Education in West Bengal.

QUESTIONS OF THE STUDY :

Based on the above objectives of the study, the following major eight questions have been formulated.

1. What is Inclusive schooling?
2. What are the basic components of Inclusive education?
3. What are presents status of Inclusive school in West Bengal?
4. What are the problems with implementation of Inclusive Education in West Bengal?
5. What are the challenges for Inclusive Education in West Bengal?
6. Why should we support Inclusive Education in West Bengal?

METHODOLOGY OF THE STUDY :

The investigators attempt to study Inclusive Education- Current issues and Challenges status in West Bengal. This paper was based on secondary data like reports of various commissions, reports of various committees, abstract, journal, research paper and also different types of books.

ANALYSIS AND INTERPRETATIONS :

1. What is Inclusive schooling ?

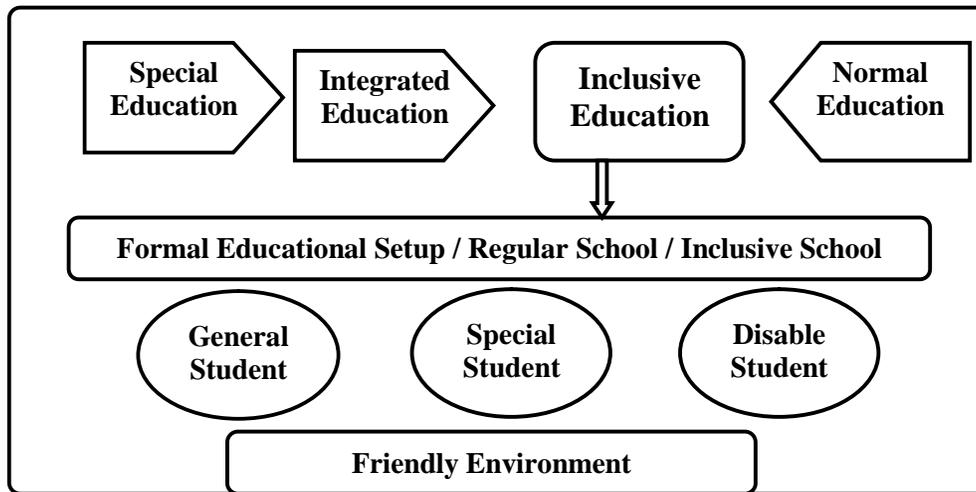
The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school. Inclusive school means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive schools are the heart of our communities, and the essential for a quality inclusive education system. Therefore we believe it is important to support a public education system. Even if a previously excluded child is given access to a mainstream classroom, what happens within that space can be anything but inclusive if the school quality is poor, they cannot access an inflexible curriculum, or they are ignored or bullied by the teacher or their peers? Education is widely - albeit wrongly - perceived as inherently good. Getting all children to school is thus mistaken for their right to education." It is worth noting that the concept of inclusive education in the mainstream as opposed to specialist segregated provision is a matter of heated, inconclusive debate in the north, and yet it is seemingly being transferred unquestioningly as the panacea to the exclusion of children with disabilities.

Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

Inclusive education is also called Learner Friendly Education, because -

- Equal membership of all students.
- Shared ownership of all students.
- Necessary supports for all students.
- Positive & rich learning environment for all students.
- Expectations for all students to learn.



2. What are the basic components of Inclusive education?

Inclusive education is in place when each of these five features occurs on an ongoing, daily basis.

- **Heterogeneous Grouping** : All students are educated together in groups where the number of those with and without disabilities approximates the natural proportion. The premise is that students develop most when in the physical, social, emotional, and intellectual presence of non handicapped persons in reasonable approximations to the natural proportion. Thus, in a class of 25 students, perhaps there is one student with significant disabilities, a couple of others with less significant disabilities, and many students without identified disabilities working at various levels.
- **A Sense of Belonging to a Group** : All students are considered members of the class rather than visitors, guests, or outsiders. Within these groups, students who have disabilities are welcomed, as are students without disabilities.
- **Shared Activities with Individualized Outcomes** : Students share educational experiences (e.g., lessons, labs, field studies, group learning) at the same time. Even

though students are involved in the same activities, their learning objectives are individualized and, therefore, may be different. Students may have different objectives in the same curriculum area (e.g., language arts) during a shared activity. This is referred to as multilevel instruction. Within a shared activity, a student also may have individualized objectives from a curriculum area (e.g., social skills) other than that on which other students are focused (e.g., science). This practice is referred to as curriculum overlapping.

- **Use of Environments Frequented by Persons without Disabilities :** Shared educational experiences take place in environments predominantly frequented by people without disabilities (e.g., general education classroom, community worksites).
- **A Balanced Educational Experience :** Inclusive education seeks an individualized balance between the academic/functional and social/personal aspects of schooling. For example, teachers in inclusion-oriented schools would be as concerned about students' self-image and social network as they would be about developing literacy competencies or learning vocational skills.

3. What are presents status of Inclusive school in West Bengal?

A total of 140699 CWSN (Education of Children with Special Needs) have been identified and 115384 children have been enrolled in the schools. 14134 are enrolled in EGS and 10731 CWSN are being provided home-based education. 34707 CWSN have been provided with aids and appliances, 98958 teachers have been provided intensive training on Inclusive Education, 122654 teachers have been oriented to Inclusive Education through 20-day training; and 2732 teachers were provided RCI (Rehabilitation council of India) foundation course. 709 resource teachers have been appointed. 43506 schools have been provided with ramps for barrier free access. In SSA-West Bengal, under the Inclusive Education component, NGOs provide support in the form of State Level Resource Organizations (SLROs) and District Level Resource Organizations (DLROs). Activities like identification of CWSN, distribution of aids and appliances, teacher-training, school readiness, enrolment, providing resource support to the enrolled CWSN and home -based rehabilitation to address zero rejection policy etc. are undertaken by the districts with the help of DLROs. The overall aim is to bring out-of-school CWSN to general schools and provide individualized education to the enrolled disabled children.

Whereas, on one hand, at the State level the role of the SLROs is mainly advisory, on the other hand in the districts, DLROs are more actively involved in the process of implementation. A support mechanism has thus, been developed and NGOs already working in the field of disabilities facilitate implementation of this task in collaboration with SSA personnel. The NGOs that form the SLRO for Inclusive Education programme in the State assist in planning, development of training modules, arranging aids and appliances and monitoring and evaluation. The SLRO has mainly been formed to draw upon the resources available within the State. Compared to SLROs, the DLROs are more closely involve with

the process of implementation. These DLROs devote more time to the programme and undertake field based assignments/tasks. Future course of action and ways of tackling specific problems are also a part of their agenda. The State, with the help of DLROs, is implementing Inclusive Education activities in all the educational districts. 196 DLROs are functioning along with 709 special educators. The State is trying to shape inclusion of CWSN with the active help of parents, teachers, common people and all kinds of professionals concerned with the promotion of Inclusive Education. One of the activities carried out by the DLROs under SSA is Observation of the World Disabled Day every year, mainly to increase awareness on Inclusive Education.

A project report of 35 States in India: Overview of Inclusive Education		INDIA	WEST BENGAL
Number and % of CWSN Identified and Covered Under SSA:	Total CWSN Identified	3042053	224434
	% CWSN Identified	1.50%	1.37%
	CWSN Enrolled in Schools	2595673	183063
	% Enrolled in schools	85.33%	81.57%
	CWSN Enrolled in EGS/AIE Centers	51565	12521
	CWSN provided Home Based Education.	138133	27450
	Total Coverage of CWSN	2780151	223034
	% CWSN covered against identified CWSN	91.39%	99.38%
Number of Resource Teachers:	No. of Resource Teachers	12629	1473
Number of Teachers Trained :	No. of Teachers Trained Through 90-days	124990	1013
Progress on Aids & Appliances:	Aids & Appliances Required	2535021	87848
	Aids & Appliances Provided	1837672	82333
	% of Aids & appliances	72.49%	93.72%
NGOs Involvement in IE:	No. of NGOs involved	1139	207
Progress on Barrier Free Access:	No. of Schools	1253736	59421
	Barrier Free Access	727356	50643
	% of Barrier Free Access	58.01%	85.23%
Expenditure on IE:	Outlay approved	28309.65	2244.34
	Achievement	22331.99	1927.04
	% of Achievement	78.88%	85.86%
Financial Target for IE:	Allocation (in lakh)	75308.2	6715.604

Source: Overview of Inclusive Education in SSA (Govt. of India)

➤ **According to a report: Research & Evaluation Cell District Project Office Sarva Shiksha Mission, West Bengal. (Integrated Education for Disabled Children):**

- **Physical Infrastructure :**

It was observed that 94% of the schools have ramps though only 25% had handrails for barrier free access. Aids and Appliances have been provided to only 25% of the CWSN while in 31% schools special TLM has been prepared for them.

- **Teacher Training/Guardian Participation :**

Only 19 % of school authorities responded that at least one teacher of the school have been trained on IED issues. In none of the VEHCs, guardians of a CWSN have been inducted into the committee and most of the VEHC members are unaware of the IED scheme.

- **Personal Attributes :**

Of the total interviewed by us, there were few in 9-14 age groups also. 50 % of the children face orthopedic disorder, 28% suffer from Mental/neurological disorder while only 6% have Hearing/ Speech problems. Parents are most of either traders or daily laborers (in the urban areas) or agricultural laborers (in the rural areas).

- **Educational Attributes :**

What is shocking to note is that only 30% of the enrolled and interviewed CWSN have received financial support from SSA and a meager 2% from NGOs and other sources. In the Western region, none have received such support, though they have obtained aids and appliances.

- **School Environment :**

(most of them) says that school atmosphere is encouraging. But in central region, 75% of them are not satisfied with the school atmosphere. But the CWSN are not happy about their classmates as only 18% say that classmates are co-operative.

- **Performance of Special Educators :**

One of the major roles in the IED programme is that of the Special Educators. The mostly NGOs, appoint special educators for every school. They are supposed to visit the schools regularly to assess the needs and progress of the enrolled in the school, to act as a coordinating person between the school authorities, guardians and the SSA. In addition they are also responsible to arrange for financial support. Only 6% of school authorities and just 2% of the students are satisfied with the performance of the special educator.

4. What are the problems with implementation of Inclusive Education in West Bengal?

From the official government data, there are different problems of inclusive education in West Bengal. These problems are significant and often similar barriers in accessing and participating in education.

- **Poverty** : Families cannot afford the cost of children attending school or the loss of income this would entail. Street children with no family members have to rely entirely on their own resources.
- **Lack of parental support** : Children may have parents (or careers) who are unable to support them in their learning, or simply no parental contact and no career.
- **Lack of self-esteem** : Children living on the street who have experienced abuse will tend to possess low self-esteem, which affects their capacity for self-efficacy and decision making. This is also reinforced by the fact that if they do attend school, their presence may be irregular, causing significant learning gaps and motivational and social difficulties (as these children are separated from their age groups).
- **Response of schools** : Teachers may lack training in how to engage and stimulate street children, who often suffer behavioral and learning difficulties as a result of time on the street. Street children may face considerable discrimination in accessing school in the first instance. Children living in poor households in informal settlements ('slums') are also more likely to either not attend school, attend sporadically or not complete school. This is partly because of poverty and partly because many governments fail to provide these citizens with the legal rights required establishing an entitlement to education.

➤ **The contemporary problems of Inclusive Schools according to the students.**

The findings are based on interview of students.

- **Admission** : All the schools in neighborhood locality do not grant admission to the students with special needs.
- **Communication Problem** : Inclusive Schools are far away. Students undergo difficulty in reaching the schools. Lack of proper transport facilities add to the problem.
- **Infrastructure** : Infrastructure is not properly developed. Students with special needs cannot access all the places in the compound.
- **Teachers** : There is a feeling that the teachers are not trained adequately to teach the children with special needs.
- **Classroom** :
 - a) Size - Generally in a normal classroom there are fifty to sixty students. For a teacher it is not possible to pay attention to individual students. It becomes difficult from students point of view to compete with so many students.
 - b) Sense of belongingness - Sometimes children with special needs feel alien in the normal classroom.
- **Peer Pressure** : There are some students who are very friendly and understanding towards the students with special needs. Some are indifferent, harsh and cruel. Some show pity on the students with special needs.

- **Lack of Vocational Training :** The general schools do not provide adequate vocational training facilities both for students with and without special needs.
- **Time :** Usually children with special needs need more time to learn or to write their paper. They usually do not get extra -time, rather they are rebuked for not being able to complete the work in time.
- **Want Special Care :** Most of the students want special care, specially trained teachers, special classroom and special school.
- **Materials and Technology :** For the visually impaired the school do not provide Braille slate, Braille, Braille sheets, Braille-Text books, For the hearing impaired students teachers hardly use any visual aids.
- **Arranging Writers :** Severe problems arise for arranging Writers assisting children with special needs during examination.
- **Institutional Problem :**

- **Poor quality of Training.**
- **Lack of teaching aids and equipment.**
- **Parents not involved.**
- **Teacher different attitude.**
- **Teacher and Schools not supported.**
- **Rigid methods and curriculum.**
- **Many Dropouts, Many Repeaters.**
- **Inaccessible Environment.**
- **Needs of Special Teachers.**
- **Child cannot learn.**
- **Is Different from other children?**
- **Cannot go to School.**
- **Lack of conceptual clarity among both General and special Teachers.**
- **Lack of practical exposure to teaching in Inclusive classroom.**
- **Neither set of teacher are equipped to handle of the other set of students.**
- **Neither set of teacher willing to accept the responsibility for all students**
- **Too few teachers to take responsibility of children with SEN.**

5. **What are challenges for Inclusive Education in West Bengal ?**

Inclusive education can be implemented in the present situation. There are various challenges programme in West Bengal, like as the long-term strategy includes:

- **Early Childhood Development** : EWP 6 2001 state that early childhood intervention is essential for all Children.
- **Legislative redress** : Scarcity of trained teachers.
- **Attitudinal Change** : Social attitude towards disability.
- **School Quality Management** : Barrier free built environment.
- **District based support programme (DBSP)** :
 - District Institutions of Education and Training.
 - State Institute of Education Management and Training.
 - District Primary Education programme.
 - National Institute of Open Schooling.
 - Indira Gandhi National Open University.
 - State Council of Education Research and Training.
 - Sarva Shiksha Abhiyaan through Ministry of HRD.
 - Special Education through Ministry of Social Justice and Empowerment.
 - Various NGOs.
- **Policy Implementation** :
 - The Rehabilitation Council of India Act.
 - The Persons with Disabilities Act.
- **Research** : development of a constructive discourse with further research of inclusive education.

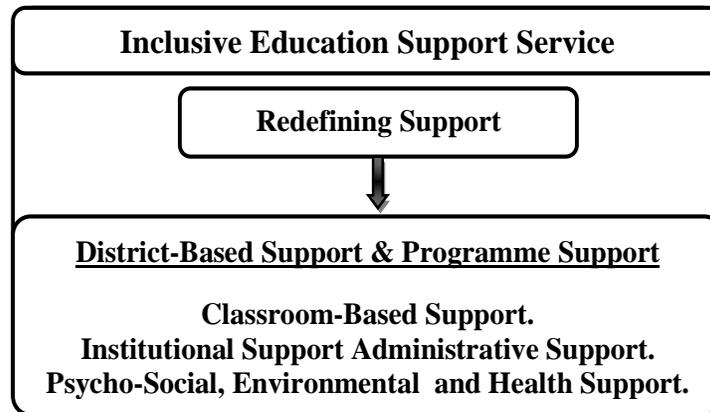
6. How can support of Inclusive Education in West Bengal ?

Hallahan and Kauffman (1991) state that whether specifically trained in Inclusive education or not, an educator may be expected to participate in educating exceptional learners in any one of the following ways :

- **Make maximum effort to accommodate individual learners' needs** :
Teaching in public schools requires dealing with diverse learners in every class. All educators must make an effort to meet the needs of individuals who may differ in some way from the average or typical learner in their classroom. Flexibility, adaptation, accommodation, and special attention are to be expected of every educator. Special education should be considered necessary only when an educator's best efforts to meet a learner's individual needs are not successful.
- **Evaluate academic abilities and disabilities** :
Although psychologists or other special school personnel may give a learner formal standardized tests in learning areas, adequate evaluation requires the educator's assessment of the learner's performance in the classroom. Educators must be able to report specifically and precisely how the learner can and cannot perform in all academic areas for which they are responsible.

- **Refer for evaluation :**
By law, all public school systems must make extensive efforts to screen and identify all handicapped children and youths of school age. Educators must observe learners behavior and refer those they suspect of having disabilities for evaluation by a multidisciplinary team. They stressed that a learner should not be referred for special education unless extensive and unsuccessful efforts have been made to accommodate his or her needs in regular classes.
- **Participate in eligibility conferences :**
Before learners are provided Inclusive education, their eligibility must be determined by an interdisciplinary team. Therefore educators must be ready to work with other educators and with professionals from other disciplines (psychology, medicine, or social work, for example) in determining a learner's eligibility for special education.
- **Participate in writing individualized educational programmes :**
A written individualized programme for every educator's activities must be on file in the record of every disabled learner. Educators must be ready to take part in a conference (possibly including the learner and/or parents, as well as other professionals) in which the programme is formulated.
- **Communicate with parents or guardians :**
Parents or surrogate parents or guardians must be consulted during the evaluation of their child's eligibility for special education, formulation of the individualized education programme, and reassessment of any special programme that may be designed for their child. Educators must contribute to the school's communication with parents about their child's problems, placement, and progress.
- **Participate in due process hearings and negotiations :**
When parents, guardians, and/or disabled learners themselves are dissatisfied with the school's response to the learner's needs, they may request a "due process" hearing or negotiation regarding appropriate services. Educators may be called on to offer observations, opinions, or suggestions in such hearings or negotiations.
- **Collaborate with other professionals in identifying and making maximum use of exceptional learners' abilities :**
Inclusive education educators are expected to share responsibility for educating learners with special needs. In addition, educators may need to collaborate with other professionals, depending on the learner's exceptionality. Psychologists, counselors, physicians, physical therapists, and a variety of other specialists may need the educator's perspective on the learner's abilities and disabilities, and to implement critical aspects of evaluation or treatment.

- **Expectations of Inclusive education educators :**
Hallahan further state that in addition to being competent enough to meet the preceding expectations, special education educators must attain special expertise. Teaching demands a thorough knowledge of learner development and expertise in instruction.
- **Academic instruction of learners with learning problems :**
The majority of learners with disabilities have more difficulty in learning academic skills than do the able-bodied. This is true for all categories of disabilities children have to make academic learning more difficult. Often the difficulty is slight; sometimes it is extreme. Inclusive education educators must have more than patience and hope, though they do need these qualities, they must have the technical skill to present academic tasks so that learners with special needs will understand and respond appropriately.
- **Management of serious behavior problems :**
Many learners with special needs have behavior problems in addition to their other Exceptionalities. Some, in fact, require inclusive education primarily because of their inappropriate or disruptive behavior. Inclusive education educators must have the ability to deal effectively with more than the usual troublesome behavior of learners. They must possess the mastery of techniques that will allow them to draw out particularly withdrawn learners, control those who are hyper-aggressive and persistently disruptive, and teach critical social skills.
- **Use of technological advances :**
Technology is increasingly being applied to the problems of teaching exceptional learners and improving their daily lives. New devices and methods are rapidly being developed, particularly for learners with sensory and physical disabilities. Inclusive education educators need more than mere awareness of the technology that is available; they must also be able to evaluate its advantages and disadvantages for teaching the exceptional learners with whom they work.
- **Knowledge of Inclusive education law :**
For good or bad, Inclusive education today involves many aspects of the law. Learners' rights regarding special needs are spelled out in considerable detail in state legislation. The laws and the rules are regulations that regulate their lives, are constantly being interpreted by new court decisions. The regulations cautioned here that the specific day-to-day expectations for Inclusive education educators vary from school system to school system.



❖ **How can we support inclusive education ?**

- Carry out situation analyses.
- Develop pilot schools.
- Lobby for system change in education.
- Promote inclusive policies and legislation.
- Find simple and cost-effective ways of overcoming barriers in the physical environment.
- Create child-friendly learning environments.
- Use simple, clear and consistent language.
- Make learning enjoyable.
- Make education more relevant to daily life and home situations.
- Accept that children learn at different rates and vary teaching methods accordingly.
- Respond flexibly and creatively to the individual needs of children.
- Be flexible about seating arrangements - use mats, wooden blocks.
- Use multi-sensory teaching methods that attend to the diversity of senses.
- Promote active learning and child-to-child activities.
- Encourage teachers to observe each other and problem-solve.
- Together involve parents and community members in education.

CONCLUSION :

In conclusion, this study provides valuable insights to implement inclusive education programs in schools of West Bengal. Inclusive education educators also substantiate the assertion that the solutions for how best to prepare teachers may begin with understanding how teachers' beliefs are integrated within the classroom. In future, stakeholders including administrators, teacher educators, special education teachers and parents of students with disabilities would also be helpful in validating the responses obtained from the

regular school education. Further investigation of the factors which lead to lower perceived skill levels is also required. Factors such as class size, number of students with disabilities in the class, the severity of disabling conditions and support from school personnel may also have an effect on teacher readiness for inclusive education. Above all the barriers mentioned, the crucial point to be noted is that inclusive education cannot be in any way equated with only enrollment and with the mere construction of a ramp. Enrolling a disabled child into school is only the beginning of the process. The school community needs to be prepared for the education of the child and all stakeholders must have undergone capacity building. Focus needs to be put on the education on severely disabled children who often get left out of the system. Only through a sustainable and foolproof system can we ensure that the 24 million accounted and more unaccounted numbers of invisible disabled children are given an opportunity to go to school and to dream of a better future without discrimination and neglect.

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STATUS OF HIGHER SECONDARY EDUCATION IN PURULIA DISTRICT OF WEST BENGAL

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ABSTRACT :

Education is the indispensable part and parcel of human being. The backbone of a society prospers with education. Education is the single most important instrument for social and economic transformation. Education plays an important role in our day-to-day lives. Without education we can't move forward. Higher secondary stage is a crucial stage because after that one can go for various professions. Keeping the importance of higher secondary education in mind the investigators attempt to study the spatial distribution of educational facilities and overall status of higher secondary education in Purulia district of West Bengal considering three basic parameters such as TIR, ISR & TSR.

Keywords : Higher Secondary Education, TIR, ISR & TSR

INTRODUCTION :

As Swami Vivekananda says, "Education is the manifestation of the perfection already in man. Knowledge is inherent in man; no knowledge comes from outside, it is all inside. What a man 'Learns' is really what he 'Discovers' by taking the cover off his soul, which is a mine of infinite knowledge" (quoted by Chakroborty, 2005, p.477). Several meanings of education have been put forward by various educationists in different period of time. John Dewey is one of the outstanding philosophers and educationists stated that 'Education is the development of all those capacities in the individual which will enable him to control of his environment and fulfil his responsibility (quoted by Roy, 2003, p.14). Education is all-round development of an individual. There is no substitute option of education. It is also said 'A well educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a precondition for growth' (Planning Commission, 2011). In the phase of higher secondary education (standards 11 and 12), when a student enters into it, has some options either adopting an academic (technical) track of education or a vocational track that prepares them for work immediately (Raman & Gupta, 2015, p.03). So, higher secondary education is the bridge to higher education. The future of a student depends on the nature of education he or she receives at this stage and how it

exerts impact on the child, thus secondary education is an important instrument to shape the future of a child. The free and compulsory education up to the age of 14 is one of the fundamental rights of every citizen of the union as guaranteed by the constitution of India. The main goal of secondary education is to train the youth of the country to be good citizens, who will be competent to play their part effectively in the social reconstruction and economic development of the country (Mudaliar Commission Report, 1953, p.04). Beside this, quality of education is another important factor to consider. It plays a vital role in promoting economic development, improving health & nutrition, reducing maternal and infant mortality rates. There is a direct impact of quality of education on economic growth in developing countries (Winthrop and Smith, 2012, p.4). The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) 2009 also promotes the secondary education to improve its quality and to enhance the access of it to all. RMSA tries to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India (rmsaindia.org/en/about-rmsa.html). The Ministry of Human Resource Development has adopted the policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18 (mhrd.gov.in/overview-secondary-education).

National Policy of Education, 1986 stressed on radical reconstruction of education system, to improve its quality at all stages. According to Census of India 2001, 35% of total population in the country was within the age of 14 years and this figure has not been changed drastically. The percentage should be considered as asset of the country not as number (Pratichi Institute, 2013, p.04). As per Central Advisory Board of Education (CABE), the main expectation from secondary/senior secondary education is to create necessary base for generating technically powered person and to raise the potential of a society in contributing to the growth of knowledge and skills and thereby enhancing the nation's capacity to face the challenge of global competitiveness (CABE, 2005, p.18). Here we are trying to capture the higher secondary education status of Purulia district.

LITERATURE REVIEW :

Some studies were done by different scholars in the field of education to bring out different issues, problems and solutions. In this present study some relevant works are discussed to understand the previous works. Winthrop and Smith in their work referred a study done by Hansushek and Woessman, where it was mentioned that over time there is a positive correlation between cognitive development measured by performance of students on international assessments, individual earnings, income distribution and overall growth (Winthrop and Smith, 2012, p.4). In one study Cheney et al. mentioned that according to the Census of India 2001, more than one out of every three Indian citizens (and 42% of adults) is illiterate though the gap between male and female illiteracy is decreasing having the 25% and 46% illiteracy rate for males and females respectively (Cheney et al., 2005, p.02). Simi-

larly drop out case is also a severe problem in our country. It is observed that majority of students in India drop out school after 10th (age 15) and engages themselves in work due to poor socio-economic condition (Raman & Gupta, 2015, p.1).

In an article (Chatterjee, 2012) argued that poor and middle class family are not able to send their children to in a good school/institution in India or abroad whereas; socio-political elites can do but they are not worried about the reform in the primary and secondary education sector since independence. He also cited as reference of a study done by National University of Educational Planning and Administration where it was found half of the 4.7 million elementary school teachers themselves have not studied beyond the higher secondary level (Chatterjee, 2012, p.356). In another study it is noted that in one hand Indian Institute of Management and Technology appears to be world class whereas; primary and secondary schools of India especially in rural areas are experiencing a huge challenge though new Government tries to increase more funding on education to make structural reforms but in reality, the story is different (Marie Lall, 2005, p.01).

In CABE report, 2005 it has been mentioned that secondary education gives more emphasis on learning some specific subjects the 'cognitive intelligence' which is very lower order cognition. This particular approach is not always helpful for all because many students especially differently abled students fail to adopt the system. The secondary education is not made in such a way to bring out the capabilities within themselves when they are coming to join school (CABE, 2005, pp.19-20). According to Twelfth Five Year Plan of Planning Commission, around 60% is the Gross Enrolment Ratio (GER) at secondary stage (class IX-X) which is really in a bad condition. To improve the quality of secondary education the scheme of Rashtriya Madhyamik Siksha Abhiyan (RMSA) and the scheme of Model Schools were introduced in the Eleven Plan (Plan Commission, 2011, pp.96-98). Teacher is an important factor in education system. Good teachers always become a milestone to the society for its shaping and development. In an article Darling-Hammond cited the reference of Darling-Hammond and Sykes. According to them several districts and states have filled the classrooms by hiring qualified teachers, investing in strong teacher preparation and induction and equalizing salaries (Darling-Hammond, 2006, p.12).

OBJECTIVES OF THE STUDY :

- To investigate the spatial distribution of educational facilities.
- To understand the overall status of the blocks.

MATERIALS AND METHODS :

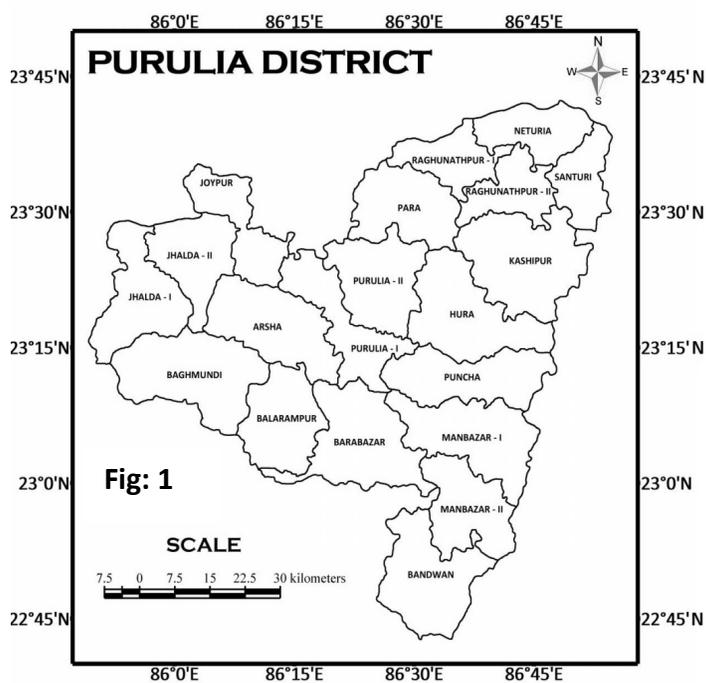
The data of the present study have been collected from District Statistical Handbook Purulia, 2012. The district map of Purulia has been collected from 18th All India Livestock Census, Agriculture Implements & Machinery, Fishery Statistics, West Bengal, 2007. All the urban schools, teachers and students have been added up to their respective administra-

tive block's schools, teachers and students. Some statistical techniques have been applied to analyse the secondary database to perceive the higher secondary education scenario of Purulia district. Teacher Student Ratio (TSR), Teacher Institution Ratio (TIR) and Institution Student Ratio (ISR) have been calculated and moreover, Z-score & T-score have also been calculated from TIR, TSR and ISR to understand the present status of each parameter in the district. Here school has been termed as institution. These indicators point towards the spatial variation and status of higher secondary education among the different blocks. Kendall's rank method has been applied to find out the composite rank of TIR, TSR and ISR to observe the overall condition. Following are the formulas applied to calculate the said parameters:

1. TIR = Teacher/Institution
2. ISR = Institution/Thousand students
3. TSR = Teacher/Thousand students
4. Z-score = $(X_i - \text{Mean}) / \text{SD}$
5. T-score = $10Z + 50$

STUDY AREA AT A GLANCE :

In the year 1956 Manbhum district was partitioned between Bihar and West Bengal under the States Reorganization Act (Transfer of Territories) Act 1956 and the present Purulia district was born on 1st November, 1956 (Wikipedia.org). The geographical coordinates (District Statistical Handbook, Purulia, 2008, p.1) of the district are $23^{\circ}42' N$ $86^{\circ}54' E$ to $22^{\circ}43' N$ $85^{\circ}49' E$ (Fig:1). It has an area of 6,259 km². The population size and density of the district are 29,27,965 (Male-51.09% & Female- 48.91%) and 468/km² respectively (Census of India, 2011). Total rural and urban population are 87.26% & 12.74% respectively. The literacy rate of the district is 64.48% in which male is 77.86% and female is 50.52%. Total number of blocks and police stations are 20 & 21 respectively (District Statistical Handbook, Purulia, 2012).



RESULTS AND DISCUSSION :

- **Status of Higher Secondary Education**

Higher secondary education is a crucial juncture to a student to get into the world of higher education and on the basis of this occupational structure, health, culture, education and consciousness of a society grows up. The scenario of the district in higher secondary education has been tried to portray based on basic three parameters namely, Teacher Institution Ratio (TIR), Institution Student Ratio (ISR) and Teacher Student Ratio (TSR) (Table: 1,2,3& 4).

Table 1: Distribution of educational facilities in higher secondary level of Purulia district, 2011-2012

Sl. No.	C.D. Block	Institution (I)	Student (S)	Teacher (T)
1	Arsha	6	8944	122
2	Baghmundi	4	4793	86
3	Balarampur	6	9303	149
4	Barabazar	8	9036	170
5	Joypur	5	8446	117
6	Jhalda-I	8	11688	171
7	Jhalda-II	6	7548	122
8	Bandowan	5	5123	100
9	Hura	13	12463	272
10	Manbazar-I	11	12192	208
11	Manbazar-II	6	4942	98
12	Puncha	9	10538	192
13	Purulia-I	22	22211	556
14	Purulia-II	13	12855	272
15	Kashipur	12	13619	356
16	Neturia	8	6132	141
17	Para	11	11356	265
18	Raghunathpur-I	9	9657	223
19	Raghunathpur-II	8	8985	167
20	Santuria	4	3321	82

Source: District Statistical Handbook Purulia, 2012

Table 2: Distribution of educational facilities in higher secondary level of Purulia district, 2011-2012

Sl. No.	C.D. Block	Teacher/Institution Ratio (TIR)	Institution/'000Student Ratio (ISR)	Teacher/'000 Student Ratio (TSR)
1	Arsha	20.33	0.67	13.64
2	Baghmundi	21.50	0.83	17.94
3	Balarampur	24.83	0.64	16.02
4	Barabazar	21.25	0.89	18.81
5	Joypur	23.40	0.59	13.85
6	Jhalda-I	21.38	0.68	14.63
7	Jhalda-II	20.33	0.79	16.16
8	Bandowan	20.00	0.98	19.52
9	Hura	20.92	1.04	21.82
10	Manbazar-I	18.91	0.90	17.06
11	Manbazar-II	16.33	1.21	19.83
12	Puncha	21.33	0.85	18.22
13	Purulia-I	25.27	0.99	25.03
14	Purulia-II	20.92	1.01	21.16
15	Kashipur	29.67	0.88	26.14
16	Neturia	17.63	1.30	22.99
17	Para	24.09	0.97	23.34
18	Raghunathpur-I	24.78	0.93	23.09
19	Raghunathpur-II	20.88	0.89	18.59
20	Santuria	20.50	1.20	24.69
Mean		21.71	0.91	19.63
SD		2.97	0.19	3.80

Table 3: Block wise Z-score values of educational facilities in higher secondary level of Purulia district 2011-2012

Sl. No.	C.D. Block	TIR Z-score	ISR Z-score	TSR Z-score
1	Arsha	-0.46	-1.26	-1.58
2	Baghmundi	-0.07	-0.40	-0.44
3	Balarampur	1.05	-1.39	-0.95
4	Barabazar	-0.15	-0.13	-0.21
5	Joypur	0.57	-1.67	-1.52
6	Jhalda-I	-0.11	-1.19	-1.32

7	Jhalda-II	-0.46	-0.61	-0.91
8	Bandowan	-0.58	0.35	-0.03
9	Hura	-0.26	0.70	0.58
10	Manbazar-I	-0.94	-0.04	-0.68
11	Manbazar-II	-1.81	1.60	0.05
12	Puncha	-0.13	-0.29	-0.37
13	Purulia-I	1.20	0.42	1.42
14	Purulia-II	-0.26	0.53	0.40
15	Kashipur	2.68	-0.15	1.71
16	Neturia	-1.38	2.08	0.89
17	Para	0.80	0.31	0.98
18	Raghunathpur-I	1.03	0.12	0.91
19	Raghunathpur-II	-0.28	-0.10	-0.27
20	Santuria	-0.41	1.55	1.33

Table 4: Block wise T-score values of educational facilities in higher secondary level of Purulia district 2011-2012

Sl. No.	C.D. Block	TIR T-Score	ISR T-Score	TSR T-Score
1	Arsha	45.36	37.41	34.24
2	Baghmundi	49.29	46.03	45.56
3	Balarampur	60.52	36.05	40.49
4	Barabazar	48.45	48.70	47.85
5	Joypur	55.69	33.26	34.80
6	Jhalda-I	48.87	38.13	36.84
7	Jhalda-II	45.36	43.94	40.88
8	Bandowan	44.24	53.47	49.71
9	Hura	47.35	57.00	55.78
10	Manbazar-I	40.57	49.59	43.24
11	Manbazar-II	31.90	66.00	50.53
12	Puncha	48.73	47.06	46.29
13	Purulia-I	62.00	54.24	64.22
14	Purulia-II	47.35	55.33	54.02
15	Kashipur	76.79	48.48	67.13
16	Neturia	36.25	70.77	58.85
17	Para	58.02	53.09	59.75
18	Raghunathpur-I	60.33	51.16	59.11
19	Raghunathpur-II	47.19	48.97	47.25
20	Santuria	45.93	65.50	63.32

Table 5: Block wise rank (Kendall's Rank Method) of educational facilities in higher secondary level of Purulia district, 2011-2012

Sl. No.	C.D. Block	TIR Rank	ISR Rank	TSR Rank	Composite Score	Composite Rank
1	Arsha	15.5	18	20	53.5	20
2	Bagmundi	7	15	14	36	13
3	Balarampur	3	19	17	39	15
4	Barabazar	10	12	11	33	10
5	Joypur	6	20	19	45	18
6	Jhalda-I	8	17	18	43	16.5
7	Jhalda-II	15.5	16	16	47.5	19
8	Bandowan	17	7	10	34	11
9	Hura	11.5	4	7	22.5	6
10	Manbazar-I	18	10	15	43	16.5
11	Manbazar-II	20	2	9	31	9
12	Puncha	9	14	13	36	13
13	Purulia-I	2	6	2	10	1
14	Purulia-II	11.5	5	8	24.5	7
15	Kashipur	1	13	1	15	2
16	Neturia	19	1	6	26	8
17	Para	5	8	4	17	3
18	Raghunathpur-I	4	9	5	18	4
19	Raghunathpur-II	13	11	12	36	13
20	Santuria	14	3	3	20	5

Note: Lower rank value represents the higher educational facilities and vice-versa

- **Teacher Institution Ratio (TIR)**

The term Teacher Institution Ratio (TIR) represents the number of teachers available per higher secondary school. The higher TIR value (T-score) indicates more number of teachers available in schools. On the basis of this parameter, the best condition is enjoyed by Kashipur where 29 teachers are available per school. In contrast, the worst condition is experienced by Manbazar-II where 16 teachers are available per school. The rest of the blocks are in moderate condition having the TIR ratio 25 to 17 (Table: 2&4).

- **Institution Student Ratio (ISR)**

The indicator Institution Student Ratio (ISR) refers to number of schools available/ thousand students. Considering this parameter, Neturia possesses the 1st position (Table: 2,4 &5) having the T-score value 70.77. Here more than one school is available per thou-

sand students. The Joypur block stands last scoring the T-score value 33.26, which indicates not a single school, is available per ten thousand students. The rest of the blocks are in moderate condition enjoying more than one to less than one school/thousand students.

- **Teacher Student Ratio (TSR)**

Teacher Student Ratio (TSR) is used to indicate number of teacher available / thousand students. Here it is observed that Kashipur block enjoys the 1st position again having the T-score value 67.13, which implies more or less 26 teachers are available per thousand students whereas; in Arsha (34.24) and Joypur block (13.85), 13 teachers are available (Table: 2,4 & 5). Other blocks are enjoying 25 to 14 teachers/thousand students.

- **Overall Position**

Here, the overall condition of all blocks have been tried to perceive considering all parameters. It has been observed that Purulia-I block stands at 1st position followed by Kashipur (2nd), Para (3rd), Raghunathpur-I (4th) & Santuria (5th) having the composite score values of 10, 15, 17, 18 & 20 respectively. Arsha block has lagged behind in this case having the highest composite score of 53.5 (Table: 5). Rest of the blocks in moderate condition such as Hura, Purulia-II, Neturia, Manbazar-II, Barabazar, Bandowan, Raghunathpur-II, Puncha, Baghmundi, Balarampur, Jhalda-I, Manbazar-I, Joypur and Jhalda-II and their respective values are 22.5, 24.5, 26, 31, 33, 34, 36, 36, 36, 39, 43, 43, 45, 47.5.

CONCLUSION :

In a brief, it can be said that the overall condition of the all blocks is not satisfying compared to the national standard. It has been observed that best condition of teacher/thousand students and teacher/institution ratio is enjoyed by Kashipur and best condition of institution/thousand students ratio is enjoyed by Neturia block. Arsha and Jhalda-II (Table: 5) are far away from the others. The general situation of other blocks is not good and needs to be improved. The education system could serve the district better if TIR, ISR & TSR are paid more attention. The motto of education is not only to literate people but also to make them able to capitalize the education received from institution to make their future better. Literacy rate is mere a number if the level of literacy is not affecting the life of common people to upgrade.

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DEPRESSION AMONGST DIFFERENTLY ABLE PEOPLE*Diptimayee Behera*

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ABSTRACT :

The aim of this study was to find out the level of depression amongst disable people. The researcher in this study collect data from 120 disables peoples. All the people selected for this study were from West Bengal. The Beck's Depression Inventory - II developed by Dr. Aaron T. Beck (1996) was used along with a personal data sheet. The results indicated that 100 % of disable people are having depressions from minimal to severe level. The author suggests that the findings of this study may provide directions for the establishment of rehabilitation services to the differently able people for the inclusive growth of the society.

Keywords : Depression, Differently able people, Beck's Depression Inventory.

INTRODUCTION :

Historically, depression was described in psychodynamic terms as "inverted hostility against the self" (Beck, 2009). Depression is a frequent and important post stroke complication, with a negative influence on quality of life, because it is associated with increased disability, cognitive impairment, and mortality (Carod-Artal et al. 2000; Robinson 2003). SANE fact sheet defined depression as a commonly used word, often used by or about people to describe a particular feeling; feeling low or unhappy. It's often used to describe a temporary feeling, feelings on a particular day, or feelings about a particular situation or circumstances. In most cases, these feelings lift of their own accord after a short time, or following a change in the contributing circumstances. The use of the word in this way may make it difficult for some people to understand the concept or experience of depression when used in its clinical sense. While depression may be mild, moderate or severe, it is very different from just feeling low. It is something that is likely to interfere with daily life, with relationships, with one's ability to work, to enjoy life and to experience oneself or others in an enjoyable or fulfilling way. It can last for long periods of time, with some fluctuation in the level and intensity of depression felt (SANE fact sheet).

Some researchers have argued that depression is a `Syndrome not a symptom and this syndrome requires the presence of several symptoms' (Montgomery, 1990, p. 31). Revicki, Gallery, Whitley, and Allison (1993) found that work-related stress is a significant predictor of depression in second-year emergency medicine residents. There appears, however, to be little research published about stress factors that may predict anxiety. Baba, Galperin, and

Lituchy (1999), stated that burnout is a predictor of depression among nurses in the Caribbean.

The term physical disabilities are broad and cover a wide range of disabilities, including both congenital and acquired disabilities. The onset of an individual's physical disability or chronic illness brings great changes in all aspects of his/her life (Corbin & Strauss, 1987; Morse, 1997). Individuals with physical disabilities are often confronted with a new, threatening and stressful reality (Butt & Lanig, 1996; Cohen & Williamson, 1988; Falvo, 1999; Horowitz, 1986), which leads to a psychosocial crisis in their lives (Livneh & Antonak, 1997; Moos & Schaefer, 1984), due to the great changes they experience in somatic, psychological, socio-economic, vocational and psychological level.

It was found from many study that persons with acquired physical disabilities, who adjust more successfully to their disabilities are physically and psychologically healthier (Livneh, Lott, & Antonak, 2004; Snead & Davis, 2002). Rehabilitation Council of India in 2001 has mentioned that locomotor disability is a person's inability to execute distinctive activities associated with moving, both himself and objects, from place to place, and such inability resulting from affliction of musculoskeletal and, or nervous system. Physical disability may lead to emotional instability and stress due to various factors. The etiological factors which induce stress in the individuals with physical disabilities has acquired a centre stage of attention as there have been researches revealing various psychosocial disturbances like, elevated levels of depression in the physically disabled individuals (Turner & Noh, 1988). The levels of stress were found to be more in physically disabled females than males (Matsuura, Demura, Tanaka & Sugiura, 2012).

Many research data have yielded that people with physical disabilities and chronic illnesses often experience negative emotional situations, especially depression (Livneh & Antonak, 1997; Livneh & Wilson, 2003; McDermott, Moran, Platt, & Dasari, 2007; Mitra, Wilber, Allen, & Walker, 2005; Tsivgoulis et al., 2007; Vahle, Andresen, & Hagglund, 2000).

NEED AND SIGNIFICANCE OF THE STUDY :

1. The study tried to focus on the problem area which is relatively underdeveloped aspect in our country.
2. The study has explored the depression level of the people with different abilities.
3. The study will help the policy planners and administrators to realize the status of depressed differently able people in our society.
4. It is expected that policy makers and administrators will take steps to decrease the depression level of people with different abilities.
5. The study will boost the aim of holistic development of the society.

OBJECTIVES OF THE STUDY :

1. To find out the difference on the basis of age (30 & below, 31-40, 41-50, 51 & above) of the persons.
2. To find out the difference between male and female persons on the criteria of depression.
3. To find out the difference among the persons on the basis of their educational qualification on the criteria of depression.
4. To find out the difference on the basis of social class (General, S.C., S.T., O.B.C., Minority) of the persons.
5. To find out the difference on the basis of financial satisfaction (satisfied, average, dissatisfied) of the persons.
6. To find out the difference on the basis of habitat (rural, urban, semi urban) of the persons.
7. To find out the difference on the basis of marital status (married, unmarried, divorce) of the persons.
8. To find out the difference on the basis of family structure (nuclear, joint & broken) of the persons.

NULL HYPOTHESES OF THE STUDY :

1. There would be no significant difference on the basis of age (30 & below, 31-40, 41-50, 51 & above) of the persons.
2. There would be no significant difference between male and female persons on the criteria of depression.
3. There would be no significant difference among the persons on the basis of their educational qualification on the criteria of depression.
4. There would be no significant difference on the basis of social class (General, S.C., S.T., O.B.C., Minority) of the persons.
5. There would be no significant difference on the basis of financial satisfaction (satisfied, average, dissatisfied) of the persons.
6. There would be no significant difference on the basis of habitat (rural, urban, semi urban) of the persons.
7. There would be no significant difference on the basis of marital status (married, unmarried, divorce) of the persons.
8. There would be no significant difference on the basis of family structure (nuclear, joint & broken) of the persons.

METHODOLOGY :

The study was conducted on 120 differently able (60 male and 60 female) persons from West Bengal, India. Data were gathered from primary and secondary sources. Descrip-

tive method of research was used to conduct the present study.

SAMPLE : 120 differently able people, (60 male and 60 female) were taken from West Bengal. Personal features of the sample are shown in the following table:

Sl.	Variables Type	Variables Range	Total No	In %
1	Age in year	30 & below	71	59.17
		31-40	18	15
		41-50	13	10.83
		51& above	18	15
2	Gender	Male	60	50
		Female	60	50
3	Educational qualification	Illiterate	36	30
		Up to class viii	32	26.67
		Up to class x	28	23.33
		Up to class xii	16	13.33
		Graduate	8	6.667
4	Social class	General	21	17.5
		S.C.	33	27.5
		S.T.	8	6.667
		O.B.C.	13	10.83
		Minority	45	37.5
5	Financial satisfaction	Satisfied	13	10.83
		Average	88	73.33
		Dissatisfied	19	15.83
6	Residence	Rural	42	35
		Urban	36	30
		Suburban	42	35
7	Marital status	Married	44	36.67
		Unmarried	60	50
		Divorce	16	13.33
8	Family structure	Nuclear	50	41.67
		Joint	54	45
		Broken	16	13.33

TOOLS : The following tools are used by the researcher .

1. Structured Demographic Data Sheet :

The structured demographic data sheet has developed by the present researcher.

2. Beck's Depression Inventory :

The researcher used Beck's Depression Inventory (B.D.I. - II). The B.D.I. - II developed by Dr. Aaron T. Beck. It is a 21 multiple choice self-report inventory (on a scale value of 0 to 3) which is used most widely for measuring the severity of depression. The original B.D.I. was first published in 1961 and later revised in 1978 as the BDI-1A, and the BDI-II, published in 1996. The questionnaire is designed for individuals aged 13 and over, having two components: the 'affective' (8 items) component (e.g. mood) and the physical or 'somatic' (13 items) component (e.g. loss of appetite).

BDI-II is positively correlated with the Hamilton Depression Rating Scale with a Pearson r of 0.71, also shown to have a high one-week test-retest reliability (Pearson $r = 0.93$), suggesting that it was not overly sensitive to daily variations in mood (Beck, Steer & Brown, 1996). The test also has high internal consistency ($\alpha = .91$) (Beck, Steer, Ball & Ranieri, 1996) and Construct validity was high when compared to the BDI (.93).

ANALYSIS AND INTERPRETATION OF DATA:

Table No.2: Analysis as per Demographic Variables

Sl	Variables	Source of Variation	Sum of square	df	Mean square	F	P-value
1	Age	Between Groups	1011.204571	3	337.068	1.8453	0.14282
		Within Groups	21188.92043	116	182.663		
		Total	22200.125	119			
2	Gender	Between Groups	130.2083333	1	130.208	0.6962	0.40576
		Within Groups	22069.91667	118	187.033		
		Total	22200.125	119			
3	Edu. Qualification	Between Groups	2629.274802	4	657.319	3.8625	0.00556
		Within Groups	19570.8502	115	170.181		
		Total	22200.125	119			
4	Social class	Between Groups	830.46443	4	207.616	1.1173	0.35186
		Within Groups	21369.66057	115	185.823		
		Total	22200.125	119			

5	Financial satisfaction	Between Groups	700.3645565	2	350.182	1.9057	0.15331
		Within Groups	21499.76044	117	183.759		
		Total	22200.125	119			
6	Residence	Between Groups	2557.438492	2	1278.72	7.6166	0.00078
		Within Groups	19642.68651	117	167.886		
		Total	22200.125	119			
7	Marital status	Between Groups	4075.726894	2	2037.86	13.155	7.02471
		Within Groups	18124.39811	117	154.909		
		Total	22200.125	119			
8	Family structure	Between Groups	4531.174167	2	2265.59	15.002	1.58503
		Within Groups	17668.95083	117	151.017		
		Total	22200.125	119			

Ho₁ : There would be no significant difference on the basis of age (30 & below, 31- 40, 41-50, 51 & above) of the peoples.

From the table it is found that the value of 'F' at 0.05 level of significance is 8.53. The calculated value for the same level is 1.85, which is lower than the table value. Hence the null hypothesis is accepted at 0.05 level. There is no real difference among the age group of the peoples.

Ho₂ : There would be no significant difference between male and female persons on the criteria of depression.

From the table it is found that the value of 'F' at 0.05 level of significance is 254.32. The calculated value for the same level is 0.70, which is lower than the table value. Hence the null hypothesis is accepted at 0.05 level. There is no real difference between the genders of the persons.

Ho₃ : There would be no significant difference on the basis of educational qualification (illiterate, up to viii, up to x, up to xii, & graduate) of depressed persons.

From the table it is found that the value of 'F' at 0.05 level of significance is 5.63. The calculated value for the same level is 3.86 which is quite lower than the table value. Hence the null hypothesis is accepted and there is no real difference among the persons on the basis of depression.

Ho₄ : There would be no significant difference on the basis of social class (general, S.C., S.T., O.B.C., and minority) of the individuals.

From the table it is found that the value of 'F' at 0.05 level of significance is 5.63. The calculated value for the same level is 1.12 which is quite lower than the table value. Hence the null hypothesis is accepted, and hence there is no real difference among the persons on the basis of depression.

- Ho₅ : There would be no significant difference on the basis of financial satisfaction (satisfied, average, and dissatisfied) among the depressed persons.
From the table it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 1.91 which is too lower than the table value. Hence the null hypothesis is accepted, and hence there is no real difference among the persons.
- Ho₆ : There would be no significant difference on the basis of the habitat (rural, urban, semi urban) of the persons.
From the table it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 7.62. Hence the null hypothesis is accepted at 0.05 level.
- Ho₇ : There would be no significant difference on the basis of marital status (married, unmarried, divorce) of the persons.
From the table it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 13.16. Hence the null hypothesis is accepted at 0.05 level.
- Ho₈ : There would be no significant difference on the basis of family structure (nuclear, joint & broken) of the persons.
From the table it is found that the value of 'F' at 0.05 level of significance is 19.50. The calculated value for the same level is 15.002, which is closer to the table value. Still it is lower than the table value. Hence the null hypothesis is accepted and hence there is no real difference among the persons on the basis of family structure.

MAJOR FINDINGS :

1. When depression of the respondents was considered in respect to their age, it is noticed that there is no significant difference exists between them.
2. When depression of the persons was considered in respect to their gender, it is noticed that there is no significant difference exists between them.
3. No significant difference exists between the respondents on the basis of their educational qualification.
4. No significant difference is found among the differently able persons on the basis of their social class.
5. No significant difference exists when financial statuses of the persons were considered.
6. No Significant difference exists among the persons residing at rural, urban & semi urban areas on the criteria of depression.
7. No significant differences exist among the married, unmarried and divorced persons on the criteria of their marital status.

8. When family structures of the respondents were considered, no significant differences is found among the respondents belongs to nuclear, joint and broken families.

DISCUSSION:**Table No.3: Details of Depression Level**

Level of Depression	Total Score	Respondents(n=120)					
		Male(n=60)	In %	Female(n=60)	In %	Total	In %
Minimal Depression	0-13	12	20	16	26.667	28	23.333
Mild Depression	14-19	12	20	2	3.3333	14	11.667
Moderate Depression	20-28	11	18.3333	6	10	17	14.167
Severe Depression	29-63	25	41.6667	36	60	61	50.833

Out of 120 differently able persons 28 (Male=12, Female=16) have minimal, 14 (Male=12, Female=2) possess mild, 17 possess (Male=11, Female=6) possess moderate depression, and 61 (Male=25, Female=36) possess severe depression. The results of this study stated that prevalence of depression was 100% among disable peoples.

Devi et. al., (2013) found that overall prevalence of depression was 71 %. Among those with depression, a majority (67%) had mild and moderate degree of depression. The study showed that only 54% (127) of the depressed were females and 46% (108) were males. According to cut-off scores, 68 students (29%) scored as normal, 99 (42%) as mild, 59 (25%) as moderate, 9 (3.8%) as severe. None of them had very severe depression (>40).

Chan (1991) among Chinese medical students in Hong Kong found that around half of the medical students are depressed. Kumar et. al., (2012) & Clark et. al., (1988) did not found any significant difference between the two genders. However, differently able peoples age, gender, educational qualifications, social class, financial satisfaction, habitat, marital status and family structure does not significantly affect their depression. The results of the present study are similar to the study conducted by Kanwar which also revealed no significant differences between males and females on depression and also according to the study conducted by Singh and Misra indicated that no significant gender differences in elderly men and women with respect to depression. Results of the present study are contradictory to the study conducted by Gopal et. al. which revealed that depression was more in females compared to males. Results indicated that Depression was higher among institutionalized elderly compared to non institutionalized elderly. Kanwar (1998) revealed institutionalization led to higher depression among females. No significant differences were evident between males and females on depression, loneliness and social support. Shyam et al (2000) found that institutionalized persons were less depressed compared to their non institutionalized counterparts. Gopal et al (2009) found to be more in inmates of old age homes. Firth-Cozens (1990) found that more women were also found to be suffering from possible de-

pression than men. Kristen et.al. (2012) indicate that workload and student behaviour were significant predictors of depression in teachers in the study. Baba, Galperin, and Lituchy (1999), concluded that burnout is a predictor of depression among nurses in the Caribbean. Revicki, Gallery, Whitley, and Allison (1993) found that work-related stress is a significant predictor of depression in second-year emergency medicine residents. Sufficient quantitative study about depression of disable people are not available. Further in depth study is recommended.

CONCLUSION :

Depression is a serious health problem that can affect people of all ages, including children and adolescents. It is generally defined as a persistent experience of a sad or irritable mood as well as anhedonia, a loss of the ability to experience pleasure in nearly all activities. It also includes a range of other symptoms such as change in appetite, disrupted sleep patterns, increased or diminished activity level, impaired attention and concentration, and markedly decreased feelings of self-worth. The prevalence of depression is high among differently able persons. It has been demonstrated that mood disorders occur more commonly among the relatives of depressed persons than in the general population (Zoccolillo et.al., 1986). It would be interesting if future research takes into consideration the variables used in the current study in individuals without physical disabilities, in order to highlight the differences if any regarding.

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STUDY OF ATTITUDE OF TEACHERS TOWARDS TEACHING PROFESSION WITH SPECIAL REFERENCE TO LOCALITY AND LEVEL OF TEACHERS IN ODISHA STATE

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Abstract:-This research work attempts to search out the attitude of teachers towards teaching profession with special reference to locality and level of teachers on the basis of gradation of teachers ie: grade I and grade II just like locality indicate rural and urban area whereby teachers are there. So far as attitude point of view is concern it represent the way one feels, thinks, talks or acts in a particular situation – overall one behaves what who have ! Hence the researchers aim at to find out the attitudes of above context henceforth researchers selecting 1000 samples out of total population on the basis of random sampling techniques with the help of attitude scale prepared by P.K Panda which was translated to Oriya in 1990 from the original Hindi language and found to be more reliable and valid to collect data and on the basis of normative survey method analysis and interpretation with required statistical technique like Mean, F-ratio and level of significance tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards discussion.

Keywords: Attitude, Teaching Profession, Locality, Level of Teachers.

1.INTRODUCTION

As a concept an attitude always refers to an individual or group more or less stable and observable tendency to perform and feel in relation to something specific.

The attitude of individuals in this research context teacher attitude towards teaching profession on the basis of locality and gradation is a great invention to research in the field of teacher Education so as to active learning methodology and national curriculum framework frame the frame of this work. So that researchers introduce the research work entitled “Study of attitude of teachers towards teaching profession with special reference to locality and level of teachers in Odisha state”

OPERATIONAL MEANING:

Attitude: Attitude of teachers can be defined as the degree of positive or negative effect.

Teaching Profession: It refers to devotedly devoted devotion of teachers dedicated dedication in the teaching mission.

Locality: In this context rural and urban location.

Level of teachers: Grade I refers to contract teachers appointed in high school level and grade II teachers shiksha sahayak teachers (SSA) appointed up-to high school level in Odisha state.

II.OBJECTIVES AND HYPOTHESES

Objectives of the study: -

To find out the effect of locality and level of teachers upon attitude of teachers towards teaching

Hypothesis of the Study: -

H₁ Significant difference will be observed in attitude towards teaching among rural and urban teachers.

H₂ Significant difference will be observed in attitude towards teaching among grade I and grade II teachers.

III.METHODOLOGY AND PROCEDURE

Method: -

Based on the present study, survey method needs to prepare the layout of the method of the following steps in taking proper samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses.

Population: -

The present research work entrusted all the teachers from primary level to secondary level that is SSA teachers to contact high school teachers of Odisha state constitute the population for smooth and successful completion of the study.

Sample: -

The researcher will select 1000 samples (500 SSA teachers and 500 contract teachers) out of total population through random sampling technique for systematic and competitive analysis as per the proportionate availability of population constituted within the concerned area of the study.

Scope and Delimitation: -

The present research work covers the complete all schools within territory of Odisha state as the scope of the study and all the teachers of all the school of the state delimited to the study.

Tools: - The following tools are selected for the study.

1.Attitude scale prepared by P. K. Panda

Statistical Techniques: -

The researcher used Mean, F-ratio and level of significance the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

IV.ANALYSIS AND DISCUSSION

Verification of Hypothesis

H₁ Significant difference will be observed in attitude towards teaching among rural and urban teachers.

The results are presented in table:-

Table - 1
Comparison of attitude towards teaching among
Rural and Urban Teachers

Groups	n	Mean	F-ratio	Level of Significance
Rural Teachers (a ₁)	140	159.52	0.03	NS
Urban Teachers (a ₂)	340	160.28		

NS - Not Significant

The main effect of rural urban belongingness upon attitude towards teaching was found to be statistically insignificant. The reported 0.03 which is statistically insignificant indicate that attitude of rural (M=159.52) and urban teachers (M=160.28) did not differ statistically at any significant level. Since no statistically significant difference was observed in attitude towards teaching on the basis of teacher rural-urban belongingness, differential hypothesis H1 stands rejected.

H₂ Significant difference will be observed in attitude towards teaching among grade I and grade II teachers.

The results are presented in table:-

Table - 2
Comparison of Attitude towards Teaching among Selected Grade-I and Grade-II Teachers

Groups	n	Mean	F-ratio	Level of Significance
Grade-I Teachers (b ₁)	159	160.66	0.15	NS
Grade-II Teachers (b ₂)	321	159.15		

NS - Not Significant

The main effect of level of teaching upon attitude towards teaching was found to be statistically insignificant. The reported 0.15 which is statistically insignificant indicate that attitude of grade-I (M=160.66) and grade-II (M=159.15) teachers towards teaching did not differ statistically at any significant level.

Since no statistically significant difference was observed in attitude towards teaching on the basis of teacher's level of teaching, differential hypothesis H2 stands rejected.

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GRT **A STUDY OF IMPACT OF SOCIO-ECONOMIC STATUS ON THE PERSONALITY AND LEVEL OF ASPIRATION OF SECONDARY SCHOOL STUDENTS**

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Abstract:-The present research work intends to study the impact of socio-economic status on personality and level of aspiration of secondary school students. Hence the researchers aim at to find out the impact of socio-economic status (SES) on the Personality and level of aspiration of secondary school students according socio-economic status. Researchers selecting 1000 samples out of total population on the basis random sampling techniques with the help of standardized tools collected data and on the basis of normative survey method analysis and interpretation with required statistical technique like Mean, F-ratio and level of significance tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards conclusion.

Keywords:Socio-economic Status, Personality, Level of Aspiration, Secondary School Students.

1.INTRODUCTION

Back Ground of the Study: -

“All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike.”

By - Robert Bridges, Testament of Beauty

Education is modification of behaviour of the individual in a socially desirable way coming through the contact of its environment for adequate adjustment in the society to personify the personality to influence person on the basis of his/her socio-economical status.

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work, experience and of an individual or family's economical and social position relative to others. Socioeconomic status is typically broken into three categories high SES, average SES and low SES. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education and occupation) can be assessed. A fourth variable wealth may also be examined when determining socio-economic status.

An individual's personality is his unique pattern of traits. No two individuals, even the identical twins have alike personality. Personality also is a product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. Personality is what makes individual unique. A future teacher should be responsible, emotionally stable, friendliness, curious, dominant and should have self concept in personality.

Level of Aspiration of individuals in general and of secondary school students in particular is a great effective behavioral factor to effect and affect the personality of pupil teachers in accordance with the socio

economic status of the concerned so rationally. However just like the personality or attitude or even other like factors, Level of Aspiration is an important dynamic dependent variable to expose the effectiveness and efficacy of performance of secondary school students.

Here the researcher has keen interest to know how much and what level impact of socio-economic status on personality and level of Aspiration of the secondary school students. Whereby the problem introduce as "A study of impact of socio-economic status on the personality and level of aspiration of secondary school students"

II.OBJECTIVES AND HYPOTHESES

Objectives of the study: -

- (1) To find out the impact of socio-economic status (SES) on the Personality secondary school students.
- (2) To study the level of aspiration of secondary school students on the basis of socio-economic status.

HYPOTHESIS OF THE STUDY: -

H₁ Significant difference will be observed in personality

among higher secondary students on the basis of their socio economic status.

H₂ Significant difference will be observed in personality factors among higher secondary students on the basis of their level of aspiration.

III.METHODOLOGY AND PROCEDURE

Method: -

Based on the present study, survey method needs to prepare the layout of the method of the following steps in taking proper samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses.

Population: -

The present research work entrusted all the secondary students of Raipur district enrolled during the session 2013-14 of all the secondary school to constitute the population for smooth and successful completion of the study.

Sample: -

The researcher will select 1000 samples secondary students out of total population through random sampling technique for systematic and competitive analysis as per the proportionate availability of population constituted within the concerned area of the study.

Scope and Delimitation: -

The present research work covers the complete secondary school within territory of Chhattisgarh state as the scope of the study and all the students of all the secondary school of the state delimited to the study.

Tools: - The following tools are selected for the study.

1. Rajbir Singh, Radhey Shyam and Satish Kumar, socio - economic status scale (SESS-SSK) Hindi / English.
2. Arun Kumar Singh and Ashish Kumar Singh, Differential Personality Inventory (DPI-SS) Hindi / English.

Statistical Techniques: -

The researcher used Mean, F-ratio and level of significance the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

IV.ANALYSIS AND DISCUSSION

Verification of Hypotheses:

Results related with various hypotheses are presented below:

H₁ Significant difference will be observed in Factor A of fourteen HSPQ personality factors among higher secondary students on the basis of their socio economic status.

Table
Comparison of Personality on the Basis of Socio Economic Status

Groups	n	Mean	F-ratio	Level of Significance
High SES (a ₁)	300	9.03	0.54	NS
Low SES (a ₂)	300	8.80		

NS - Not Significant

The main effect of socio economic status upon Factor-A of HSPQ was found to be statistically insignificant. The reported 0.54 which is statistically insignificant indicate that student belonging to high SES group (M=9.03) and low SES group (M=8.80) did not differ significantly on Factor A of fourteen HSPQ personality factors at any significant level.

Since no statistically significant difference was observed in personality factors of higher secondary students on the basis of their socio economic status, differential hypothesis H₁ stands rejected.

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शिक्षा महाविद्यालय,
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सारांश

आधुनिकीकरण का प्रत्यक्ष सम्बन्ध आधुनिकता से है। यह वह प्रक्रिया है जिसके माध्यम से व्यक्ति और सामाजिक जीवन में आधुनिकता का प्रतिपादन किया जाता है। आधुनिकीकरण की अवधारणा अत्यन्त ही नई है। इस धारणा के माध्यम से भारत में सामाजिक परिवर्तन की प्रक्रियाओं का अध्ययन किया जाता है।

मानव समाजों का अध्ययन करने से यह स्पष्ट प्रतीत होता है कि सामाजिक परिवर्तन की गति निरन्तर है, जिसके कारण आधुनिकीकरण को बल मिलता है। किसी भी समाज में आधुनिकीकरण के क्या परिणाम होते हैं। समाज की भिन्न-भिन्न परिस्थितियाँ विभिन्न सामाजिक परिणामों को प्रोत्साहित करती हैं। फिर भी आधुनिकीकरण के कुछ सामान्य परिणाम होते हैं। जो सभी समाजों में स्पष्ट परिलक्षित होते हैं।

प्रस्तुत शोध में सहशिक्षा व गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता का तुलनात्मक अध्ययन किया गया है। सर्वेक्षण विधि द्वारा संकलित आंकड़ों को मध्यमान, प्रमाणिक विचलन व टी परीक्षण द्वारा जांचा गया है व निष्कर्ष प्रस्तुत किए गए हैं।

भूमिका

आधुनिक तथा प्राचीन दोनों ही सापेक्ष धारणाएँ हैं। इन दोनों का एक दुसरे से अलग करके ही नहीं समझा जा सकता है। आधुनिकता और प्राचीनता दोनों ही धारणाएँ अनन्तः सम्बन्धित हैं। भूत, वर्तमान और भविष्य मानव समाज की तीन अवस्थाएँ हैं। ये तीनों अन्तः सम्बन्धित हैं। आज हम जिसे वर्तमान कहते हैं, वहीं कल भूत की गर्त में छिप जाता है और जिस भविष्य की कल्पना करते हैं, वह हमारे सामने वर्तमान के रूप में प्रकट होता है। यह प्रकृति का अटल नियम है।

आधुनिकीकरण का प्रत्यक्ष सम्बन्ध आधुनिकता से है। यह वह प्रक्रिया है जिसके माध्यम से व्यक्ति और सामाजिक जीवन में आधुनिकता का प्रतिपादन किया जाता है। आधुनिकीकरण की अवधारणा अत्यन्त ही नई है। इस धारणा के माध्यम से भारत में सामाजिक परिवर्तन की प्रक्रियाओं का अध्ययन किया जाता है।

मानव समाजों का अध्ययन करने से यह स्पष्ट प्रतीत होता है कि सामाजिक परिवर्तन की गति निरन्तर है, जिसके कारण आधुनिकीकरण को बल मिलता है। किसी भी समाज में आधुनिकीकरण के क्या परिणाम होते हैं। समाज की भिन्न-भिन्न परिस्थितियाँ विभिन्न सामाजिक परिणामों को प्रोत्साहित करती हैं। फिर भी आधुनिकीकरण के कुछ सामान्य परिणाम होते हैं। जो सभी समाजों में स्पष्ट परिलक्षित होते हैं।

अध्ययन का उद्देश्य

1. सहशिक्षा व गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता का तुलनात्मक अध्ययन करना।
2. सहशिक्षा और गैर सहशिक्षा में अध्ययनरत शासकीय विद्यालय की छात्राओं की आधुनिकता का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनाएं

1. सहशिक्षा व गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता में सार्थक अंतर नहीं पाया जाएगा।
2. सहशिक्षा और गैर सहशिक्षा में अध्ययनरत शासकीय विद्यालय की छात्राओं की आधुनिकता में सार्थक अंतर पाया जाएगा।

शोध विधि

प्रस्तुत शोध अध्ययन में सर्वेक्षण विधि प्रयुक्त की गई है। इस अध्ययन में शोधार्थी द्वारा स्व-निर्मित प्रश्नावली का प्रयोग किया गया है। प्रदत्तों का विश्लेषण मध्यमान, प्रमाणिक एवं टी परीक्षण के द्वारा किया गया है।

परिकल्पनाओं की पुष्टि

1. सहशिक्षा व गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता में सार्थक अंतर नहीं पाया जाएगा।

परिकल्पना क्रमांक 1 की जांच हेतु 't' परीक्षण का प्रयोग किया गया है। 't' परीक्षण से प्राप्त परिणामों को तालिका क्रमांक 1 में प्रस्तुत किया गया है—

तालिका क्रमांक-1

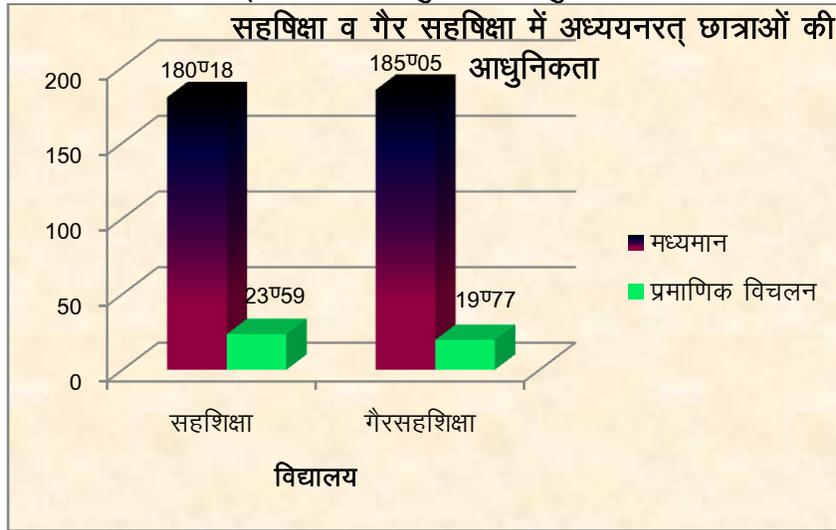
सहशिक्षा व गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता की तुलना

क्र.	विद्यालय	छात्राओं की संख्या	मध्यमान	प्रमाणिक विचलन	क्रांतिक अनुपात (C.R.)	स्वतंत्रता के अंश (df)	0.01 विश्वास स्तर	0.05 विश्वास स्तर
1	सहशिक्षा	100	180.18	23.59	1.58	198 (200-1-1)	2.6	1.97
2	गैरसहशिक्षा	100	185.05	19.77				
	कुल	200						

तालिका क्रमांक 1 में दर्शित परिणामों के अनुसार सहशिक्षा में अध्ययनरत् तथा गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता में सार्थक अंतर नहीं पाया गया है। सारणी के अनुसार 198 df पर 0.01 विश्वास स्तर पर 2.6 है तथा 0.05 विश्वास स्तर पर 1.97 है। प्राप्त क्रांतिक अनुपात (C.R.)=1.58 जो कि सांख्यिकीय रूप से 0.01 तथा 0.05 के विश्वास स्तर से कम है, अतः शून्य परिकल्पना स्वीकृत होती है जो इस परिणाम की पुष्टि करता है कि सहशिक्षा में अध्ययनरत् तथा गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता में सार्थक अंतर नहीं है। अतः तुलनात्मक परिकल्पना क्रमांक 1 पुष्ट होती है। प्राप्त परिणामों को आरेख क्रमांक 1 में भी दर्शाया गया है।

आरेख क्रमांक 1

सहशिक्षा व गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता का तुलनात्मक चित्रण



2. सहशिक्षा और गैर सहशिक्षा में अध्ययनरत शासकीय विद्यालय के छात्राओं की आधुनिकता में सार्थक अंतर पाया जाएगा।

परिकल्पना क्रमांक 2 की जांच हेतु 't' परीक्षण का प्रयोग किया गया है। 't' परीक्षण से प्राप्त परिणामों को तालिका क्रमांक 2 में प्रस्तुत किया गया है—

तालिका क्रमांक-2

सहशिक्षा और गैर सहशिक्षा में अध्ययनरत शासकीय विद्यालय के छात्राओं की आधुनिकता की तुलना

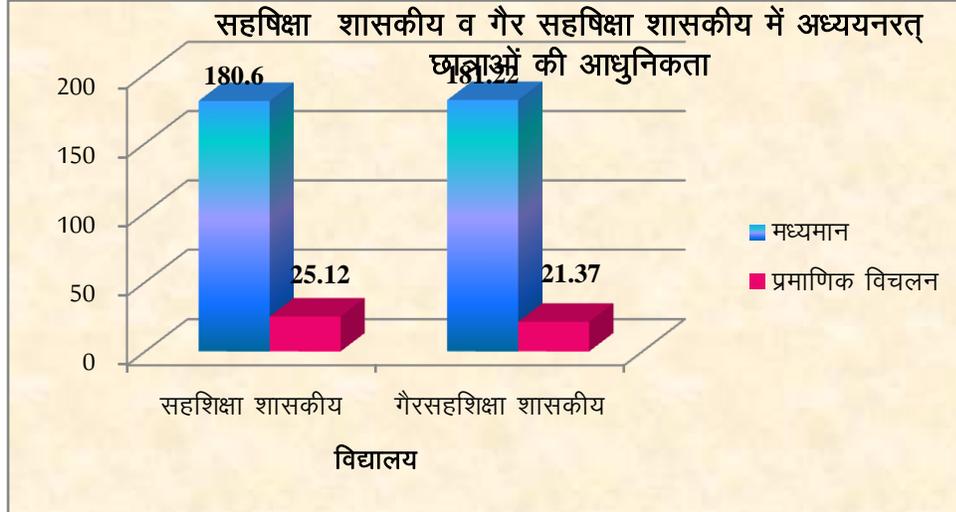
क्र.	विद्यालय	छात्राओं की संख्या	मध्यमान	प्रमाणिक विचलन	क्रांतिक अनुपात (C.R.)	स्वतंत्रता के अंश (df)	0.01 विश्वास स्तर	0.05 विश्वास स्तर
1	सहशिक्षा शासकीय	50	180.6	25.12	0.13	98	2.63	1.98
2	गैरसहशिक्षा शासकीय	50	181.22	21.37		(100.1.1)		
	कुल	100						

तालिका क्रमांक 2 में दर्शित परिणामों के अनुसार सहशिक्षा तथा गैर सहशिक्षा में अध्ययनरत शासकीय विद्यालय के छात्राओं की आधुनिकता में सार्थक अंतर नहीं पाया गया है। सारणी के अनुसार 98 df पर 0.01 विश्वास स्तर पर 2.63 है तथा 0.05 विश्वास स्तर पर 1.98 है। प्राप्त क्रांतिक अनुपात (C.R.)=0.13 है जो कि सांख्यिकीय रूप से 0.01 तथा 0.05 के विश्वास स्तर से कम है, अतः शून्य परिकल्पना स्वीकृत होती है जो इस परिणाम की पुष्टि करता है कि सहशिक्षा में तथा गैर सहशिक्षा में

अध्ययनरत् शासकीय विद्यालय के छात्राओं की आधुनिकता में सार्थक अंतर नहीं है। अतः तुलनात्मक परिकल्पना क्रमांक 2 अपुष्ट होती है। प्राप्त परिणामों को आरेख क्रमांक 2 में भी दर्शाया गया है।

आरेख क्रमांक 2

सहशिक्षा और गैर सहशिक्षा में अध्ययनरत् शासकीय विद्यालय के छात्राओं की आधुनिकता का तुलनात्मक चित्रण



निष्कर्ष

1. सहशिक्षा में अध्ययनरत् तथा गैर सहशिक्षा में अध्ययनरत् छात्राओं की आधुनिकता में सार्थक अंतर नहीं पाया गया।
2. सहशिक्षा में तथा गैर सहशिक्षा में अध्ययनरत् शासकीय विद्यालय के छात्राओं की आधुनिकता में सार्थक अंतर नहीं है।

सुझाव

1. बालिका शिक्षा को प्रोत्साहित करने हेतु नित नए कदम उठाने चाहिए।
2. शिक्षकों को बालिकाओं में आत्मविश्वास कूट कूटकर डालना चाहिए।
3. संदर्भित उदाहरणों के माध्यम से बालिकाओं में नेतृत्व की क्षमता का विकास किया जाना चाहिए।
4. शिक्षकों को रूढ़िवादिता की हानियों से बच्चों तथा उनके अभिभावकों को अवगत कराना चाहिए।
5. विद्यालय समाज का लघु रूप होता है अतएव शिक्षकों को शालेय वातावरण एवं परिस्थितियों को बालक तथा बालिका दोनों के लिए एक समान रखना चाहिए।

संदर्भ ग्रंथ

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Dr. Divya Sharma¹

Dr. Arun Kumar Dubey²

सारांश

शिक्षा का उद्देश्य विद्यार्थियों की शारीरिक, मानसिक एवं संवेगात्मक क्षमताओं का ऐसा समन्वयात्मक संयोजन करना है, जिससे समाज और प्रकृति के साथ अंतःक्रिया में वह प्रकृति के साथ समायोजित हो सके। संवेगों का बालक के जीवन में अति महत्वपूर्ण स्थान है। श्रेष्ठ संवेगों पर आधारित व्यवहार, बालक के स्वास्थ्य को समुन्नत, मानसिक दृष्टिकोण तथा सामाजिक संबंधों को मधुर बनाती है। इसके विपरीत क्षुद्र संवेगों पर आधारित व्यवहार बालक के शारीरिक, मानसिक और सामाजिक विकास पर क्षतिप्रद प्रभाव डालकर उसको विकृत कर देते हैं। संवेगात्मक परिपक्वता की स्थिति प्रायः उस बालक में मानी जाती है जो अपने संवेगों पर नियंत्रण व समन्वय कर उसे उचित प्रकार से अभिव्यक्त करने की क्षमता रखता है। बालकों के शारीरिक विकास के साथ-साथ उसका संवेगात्मक, सामाजिक एवं मानसिक विकास भी होता है। जैसे-जैसे बालक में बुद्धि तथा तर्कशक्ति में वृद्धि होती जाती है, उसके समाज के सदस्यों के साथ व्यवहार में अंतर आता जाता है। इसके साथ-साथ बुद्धि, तर्क, स्मृति में वृद्धि होती जाती है, वैसे-वैसे उसके संवेगात्मक, सामाजिक एवं मानसिक विकास एक निश्चित स्वरूप एवं दिशा लेते जाते हैं। बालक-बालिकाओं में अपने आसपास के परिवेश का बहुत प्रभाव पड़ता है जिसमें सबसे अधिक प्रभावशाली उसका पारिवारिक वातावरण होता है। इसके अंतर्गत वे समस्त संज्ञानात्मक, सृजनात्मक, संवेगात्मक, मूल्यपरक, सामाजिक सहयोग जैसे गुणों के मात्रात्मक तथा गुणात्मक मान होते हैं जो बालकों को जीवन में अपने आस-पास तथा पारिवारिक अन्तर्संबंधों से प्राप्त होते हैं। संवेगात्मक परिपक्वता तथा पारिवारिक वातावरण के महत्व को दृष्टिगोचर रखते हुये प्रस्तुत शोध अध्ययन किया गया। इसके अन्तर्गत शहरी क्षेत्र के विद्यालयों में से 25 छात्र तथा 25 छात्राओं को न्यादर्श के रूप में चयनित करके शोधकर्ता द्वारा निर्मित प्रश्नावली के माध्यम से आंकड़े संकलित किये गये और उनका सांख्यिकीय विश्लेषण कर निष्कर्ष निरूपित किये गये।

प्रस्तावना

बालक-बालिकाओं में अपने आसपास के परिवेश का बहुत प्रभाव पड़ता है जिसमें सबसे अधिक प्रभावशाली उसका पारिवारिक वातावरण होता है। इसके अंतर्गत उन समस्त संज्ञानात्मक, सृजनात्मक, संवेगात्मक, मूल्यपरक, सामाजिक सहयोग जैसे गुणों के मात्रात्मक तथा गुणात्मक मान होते हैं, जो बालकों को जीवन में अपने आस-पास तथा पारिवारिक अन्तर्संबंधों से प्राप्त होते हैं। बच्चे परिवार में ही सामान्य आचरण की शिक्षा लेते हैं।

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विगत कुछ दशकों में यह तथ्य उभरकर सामने आया है कि बालक के शैक्षिक, संज्ञानात्मक तथा भावात्मक विकास में पारिवारिक वातावरण अत्यन्त महत्वपूर्ण भूमिका का निर्वहन करता है। जहां एक ओर विद्यालय के वातावरण में रहकर बालक समाज की आस्था, मूल्य, दृष्टिकोण एवं मान्यताओं को अपनाता सीख लेता है, वहीं दूसरी ओर पारिवारिक वातावरण बालकों की संवेगात्मक परिपक्वता एवं व्यवहारों के समस्त संगठन को प्रभावित करता है। विद्यालय में बालक अध्यापकों के आचरण का अनुकरण करता है, संस्कृति ग्रहण करता है, शिक्षकों द्वारा किया जाने वाला व्यवहार, प्रेम, दंड, स्वीकृति, ग्राह्यता आदि से बालक बहुत प्रभावित होता है, और अपने जीवन में उसे पूरी निष्ठा और विश्वास के साथ उन व्यवहारों को शामिल करता है। पारिवारिक वातावरण जितना उत्तम होगा, विद्यार्थी भी उतना ही परिपक्व और दृढ़ व्यक्तित्व का स्वामी होगा, जो उसे उच्च कोटि का श्रेष्ठ नागरिक बनाने में सहयोग देगा।

अध्ययन के उद्देश्य

1. शहरी विद्यालयों में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन करना।
2. शहरी विद्यालयों में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन करना।

अध्ययन की परिकल्पनाएं

1. शहरी विद्यालयों में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।
2. शहरी विद्यालयों में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।

शोध प्रविधि

प्रस्तुत शोध अध्ययन हेतु शोधकर्ता ने सर्वेक्षण विधि का चुनाव किया गया है।

न्यादर्श

प्रस्तुत अध्ययन प्राथमिक आंकड़ों पर आधारित है। शोधकर्ता ने दैव निदर्शन विधि (Random Sampling Method) द्वारा किया गया है।

उपकरण

प्रस्तुत शोध में प्रयुक्त विभिन्न चरों का मापन विभिन्न प्रमापीकृत प्रश्नावलियों के माध्यम से किया गया है। प्रस्तुत शोध के अनुरूप विभिन्न चरों के मापन के लिए उपलब्ध उपकरणों पारिवारिक वातावरण के मापन हेतु डॉ. करुणाशंकर मिश्रा द्वारा निर्मित मापनी तथा संवेगात्मक परिपक्वता को मापने के लिए वाय. सिंग एवं एम. भार्गव के द्वारा निर्मित मापनी का प्रयोग किया गया है।

प्रदत्त संकलन

मानकीकृत प्रश्नावलियों द्वारा शहरी क्षेत्र के छात्र-छात्राओं से आंकड़ें संकलित किये गये।

विश्लेषण एवं चर्चा

परिकल्पना क्रमांक-1: शहरी विद्यालयों में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।

सारणी क्रमांक-1

शहरी छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध

स.क्र.	चर	समूह	छात्रों की संख्या (N)	सहसंबंध गुणांक
1	पारिवारिक वातावरण	शहरी छात्र	25	0.53
2	संवेगात्मक परिपक्वता	शहरी छात्र	25	

निरीक्षण

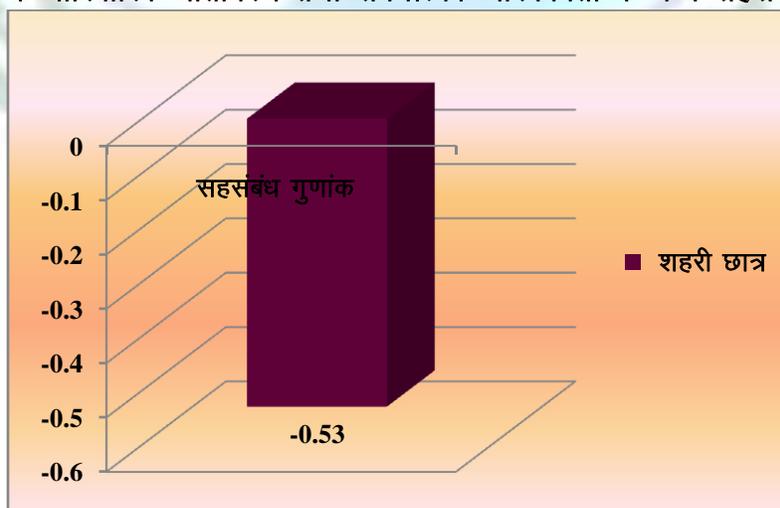
उपर्युक्त सारणी क्रमांक-1 से स्पष्ट है कि शहरी क्षेत्र में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का सहसंबंध गुणांक 0.53 है।

निष्कर्ष

शहरी क्षेत्र में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध नहीं पाया गया है, अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में कोई वृद्धि नहीं होगी। अतः परिकल्पना क्रमांक-1 अपुष्ट होती है तथा दोनों चरों में धनात्मक सहसंबंध का अभाव है।

आरेख क्रमांक-1

शहरी छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध का चित्रण



परिकल्पना क्रमांक-2: शहरी विद्यालयों में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।

सारणी क्रमांक-2

शहरी छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध

स.क्र.	चर	समूह	छात्रों की संख्या (N)	सहसंबंध गुणांक
1	पारिवारिक वातावरण	शहरी छात्राएँ	25	0.26
2	संवेगात्मक परिपक्वता	शहरी छात्राएँ	25	

निरीक्षण

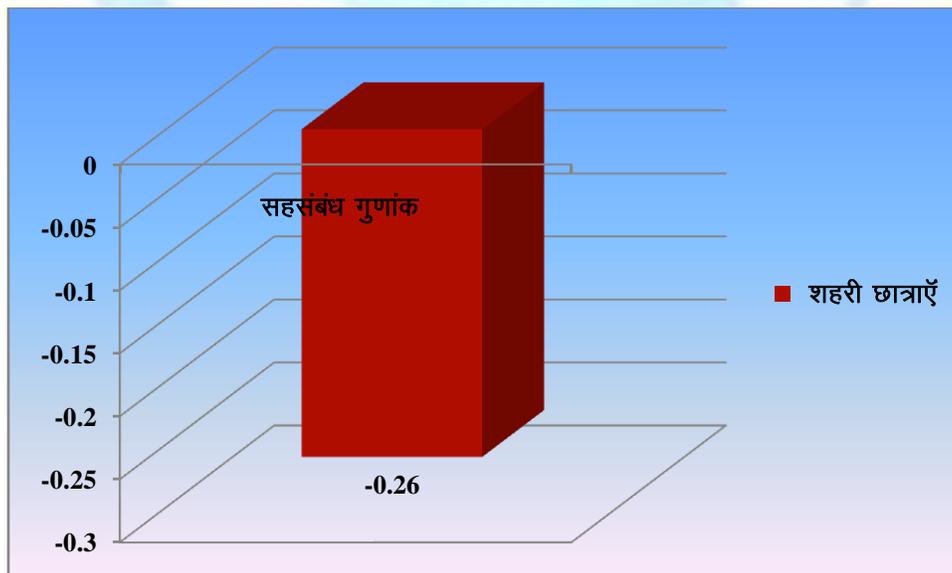
उपर्युक्त सारणी क्रमांक-2 से स्पष्ट है कि शहरी क्षेत्र में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का सहसंबंध गुणांक 0.26 है।

निष्कर्ष

शहरी क्षेत्र में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध नहीं पाया गया है, अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में कोई वृद्धि नहीं होगी। अतः परिकल्पना क्रमांक-2 अपुष्ट होती है तथा दोनों चरों में धनात्मक सहसंबंध का अभाव है।

आरेख क्रमांक-2

शहरी छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध का चित्रण



निष्कर्ष

1. शहरी क्षेत्र में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध नहीं पाया गया है, अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में कोई वृद्धि नहीं होगी अर्थात् दोनों चरों में धनात्मक सहसंबंध का अभाव पाया गया।
2. शहरी क्षेत्र में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध नहीं पाया गया है, अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में कोई वृद्धि नहीं होगी अर्थात् दोनों चरों में धनात्मक सहसंबंध का अभाव पाया गया।

शैक्षणिक उपादेयता

एक बालक की संवेगात्मक परिपक्वता तथा स्व-अवधारणा के स्तर को शिक्षा प्रभावित करती है। जैसे एक बालक ज्यादा सुगमता से वर्गीकृत करते हुए जैसे डर, नफरत, क्रोध, अरुचि, प्रेम, आनंद इत्यादि के द्वारा बचपन से किशोरावस्था से व्यस्क होते हुए अपनी भावनाओं को विकसित करता है। संवेगात्मक परिपक्वता का आशय ऐसी अवस्था से है, जिसमें बालक द्वारा अपनी समृद्धि के लिए अपनी सामर्थ्य का अनुभव किया जाता है तथा अपने काम को आनंद लेने की क्षमता प्रेम करना तथा खुश होना गहरा दुख उत्पन्न होने के अवसर के लिए पूर्ण हृदय से दुखी होना वह कार्यनुसार सक्षम नहीं है। एक स्थिति के साथ क्रोध अनुभव करने के लिए अपनी क्षमता का सामना करना यह किसी पर्याप्त मात्रा में सहनशीलता मनोवृत्ति या मनोदशा या संवेदी बालक तथा उसकी डर दिखाने की क्षमता जब वहां भय खत्म होने का अवसर है, को बढ़ाएगा। संवेगात्मक परिपक्वता न केवल बालक की प्रभावशाली कारक है, बल्कि यह किशोरों के विकास की वृद्धि को नियंत्रित करने में भी मदद करता है। बालकों की संवेगात्मक परिपक्वता के विकास में एक अत्यन्त महत्वपूर्ण कारक उसका पारिवारिक वातावरण है, जिसका अध्ययन प्रस्तुत शोधपत्र के माध्यम से किया गया है।

अतः शैक्षिक क्षेत्र के लिए नीति-निर्धारण, पाठ्यक्रम संरचना, पारिवारिक तथा विद्यालयीन वातावरण के सर्जन आदि की दृष्टि से यह आवश्यक है कि विभिन्न स्तर पर अध्ययनरत छात्रों में संवेगात्मक परिपक्वता बालक के व्यक्तित्व के अन्य चरों से सम्बन्ध का अध्ययन कर प्राप्त परिणामों का शिक्षा के विकास व परिवर्तन के लिए सार्थक आधार खोजे जाएं।

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ग्रामीण विद्यालयों में अध्ययनरत छात्र-छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन

Dr. Divya Sharma¹

Dr. Arun Kumar Dubey²

सारांश

बालक-बालिकाओं में अपने आसपास के परिवेश का बहुत प्रभाव पड़ता है जिसमें सबसे अधिक प्रभावशाली उसका घरेलू वातावरण होता है। इसके अंतर्गत वे समस्त संज्ञानात्मक, सृजनात्मक, संवेगात्मक, मूल्यपरक, सामाजिक सहयोग जैसे गुणों के मात्रात्मक तथा गुणात्मक मान होते हैं, जो बालकों को जीवन में अपने आस-पास तथा पारिवारिक अर्न्तसंबंधों से प्राप्त होते हैं। बच्चे परिवार में ही सामान्य आचरण की शिक्षा लेते हैं। विगत कुछ दशकों में यह तथ्य उभरकर सामने आया है कि बालक के शैक्षिक, संज्ञानात्मक तथा भावात्मक विकास में घरेलू वातावरण अत्यन्त महत्वपूर्ण भूमिका का निर्वहन करता है। जहां एक ओर विद्यालय के वातावरण में रहकर बालक समाज की आस्था, मूल्य, दृष्टिकोण एवं मान्यताओं को अपनाता सीख लेता है, वहीं दूसरी ओर घरेलू वातावरण बालकों की संवेगात्मक परिपक्वता एवं व्यवहारों के समस्त संगठन को प्रभावित करता है। विद्यालय में बालक अध्यापकों के आचरण का अनुकरण करता है, संस्कृति ग्रहण करता है, शिक्षकों द्वारा किये जाने वाला व्यवहार प्रेम, दंड, स्वीकृति, ग्राह्यता आदि से बालक बहुत प्रभावित होता है, और अपने जीवन में उसे पूरी निष्ठा और विश्वास के साथ उन व्यवहारों को शामिल करता है। घरेलू वातावरण जितना उत्तम होगा, वहाँ पर अध्ययनरत विद्यार्थी भी उतना ही परिपक्व और दृढ़ व्यक्तित्व का स्वामी होगा, जो उसे उच्च कोटि का श्रेष्ठ नागरिक बनाने में सहयोग देगा। सकारात्मक घरेलू वातावरण विद्यार्थियों को सभी विशेषताएं प्रदान करता है, वरन् नकारात्मक घरेलू वातावरण निरर्थक एवं विनाशकारी परिणाम वहन करता है। न केवल यह, इस प्रकार के नकारात्मक वातावरण, अपराधिक प्रवृत्ति, नशा, अनुशासनहीनता, विद्यालय के प्रति नकारात्मक अभिवृत्ति, अध्ययन छोड़ने की प्रवृत्ति, अनुपस्थित रहने की बारम्बारता में वृद्धि करता है। इसके और भी वीभत्स परिणाम दृष्टिगोचर होते हैं— जैसे कि चोरी, हत्या, हिंसा, अपराध इत्यादि। संवेगात्मक परिपक्वता तथा पारिवारिक वातावरण के महत्व को दृष्टिगोचर रखते हुये प्रस्तुत शोध अध्ययन किया गया। इसके अन्तर्गत ग्रामीण क्षेत्र के विद्यालयों में से 25 छात्र तथा 25 छात्राओं को न्यादर्श के रूप में चयनित करके शोधकर्ता द्वारा निर्मित प्रश्नावली के माध्यम से आंकड़े संकलित किये गये और उनका सांख्यिकीय विश्लेषण कर निष्कर्ष निरूपित किये गये।

प्रस्तावना

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शिक्षा में संवेगों के महत्व की व्याख्या करते हुए राफस ने लिखा है— शिक्षा के आधुनिक मनोविज्ञान में संवेगों का प्रमुख स्थान है, और शिक्षण विधि में जो प्रगति हो रही है, उसका कारण संभवतः अन्य तथ्य की अपेक्षा यह अधिक है। संवेग हमारे सब कार्यों को गति प्रदान करते हैं, और शिक्षक को इस पर ध्यान देना अति आवश्यक है।

किसी व्यक्ति में संवेगात्मक स्थिति उसके व्यवहार का आधार है, जिसे जागृत करने के लिए किसी न किसी उद्दीपन की आवश्यकता पड़ती है, संवेगात्मक अवस्था में तीव्रता आती है, जब कोई बाह्य या आंतरिक उद्दीपन उत्तेजक स्थिति के रूप में देखा जाता है। संवेगात्मक अवस्था में व्यक्ति में किसी न किसी प्रकार का व्यवहार करने की प्रबल इच्छा होती है, और किसी प्रकार का समायोजन करने की प्रेरणा, संतुष्टि प्राप्त करने की अभिलाषा, किसी वस्तु को नष्ट करने का आवेग, छुटकारा पाने का इच्छा या किसी किसी इच्छा की पूर्ति आदि। संवेगात्मक व्यवहार का बाल स्वरूप अधिकतर सामाजिक प्रभावों द्वारा निर्मित किया जाता है।

अच्छे व्यक्तित्व के संतुलित विकास के लिए उसकी संवेगात्मक स्थिरता का होना अनिवार्य है। संवेगात्मक रूप से अस्थिर होने पर उसके व्यक्तित्व में कई प्रकार के दोष आ सकते हैं। प्रायः उस व्यक्ति को संवेगात्मक रूप से स्थिर कहा जाता है, जो अपने संवेगों पर समन्वय और नियंत्रण रख सकें और उन्हें उचित ढंग से अभिव्यक्त कर सकें। उसके साथ ही वह उचित सीमाओं में विभिन्न व्यक्तियों और परिस्थितियों के प्रति संवेगात्मक रूप से अनुक्रियाशील हो।

सांवेगिक परिपक्वता पर ध्यान का प्रमुख कारण यह है कि अपरिपक्व बालक दुखी होता है, क्योंकि उसमें संवेगात्मक अस्थिरता होती है और समाज में वह सफल समायोजन करने में सक्षम नहीं हो पाता। उसे हमारी सहायता की आवश्यकता है। अतः विद्यालय, शिक्षक और अभिभावक की जिम्मेदारी है, कि वे देखें कि विकास की उचित समयावधि में बालकों में सांवेगिक परिपक्वता का वांछित ढंग से विकास हो, जिससे वे एक सभ्य एवं सुसंस्कृत नागरिक बनें।

अध्ययन के उद्देश्य

1. ग्रामीण विद्यालयों में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन करना।
2. ग्रामीण विद्यालयों में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का अध्ययन करना।

अध्ययन की परिकल्पनाएं

1. ग्रामीण विद्यालयों में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।
2. ग्रामीण विद्यालयों में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।

शोध प्रविधि

प्रस्तुत शोध अध्ययन हेतु शोधकर्ता ने सर्वेक्षण विधि का चुनाव किया गया है।

न्यादर्श

प्रस्तुत अध्ययन प्राथमिक आंकड़ों पर आधारित है। शोधकर्ता ने दैव निदर्शन विधि (Random Sampling Method) द्वारा किया गया है।

उपकरण

प्रस्तुत शोध में प्रयुक्त विभिन्न चरों का मापन विभिन्न प्रमापीकृत प्रश्नावलियों के माध्यम से किया गया है। प्रस्तुत शोध के अनुरूप विभिन्न चरों के मापन के लिए उपलब्ध उपकरणों पारिवारिक वातावरण के मापन हेतु डॉ. करुणाशंकर मिश्रा द्वारा निर्मित मापनी तथा संवेगात्मक परिपक्वता को मापने के लिए वाय. सिंग एवं एम. भार्गव के द्वारा निर्मित मापनी का प्रयोग किया गया है।

प्रदत्त संकलन

मानकीकृत प्रश्नावलियों द्वारा शहरी क्षेत्र के छात्र-छात्राओं से आंकड़ें संकलित किये गये।

विश्लेषण एवं चर्चा

परिकल्पना क्रमांक-1: ग्रामीण विद्यालयों में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।

तालिका क्रमांक-1

ग्रामीण छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध

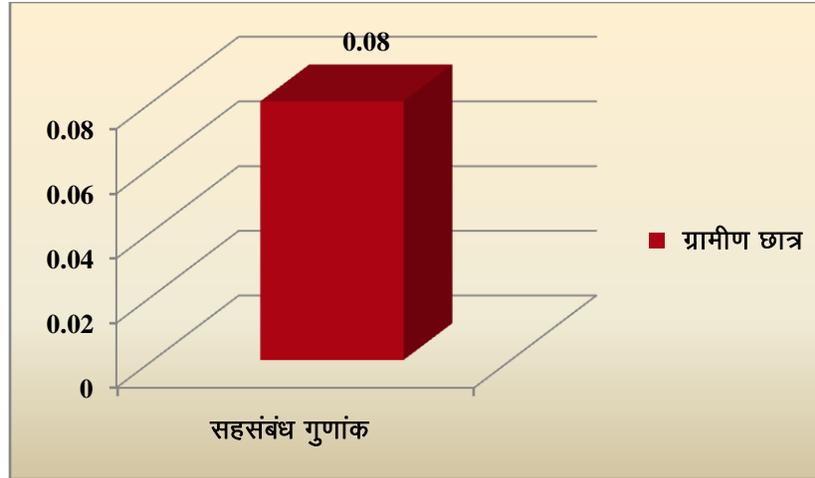
स.क्र.	चर	समूह	छात्रों की संख्या (N)	सहसंबंध गुणांक
1	पारिवारिक वातावरण	ग्रामीण छात्र	25	0.08
2	संवेगात्मक परिपक्वता	ग्रामीण छात्र	25	

निरीक्षण

उपर्युक्त तालिका क्रमांक-1 से स्पष्ट है कि ग्रामीण क्षेत्र में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का सहसंबंध गुणांक 0.08 है।

आरेख क्रमांक-1

ग्रामीण छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध का चित्रण



निष्कर्ष

ग्रामीण क्षेत्र में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध पाया गया है अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में भी वृद्धि होगी। अतः परिकल्पना क्रमांक-1 पुष्ट होती है तथा दोनों चरों में धनात्मक सहसंबंध पाया गया।

परिकल्पना क्रमांक-2: ग्रामीण विद्यालयों में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता में धनात्मक सहसंबंध पाया जाएगा।

तालिका क्रमांक-2

ग्रामीण छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध

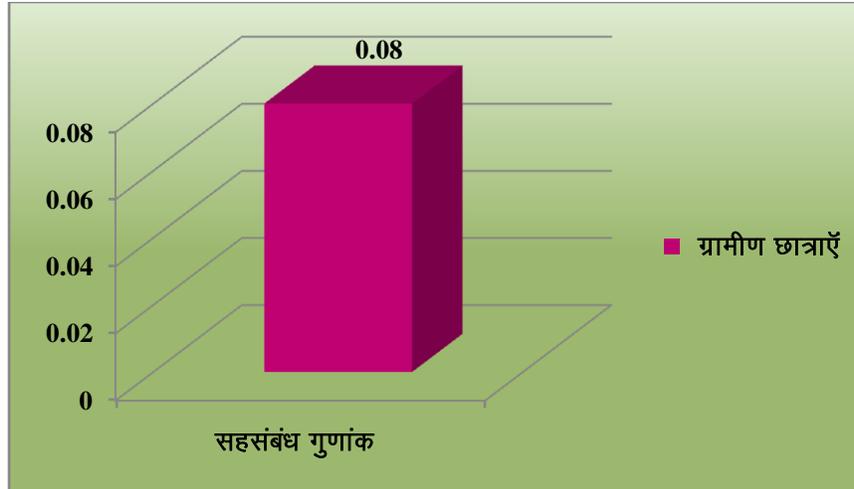
स.क्र.	चर	समूह	छात्राओं की संख्या (N)	सहसंबंध गुणांक
1	पारिवारिक वातावरण	ग्रामीण छात्राएँ	25	0.08
2	संवेगात्मक परिपक्वता	ग्रामीण छात्राएँ	25	

निरीक्षण

उपर्युक्त तालिका क्रमांक-2 से स्पष्ट है कि ग्रामीण क्षेत्र में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता का सहसंबंध गुणांक 0.08 है।

आरेख क्रमांक-2

ग्रामीण छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य सहसंबंध का चित्रण



निष्कर्ष

ग्रामीण क्षेत्र में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध पाया गया है अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में भी वृद्धि होगी। अतः परिकल्पना क्रमांक-2 पुष्ट होती है तथा दोनों चरों में धनात्मक सहसंबंध उपस्थित है।

निष्कर्ष

1. ग्रामीण क्षेत्र में अध्ययनरत छात्रों के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध पाया गया है अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में भी वृद्धि होती पायी गयी तथा दोनों चरों में धनात्मक सहसंबंध पाया गया।
2. ग्रामीण क्षेत्र में अध्ययनरत छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध पाया गया है अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में भी वृद्धि होती पायी गयी तथा दोनों चरों में धनात्मक सहसंबंध उपस्थित पाया गया।

शैक्षणिक उपादेयता

सकारात्मक घरेलू वातावरण विद्यार्थियों को सभी विशेषताएं प्रदान करता है, वरन् नकारात्मक घरेलू वातावरण निरर्थक एवं विनाशकारी परिणाम वहन करता है। न केवल यह, इस प्रकार के नकारात्मक वातावरण, अपराधिक प्रवृत्ति, नशा, अनुशासनहीनता, विद्यालय के प्रति नकारात्मक अभिवृत्ति, अध्ययन छोड़ने की प्रवृत्ति, अनुपस्थित रहने की बारम्बारता में वृद्धि करता है। इसके और भी वीभत्स परिणाम दृष्टिगोचर होते हैं— जैसे कि चोरी, हत्या, हिंसा, अपराध इत्यादि।

प्रस्तुत शोध अध्ययन में परिणामस्वरूप देखा गया की ग्रामीण क्षेत्र में अध्ययनरत छात्रों एवं छात्राओं के पारिवारिक वातावरण तथा संवेगात्मक परिपक्वता के मध्य धनात्मक सहसंबंध है अर्थात् पारिवारिक वातावरण के अच्छे होने पर संवेगात्मक परिपक्वता में भी वृद्धि होगी। अतएव अभिभावकों का यह परम कर्तव्य है कि परिवार के वातावरण को अच्छे से अच्छा बनाये रखें।

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मध्यम श्रेणी तथा उच्च श्रेणी की कार्यशील महिलाओं तथा गृहिणियों के बच्चों को पोषण स्तर का तुलनात्मक अध्ययन

Dr. Divya Sharma¹

Dr. Arun Kumar Dubey²

सारांश

शिक्षा दर्शन की दृष्टि से बालक के विकास की प्रक्रिया भी शारीरिक शिक्षा के योगदान के अभाव में अधूरी ही रहेगी। उसके व्यक्तित्व के विकास में ऐसी कमी रहेगी जिसकी पूर्ति करना बाद में संभव नहीं होगा। सार रूप में यदि कहें तो स्वास्थ्य एवं शारीरिक शिक्षा के ज्ञान के अभाव में बहुत से बालक विभिन्न बीमारियों से ग्रस्त हो जाते हैं। अतः हमारे शालेय पाठ्यक्रम में अन्य विषयों के समान ही स्वास्थ्य शिक्षा की ओर भी विशेष ध्यान दिया जाना अत्यन्त आवश्यक है। हमारे देश में पोषण एवं स्वास्थ्य शिक्षा की वर्तमान स्थिति अत्यन्त निराशाजनक है। विद्यालय में स्वास्थ्य शिक्षा संबंधी पाठ्यक्रम का अध्ययन नहीं किया जाता। शासन के द्वारा किये जाने वाले कार्य भी निष्फल प्रतीत होते हैं। जनसंख्या वृद्धि तथा निर्धनता इसके लिए मुख्य रूप से उत्तरदायी है। पोषण के बारे में पर्याप्त जानकारी की कमी है। सफाई पर ध्यान नहीं दिया जाता। पोषण एवं स्वास्थ्य संबंधी नियमों की जानकारी नहीं है। वस्तुतः देश में इसके प्रचार-प्रसार की अत्यन्त आवश्यकता है। शिक्षण संस्थाओं के माध्यम से पोषण एवं स्वास्थ्य संबंधी जानकारी का प्रचार-प्रसार करके राष्ट्र के स्वास्थ्य को उन्नत किया जा सकता है। स्वास्थ्य एवं शारीरिक शिक्षा संबंधी कार्यक्रमों को सफल क्रियान्वयन के द्वारा जैसे- मध्याह्न भोजन कार्यक्रम तथा पाठशाला के बच्चों के अन्य पोषण संबंधी कार्यों के आरंभ होने से पाठशाला में अध्यापकों को अनेक राष्ट्रीय पोषण कार्यक्रमों में एक विशेष भूमिका निभानी पड़ती है। कार्यक्रम की सफलता बहुत अंश तक अध्यापक के कार्यक्रम की महत्ता के प्रति जागरूकता, रुचि, क्षमता व लगन पर निर्भर होती है। पाठ्यपुस्तकों में न केवल सुपोषण के सिद्धांतों के संबंध में मार्गदर्शन होना चाहिए, बल्कि यह भी उल्लेख हो कि विषय को कैसे पढ़ाया जाए। विषय पढ़ाते समय अध्यापक को विभिन्न प्रकार के प्रेरणादायी वाले उपायों का सही प्रयोग किये जाने की आवश्यकता है।

प्रस्तुत शोध पत्र में इन्हीं तथ्यों को दृष्टिगत रखते हुये छत्तीसगढ़ राज्य के विशेष संदर्भ में उच्च व मध्यम श्रेणी की कार्यशील महिलाओं तथा गृहिणियों के बच्चों का पोषण स्तर की तुलना की गई तथा चयनित न्यादर्शों से आंकड़े संकलित कर परिकल्पनाओं का पुष्टिकरण किया गया तथा निष्कर्ष निरूपित किये गये।

प्रस्तावना

महिलाओं के लिए कार्यशील या गृहिणी दोनों ही रूपों में अपनी श्रेष्ठता का प्रतिपादन करना बहुत ही अधिक चुनौतीपूर्ण है। क्योंकि हमारे समाज का माहौल ऐसा है कि महिला से हमेशा यह अपेक्षा की जाती है कि वह अपनी हर भूमिका को बखूबी निभाये। महिलाएं स्वयं भी ऐसा ही करना चाहती हैं

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कि वो सभी खुशियां दे सकें लेकिन यह भी सच है कि एक ही समय में एक व्यक्ति दो जगह नहीं रह सकता है। इस हेतु आवश्यक है कि महिलाएं समय व्यवस्थापन को अपनाएं। वैज्ञानिक कहते हैं कि पुरुषों के मुकाबले महिलाओं का मस्तिष्क 8 प्रतिशत छोटा होता है, लेकिन वह ज्यादा कार्य-कुशलता से काम करता है। 600 बोर्ड ऑफ डायरेक्टर्स को लेकर हुए एक अध्ययन से पता चला था कि महिलाएं बेहतर निर्णय ले सकती हैं।

पिछले दो दशकों में ऐसे काम बढ़े हैं जिनके चलते आर्थिक जरूरतों के चलते औरतें घर से बाहर जाकर काम करने को प्राथमिकता दे रही हैं, इसके बावजूद उन्हें परिवार के कार्यों से मुक्ति मिलती हो ऐसा नहीं है। भारत का ही उदाहरण लें, तो एक ओर जहां स्त्री को आर्थिक स्वावलम्बन का पाठ पढ़ाया जा रहा है, तो वहीं दूसरी ओर सदियों से चली आ रही परम्परागत जिम्मेदारियों को निभाने की सीख भी दी जाती है। वह भी ऐसी परिस्थितियों में, जब वेतन विसंगति से लेकर छींटाकसी तक का सामना करना पड़े। बच्चों की देखभाल से लेकर खाना बनाने तक सभी दायित्व स्त्री के कंधों पर ही होते हैं, जैसे दफ्तर में बेहतरीन प्रदर्शन की चुनौती। स्त्री से ही यह अपेक्षा की जाती है कि वह दफ्तर से छुट्टी लेकर घर के दायित्व निभाये, चाहे प्रश्न बच्चों की जरूरतों का हो या फिर परिवार के किसी और सदस्यों का।

कार्यशील महिला शब्द का प्रयोग प्रायः नौकरी करने वाली महिला के संदर्भ में किया जाता है अर्थात् वे महिलाएं जो घरों के बाहर नियमित रूप से आर्थिक व व्यवसायिक गतिविधियों में व्यस्त रहती हैं। कार्यशील महिलाएं शब्द उन स्त्रियों के लिए प्रयुक्त हुआ है, जो वेतन वाले काम-धंधों में लगी हैं। काम करने का अर्थ स्वयं काम करना ही नहीं, वरन् दूसरे व्यक्तियों से काम लेना तथा उनके कार्य की निगरानी करना एवं निर्देशन आदि देने भी सम्मिलित है। गृहिणी शब्द से ही मस्तिष्क में एक ऐसी आदर्श नारी की कल्पना आती है, जोकि संपूर्ण घर की देखभाल करती है, बच्चों का पालन-पोषण करती है। यह कार्य गृहिणी का प्राथमिक उत्तरदायित्व होता है। गृहिणी ही घर की आधारशिला है। घर की कुशल व्यवस्था, परिवार की सुख-समृद्धि, सम्पन्नता यहां तक कि घर का अस्तित्व ही उस पर निर्भर करता है। घर की सुव्यवस्था का ध्यान, सुमधुर वातावरण का निर्माण तथा सभी सदस्यों की आवश्यकताओं की पूर्ति का भार गृहिणी पर ही निर्भर है। शहर और नौकरी-पेशा वर्ग ने गृहिणी शब्द का आविष्कार किया और उसी ने उसे हिकारत भी दी। चूंकि गृहिणियों के काम का आर्थिक मूल्यांकन नहीं किया जाता है, इसलिए उसके काम को दायम दर्जे का मान लिया जाता है। जबकि जो निवेश होता है वह भी महत्वपूर्ण होता है।

यह सर्वमान्य तथ्य है कि स्वस्थ शरीर में ही स्वस्थ मस्तिष्क निवास करता है। अतएव किसी भी विषय में उपलब्धि या प्रवीणता के विशिष्ट स्तर को प्राप्त करने के लिए यह अत्यन्त आवश्यक है कि बालिकाओं के स्वास्थ्य के प्रति सजगता उच्च हो।

सही पोषण से बच्चों की वृद्धि उत्तम होती है। बीमारियों से लड़ने की क्षमता बढ़ती है। इसका असर व्यक्ति के जीवन पर देखने को मिलता है— उत्पादकता में वृद्धि होती है, बच्चों की एकाग्रता बढ़ती है और पढ़ाई में मन लगता है अर्थात् उपलब्धि में निश्चित तौर पर वृद्धि होती है।

अध्ययन के उद्देश्य

1. मध्यम श्रेणी की कार्यशील महिलाओं के बच्चों के पोषण स्तर का गृहिणी महिलाओं के बच्चों के पोषण स्तर से तुलना करना।

2. उच्च श्रेणी की कार्यशील महिलाओं के बच्चों के पोषण स्तर का गृहिणी महिलाओं के बच्चों के पोषण स्तर से तुलना करना।

अध्ययन की परिकल्पनाएं

1. मध्यम श्रेणी की कार्यशील महिलाओं के बच्चों का पोषण स्तर गृहिणी महिलाओं की तुलना में अपेक्षाकृत निम्न होता है।
2. उच्च श्रेणी की कार्यशील महिलाओं के बच्चों का पोषण स्तर गृहिणी महिलाओं के बच्चों के समान होता है।

शोध प्रविधि

प्रस्तुत शोध अध्ययन हेतु शोधकर्ता ने अन्वेषणात्मक, वर्णानात्मक शोध प्ररचना का चुनाव किया गया है।

न्यादर्श

प्रस्तुत अध्ययन प्राथमिक आंकड़ों पर आधारित है। रायपुर नगर की उच्च श्रेणी व मध्यम श्रेणी की कार्यशील महिलाओं का चयन कार्यात्मक प्रतिरूप एवं गृहिणी महिलाओं के पारिवारिक मासिक आय को दृष्टिगत रखते हुए दैव निदर्शन विधि (Random Sampling Method) द्वारा किया गया है।

उपकरण

प्रस्तुत शोध अध्ययन में शोधकर्ता द्वारा स्वनिर्मित प्रश्नावली का प्रयोग किया गया है। उपकरण के निर्माण हेतु शोधकर्ता द्वारा 35 पदों का निर्माण किया गया। प्रश्नावली के मानकीकरण हेतु शोधकर्ता ने पद विश्लेषण द्वारा प्रत्येक पद की जांच की तथा 25 पदों का अंतिम चयन किया गया। प्रत्येक पद की अनुक्रिया हेतु उत्तरदाता को तीन विकल्प— हाँ, नहीं, कभी-कभी, दिये गये थे। प्राप्तांकों की गणना हेतु क्रमशः 3, 2, 1 अंक निर्धारित किये गये थे तदनुसार कुल प्राप्त अंकों की गणना की गई। साथ ही दोनों वर्ग की महिलाओं के बच्चों के पोषण स्तर का मापन करने के लिये मानवमितीय मापन का प्रयोग किया गया जिसके अन्तर्गत बच्चों की उम्र एवं लिंग के आधार पर उनका वजन एवं सही उंचाइयों का मापन किया गया एवं उनके बाडी मॉस इन्डेक्स (BMI) भी लिया गया।

प्रदत्त संकलन

स्वनिर्मित प्रश्नावली द्वारा उच्च श्रेणी व मध्यम श्रेणी की कार्यशील महिलाओं तथा गृहिणियों से प्रदत्त संकलित किये गये।

विश्लेषण एवं चर्चा

परिकल्पना क्रमांक-1: मध्यम श्रेणी की कार्यशील महिलाओं के बच्चों का पोषण स्तर गृहिणी महिलाओं की तुलना में अपेक्षाकृत निम्न होता है।

तालिका क्रमांक-1

मध्यम श्रेणी की कार्यशील एवं गृहिणी महिलाओं के बच्चों के पोषण स्तर की तुलना

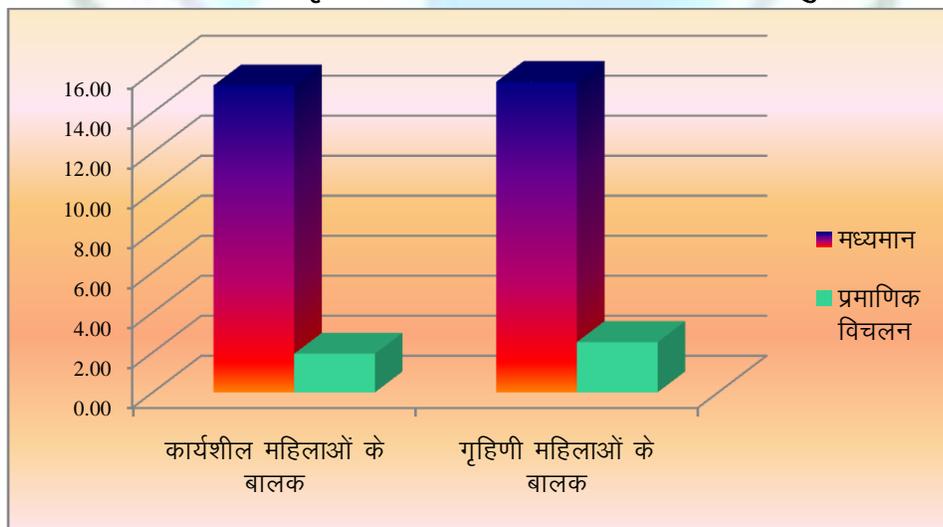
क्र.	विद्यालय	छात्रों की संख्या	मध्यमान	प्रमाणिक विचलन	क्रांतिक अनुपात (C.R.)	स्वतंत्रता के अंश (df)	0.01 विश्वास स्तर	0.05 विश्वास स्तर
1	कार्यशील महिलाओं के बालक	75	15.34	1.93	0.49	148	2.61	1.98
2	गृहिणी महिलाओं के बालक	75	15.52	2.51		(150.1.1)		
	कुल	150						

निष्कर्ष

मध्यम आय वर्ग के लोगों का जीवनयापन भी सीमित आमदनी एवं सीमित साधनों में होता है और यदि मध्यम श्रेणी की महिलायें भी कार्यरत हों तो अपने बालकों की यथोचित देखभाल नहीं कर पाती। शोधकर्ता ने इस परिकल्पना का निर्माण इसी उद्देश्य से किया है। तालिका क्रमांक-1 में इसी परिकल्पना का विश्लेषण किया गया है। परिणामों के अनुसार मध्यम श्रेणी की कार्यशील महिलाओं के बच्चों तथा मध्यम श्रेणी की ही गृहिणी महिलाओं के बालकों के पोषण स्तर में कोई सार्थक अंतर परिलक्षित नहीं हुआ।

आरेख क्रमांक-1

मध्यम श्रेणी की कार्यशील एवं गृहिणी महिलाओं के बच्चों के पोषण स्तर का तुलनात्मक चित्रण



सारणी के अनुसार 148 *df* पर 0.01 विश्वास स्तर पर 2.61 है तथा 0.05 विश्वास स्तर पर 1.98 है। प्राप्त क्रान्तिक अनुपात (C.R.)= 0.49 जो कि सांख्यिकीय रूप से 0.01 तथा 0.05 दोनों ही विश्वास स्तर से कम है, अतः शून्य परिकल्पना स्वीकृत होती है जो इस परिणाम की पुष्टि करता है कि मध्यम श्रेणी की कार्यशील तथा गृहिणी महिलाओं के बच्चों के पोषण स्तर में सार्थक अंतर नहीं होता है। अतः तुलनात्मक परिकल्पना क्रमांक-1 अपुष्ट होती है, अर्थात् मध्यम वर्ग की कार्यशील महिलायें अपने बालकों के पोषण स्तर को संतुलित रखने में सक्षम होती हैं। प्राप्त परिणामों को आरेख क्रमांक-2 में भी दर्शाया गया है।

परिकल्पना क्रमांक-2: उच्च श्रेणी की कार्यशील महिलाओं के बच्चों का पोषण स्तर गृहिणी महिलाओं के बच्चों के समान होता है।

तालिका क्रमांक-2

उच्च श्रेणी की कार्यशील एवं गृहिणी महिलाओं के बच्चों के पोषण स्तर की तुलना

क्र.	विद्यालय	छात्रों की संख्या	मध्यमान	प्रमाणिक विचलन	क्रान्तिक अनुपात (C.R.)	स्वतंत्रता के अंश (<i>df</i>)	0.01 विश्वास स्तर	0.05 विश्वास स्तर
1	कार्यशील महिलाओं के बालक	75	14.44	2.05	0.86	148	2.61	1.98
2	गृहिणी महिलाओं के बालक	75	14.70	1.66		(150.1.1)		
	कुल	150						

निष्कर्ष

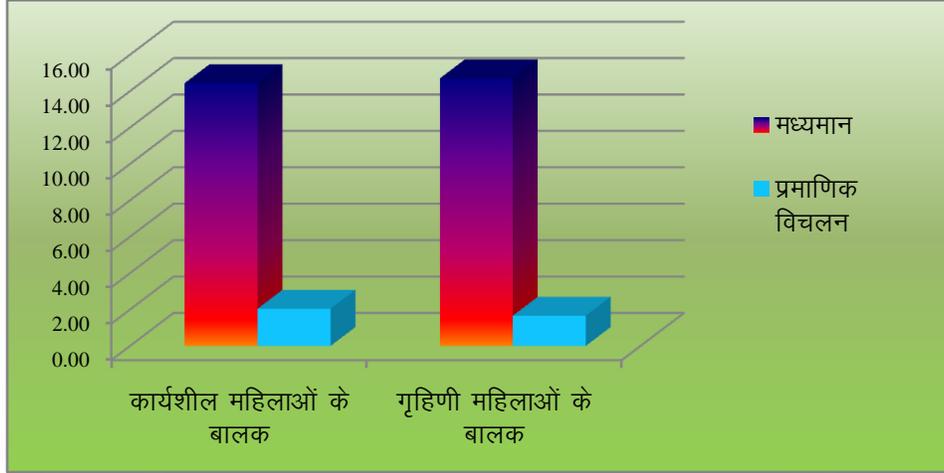
उच्च आय वर्ग में महिलायें अपनी प्रतिभा अनुसार विभिन्न प्रकार के कार्यों में संलग्न होती हैं। जीवनयापन हेतु आजीविका अर्जित करने की बाध्यता हेतु नहीं वरन् वे अपनी शैक्षिक प्रतिभा तथा आत्मविश्वास की पुष्टि हेतु कार्य करती हैं। उच्च श्रेणी की महिलायें संपन्न घरों से होती हैं तथा अपने बालकों की यथोचित देखभाल हेतु पर्याप्त सुविधाओं की व्यवस्था रखती हैं। इसी प्रकार उच्च वर्ग की गृहिणी महिलायें भी अपने बालकों की देखभाल उत्तम तरीके से करती हैं। शोधकर्ता ने इसीलिये परिकल्पना बनाई कि उच्च श्रेणी की कार्यशील महिलाओं के बच्चों का पोषण स्तर गृहिणी महिलाओं के बच्चों के समान ही होता है।

तालिका क्रमांक-2 में इसी परिकल्पना का विश्लेषण किया गया है। परिणामों के अनुसार उच्च श्रेणी की कार्यशील महिलाओं के बच्चों तथा उच्च श्रेणी की ही गृहिणी महिलाओं के बालकों के पोषण स्तर में कोई सार्थक अन्तर परिलक्षित नहीं हुआ। सारणी के अनुसार 148 *df* पर 0.01 विश्वास स्तर पर 2.61 है तथा 0.05 विश्वास स्तर पर 1.98 है। प्राप्त क्रान्तिक अनुपात (C.R.)= 0.86 जो कि सांख्यिकीय रूप से 0.01 तथा 0.05 दोनों ही विश्वास स्तर से से कम है, अतः शून्य परिकल्पना स्वीकृत होती है जो इस परिणाम की पुष्टि करता है कि उच्च श्रेणी की कार्यशील तथा गृहिणी महिलाओं के बच्चों के पोषण स्तर में सार्थक अंतर नहीं होता है। अतः तुलनात्मक परिकल्पना क्रमांक-2 अपुष्ट होती है, अर्थात् उच्च

वर्ग की कार्यशील महिलायें अपने बालकों के पोषण स्तर को संतुलित रखने में सक्षम होती हैं। प्राप्त परिणामों को आरेख क्रमांक-2 में भी दर्शाया गया है।

आरेख क्रमांक-2

उच्च श्रेणी की कार्यशील एवं गृहिणी महिलाओं के बच्चों के पोषण स्तर का तुलनात्मक चित्रण



निष्कर्ष

1. परिणामों के अनुसार मध्यम श्रेणी की कार्यशील महिलाओं के बच्चों तथा मध्यम श्रेणी की ही गृहिणी महिलाओं के बालकों के पोषण स्तर में कोई सार्थक अंतर परिलक्षित नहीं हुआ।
2. परिणामों के अनुसार उच्च श्रेणी की कार्यशील महिलाओं के बच्चों तथा उच्च श्रेणी की ही गृहिणी महिलाओं के बालकों के पोषण स्तर में कोई सार्थक अन्तर परिलक्षित नहीं हुआ।

शैक्षणिक उपादेयता

भारत में महिलाओं की स्थिति और उनकी महत्ता को नकारा नहीं जा सकता। स्वतंत्रता प्राप्ति के पश्चात् महिलाओं के शैक्षिक विकास एवं व्यवस्थात्मक अवसरों के फलस्वरूप अपेक्षाकृत अधिक अनुपात में महिलाओं ने राष्ट्रीय जीवन धारा में भागीदारी के प्रमाण दिये हैं। महिलाओं ने प्रत्येक क्षेत्रों में चाहें वे सार्वजनिक हो या निजी अपनी योग्यता के आधार पर अपने स्थान एवं उपलब्धियों को प्राप्त किया है। राष्ट्रीय जीवन के अनेक क्षेत्रों के साथ-साथ राजनीतिक, प्रशासनिक आदि क्षेत्रों में भी महिलाओं की उपस्थिति एक महत्वपूर्ण परिवर्तन है। वर्तमान में महिलाओं की अधिकाधिक क्रियाशीलता ने जहाँ महिलाओं की आर्थिक निर्भरता को प्रश्रय दिया है, वहीं पारिवारिक दायित्वों के निर्वहन में, विशेषकर बच्चों के निर्वहन में एक चुनौती भी निर्मित हुई है समाज के दोहरे मापदण्ड से प्रभावित कार्यशील महिलाएं घरेलू महिलाओं के तुलना में अपनी परिवार के दायित्वों के निर्वहन में, विशेष कर बच्चों की देखभाल में पर्याप्त ध्यान नहीं दे पाती, जिसके परिणामतः कार्यशील महिलाओं के शिशुओं की देखभाल परिवार के वरिष्ठ महिला सदस्या अथवा आया के द्वारा किया जाता है जिसमें घरेलू महिलाओं के तुलना में दायित्वों का निर्वहन में अपनत्व का अभाव होता है। परिणामतः कार्यशील महिलाओं के

बच्चे उचित देखभाल के अभाव में स्वस्थ एवं कुपोषण से पीड़ित होते हैं। यह कार्यशील महिलाओं के दोहरे दायित्व के निर्वहन के समक्ष एक चुनौती के रूप में सामने आया है।

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शहरी तथा ग्रामीण क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का अध्ययन

डॉ. दिव्या शर्मा

सहायक प्राध्यापक,

विप्र कला, वाणिज्य एवं
गुल्लु, शारीरिक शिक्षा महाविद्यालय, रायपुर, छ.ग.

आर. सी. पाण्डेय

शोधार्थी

मैट्स विश्वविद्यालय,
आरंग, छ.ग

सारांश

समायोजन एक महत्वपूर्ण मनोवैज्ञानिक परिवर्त्य है क्योंकि प्रत्येक जीवित प्राणी के सामने कुछ न कुछ परेशानियाँ और समस्याएँ होती हैं। एक व्यक्ति कितना प्रभावशाली है, यह उसकी समस्याओं की संख्या से ज्ञात नहीं होता है बल्कि उसकी प्रभावशीलता इस बात से स्पष्ट होती है कि वह इन समस्याओं को तथा जीवन की चुनौतियों को किस प्रकार स्वीकार करता है। उपर्युक्त कथनों से स्पष्ट है कि समायोजन एक गतिशील प्रक्रिया है, न कि स्थिर। यदि व्यक्ति के समायोजन को देखा जाये तो केवल व्यक्ति में ही परिवर्तन नहीं होते हैं, परिवर्तन पर्यावरण में भी होते रहते हैं।

भूमिका

मनोविज्ञान में समायोजन व्यवहारात्मक प्रक्रिया का उल्लेख करता है मनुष्यों तथा अन्य प्राणियों द्वारा उनके पर्यावरण की आवश्यकताओं तथा बाधाओं के बीच या उनकी विभिन्न आवश्यकताओं के बीच संतुलन निर्वाह करने का उल्लेख करता है। मानव जाति शारीरिक सामाजिक तथा मनोवैज्ञानिक मांगों के समायोजन के लिए सक्षम हैं जो अन्य व्यक्तियों के साथ अंतः निर्भरता होने से उत्पन्न होती है। समायोजन प्रक्रिया के रूप में व्यक्ति का अनुकूलन के तरीके तथा आशय का उसके स्वयं के तथा उसके वातावरण के लिए ऐसे समायोजन की गुणवत्ता के संदर्भ के बिना वर्णन तथा व्याख्या करता है या यह सफलता या असफलता के संबंध में आता है। यह विद्यालय घर बढ़ती उम्र या बुढ़ापे में कार्यस्थल पर जीवन की स्थितियों में एक संगठनात्मक व्यवहार है। यह सहनशील स्तर पर आधारभूत उमंग या उत्तेजना को रखने अपनी स्वयं की योग्यता में विश्वास तथा इच्छित लक्ष्यों को प्राप्त करने के लिए प्रत्येक मदद करता है। इस प्रकार समायोजन स्वपहल बढ़त तथा बौद्धिक भावनात्मक सामाजिक भौतिक तथा व्यावसायिक आयामों के लिए साथ विकास के लिए मदद करता है। समायोजन मनोवैज्ञानिक प्रक्रिया का उल्लेख करता है जिसके द्वारा लोग दैनिक जीवन की मांगों तथा चुनौतियों के साथ-साथ सामना या प्रबंध करते हैं यह अनुकूलता को सूचित करता है। यह एक व्यक्तिगत अनुकूलन के लिए उनके वातावरण तथा जीवन की मांग के तरीके के साथ डील करता है। यह कि वह दूसरों (अंतर्व्यक्तिक) से कैसे संबंधित है तथा वह अपनी जिम्मेदारियों तथा आंतरिक भावनाओं को कैसे संभालता है, को शामिल करता है। मनोवैज्ञानिक रूप से समायोजन जीव की मांगों को सम्भालने तथा बाहरी दबाव के साथ-साथ उसकी आवश्यकताओं को इच्छाओं तथा संघर्ष के अनुभवों को संभालने में मदद करता है। वर्तमान में क्रांतिकारी परिवर्तन विभिन्न क्षेत्रों में स्थान ले रहे हैं तथा ऐसे आवश्यक होते वातावरणीय समायोजन के साथ संभालते हैं। परिवर्तित समाज के साथ कदम मिलाने के लिए प्रत्येक को स्वयं में तथा उसके वातावरण में बदलाव लाना होगा। यदि व्यक्ति बदलते समय के साथ कदम नही मिलाता है तो वह समाज में पीछे हो जाएगा। इसलिए प्रत्येक व्यक्ति को समायोजन को संभव बनाने के लिए स्वयं में निरंतर परिवर्तन लाना है।

संबंधित साहित्य का अध्ययन

ठाकुर सुधा ने (2015) में “कार्यरत तथा सेवानिवृत्ति के बाद वृद्ध व्यक्ति की मानसिक तथा समायोजन समस्या” का अध्ययन किया। वर्तमान अध्ययन का उद्देश्य कार्यरत तथा सेवानिवृत्ति के पश्चात व्यक्ति की तुलना करने के लिए 100 कार्यरत तथा 100 सेवानिवृत्त पुरुषों पर व्यक्तिगत कारक से संबंधित लघु पैमाना प्रशासित किया। प्रमोद कुमार तथा वृद्ध शमशाद हुसैन द्वारा निर्मित मानसिक स्वास्थ्य चैक लिस्ट उपयोग की गई। परिणामों द्वारा प्रकट हुआ कि वृद्ध व्यक्तियों ने सभी कारकों पर महत्वपूर्ण रूप से उच्च स्कोर प्राप्त किया।

कौर (2012) में उपलब्धि लिंग तथा स्थान के संबंध में समायोजन की समस्याओं की जांच की। उन्होंने पाया कि बालिकाओं में बालकों को तुलना में अधिक समायोजन शक्ति होती है जबकि स्थान समायोजन शक्ति को प्रभावित नहीं करता।

बासु (2012) में उच्चतर माध्यमिक विद्यालयीन विद्यार्थियों की समायोजन योग्यताओं को जांचने का लक्ष्य तय किया था जब जेंडर के आधार पर पारिवारिक संरचना के प्रकार तथा विद्यालय में निर्देशों का माध्यम पर तुलना की तब पाया कि यहां उच्चतर विद्यालयीन विद्यार्थियों के समायोजन के बीच बहुत अधिक महत्वपूर्ण अंतर अस्तित्व में है।

रॉय व मित्रा (2012) ने शीघ्र तथा विलंब से किशोर विद्यालयीन विद्यार्थियों के बीच समायोजन के प्रतिरूप का परीक्षण किया अध्ययन ने प्रकट किया कि शीघ्र तथा विलंब किशोर समूह घर स्वास्थ्य तथा समायोजन के सामाजिक क्षेत्रों में एक दूसरे से महत्वपूर्ण रूप से भिन्न है। बालिकाओं ने बालकों की तुलना में बेहतर समायोजन दर्शाया।

अध्ययन का उद्देश्य

1. शहरी क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का अध्ययन करना।
2. ग्रामीण क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का अध्ययन करना।

अध्ययन की परिकल्पनाएं

H₀₁ शहरी क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

H₀₂ ग्रामीण क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

अध्ययन का क्षेत्र व परिसीमन

1. प्रस्तुत अध्ययन जांजगीर चांपा जिले तक सीमित है।
2. चयनित न्यादर्श समूह की समायोजन क्षमता तथा आई.सी.टी. के प्रति जागरूकता का संदर्भित प्रश्नावलियों के माध्यम से आंकड़े संकलित किये गये।

शोध विधि

सीमित समय एवं सीमित साधनों में अनुसंधान के लिए चयनित समस्या के महत्व को देखते हुए सर्वेक्षण विधि सर्वाधिक उपयुक्त विधि है। अतएव प्रस्तुत शोध अध्ययन में उपयुक्त विशेषताओं के आधार पर समस्या का समाधान करने व आकड़ों को एकत्रित करने के लिए सर्वेक्षण विधि का चयन किया गया है।

न्यादर्श विधि

शोध समस्या हेतु जांजगीर जिले के शहरी तथा ग्रामीण क्षेत्रों के शासकीय तथा अशासकीय उच्चतर माध्यमिक विद्यालयों में से यादृच्छिक न्यादर्श चयन विधि द्वारा निम्नलिखित संख्या में महिला एवं पुरुष शिक्षकों का चयन किया गया।

उपकरण

शोध में प्रयुक्त उपकरणों का विवरण

क्रमांक	चर	निर्माणकर्ता
1.	समायोजन क्षमता मापनी	शोधकर्ता
2.	आई.सी.टी. के प्रति जागरूकता	शोधकर्ता

सांख्यिकी अभिप्रयोग

1. मध्यमान
2. मानक विचलन—
3. कांतिक अनुपात
4. सहसंबंध ज्ञात करने हेतु कार्ल पियर्सन की गुणन घात विधि

प्रदत्तों का विश्लेषण एवं व्याख्या

H₀₁ शहरी क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

तालिका क्रमांक 1

शहरी क्षेत्र के शिक्षकों की आई.सी.टी. के प्रति जागरूकता का उनके समायोजन से सहसंबंध

क.	चर	समूह	शिक्षकों की संख्या (N)	सहसंबंध गुणांक	सहसंबंध
1	आई.सी.टी. के प्रति जागरूकता	शहरी क्षेत्र के शिक्षक	347	0.05	नगण्य सकारात्मक

2	समायोजन	शहरी क्षेत्र के शिक्षक		सहसंबंध
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निष्कर्ष –

तालिका कमांक 1 में दर्शित आंकड़ों से स्पष्ट है कि शहरी क्षेत्र के शिक्षकों की आई.सी.टी. के प्रति जागरूकता का उनके समायोजन के साथ निम्न सकारात्मक सहसंबंध दिखाई देता है। परिणाम इस तथ्य को बल देते हैं की आई.सी.टी. के प्रति जागरूकता में वृद्धि के साथ-साथ शहरी क्षेत्र के शिक्षकों के समायोजन में भी वृद्धि होती है किन्तु ऐसा एकदम नगण्य है क्योंकि दोनों के मध्य नगण्य सकारात्मक सहसंबंध व्याप्त है। प्राप्त परिणामों के अनुसार शहरी क्षेत्र के शिक्षकों की आई.सी.टी. के प्रति जागरूकता तथा उनके समायोजन के मध्य सांख्यिक धनात्मक सह संबंध पाया गया, अतः परिकल्पना कमांक 1 स्वीकार्य है। शहरी क्षेत्र में व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का कोई विशेष प्रभाव दृष्टिगोचर नहीं हुआ था किन्तु समायोजन पर प्रत्यक्ष प्रभाव व्याप्त है। आधुनिक तकनीकों के प्रयोग से समायोजन की क्षमता में वृद्धि हुई है। प्रस्तुत सहसंबंध का रेखांकिय चित्रण निम्नानुसार है:-

आरेख कमांक 1

शहरी क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन तथा आई.सी.टी. के प्रति जागरूकता के मध्य सहसंबंध



H₀₂ ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

तालिका कमांक 2

ग्रामीण क्षेत्र के शिक्षकों की आई.सी.टी. के प्रति जागरूकता
का उनके समायोजन से सहसंबंध

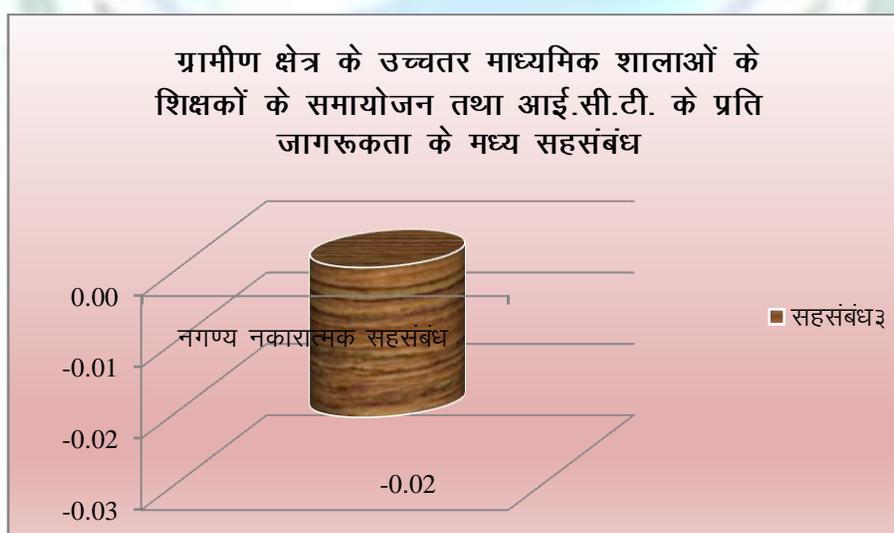
स.क.	चर	समूह	शिक्षकों की संख्या (N)	सहसंबंध गुणांक	सहसंबंध
1	आई.सी.टी. के प्रति जागरूकता	ग्रामीण क्षेत्र के शिक्षक	318	-0.02	नगण्य नकारात्मक सहसंबंध
2	समायोजन	ग्रामीण क्षेत्र के शिक्षक			

निष्कर्ष:-

तालिका क्रमांक 2 में दर्शित आंकड़ों से स्पष्ट है कि ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन पर आई.सी.टी. के प्रति जागरूकता का नगण्य नकारात्मक प्रभाव दिखाई देता है। परिणाम इस तथ्य की पुष्टि करते हैं कि आई.सी.टी. के प्रति जागरूकता का नगण्य नकारात्मक प्रभाव दिखाई देता है। परिणाम इस तथ्य की पुष्टि करते हैं कि आई.सी.टी. के प्रति जागरूकता का ग्रामीण शिक्षकों के समायोजन पर प्रत्यक्ष रूप से कोई प्रभाव नहीं पड़ता क्योंकि दोनों चरों के मध्य नगण्य नकारात्मक सहसंबंध व्याप्त है। प्राप्त परिणामों के अनुसार ग्रामीण क्षेत्र के शिक्षकों के द्वारा शिक्षण में आधुनिक उपकरणों तथा तकनीकों के प्रयोग का उनकी समायोजन क्षमता पर कोई प्रभाव नहीं पड़ता। यह इतने विश्वास के साथ इसलिये कहा जा सकता है क्योंकि दोनों ही चरों के मध्य -0.02 अर्थात् निम्न नकारात्मक सहसंबंध प्राप्त हुआ है, जिसका अर्थ यह है कि परिकल्पना 2 अस्वीकार्य है। प्रस्तुत सहसंबंध का रेखांकित चित्रण निम्नानुसार है:-

आरेख क्रमांक 2

ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के समायोजन तथा
आई.सी.टी. के प्रति जागरूकता के मध्य सहसंबंध



निष्कर्ष

1. परिणामों के अनुसार शहरी क्षेत्र के शिक्षकों की आई.सी.टी. के प्रति जागरूकता तथा उनके उनके समायोजन के मध्य सार्थक धनात्मक सह संबंध पाया गया। शहरी क्षेत्र में व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का कोई विशेष प्रभाव दृष्टिगोचर नहीं हुआ था किन्तु समायोजन पर प्रत्यक्ष प्रभाव व्याप्त है।
2. परिणाम इस तथ्य की पुष्टि करते हैं कि आई.सी.टी. के प्रति जागरूकता का ग्रामीण शिक्षकों के समायोजन पर प्रत्यक्ष रूप से कोई प्रभाव नहीं पड़ता क्योंकि दोनों चरों के मध्य नगण्य नकारात्मक सहसंबंध व्याप्त है। प्राप्त परिणामों के अनुसार ग्रामीण क्षेत्र के शिक्षकों के द्वारा शिक्षण में आधुनिक उपकरणों तथा तकनीकों के प्रयोग का उनकी समायोजन क्षमता पर कोई प्रभाव नहीं पड़ता।

शैक्षणिक उपादेयता

वर्तमान युग अत्यधिक गतिशील व परिवर्तनशील है। ऐसे समय में एक अध्यापक को इसी परिप्रेक्ष्य में अपने आपको तैयार करना होता है। एक शिक्षक की सफलता उसके प्रभावकारी शिक्षण पर निर्भर करता है। केवल सैद्धांतिक ज्ञान प्राप्त कर लेने से कोई भी शिक्षक प्रभावोत्पादक शिक्षण नहीं दे सकता। वर्तमान सूचना तकनीकी के बढ़ते जाल तथा वैज्ञानिक अविष्कारों के परिणामस्वरूप अनेक यंत्रों का विकास किया जा रहा है। रेडियो, दूरदर्शन, कम्प्यूटर, इंटरनेट, टेलीकांफ्रेंसिंग, ई-मेल आदि का प्रसार होता जा रहा है। इन यंत्रों को जानने, समझने तथा संचालन की विधि का ज्ञान प्राप्त करना शिक्षा से जुड़े व्यक्तियों के लिए अनिवार्य बनता जा रहा है। शिक्षा में इन यंत्रों के अनुप्रयोग करने की कला विकास करने में शैक्षिक तकनीकी की महत्ता एवं उपयोगिता अहम है। अतः अध्यापक शिक्षा में सूचना तकनीकी की उपयोगिता एवं अनिवार्यता देखते हुए प्रत्येक अध्यापक प्रशिक्षण कार्यक्रम एवं संस्थानों में इसे प्रधानता दी जानी चाहिए।

सुझाव

1. शिक्षकों को सर्वप्रथम अपने स्वयं के व्यक्तित्व के विभिन्न पहलुओं का ज्ञान स्वयं को होना अत्यन्त आवश्यक है।
2. प्रत्येक शिक्षक को शैक्षिक तकनीकी का ज्ञान होना नितान्त आवश्यक है। जिस हेतु शिक्षकों को अपने आपको अपडेट करते रहना चाहिये।
3. शिक्षकों को विद्यालय तथा संस्थान में उपलब्ध आई.सी.टी. संसाधनों की कार्यप्रणाली से भली प्रकार परिचित होना अत्यन्त आवश्यक है।
4. शिक्षकों की भर्ती के समय उनके व्यक्तित्व का मूल्यांकन करके यह सनिश्चित किया जाना चाहिये कि आवश्यक शिक्षकीय शीलगुण उपस्थित हैं या नहीं।

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विषय बनाकर नव काव्य सृजन एवं शोध किए जा रहे हैं। राम काव्य परम्परा का इतिहास गौरवमयी एवं भविष्य उज्ज्वल है।

सन्दर्भ ग्रन्थ सूची

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शहरी एवं ग्रामीण क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता के प्रभाव का अध्ययन

डॉ दिव्या शर्मा
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सारांश

व्यक्तित्व आधुनिक मनोविज्ञान का बहुत ही महत्वपूर्ण एवं प्रमुख विषय है। व्यक्तित्व के अध्ययन के आधार पर व्यक्ति के व्यवहार का पूर्व कथन भी किया जा सकता है। प्रत्येक व्यक्ति में कुछ विशेष गुण या विशेषताएं होती हैं जो दूसरे व्यक्ति में नहीं होती। इन्हीं गुणों एवं विशेषताओं के कारण ही प्रत्येक व्यक्ति एक दूसरे से भिन्न होता है व्यक्ति के इन गुणों का समुच्चय ही व्यक्ति का व्यक्तित्व कहलाता है। व्यक्तित्व एक स्थिर अवस्था न होकर एक गत्यात्मक समष्टि है, जिस पर परिवेश का प्रभाव पड़ता है और इसी कारण से उसमें बदलाव आ सकता है।

आज सूचना तकनीकी से अध्यापक शिक्षा में “जब चाहो, जहां चाहो तथा जो चाहा “वाक्य को चरितार्थ करता है। सूचना तकनीकी से शिक्षक निरंतर अपने ज्ञान तथा शिक्षण कौशलों में वृद्धि कर सकते हैं तथा खुद को नवीन शिक्षण पद्धतियों से लैस कर सकते हैं। आप डिजीटल लाइब्रेरी के माध्यम से कोई भी पुस्तक पढ़ सकते हैं।

प्रस्तुत शोध अध्ययन में तकनीकी युग के नवीनतम अनुप्रयोगों का व्यक्तित्व पर प्रभाव के बारे में संकल्पना की गई तथा शोध अध्ययन को मूर्त रूप प्रदान किया गया। इस उद्देश्य की पूर्ति हेतु शहरी एवं ग्रामीण क्षेत्र की उच्चतर माध्यमिक शालाओं के शिक्षकों का न्यादर्श के रूप में चयन किया गया तथा प्रश्नावलियों के माध्यम से उनसे आंकड़े प्राप्त किये गये। प्राप्त समकों का सांख्यिकीय विश्लेषण करके निष्कर्ष निरूपित किये गये।

भूमिका

शिक्षा जीवन पर्यंत चलने वाली एक सतत प्रक्रिया है। शिक्षा की प्रक्रिया में व्यक्ति अपनी जिज्ञासाओं का समाधान खोजता है। शिक्षा से ही व्यक्ति सही रूप से चिंतन करना सीखता है। शिक्षा व्यक्तियों का निर्माण करती है, चरित्र को उत्कृष्ट बनाती है। शिक्षा अपनी शक्तियों को पहचानने की क्षमता का विकास करती है, शिक्षा ही एक ऐसा साधन है जो मानव की अंतर्निहित

शक्तियों को विकसित करती है। प्लेटो ने कहा था कि –शिक्षा से मेरा अभिप्रायः उस प्रशिक्षण से है, जो अच्छी आदतों के द्वारा बालक में नैतिकता का विकास करती है।

व्यक्तित्व से संबंधित अध्ययनों की अभी कुछ दिनों पहले तक मनोवैज्ञानिकों द्वारा उपेक्षा की जाती रही थी। इसका मुख्य कारण इस विषय की गूढ़ता या जटिलता है। इसका कारण यह भी है कि मनोवैज्ञानिकों की रुचि उन समस्याओं के अध्ययन में अधिक थी, जो सभी प्रकार के जीवों में सामान्य रूप से पायी जाती है जैसे अधिगम और प्रत्यक्षीकरण आदि। इसकी उपेक्षा का तीसरा कारण यह है कि इससे सम्बन्धित समस्याओं का अध्ययन प्रयोगशालाओं में कठिन था। यह और बात है कि इस दिशा में अनेक अध्ययन हुये परन्तु इनमें से अधिकांश अध्ययन या तो दार्शनिकों द्वारा किए गये अथवा साधारण अध्ययन विधियों द्वारा किए गये।

अध्ययन का औचित्य

वर्तमान युग तकनीकी युग है जो कि मानव जीवन के प्रत्येक पहलू को प्रभावित करता है। अर्थात् यह व्यक्ति के व्यक्तित्व को भी प्रभावित करता ही है। आज सूचना तकनीकी के विकास ने अध्यापकों के लिए इतनी सुविधाएं मुहैया करवा दी है कि अध्यापक शिक्षा में हम नवाचारों तथा शोध कार्यों की जानकारी प्राप्त करते हुए शैक्षिक गुणवत्ता की ओर अग्रसर हो रहे हैं। सूचना तकनीकी के माध्यम से अध्यापक घर बैठे देश-विदेश में हो रहे शैक्षिक विकास की जानकारी प्राप्त कर सीखने की प्रवृत्ति को बढ़ावा दे सकते हैं।

संबंधित साहित्य का अध्ययन

- लेजर जार्ज (2017) द्वारा शैक्षणिक मनोविज्ञान में एक अधिक व्यापक सिद्धांत के लिए मनोवैज्ञानिक शोध तथा दिशा निर्देश का एक समीक्षात्मक अध्ययन किया गया। प्रस्तुत समीक्षा का उद्देश्य यह प्रदर्शित करना था कि शैक्षिक प्रक्रिया में शिक्षक व्यक्तित्व की भूमिका का एक अधिक संपूर्ण विवरण प्रदान करने के लिए शैक्षिक मनोविज्ञान शिक्षण सहायता कर सकता है।
- शुक्ला भावना ने (2016) में उच्चतर माध्यमि विद्यालयीन शिक्षकों की अकादमिक योग्यता तथा व्यक्तित्व विशेषताओं के साथ इसके संबंध तथा उर्जा शिक्षा की ओर प्रवृत्तियों को प्रभावित करने वाले कुछ कारकों का अध्ययन किया। यह अध्ययन ऊर्जा शिक्षा तथा व्यक्तित्व विशेषताओं के साथ उनके संबंध की ओर प्रवृत्तियों को प्रभावित करने वाले सात कारकों जैसे क्षेत्र, लिंग, आयु, पेशा (स्ट्रीम) या विषय सामाजिक पृष्ठभूमि, आर्थिक स्थिति तथा अकादमिक योग्यता से संबंधित है।
- अवस्थी सौभाग्यलता तथा एन.के नागैच ने (2015) में पुरुषों तथा महिला प्राध्यापकों की कुछ व्यक्तिगत विशेषताओं का एक तुलनात्मक अध्ययन किया। प्रस्तुत अध्ययन ने 6 व्यक्तित्व कारकों से संबंधित महिला तथा पुरुषों के बीच अंतर का परीक्षण किया। (कैटल के 16 व्यक्तित्व कारको पर परिणाम आधारित था) ग्वालियर के विभिन्न

महाविद्यालय से इस अध्ययन के लिए न्यादर्श के रूप में 20 प्राध्यापको (10 महिला व 10 पुरुष) को चुना गया। इस अध्ययन के निष्कर्ष प्रकट करते हैं कि कारक— “सी”, भावनात्मक रूप से स्थिरता “जी” नियम जागरूकता महिला व्याख्याताओं में अधिक प्रभावशाली पाई गई जबकि कारक— “बी” तार्किक “ई” प्रभुत्व “एफ” पुरुष प्राध्यापको में अधिक प्रभावशाली पाया गया तथा दोनों समूहों में 16 व्यक्तित्व कारको के अन्य कारक काफी हद तक सामान्य पाया गया।

- जावेद अहमद तथा बानों शाहीन ने (2016) में “शिक्षा में एक नवाचार सूचना तथा संचार प्रौद्योगिकी “विषय पर शोध कार्य किया। सूचना तथा संचार प्रौद्योगिकी जीवन के पहलुओं में एक सामान्य तत्व की स्थिति रखती है। यह कार्यस्थलों व्यापार शिक्षा तथा मनोरंजन में मुख्य भूमिका निभा रही है। शिक्षा में आई.सी.टी. की भूमिका अधिक ओर अधिक महत्वपूर्ण हो रही है।
- पांडे मनीषी, (2016) ने शिक्षक प्रशिक्षण कार्यक्रम दिशा निर्देश के एक प्रभावशाली तरीके के रूप में सूचना प्रौद्योगिकी का अध्ययन विषय पर नई शिक्षा पद्धति जर्नल में एक आलेख प्रस्तुत किया। उद्देश्य प्रभावशाली शिक्षण अधिगम प्रक्रिया पर किसी शैक्षणिक कार्यक्रम की प्रभावकारिता का अध्ययन करना था। इस अध्ययन ने समंक संकलन हेतु रैंडम सैंपलिंग विधि का उपयोग किया। इस शोध कार्य के लिए शोधार्थियों द्वारा 40 प्रश्नों की एक प्रश्नावली निर्मित की। ये प्रश्न पांच क्षेत्रों जैसे— शैक्षणिक, व्यक्तिगत, रोजगार सामाजिक तथा सामान्य के अंतर्गत थे जो विभिन्न बी.एड. महाविद्यालयों से लिए गए। इन विभिन्न वर्गों में छात्र शिक्षकों का प्रवृत्ति की खोज करने के लिए था। महाविद्यालय के नाम लॉटरी सिसटम द्वारा चुने गए शोधार्थियों द्वारा यह अवलोकित किया गया कि बी.एड. छात्र शिक्षक कम्प्यूटर के बारे में बहुत ज्यादा सुशिक्षित नहीं थे तथा उनमें से कुछ अंग्रेजी भाषा के साथ बहुत प्रवीण नहीं थे।

अध्ययन का उद्देश्य

1. शहरी क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का अध्ययन करना।
2. ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का अध्ययन करना।

अध्ययन की परिकल्पनाएं

- H₀₁** शहरी क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।
- H₀₂** ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

अध्ययन का क्षेत्र व परिसीमन

1. प्रस्तुत अध्ययन जांजगीर चांपा जिले तक सीमित है।
2. चयनित न्यादर्श समूह के व्यक्तित्व तथा आई.सी.टी. के प्रति जागरूकता का संदर्भित प्रश्नावलियों के माध्यम से आंकड़े संकलित किये गये।

शोध विधि

सीमित समय एवं सीमित साधनों में अनुसंधान के लिए चयनित समस्या के महत्व को देखते हुए सर्वेक्षण विधि सर्वाधिक उपयुक्त विधि है। अतएव प्रस्तुत शोध अध्ययन में उपयुक्त विशेषताओं के आधार पर समस्या का समाधान करने व आंकड़ों को एकत्रित करने के लिए सर्वेक्षण विधि का चयन किया गया है।

न्यादर्श विधि

शोध समस्या हेतु जांजगीर जिले के शहरी तथा ग्रामीण क्षेत्रों के शासकीय तथा अशासकीय उच्चतर माध्यमिक विद्यालयों में से यादृच्छिक न्यादर्श चयन विधि द्वारा निम्नलिखित संख्या में महिला एवं पुरुष शिक्षकों का चयन किया गया।

चर

प्रस्तुत अध्ययन में चरांक निम्नानुसार है—

स्वतंत्र चरांक (Independent Variables)

- व्यक्तित्व

आश्रित चरांक (Dependent Variables)

- आई.सी.टी. के प्रति जागरूकता

उपकरण

शोध में प्रयुक्त उपकरणों का विवरण

क्रमांक	चर	निर्माणकर्ता
1.	व्यक्तित्व आविष्कारिका	डॉ. अरुण कुमार सिंह आशीष कुमार सिंह
2.	आई.सी.टी. के प्रति जागरूकता	शोधकर्ता

सांख्यिकी अभिप्रयोग

1. मध्यमान
2. मानक विचलन—
3. कांतिक अनुपात
4. सहसंबंध ज्ञात करने हेतु कार्ल पियर्सन की गुणन घात विधि

प्रदत्तों का विश्लेषण एवं व्याख्या

H_{01} शहरी क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति

जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

तालिका क्रमांक 1

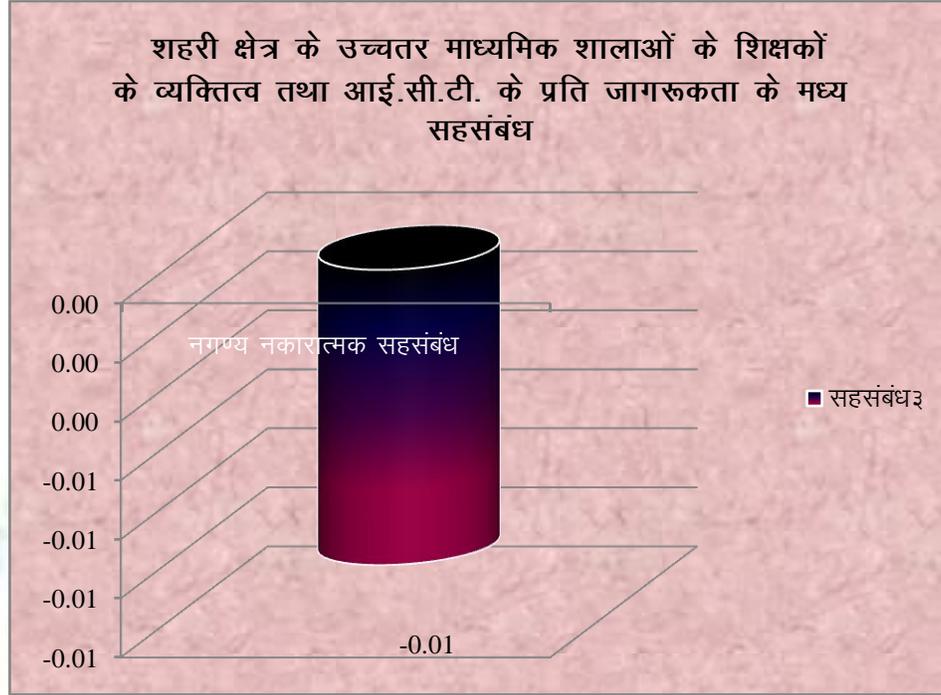
शहरी क्षेत्र के शिक्षकोंकी आई.सी.टी. के प्रति जागरूकता का उनके व्यक्तित्व से सहसंबंध

स.क्र.	चर	समूह	शिक्षकों की संख्या (N)	सहसंबंध गुणांक	सहसंबंध
1	आई.सी.टी. के प्रति जागरूकता	शहरी क्षेत्र के शिक्षक	347	0.01	नगण्य नकारात्मक सहसंबंध
2	व्यक्तित्व	शहरी क्षेत्र के शिक्षक			

निष्कर्ष

तालिका क्रमांक 1 में दर्शित आंकड़ों से स्पष्ट है कि शहरी क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का नगण्य नकारात्मक प्रभाव दिखाई देता है। परिणाम इस तथ्य की पुष्टि करते हैं कि आई.सी.टी. के प्रति जागरूकता का शिक्षकों के व्यक्तित्व पर प्रत्यक्ष रूप से कोई प्रभाव नहीं पड़ता क्योंकि दोनों के मध्य नगण्य नकारात्मक सहसंबंध व्याप्त है। प्राप्त परिणामों के अनुसार शहरी क्षेत्र के शिक्षकों के द्वारा शिक्षण में आधुनिक उपकरणों तथा तकनीकों के प्रयोग का उनके व्यक्तित्व पर कोई प्रभाव नहीं पड़ता। यह इतने विश्वास के साथ इसलिये कहा जा सकता है क्योंकि दोनों ही चरों के मध्य निम्न नकारात्मक सहसंबंध प्राप्त हुआ है अर्थात् परिकल्पना क्रमांक 1 अस्वीकार्य है। प्रस्तुत सहसंबंध का रेखांकिय चित्रण निम्नानुसार है:—

आरेख क्रमांक 1
ग्रामीण क्षेत्र के विद्यार्थियों की सांवेगिक बुद्धि का उनके
सामाजिक अन्तर्संबंध पर प्रभाव का चित्रण



H₀₂ ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का सकारात्मक प्रभाव पाया जाएगा।

तालिका क्रमांक 2

ग्रामीण क्षेत्र के शिक्षकों की आई.सी.टी. के प्रति जागरूकता का उनके व्यक्तित्व से सहसंबंध

स.क.	चर	समूह	शिक्षकों की संख्या (N)	सहसंबंध गुणांक	सहसंबंध
1	आई.सी.टी. के प्रति जागरूकता	ग्रामीण क्षेत्र के शिक्षक	318	0.04	नगण्य सकारात्मक सहसंबंध
2	व्यक्तित्व	ग्रामीण क्षेत्र के शिक्षक			

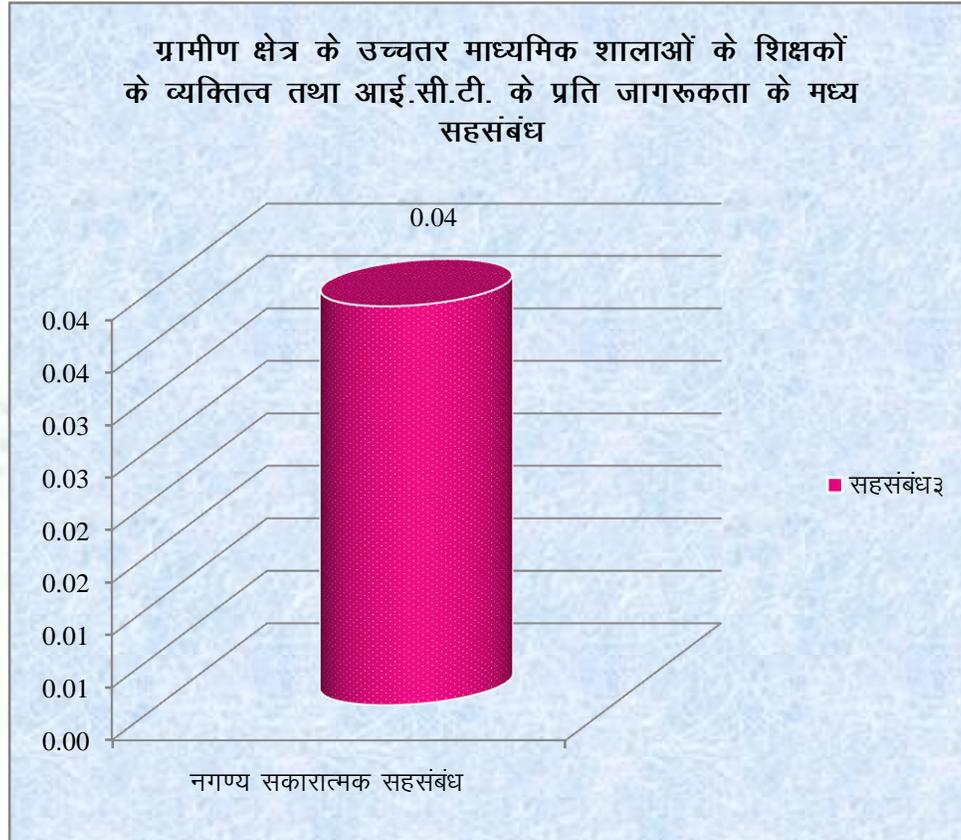
निष्कर्ष

ग्रामीण क्षेत्र के शिक्षकों की शिक्षकों की आई.सी.टी. के प्रति जागरूकता का उनके व्यक्तित्व पर जो प्रत्यक्ष प्रभाव पड़ता है उसे तालिका क्रमांक 2 में दर्शाया गया है। आंकड़ों से स्पष्ट है कि ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व पर आई.सी.टी. के प्रति जागरूकता का नगण्य सकारात्मक प्रभाव दिखाई देता है। परिणाम इस तथ्य की पुष्टि करते हैं क्योंकि सांख्यिकीय विश्लेषण दोनों के मध्य नगण्य किन्तु सकारात्मक सहसंबंध दर्शा रहे हैं। प्राप्त परिणामों के अनुसार ग्रामीण क्षेत्र के शिक्षकों के द्वारा शिक्षण में सूचना तकनीकी के प्रयोग का उनके व्यक्तित्व पर निम्न प्रभाव पड़ता है। यह इतने विश्वास के साथ इसलिये

कहा जा सकता है क्योंकि दोनों ही चरों के मध्य निम्न सकारात्मक सहसंबंध प्राप्त हुआ है अर्थात् परिकल्पना क्रमांक 2 स्वीकार्य है। प्रस्तुत सहसंबंधका रेखांकिय चित्रण निम्नानुसार है:-

आरेख क्रमांक 2

ग्रामीण क्षेत्र के उच्चतर माध्यमिक शालाओं के शिक्षकों के व्यक्तित्व तथा आई.सी.टी. के प्रति जागरूकता के मध्य सहसंबंध



निष्कर्ष

1. परिणामों के अनुसार शहरी क्षेत्र के शिक्षकों के द्वारा शिक्षण में आधुनिक उपकरणों तथा तकनीकों के प्रयोग का उनके व्यक्तित्व पर कोई प्रभाव नहीं पाया गया।
2. प्राप्त परिणामों के अनुसार ग्रामीण क्षेत्र के शिक्षकों के द्वारा शिक्षण में सूचना तकनीकी के प्रयोग का उनके व्यक्तित्व पर निम्न प्रभाव पाया गया।

सुझाव

1. शिक्षकों को सर्वप्रथम अपने स्वयं के व्यक्तित्व के विभिन्न पहलुओं का ज्ञान स्वयं को होना अत्यन्त आवश्यक है।
2. प्रत्येक शिक्षक को शैक्षिक तकनीकी का ज्ञान होना नितान्त आवश्यक है। जिस हेतु शिक्षकों को अपने आपको अपडेट करते रहना चाहिये।

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