

# Apollo Journal of Educational Research

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## From Editor's Desk

Today Indian education is going through the process of change in policy to meet the needs and demands of the changes India is witnessing today. New education policy is on its way and the process of implementation is also started. As a major part of this exercise University Grants Commission recommended some major changes regarding research and publications. Many quality parameters have been included in doctoral research like entrance, course work, pre submission presentation, plagiarism check, open viva voce etc since 2009. Now UGC has focused on research publication.

We believe that quality research publication become a proper guideline for up coming researchers. When a new researcher reviews the quality research papers he got had sufficient strength and motivation to move confidently in the glorious path of research. Our publication "Apollo Journal of Education Research" is a sincere and dedicated effort of Apollo College (NAAC Accredited 'B' Grade) to provide a quality source of reference for researchers by including quality parameters in this journal.

This year in April 2019 Apollo College proudly organized International Conference on "INTERDISCIPLINARY RESEARCH ON ADVANCEMENT OF LIFE, RESEARCH, MODERN EDUCATION AND MEDICINAL LIFE" on 09th and 10th April 2019 in collaboration with DIET Durg (C.G.). This issue is dedicated to share the research experience witnesses during the conference.

Our heartfelt thanks to the contributors who send their scholarly research papers from various states of India and abroad. Sincere thanks to the honorable members of editorial board, consulting editors and members of pear review team for their guidance & support.

We are eagerly waiting for your feed back regarding this issue.

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Resource Person Mrs. Sonam Jangmo gave her valuable speech on 'Sustainability of Inclusive Education in Bhutan'.

**2nd Technical Session** was Chaired by Dr. Sushma Rani along with reporters Ms. Aarzoo Sinha, Ms. Anjali Sahu. International Resource Person Musa Shuaibu presented a scholarly report on 'Community and Public Health Education in Jigawa State Nigeria'. Dr. Shishirkana Bhattacharya presented her research paper on 'Quality Assurance: Backwash Effects of Education and Literature'. Research scholar Ms. Neha Shrivastava presented her paper on 'A Study of Role of Advancement of Life'. In this technical session Dr. Amit Jagyasi, resource person gave an impressive speech on 'Applied eye care'. His team organized a parallel Eye check-up camp for the delegates and participants of this conference. In this session senior educationist and Resource Person Dr. Vidyapati from Allahabad (PRAYAGRAJ) delivered his scholarly article on 'Status of Women in Higher Education'.

**3rd Technical Session** Chaired by Dr. Vidyapati (Asso. Prof. and Head, Department of Education Ewing Christian P.G. Collage (An Autonomous Constituent Collage of Central of University of Allahabad) PRAYAGRAJ along with reporters Ms. Arzoo Sinha, Ms. Shalini. In this session Resource Person Dr. Devendra Ratnani (Psychiatric) has given an interesting presentation on 'Let's talk on Love and Sex'. Mr. Satish Kumar Kasar, Sunita Sahu, Rekha Namdeo and Suryaprakash Soni have also presented their research papers. Dr. Vidyapati sum up this session with his expert interpretations and comments on the papers presented.

**4th Technical Session** Chaired by Dr. P.K. Shrivastava, Ex-Principal, AIHE, Pathankot, Punjab along with reporter Ms. Kiran Morar. In this technical session resource person Mr. Sukant Mishra, Senior Administrative officer presented valuable speech on 'Self esteem and youth'. Another resource person Dr. Neeraj Chandrakar talked on some measure public health issues. Dr. Avinash Kushwaha gave an impressive presentation on Physiotherapy and Happy living. Mrs. Anuradha Shulka, Principal, Shri Ram College, Rajnandgaon, Mrs. Sangeeta Sahu, Bhawna Khastriya have also presented their research papers. Dr. P.K. Shrivastava concluded the important points from various presentation. He also emphasized the importance of ICT in happy living.

**5th Technical Session** Chaired by Smt. Manjulata Pashine, Principal, DIET, Durg (CG) along with reporter Dr. Shishirkana Bhattacharya, DIET, Durg (CG). Resource Person Mr. Pramil Verma, Regional Tourism Officer, Durg highlighted Potential of medical tourism in Chhattisgarh. Mr. Hemant Sahu, Ms. Ankita Deshmukh & Mr. Chhabi Lal Rathor have also given their presentations.

**6th Technical Session** was focused on E-Poster Presentation. This special Session was Chaired and Judged by Dr. Siddharth Jain, Principal, Apollo College of Education, Anjora, Durg (CG). Mr. Bholu Nath Tamrakar, Asst. Prof. Apollo College of Pharmacy, Anjora, Durg (CG) has given orientation of E-Poster presentation to delegates. Students of Apollo College Arun Kuma Verma, Som Sunder, Payal Jain, Amitesh Thakur, Ayush Yadav, Nilesh Sahu, Vinay Yadav, Devendra Yadav and Aditya

## EDUCATIONAL IMPLICATIONS OF FUTURE GADGETS IN TECHNOTRONIC ERA

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### ABSTRACT

*During 20th century, human mind comes into evolution and new ideas, concept and thoughts lead to advancements the present teaching-learning situations. As the future cannot be predicted or determined but we can change the process of thinking-skills in a constructivist manner may proceed towards higher thinking skills. Gona were the days where all the teachers, teacher-educators or experts relied only on the traditional method of teaching i.e. chalk board, lecture method and discussions. But today we all appreciate the Science and Technology that has played a vital role in the entire civilization right from Stone Age to Iron Age to Bronze Age and now is the techno-age. Almost all this time we have been using few educational gadgets has build up on electronic circuits. In early part of 20th century we had developed personal computers to desktops to laptops or the future to palmtops also, which helps us understand the pathways for future technologies. That was a very huge step called human kind because that made us understands how we can make an innovative gadget to ease our teaching-learning process. Electronic circuits which are foundations today all the computers, the computers came up. The innovations taking place at much higher pace that exponential increasing of developmental phase taking place. We are huge memories now memory sticks which are in terabytes, very small which started in floppy discs and now are the terabytes. Lasers, photonics, optical fibers everywhere we have found and in many industries which may form a very important part of our industrial revolution. Number of new areas are coming up now in education, ofcourse it started with nanotechnology. The term future gadgets significantly resemble the recent innovations, advances or the discoveries in the field of education. Thus this paper will highlight some trends and issues related to future gadgets that can be used in the education system and how we can use them effectively and efficiently in the present Indian classrooms scenario.*

*Key Words: Future Gadgets, Nanotechnology, Smart Dust, Bluetooth devices, Teaching devices.*

### INTRODUCTION

The impact of technology through changes and innovations has lead to revolutionize the landscape of educational technology. Today, the innovation focus is frequently on technology, as technology is only used to enhance learning because new innovations and technologies provides flexibility and enhances operations for educational institutions that invest the time and energy in the adoption process. The most important thing is

about to explain and how, why, and at what rate new ideas, and technology spread through cultures using adoption and diffusion of technology concept. Further the diffusion of innovations claimed by Evert Roger's (1995, p.5), as a synthesis of over 3800 diffusion theories. The diffusion is the process of communicating through certain channels over time with in a social system. Rogers and Kincaid (1981) claimed that the "diffusion theory is concerned

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 or group approach to learning. The figure shows the main features of the three aspects of educational technology consisting mainly of three types of learning, as shown as in the table no.1.

**TABLE NO.1 . MAIN FEATURES OF THE THREE PHASES OF EDUCATIONAL TECHNOLOGY.**

Effect on Component	Mass Learning	Individualized Learning	Group Learning
Theoretical Basis	Industrial Technology	Behavioral Psychology	Humanistic Psychology
Model	Economy of Scale	Stimulus Response	Group Dynamics
Emphasis of Methods	Hardware	Software	Techniques
Results	CCTV: Broadcasting	Programmed Learning plus . Derivatives, and Computer Assisted Learning (CAI).	Interpersonal Skill Sessions Games and Stimulations.

[Sources: -Adapted from Ellington Henery and Percival Fred. (1984). A Handbook of Educational Technology. Billings and Sons limited, Worcester, Great Britain pp.26].

To achieve this there should be an eagle eye to understand how the new digital technologies can be a boom for new learning environment where learners are also engaged and are responsible for their learning and have valuable knowledge for their future. As according to, Erich Ashley (1967) discussed about, four revolutions in education as –

◆ **First Revolution-** Revolution of shifting the tasks of educating the young ones from parents to teachers and from homes to schools.

◆ **Second Revolution-** Revolution of adoption of the written word as a tool of education.


◆ **Third Revolution-** Revolution as a result of invention of printing and availability of books and other teaching-learning materials.


◆ **Fourth Revolution-** Revolution on account of development in electronic, chiefly involving radio, television, cassette recorder and computer, development of systems concept.”

The current revolution in technology is considered to be the automatization of the process of production—from automated production lines to automated factories, automated control of industrial sectors and associations, due to the leading role played by the introduction of electronic technology and computers. As the technological revolution has a particularly profound impact on the main elements in the forces of production—the worker. The technological revolution also encompasses the development of nuclear engineering, space exploration and the creation and widespread application of new synthetic materials with special properties. Along with this, the technological revolution is apparent in the spread of new industrial methods in construction, in education, and in the application of fundamentally new means and methods of communications. Thus, the new potential for transforming the technology of production has come about to process materials in fundamentally new ways and more powerful than the present ones by several orders of magnitude. Today’s school and various educational institutions do not have new technical instruction. The scientific-

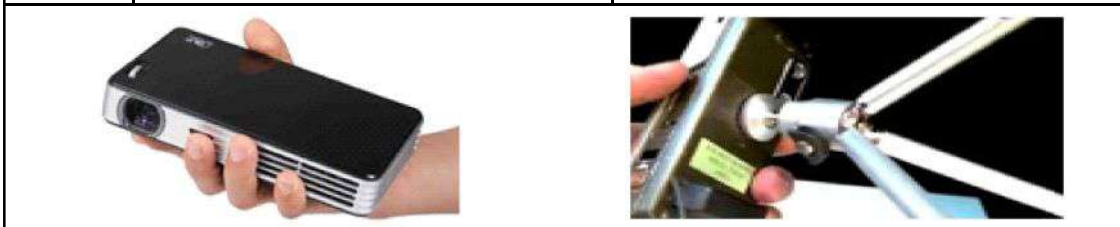
I. Characterization of available Future Gadgets that can be used in education system.


S.No.	Type of Gadget	Category of Gadget With Images
1.	Image and Capturing Devices	Image Capturing device
		

2.	Simulation and Gaming Devices	Gaming Console Devices
		

3.	Reprocy and Printing Devices	Robotic Printer
		

8.	Window-Based Tablet	
		

9.	Projecting Devices	Projectors
		

10.	Mobile Phone Devices	Phone Laptop
		

11.	Mobile Phones	
		



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Sources: Internet, Electronics Magazines (Electronics 4 You), T.V. Channel, electronic resources such as websites [www.benq.co.in](http://www.benq.co.in)., Newspapers (Times of India) and Electronic sources such as [www.saholic.com](http://www.saholic.com), [www.aicatelonetouch.com/in](http://www.aicatelonetouch.com/in), [www.in.transcend-info.com](http://www.in.transcend-info.com), [www.nexus4.com](http://www.nexus4.com) etc.

## **II. Analysis of the Perception of Students regarding the Use of Future Gadgets in Education**

**1.** The gender-wise calculated Chi-Square values for all the domains of education- learning, self-study and resource provider were 5.646, 1.888 and 4.144 respectively at  $df=2$ . It means that there is no significant difference in the gender-wise perceptions amongst students in education about the utilization of future gadgets in education system.

**2.** The age-wise calculated Chi-Square values for all the domains of education- learning, self-study and resource provider were 26.915, 16.774 and 18.388 respectively at  $df=4$ . It means that there is significant difference in the age-wise perceptions amongst students in education about the utilization of future gadgets in education system

**3.** Qualification-wise calculated Chi-Square values for all the domains of education- learning, self-study and resource provider were 14.226, 12.090 and 8.752 respectively at  $df=4$ . hypothesis is therefore rejected. It means that there is significant difference in the qualification-wise perceptions amongst students in education about the utilization of future gadgets regarding learning and self-study domain of education. Also, there is no significant difference in the qualification-wise perceptions amongst students about the utilization of future gadgets related to resource provider domain of education.

**4.** Stream-wise calculated Chi-Square values for all the domains of education-learning, self-study and resource provider were 5.720, 2.167 and 5.118 respectively at  $df=4$ . It means that there is no significant difference in the stream-wise perceptions amongst students about the utilization of future gadgets with respect to learning, self-study and resource provider domains of education.

## **RESULTS AND CONCLUSIONS**

**1.** There is no significant difference in the gender-wise perceptions amongst students in education about the utilization of future gadgets that can be used in education (learning, self-study and resource provider).

**2.** There is significant difference in the age-wise perceptions amongst students in education about the utilization of future gadgets that can be used in education (learning, self-study and resource provider).

**3.** There is significant difference in the age-wise perceptions amongst students in learning and self-study domain of education about the utilization of future gadgets that can be used in education. Secondly, for resource provider domain of education, it is also concluded that there is no significant difference in the qualification-wise perceptions amongst students in education about the utilization of future gadgets that can be used in education.

**4.** There is no significant difference in the stream-wise perceptions amongst students in education about the utilization of future gadgets that can be used in education.

**5.** There is significant difference in the overall perceptions amongst students in education about the utilization of future gadgets that can be used in education.

## COMMUNITY AND PUBLIC HEALTH EDUCATION: STATUS AND WAY FORWARD IN JIGAWA STATE NIGERIA

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### ABSTRACT

*Public health is defined as the science of protecting the safety and improving the health of communities through education, policy making and research for disease and injury prevention. While a doctor treats people who are sick, public health personnel are working to prevent people from getting sick or injured in the first place and also promote wellness by encouraging healthy behaviors. →→This paper makes summary and analysis of the literature that is available of community and public health education and finds out that, people in the field of public health, work to assure the conditions in which people can be healthy. That can mean vaccinating children and adults to prevent the spread of disease and/or educating people about the risks of alcohol and tobacco. Public health sets safety standards to protect workers and develops school nutrition programs to ensure kids have access to healthy food. The paper discussed further that, community health refers to the health status of a defined group of people and the actions and conditions, both private and public (governmental), to promote, protect, and preserve their health” (McKenzie et al., 2005). It was concluded that public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighborhood, or as big as an entire country or region of the world, and community health is the health status of a group of people as well as the conditions in both private and public in order to protect their health and prevent them from being affected with any identified potential diseases and injury. Conclusion and recommendations were made based on the findings.*

### INTRODUCTION

Community health as referring to “the health status of a community and to the organized responsibilities of public health, school health, transportation safety, and other tax-supported functions, with voluntary and private actions, to promote and protect the health of local populations identified as communities.” A community was defined as “a group of inhabitants living in a somewhat localized area under the same general regulations and having common norms, values, and organizations” (Green and Ottoson, 1999). Community Health refers to the health -

status of a defined group of people and the actions and conditions, both private and public (governmental), to promote, protect, and preserve their health” (McKenzie et al., 2005).

According to American Public Health Association: Public health means promotes and protects the health of people and the communities where they live, learn, work and play. While a doctor treats people who are sick, public health personnel are working in public health try to prevent people from getting sick or injured in the first place. Public health workers also promote wellness by-

Abuja Nigeria, a cross sectional descriptive study design was used. Questionnaire was used to collect required information. Stata statistical software version 11 was used to describe the data and determine associations between knowledge, perception, delivery of smoking cessation services and sociodemographic characteristics using chi-square test. Only 5% of respondents ever received training on tobacco control. Awareness of interventions that enhance smoking cessation was: telephone quit lines (11%), pharmacotherapy (30.5%), behavior therapy (34.2%) and brief intervention (51%). Only 4.3% of the respondents were not willing to support clients with tobacco cessation services. Being a physician and male were associated with higher knowledge of smoking cessation among the respondents ( $p < 0.05$ ). In conclusion, there was poor perception and low capacity to provide smoking cessation services among the respondents. There is need to improve the perception and capacity of health care workers to provide smoking cessation services.

◆ **Ugochukwu (2015)** in their study awareness and perception of harmful effects of smoking in Abia State Nigeria using cross sectional population-based survey of respondents of 18 years and above were selected by multi-staged sampling technique. The findings show that about 88% of the respondents were aware of warning against tobacco use; the most common source of information was media adverts (50.7%). Awareness of warning against tobacco use was found to be associated with sociodemographic characteristics, history of smoking, exposure to smoke at home and public places, and perception of tobacco use. It was concluded that the study present an opportunity for initiating more robust policies, programs and interventions for tobacco control in the state and Nigeria as a whole.

◆ **Strasser, Kam & Regalado (2016)** in their study on rural health care access and policy in developing countries with emphasis on Sub-Saharan Africa (SSA) it was discussed that in comparison to their urban counterparts, rural and remote populace experienced lower and poorer health status, shortage of health professional are more in rural areas as such little or no access to health facilities in rural areas in Africa have been identified. An alternative international standard for health professional education has been recommended, it was further discussed and concluded that decision makers should draw upon the expertise of communities to identify community-specific health priorities and should build capacity to enable the recruitment and training of local students from underserved areas to deliver quality health care in rural community settings.

◆ **Ogbonna, Ezenekwe and Isidienu (2016)** in their studies health education and community mobilization in Nigeria: issues and prospects discussed the important of health to national development and poverty reduction; it examined the state of health education and community mobilization in Nigeria's health care delivery. It was found out that health literacy is vital to power and support government efforts in promoting health for all, the study suggested that 80% of Africans use traditional medicines while 85% of Nigerians consult traditional medicine healers. Many developing countries, especially those in Sub-Saharan Africa, in the 1970s experienced remarkable and unacceptable inequalities in the provision and distribution of health services. It was concluded that there is need of exploring different approaches to improve health care delivery by international health organization.

The MDGs advocate poverty reduction, education for national health, gender equality and aim at combating child mortality, HIV/AIDs and other diseases. Going by the present rate of progress, President of the Nigerian National Council for Adult Education (NNCAE) expressed his dismay that a number of countries including Nigeria may not be able to achieve the MDGs by the target date of 2015. He attributes this untoward situation among many other things to the insufficient public awareness and a failure to mobilize community-level understanding and support through the civil society organizations and media. The implication is that the MDGs have to be a community program to be achieved. Community education in this vein has a great potential in developing the process by which the community members can learn and work together within the purview of MDGs to identify their needs or community problems and with governmental and non-governmental agencies' inputs they will thus seek solutions to their identified problems, and these can only be achieved by providing sound health education to all communities which must be achieved through collaboration with private organizations not government alone.

#### RECOMMENDATION

- Even though there has been tremendous achievement in improving the health status of community and public as a whole in Nigeria, there is still more efforts in order to reach more rural areas thereby sensitizing them about the importance of community health education.
- There is need of exploring different approaches to improve health care delivery by international health organization.
- There is need for effective facilitation in order to bring the community members together and sensitize them to embrace community health as

the responsibility of all.

- Decision makers should draw upon the expertise of communities to identify community-specific health priorities and should build capacity to enable the recruitment and training of local students from underserved areas to deliver quality health care in rural community settings.
- There is a need to extend community based health education approach to other health-related services which would target community-level implementation.
- There is need to improve the perception and capacity of health care workers to provide smoking cessation services.
- Most importantly, government should make sure that health education policies are being well implemented and should reach remote and rural areas as being always at disadvantage.
- Policies of health education should be framed in consultation with grassroots people, as such decentralization is very important in this regard.

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## **SUSTAINABILITY OF INCLUSIVE EDUCATION IN BHUTAN: TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION**

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### **ABSTRACT**

*Teachers are the main agent of change in the society for sustainability of the education for life long for all learners. The current research paper studies sustainability of inclusive education: the attitude of middle secondary school teachers' of Bhutan towards Inclusive Education. The collected sample was one hundred and five middle secondary school teachers, comprised of seventy eightmale and twenty sevenfemale middle secondary school teachers, was drawn from four middle secondary schools inThimphu, Bhutan through convenience sampling technique. Results revealed that majority of the middle secondary school teachers (i.e.87.62%) of Bhutan have a positive attitude towards the Inclusive Education and there exists no significant difference in the attitude of female and male teachers' towards inclusive education at 0.05 level of confidence. Greater the positivism of teachers' attitude, better the sustainability of the education retains for future generation.*

*Keywords: Inclusive Education, Attitude, Middle Secondary School Students*

### **INTRODUCTION**

Education is the process of teaching –learning where a more mature person imparts the necessary adequate information to a less mature to bring about the modification in the behavior as a result of training, imitation and experiences. If education has to sustain for the future and keep it alive from generation to generation, teachers attitude play a pivotal role. Teachers are the main agent of change in the society for sustainability of the education for life long for all learners. Therefore, the modern education system should make an effort to include all the children in the mainstream schools, so that every individual get

equal access to education which is a fundamental right irrespectiveof gender, caste, creed, religion, disadvantaged groups, minorities, below poverty line, ethnic groups, those with and without special educational needs, the marginalized or venerable to exclusion in the regular school setting.

The Salamanca, Spain (1994) the world conference on Special need education did emphasis on the access and quality education and later restated in the Dakar framework (2000) at World Education Forum. It did mentioned that school should be a place that accommodates every children despite their social, emotional,

..... educational need children predicted more affectively optimistic attitudes than those teachers who had little or no teaching experiences in the past. Along with the findings, investigators felt the embryonic need of training for teachers to support and develop positive attitudes among teachers to achieve fruitful implementation of inclusion irrespective of children's diverse need.

Hoskin et al. (2015) identified teacher's attitude as the most important as it leads to the success of inclusive education (IE). The team investigated the pre-service pre-school teachers to find out what actually contribute to the formation of positive attitude towards inclusive education in schools environment. 139 undergraduate and postgraduate students were involved in the study. It indicated that majority of the participants held positive attitudes towards inclusive education despite their concerns for the ability to execute the construct. However, those respondents who already completed a tertiary level unit on IE significantly had positive attitude than those who did not have the exposure or the awareness of the IE, personal experiences with person with special needs nor practice classroom experience. Whatsoever, experience found to be unique factor which significantly increase the perceptions of self-efficacy.

Galovic et al. (2014) conducted a study to explore the attitudes of preschool, primary, secondary and high school teachers towards inclusive education of children with special needs. Researchers also stressed on the correlation between attitudes and gender, education level, teaching experiences, formal training in special education field, and time period and work quality with the special needs of the children. There were 322 teachers involved in the study. The result showed up that most of the

teachers had neutral attitudes towards inclusive education. But those teachers who had the experiences of having dealt with the special need children reported more positive attitudes towards inclusive education than those teachers who did not have any inclusive practices.

### **Statement of Problem**

Inclusive Education: Attitude of Middle Secondary School teachers of Bhutan

### **Objectives**

- To explore the attitude of middle secondary school teachers towards inclusive education.
- To find out the difference in middle secondary school teachers' attitude towards inclusive education with respect to gender.

### **Hypotheses**

- Middle secondary schoolteachers posses positive attitude towards inclusive education
- There exists no significant difference in middle secondary school female and male teachers' attitude towards inclusive education.

### **Design of the Study**

In the present study, descriptive survey method was used to collect the data. The sample was collected from one hundred and five middle secondary teachers, comprised of seventy eight male and twenty sevenfemales, which was drawn from four middle secondary schools of Thimphu, Bhutan through convenience sampling technique.

### **Tool**

Teacher Attitude to Inclusion Scale adapted from the PATI scale by Palmer et al. (2001).

### **Delimitation**

The present study was delimited to four middle secondary schools of Thimphu, Bhutan.

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 deviation, standard error of difference and z'-value of the teachers' attitude to inclusion with respect to gender were computed and the results have been presented in table 2-

Ho: There exists no significant difference in female and male teachers' attitude towards inclusive education.

**Table 2**  
**Significance of Difference between Means of Female and Male Teachers' Attitude towards Inclusive Education**

Group	N	Mean	SD	SED	z'-value	Remark
Female Teachers	78	37.22	6.05	1.34	1.88	P > 0.05
Male Teachers	27	39.72	6.22			

**Table values of t' (df=103) at 0.05 and 0.01 level of confidence are 1.97 and 2.59 respectively.**

**INTERPRETATION**

Table 2 shows the mean scores, standard deviations, standard error of difference and t'-value of female and male teachers' attitude towards inclusive education. The table 2 reveals that the mean scores of female and male teachers' attitude towards inclusive education are 37.22 and 39.72 respectively. It may be concluded that male teachers have more favorable attitude towards the inclusive education as compared to female teachers. The value of standard deviation in case of female and male teachers is 6.05 and 6.22 respectively. The z'-value of female and male teachers' attitude towards inclusive education comes out to be 1.88 which is not significant at 0.05 level of confidence. It shows that female and male teachers do not differ significantly from one another with respect to their attitude towards inclusive education.

Hence, the stated hypothesis that there exists no significant difference in the attitude of female and male teachers' towards inclusive education is accepted at 0.05 level of confidence.

**FINDING OF THE STUDY**

1. Majority of the teachers (i.e.87.62%) have a positive attitude towards Inclusive Education in Bhutan.
2. There exists no significant difference in female and male teachers' attitude towards inclusive education is accepted at 0.05 level of confidence, however, male teachers have more favorable attitude(39.72) towards the inclusive education as compared to female teachers(37.22).

**CONCLUSIONS**

Within the middle secondary schools where the study has been conducted showed that majority of the teachers (i.e.86.33%) in Bhutan have a positive attitude towards Inclusive Education. For the successful implantation of inclusion in regular setting would be possible only if the policy are in firm place, the stakeholders i.e teachers attitude is positive towards inclusive education. The inclusion program studied also suggests that -

**THE USE OF MEDICINE IN EDUCATION AND TEACHING PROCESS**

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**ABSTRACT**

*Medical education is facing variety of challenges in the 21st century, and it is in the midst of major transformation.*

*In teacher-centered education, students put all of their focus on the teacher. The teacher talks, while the students exclusively listen. The classroom remains orderly. Students are quiet, and the teacher retains full control of the classroom and its activities. Because the teacher directs all classroom activities, they don't have to worry that they will miss an important topic. Teachers are the main authority figure in this model. It is the primary role of teachers to pass knowledge and information onto their students. Irby, gave importance in his research article about not only teaching but also learning. Creating an environment in which students can learn effectively and efficiently becomes the new prerequisite, demanding not only that teachers are experts in their fields but also-and more importantly-that they understand how students learn. Teaching learning process should proceed from the known to the unknown and simple to complex. Teaching is not only a transfer of information from a teacher to the student, but also a two-way process of sharing thoughts and feelings. The teacher should be aware of the recent developments in medical education. Teaching is a process which facilitates learning by encouraging students to think, feel and do. The traditional role of the teacher has been to act as a source of information and transmit this to the students. The teacher must interact with the students following suitable teaching methods to make the students well versed in the subject. Innovation in the present teaching methods is always necessary. The teacher should play a vital role for the all-round development in the subject through proper teaching methods. A teacher must be a model to the students. Angelo et al in their handbook for college teachers, explained teaching without learning is just talking. Classroom assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. According to Samarakoon et al. Teaching is considered as 'ever-evolving' processes especially in medical school. He further states that it needs to modernise continuously. James et al, defined learning style as 'the manner in which and the conditions under which learners most efficiently and effectively perceive, process, store, and recall what they are attempting to learn'. According to Kharb et al 'learning style' means as 'an individual's preferred method of gathering, processing, interpreting, organizing and analyzing information'. According to Omorogiuwa et al. Teaching and learning were the two sides of a coin. The best way to the quality of teaching is the 'amount of student learns'.*

**KEYWORDS** : Medicine, Modern Education, Global Education, Teaching Process, Professional Development, Teacher.



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 is used properly, it can become a lifelong learning process. In this way, the student looks for a solution to solve the problem without complete dependence on a teacher.

### METHODOLOGY

The present study was conducted in the Department of Biochemistry, G. S. L. Medical College, Rajahmundry, Andhra Pradesh. The present study was carried out during February, 2015. Data collection tools included an 6-items questionnaire. The questions were 5 pointed ranging from extremely appropriate/possible to not appropriate/possible. Clinical medicine is concerned with diagnosing illness, treating disease, promoting health and relieving pain and distress in individual patients. Public health is concerned with improving the health of populations and reducing inequalities in health. It is commonly defined as: the science and art of preventing disease, prolonging life and promoting health through the organized efforts of society. Public health goals can be identified in three main areas. Within 'health services', public health is concerned with the organization and delivery of safe, high-quality services for prevention, re-arrangement and care. 'Health protection.' is concerned with the measures to control infectious disease risks and environmental hazards, including public health emergencies. 'Health improvement' is concerned with societal interventions to prevent disease and promote health that are primarily delivered through health services. Effective medical practitioners must be concerned with contributing to each set of goals-

### Medical students should be able to:

- ◆ discuss the nature of health, disease and their population determinants;
- ◆ take a population perspective on health, disease and medical treatment;
- ◆ discuss the principles and practice of health promotion and disease prevention;
- ◆ use epidemiology, data handling and public health skills in the practice of evidence-based clinical medicine;
- ◆ outline methods of communicable disease control and the scope of the doctor's role and responsibilities in health protection;
- ◆ describe the principles and practice of population health needs assessment, health-care planning, resource allocation and health-care evaluation;
- ◆ describe the key features of the National Health Service as a health-care system subject to organizational change;
- ◆ discuss the achievements, potential and ethics of public health, and lessons to be learnt from how the public health function has developed.

Setting them in the context of the social obligations of professionalism reinforces the proposed indicative public health goals for medical students. These goals are the broad principles that should guide curricula, and complement the RCP's view of professionalism as: 'a set of values, behaviours, and relationships that underpins the trust the public has in doctors' with a population dimension to professional practice, but might be perceived differently through the lens of different specialties and career intentions.

• Expectations of Day 1 foundation doctors should also be realistic

Conclusion. Better use of the undergraduate time

**83PSYCHOLOGICAL WELL-BEING: A STUDY OF B.ED. STUDENTS****Mr. Harish Mittu**

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**ABSTRACT**

*The current research paper examines Psychological Well-Being of B.Ed. Students. The collected sample was three hundred and twenty B.Ed. Students, which was drawn from which was drawn from colleges of education affiliated to Punjabi University, Patiala, Punjab through convenience sampling technique. Well-Being Manifestation Measurement Scale by Masse et al. (1998) was used to collect the data. Data was analyzed by using frequencies, percentages and z'-test. Results revealed that majority of B.Ed. Students comes in average level of Psychological Well-Being and there exists significance difference in the Psychological Well-Being of male and female B. Ed. students.*

*Keywords: Psychological Well-Being and B. Ed. Students.*

**INTRODUCTION**

Psychological Well-Being is a multi-dimensional concept. Cheerfulness, optimism, playfulness, self-control, a sense of detachment and freedom from frustration, anxiety and loneliness had been accepted as dimensions of Psychological Well-Being. Psychological Well-Being is a point of much emphasis in society today. Whereas insurance companies and society in general once thought of a person's health mainly in physical terms, in modern society personal wellness has come to refer to a more thorough definition that includes Psychological Well-Being. It also means different things to different people, earliest literature focused on short-term affective well-being at the expense of enduring effects. The health industry as kind to a catch all phrase meaning contentment, satisfaction with all -

elements of life, self-actualization (a feeling of having achieved something with one's life), peace and happiness. We can say that it includes that feeling of accomplishment, feeling of using one's abilities to the fullest, recognition of work by superiors, peers and promotion opportunities.

This is the fact that healthy person can be easily adjusted in the society. Healthy simply means a good state of health or free from disease, but now a day's focus is shifting from physical to Psychological Well-being. Mental health denotes particularly psychological health, but on the other hand; 'well-being' denotes physical, psychological, social, emotional and spiritual aspects of health.

education affiliated to Punjabi University, Patiala, Punjab through convenience sampling technique.

#### **TOOL**

Well-Being Manifestation Measurement Scale by Masse, Poulin, Dassa, Lambert, Belair and Battaglini (1998)

#### **DELIMITATION**

The present study was delimited to B. Ed. students studying in different Colleges of Education affiliated to Punjabi University, Patiala, Punjab.

#### **STATISTICAL TECHNIQUE**

The objectives and hypothesis of the study have been tested by using frequencies, percentages and  $z^2$ -test.

#### **RESULTS AND DISCUSSION**

Analysis of data, result and interpretation of findings has been done keeping in view the objectives and hypothesis of the study.

#### **RESULTS PERTAINING TO THE LEVEL OF PSYCHOLOGICAL WELL-BEING OF B. ED. STUDENTS**

The objective of the study was to identify the level of Psychological Well-Being among B.Ed. students. After administering the scale pertaining to Psychological Well-Being, number and percentage of B.Ed. students in different levels of Psychological Well-Being were calculated and results have been presented in the table 1.

**Table 1**

**Number and Percentage of B.Ed. Students in different Levels of Psychological Well-Being**

<b>Levels of Psychological Well-Being</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
High	93	29.06
Average	151	47.19
Low	76	23.75
<b>Total</b>	<b>320</b>	<b>100</b>

#### **INTERPRETATION**

The table 1 shows number of B. Ed. students in different levels of Psychological Well-Being namely high, average, and low which are 93, 151 and 76 respectively. The corresponding percentages of B. Ed. students in different levels of Psychological Well-Being are 29.06, 47.19 and 23.75 respectively. The maximum number of B. Ed. students that is 151 comes in average level of Psychological Well-Being and minimum number of B. Ed. students that is 76 in low level of -

Psychological Well-Being. Figure 1 and 2 shows the number and percentage of B.Ed. students in high, average, and low levels of Psychological Well-Being respectively.

Table 2

**Significance of difference between mean scores of Psychological Well-Being of Male and Female B. Ed. Students**

Group	N	Mean	SD	SED	z'-value	Remark
Male	97	96.58	7.78	0.96	4.80	P < 0.01
Female	223	91.94	8.27			

### INTERPRETATION

Table 2 shows mean scores, standard deviation, standard error of difference and z'-value of Psychological Well-Being of male and female B. Ed. students. The mean scores of Psychological Well-Being of Male and Female B. Ed. students are 96.58 and 91.94 respectively. Male B. Ed. students have better Psychological Well-Being as compare to the Psychological Well-Being of female B. Ed. students. The standard deviation in case of male B. Ed. students is 7.78 and that of female B. Ed. students is 8.27. The value of critical ratio comes out to be 4.80, which is significant at both the levels of significance i.e. at 0.05 and 0.01 levels of significance. So, it may be concluded that there exists significance difference between Psychological Well-Being of male and female B. Ed. students. Hence, the hypothesis of the study stated that there exists no significant difference in the Psychological Well-Being of Male and Female B. Ed. students, is not accepted.

### FINDINGS OF THE STUDY

1. The maximum number of B.Ed. Students 151 out of 320 comes in average level of Psychological Well-Being and minimum number of B.Ed. students 76 out of 320 comes in low level of Psychological Well-Being.

2. There exists significance difference in the Psychological Well-Being of male and female B. Ed. students.

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## A STUDY OF PARENTAL ENCOURAGEMENT ON EMOTIONAL INTELLIGENCE OF 12TH GRADE STUDENTS

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### ABSTRACT

*Parental Encouragement plays a significant role in developing emotional well-being of the students. Now a days we can see that in this fast paced world, no one has time to spend with each other and to share their feelings as we are living in 21st century where the life has become really busy. Due to complexities of life, the students, especially the adolescents, always want someone to stand on their side as this stage is regarded as very crucial in their lives. They are on that path where they can't take correct decision for their lives. Therefore, this stage requires constant support being provided by the parents as they act as the biggest guiding force in the students' life. This support, emotions if channelize properly, can help the students to achieve their goals in their lives. The present study was undertaken to study the effect of parental encouragement on emotional intelligence of 12th grade students. The sample of the study composed of 160 senior secondary school students in which 80 were Males and 80 were females of 12th grade. The sample was collected through simple random sampling technique based on gender from 8 Senior Secondary schools. Descriptive Survey Method was employed for the present study. Parental encouragement scale (APES) developed by Dr. Kusum Agarwal and Mangal Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal was used for data collection from the selected sample. The objectives that has been formulated for the present study were i) To find out the effect of parental encouragement on emotional intelligence of male students studying in 12th class. ii) To find out the effect of parental encouragement on emotional intelligence of female students studying in 12th class. Mean, Standard Deviation One – Way Anova and 't' test were used for the analysis and interpretation of data. After the analysis of the results it was found that there was significant effect of parental encouragement on emotional intelligence of both male and female students.*

*Keywords: Parental Encouragement, Emotional Intelligence*

### INTRODUCTION

Yes, now a days life has become very complex and full of challenges. The life which was lived by our ancestors was totally different from the one that we are living today. The competition in every field has increased a lot and everyone, especially the students who are at their adolescent stage,

want to be first at every step. At this stage they want someone who can show them a right path, provide them guidance and support them for their good deeds. Earlier, neither the parents nor the students were, in most cases worried about their future, as the options for career were limited and

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150 students (boys and girls) were included in the sample. Simple random technique was adopted for the purpose of the study. Survey questionnaire was used as a tool for data collection. Through the results it was found that parental encouragement has significant effect in better academic performance of their children. Kishore, Vimal (2014) conducted a study on "influence of parental encouragement on students' academic achievement of high school students". The sample comprised of 200 (both male and female) from government and private high school. For the research study, the parental encouragement scale developed and standardized by Dr. R.R. Sharma was used. For testing the hypotheses descriptive statistics, 't' test and product moment coefficient of correlation has been used. The findings of the study showed that government and private high school students differ significantly on their parental encouragement and academic achievement. The study also revealed that there is a significant and positive relationship between parental encouragement and academic achievement of government and private high school students. Afroza, Akhter & Pandey, Shalini (2018) conducted a study on "A study of parental encouragement on the academic achievement of secondary level students in J & K". The sample was selected from 10th and 12th grade by using purposive sampling technique. It consists of hundred secondary school students in which 50 were Rural (25 Male and 25 Female) and 50 were Urban (25 Male and 25 Female). Parental Encouragement Scale (PES) by R.R. Sharma and for deducing the academic achievement of the students, result of High School Board Examination (2014) was used. The findings revealed that there is significant difference between rural secondary students and urban secondary

students on their parental encouragement. Further it was found that secondary students have better academic achievement as compared to male secondary students. It was also found that parental encouragement with respect to domicile is positively correlated with academic achievement. The study also indicates that parental encouragement with respect to gender is positively correlated with academic achievement.

## 2. Studies on Emotional Intelligence-

Lawrence, Arul & Deepa. T (2013) conducted a study on "Emotional Intelligence and Academic Achievement of High School Students in Kanya Kumari District". The sample comprised of 400 students (male and female) studying in IX and X standard. The tools employed in the study were self – made Trait Emotional Intelligence Questionnaire Form (TEIQue SF) and Achievement Test Questions. The findings of the study revealed that there is no significant difference between male and female high school students in their emotional intelligence. The study also indicated that there is no significant correlation between emotional intelligence and academic achievement of high school students. Chamundeswari, S. (2013) conducted a study on "Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level". The sample comprised of 321 students, selected from the higher secondary level through random sampling technique. The tools that were employed for the study were Emotional Intelligence Scale (Hydes and others, 2002) and the marks scored in Science Subject in half yearly examination was taken to measure the academic achievement of the students. The findings of the study revealed that

ANALYSIS AND INTERPRETATION OF DATA

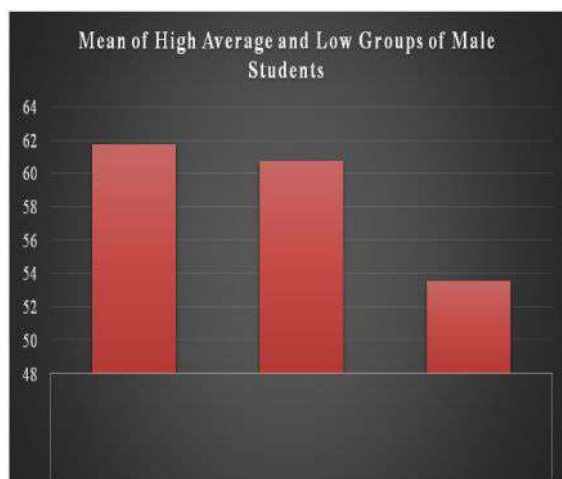
Table – 1.1

**Table showing Numbers, Means, Standard Deviation of High, Average and Low groups of Male Students Emotional Intelligence with respect to parental encouragement**

Different Groups/Levels	High			Average			Low		
	N	M	SD	N	M	SD	N	M	SD
Male Students	15	61.73	7.41	37	60.72	8.45	28	53.53	6.47

The groups were made on the basis of parental encouragement and scores of emotional intelligence have been taken according to these groups. From the table it was found that there is not much difference between High and Average

groups' mean scores which was 61.73 and 60.72 respectively. But High and Average groups' mean scores were quite high than Low groups' mean scores which was found to be as 53.53. To see whether the difference was significant or not, One Way ANOVA was calculated whose summary were as follow.



From the above table, it was found that calculated value of 'F' was 14.73 which was significant at 0.05 level. Since table value of 'F' was less i.e. at  $df = (2,77)$  it was 3.11. So, Hypothesis H02 was rejected at point 0.05 level of significance with respect to groups of Female students.

Table - 1.2

**Table showing One Way ANOVA (Male Students)**

Source of Variation	Sum of squares	df	Mean square variance	F – Ratio	Result
Between - groups	1029.99	2	514.995	8.53	Significant $P < 0.05$
Within - groups	4645.21	77	60.32		
Total	5675.2	79			

### SUGGESTIONS FOR PARENTS

1. Parents are the first teachers of a child, so parents should provide proper and conducive environment for the development of its emotional intelligence.
2. The small accomplishments of the child ought to very warmly appreciated by the parents.
3. Parents should not focus on what the child could not do, but instead encourage him and be positive about whatever he does.
4. Parents should not be harsh while giving any kind of instructions to their child.
5. Parents should motivate their child by giving rewards for achieving good grades.

### SUGGESTIONS FOR TEACHERS

1. Teachers should recognise the importance of emotions of students and proper encouragement should be given to them based on those teachings.
2. Teachers should help the students to become emotionally strong by making them practice yoga and meditation.
3. Teachers should develop democratic attitude towards the students and should encourage them to express their own ideas and views.
4. Teachers should provide extra attention to the students who are emotionally weak.

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**ABSTRACT**

*With a world population of 7 billion people and limited natural resources, we, as individuals and societies need to learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in future. Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future.*

*One definition of Education for Sustainable Development is an “interdisciplinary learning methodology covering the integrated social, economic, and environmental aspects of formal and informal curriculum. This academic approach can help graduates nurture their knowledge, talents, and experience to play a role in environmental development and become responsible members of society. The idea of sustainable development originated from the United Nations Conference on Human Environment in Stockholm (Sweden 1972). There were two more global activities since then. These were the United Nations World Commission on Environment and Development 1987 (Our Common Future Report) and the United Nations Conference on Environment and Development 1992 (Rio Earth Summit). For UNESCO, education for sustainable development involves: Integrating key sustainable development issues into teaching and learning. This may include, for example, instruction about climate change, disaster risk reduction, biodiversity, and poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviours and take action for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. This paper will focus on how education can help in creating awareness for sustainable development, what are the various aspects of sustainability, what are the factors affecting sustainability and how to overcome the constraints in achieving sustainability.*

*Keywords: Education, Sustainability, UNESCO, Awareness, ESD, Interdisciplinary.*

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the processes.

- Allow learners to participate in decision-making on the design and content of educational programmes.
- Address local as well as global issues, and avoid jargon-ridden language and terms.
- Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.

Sustainability Education is often referred to as Education for Sustainable Development (ESD), which has been defined as: UNESCO, 2014

"Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and

take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Education for Sustainable Development requires far-reaching changes in the way education is often practised today."

**COUNCIL OF THE EUROPEAN UNION, 2010**

"ESD is essential for the achievement of a sustainable society and is therefore desirable at all levels of formal education and training, as well as in non-formal and informal learning."

**SUSTAINABLE DEVELOPMENT EDUCATION  
PANEL REPORT, 1998**

"ESD is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come ... ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future."

<b>Environmental sustainability</b>	<b>Economic sustainability</b>	<b>Social sustainability</b>
Natural resources management	Alternative futures	Sustainable communities
Food and farming	Leadership and change	Cultural diversity
Ecological systems	Learning organisations	Intercultural understanding
Waste / water / energy	Corporate Social Responsibility	Sustainability in the built environment
Biodiversity	Consumerism and trade	Travel, transport and mobility
Climate change	Globalisation of economy	Health and wellbeing
	Accountability and ethics	Peace, security and conflict
	International development	Citizenship, government, democracy
	Sustainable and ethical tourism	Human rights and needs
	Population	

..... and world citizenship. It is concerned with the building of knowledge, understanding, skills, attitudes, values and behaviours necessary to enable people to critically examine the world, its development and to act to make it a more just and equitable place. It has much in common with other forms of social and political education (DCI, 2003). Human rights education, peace education, multicultural education, education on race and race issues, environmental education and ultimately citizenship education all have overlapping features and concerns with development education, although each has its own distinct character and focus.

Education for sustainable development's primary concern is the improvement of the quality of life for people without damaging the environment. Therefore, although all three 'educations' have much in common they differ in their primary goal. The relationship between ESD and other educational sectors is the subject of ongoing debate with the latter often regarding ESD as being 'part of' their education. Moreover, what many regard as the closest sector to ESD - environmental education - is not necessarily content to be seen as an equivalent to ESD. Many believe that ESD should embrace all these educational sectors to a certain level and, with sustainable development assuming increasing importance in policy and educational contexts, there will be a need for each of these sectors and their practitioners to explore more closely the commonalities between them.

Education for sustainable development expands upon the social and human rights dimension in DE and other educational sectors to include a strong environmental focus. ESD shares many similarities with DE and addresses issues such as climate change, oil shortages, water

pollution, the need to maintain biodiversity as well as poverty alleviation and human rights. ESD and DE also employ similar methodologies including: critical thinking and problem solving, experiential learning, role play, guided interpretation, debate, futures thinking and participatory decision making. ESD also helps to develop links between the lives of people locally and in the developing world and encourages us to link our actions at a local level to the needs and management of the planet and its population. The underlying principles of ESD as outlined by UNESCO highlight the importance of respect and care for life in all its diverse forms: this involves the protection and restoration of the earth's ecosystems, respect for the dignity and human rights of people, respect for the rights of future generations and respect for cultural diversity. On the basis of the inter-sectoral relationships described above can we suggest that ESD is the umbrella for many of the other 'educations' or is ESD an element of all these 'educations'? This question is likely to sustain further debate but we can suggest that in the future these forms of education begin to identify areas of commonality with each other, begin to work more collaboratively in areas of common good and work more closely to achieve their goals. Each sector may be concerned with an ultimately different goal but working together in the achievement of areas of common good is likely to result in a more strategic approach and more beneficial outcomes. Education for sustainable development can provide the space for this collaborative work to unfold.

#### **ROLE OF EDUCATION IN SUSTAINABLE DEVELOPMENT:**

- The quality of the human and biospheric future depends on our collective capacity and ability to

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 for women is most powerful means to involve through current economical and social crisis in India and to teach her children the art of thinking and analysis before entering school for education. Women education has been major preoccupation of both the government and civil society as educated women can play very important role in the development of the country.

### **BACKGROUND OF HIGHER EDUCATION IN INDIA**

In India higher education had its roots in early time as well. In the 5th century BC Taxila was the

earliest recorded centre of higher education in India . In modern sense of the term 'University' the Nalanda University was the oldest university system of the education in the world. In British Raj in India western education became ingrained into Indian society. but in the pre-independence era there was very limited access to higher education . Picture of Higher Education in India from pre independence to post independence.;

Source: <http://www.education.nic.in/cd50years/n/2j/3j/2J3J0201.htm> p; 1 of 4 Dated 31/8/2011

**Table 1**

Year	1883	1928	1947	1961-62
<b>No. of Colleges</b>	139	307	591	2,282
<b>No. of Enrolment</b>	16,088	90,677	2,28,881	11,77,245

India occupies an important position in respect of Higher Education. Comparing with other countries in the world, India's position in the field of Higher Education system is third after the United States and China. After independence numbers of both the Higher Educational Institutions and number of students have been increasing.

In 1854 the East India Company acknowledged women's education and employment. Initially this education was limited only to primary school level education and only the richer section of the society enjoyed this facility. Thus as it was confined only for a small section of people in society so the literacy rate for women increased from 0.2% in 1882 to 6% only in 1947. It is very unfortunate to say that for centuries higher education for women has been neglected. In this connection may refer the suggestions given by the University Education Commission in 1947. The report of the said commission revealed that they were against female education. In their recommendation they

wrote "women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability" (Report of the University Education Commission, Government of India, 1948-49, Vol.(i), chapter XII) But in spite of this, it is fact that in post independence period the female literacy rate was 8.9%. Thus in 1958, the government of India appointed a national committee for the education of women. The committee submitted report in favour of women education. The government of India accepted most of the recommendations of the committee.

### **ROLE OF WOMEN IN HIGHER EDUCATION**

Women constitute around 48% of the total population of India. Equity in education especially gender equity was one of the major issue in India and there has been a tremendous growth in women enrolling for higher education since independence, reducing the gender gap in higher education.

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succeed.

◆ In some cases women students get inspiration from the teachers working in higher educational institutions which help them to complete their higher studies.

◆ There are some courses which provide scholarship facilities for women. This also helps many poor female students to complete their higher studies.

◆ Women zeal to take equal responsibility of the family pushes them to complete their higher studies.

◆ In most cases women are dependent on male both in economically and in decision making and as such they suffer more. To get relief from this, they go for higher studies.

◆ It cannot be denied that lucrative pay scale for the employees working in higher educational institutions attracted women in higher studies.

◆ Above all, it is fact that outlook of modern society has been changed in many respects which helps women to complete their higher studies.

#### **WOMEN STILL FACING CHALLENGES IN HIGHER EDUCATION**

◆ Limited access to education, especially higher education.

◆ Discriminatory appointment and promotion practices.

◆ The stresses of dual family and professional roles.

◆ Family attitudes.

◆ Career interruptions.

◆ Cultural stereotyping.

◆ Alienation from the male culture and continued

resistance to women in management positions.

◆ Propagation of the glass ceiling syndrome which privileges covert criteria for advancement.

◆ Absence of adequate policies and legislation to ensure the participation of women.

#### **SUGGESTIONS TO PROMOTE WOMEN PARTICIPATION IN HIGHER EDUCATION**

◆ Provide counseling for both family and person concerned at the secondary stage of education.

◆ Establish non-traditional curricular for women and extend state support for this.

◆ Education policy has to be taken to facilitate women participation in higher education and establish more female educational institutions.

◆ Establish higher educational institutions in rural and tribal areas.

◆ Increase women teachers in co-educational institutions of higher education.

◆ Establish equal opportunity commissions for higher educational institutions.

◆ Establish more female educational institutions.

◆ Increase women representations in decision making bodies of higher educational institutions.

◆ Establish post-secondary vocational training institutions for promoting the entry of women in higher education.

◆ Introduce stipends, scholarships and fellowships for women studying in higher educational institutions.

◆ Above all, attitudes of the male oriented society must be changed. This will undoubtedly help in increasing women participation in higher education.

## TECHNICAL EDUCATION IN AN ERA OF GLOBAL COMPETITION

Dr. Pushplata Sharma

Dr. Nisha Shrivastava

Smt. Neetu Sahu

### INTRODUCTION

#### Competitive Capability:

Nations on the growth path are conscious of the need to understand factors that contribute to the development of the economy and the well being of the society. In an interdependent world it becomes necessary to identify opportunities to take advantage of the global process of development and assess the likely constraints. One of the indicators of the competitive capability of a nation is the share of its exports in the global market.

#### Global Competition:

**Growth Competitiveness Index** - During the past three years the World Economic Forum has attempted to measure the competitiveness of countries in terms of their “Growth Competitiveness Index” (GCI). The GCI aims specifically to gauge the ability of the world’s economies to achieve sustained economic growth over the medium to long term.

The growth competitiveness index is composed of three component indexes: the Technology Index (TI), the Public Institutions Index (PII), and the Macroeconomic Environment Index (MEI). The GCI for India is 56 among 104 countries. The Finland ranks first, USA second, Bangla Desh 102 and

Chad 104 in this ranking. In the TI India ranks 63 while USA, Taiwan and Finland hold the first, second and third positions. In the PII India’s rank is 53 while the first three ranks go to Denmark, Iceland and Finland. The position of USA is 21 in this index. In MEI India ranks 52, while the first three ranks are held by Singapore, Norway and Finland while USA holds is 15.

**Business Competitiveness Index** - The Business Competitiveness index (BCI)<sup>2</sup> recently developed by the world Economic Forum is a complement to the medium-term, macroeconomic approach of the Growth Competitiveness Index. While macroeconomic and institutional factors are critical for national competitiveness, these are necessary but not sufficient factors for creating wealth, wealth is actually created at the microeconomic level by the companies operating in each economy. The BCI evaluates two specific areas, critical to the business environment in each country: the sophistication of the operating practices and strategies of companies, and the quality of the microeconomic business environment in which the companies of a nation compete. India ranks 30 among 104 nations in BCI while the first three positions are held by USA,

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 engineering. The student should not be content with just the design but should understand all other aspects such as the material requirements, machinery, space, financial outlay, internal and external market demand, regulatory regimes, and the science and engineering behind it was also the future market potential if the product is less expensive, more convenient and has assured quality standards than its competitor, it would capture a sizeable market share in no time.

**Conclusion:** Given the robust size and dynamic growth of the undergraduate and postgraduate education system in sciences, engineering, technology, management and many other professional disciplines in India, there is scope for gaining respect disciplines in India, there is scope for gaining respect and recognition within and outside of our country for the capabilities for new innovations and managing global competitions. For this to happen in a reasonably short span of time it will be necessary to take several new initiatives in a concerted.

#### **Structural change In Curricula:**

The foremost requirement for enhancement of the quality of higher education is the adoption of a flexible curricular framework as followed in many of our premier institutions and many advanced countries. The structure of the curriculum should provide for the individual aptitude and career goals of the students. It should also incorporate features for adjustments in respect to emerging changes in different disciplines as well as the requirements of the global markets. For this purpose it will be necessary that all curricula in India should be based on credit system within the next two years. Keeping in view the scope for further refinements, the educational community should agree upon the definitions of credits, relative weight-ages of

subjects and the credit requirements for graduation. It would a – o be helpful for purposes of common interpretation, a uniform pattern of nomenclature of grades as adopted.

#### **Size and Quality of Faculty:**

No matter how good the curricula structure is, its effective delivery would depend upon the competence of the available faculty. Considering the acute shortage of faculty in a large number of higher educational institutions, it appears necessary that a special drive is launched in the short run to create sufficient number of well trained teachers..

#### **Qualifications Pathways:**

Even though the UG degrees may be described in terms of nominal years of study as of three or four or five-year duration, the program of study may envisage alternative pathways for obtaining degree. For instance candidates may be permitted to fulfill the specified credit requirements for a degree in less or more duration within bounds.

#### **Educational consortia:**

At present there is a high degree of fragmentation of the resources among the large number, of colleges. Since the degree in the, same disciplines is offered in a large number of institutions in close vicinity, the availability of faculty poses a problem. Many of the disciplines are managed by insufficient number of faculty some of whom are under qualified. It is suggested that a group of institutions may form a consortia and establish a special common education zone with world-class academic and residential facilities to be shared among the institutions. Each institution may indicate the Programs in selected subjects it is capsule of offering. This will facilitate



## **A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT, SELF CONFIDENCE AND PERSONALITY OF WORKING AND NON-WORKING WOMEN.**

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### **ABSTRACT**

*The purpose of this study was to compare the academic achievement, self-confidence and personality. A sample of 200 students of XI & XII classes self-confidence scale constructed by Rekha Agnihotri, Aziz and Agnihotri introversion extroversion inventory has been based to measure the personality and matriculation exam marks have been taken to judge the academic achievement of the students. Mean, SD, t-value used for the analysis of data. Data analysis indicated that the daughters are better academically than the sons Regarding personality characteristics the girls are more extrovert than the boys in aspect of self confidence children of working women specially boys have high self-confidence. The boys of the non-working women are more extroverts than the girls personality is an explicit construct which is invoked to explain behavioral consistency within a person and behavioral distinctiveness between persons (Webster 2002) the term personality signifies something deeper than mere appearance it involves behavior activities. Movements and everything else concerning the individual inward and outward behavior. It helps to differentiate people.*

### **INTRODUCTION**

The importance of parent child interaction in the development of personality and self-confidence of hardly need to be emphasized studies have proved that the child who receives parental love, conducive, home environment, proper care and facilities during his impressionable period of life helps to develop both cognitive and non-cognitive competence in their future life.

There are various aspects of the concept of academic achievement which have a great bearing on the personality of students from an early age a

sense of achievement is a source of good feeling and self esteem and failure as a source of disgrace and self reproach it is concerned with the quantity and quality of learning in a subject or group of subjects assessed by examination marks (Pandey, 1998). It is the status or level of a persons. Skills the range and depth of his knowledge or his proficiency in a designated area of learning or behavior. Personality is the inner experience that is reflected in the characteristics of individuals mind. The key goal of the individual

Table 2

Factors	Working				t	Non-Working				t
	Boys		Girls			Boys		Girls		
	M	SD	M	SD		M	SD	M	SD	
academic achievement	56.9	8.91	60.9	9.90	2.3	54.1	5.12	52.9	9.5	.59
self-confidence	36.9	9.21	34.71	7.01	.76	36.7	7.4	35	5.9	.92
personality	11.29	12.7	12.81	11.7	.52	11.3	13.14	8.6	9.9	1.09

If we look at the score of the children of working women we find that in the case of academic achievement the girls are better than the boys. In the area of self-confidence it is being observed that there is no significant difference between the boys and girls of working and non-working women.

In the area of personal children of both the group do not differ significantly. This show that most of the children belonging to the non-working womens children category try to adopt a middle path on the whole it has been observed the personality wise also the children of working women are better than the children on non-working women.

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 organization. They are not only prove to be good leader but they are social activities also. Many social and political changes are occurring in our society & the role of women is becoming prominent.

### **SOME OF THE MAJOR EMPOWERMENT**

#### **(1) Political Empowerment-**

- ◆ Percent of seats held by women in local councils/decision-making bodies.
- ◆ Percent of women in decision-making positions in local government.
- ◆ Percent of women in the local civil service.
- ◆ Percent of women/men registered as voters/of eligible women/men who vote.
- ◆ Percent of women in senior/junior decision making.
- ◆ Percent of union members who are women/ men.

#### **(2) Social Empowerment**

- ◆ Control of women over fertility decisions (e.g. number of children).
- ◆ Mobility of women within and outside their.
- ◆ Regarding a member of NGO's.
- ◆ Running own schools/colleges. CEO in companies.
- ◆ Decision making in re-marriage.
- ◆ Inter-caste marriage.
- ◆ Friendship & other relationships/bonding with other members of society.

#### **(3) Women's Empowerment has five components-**

- ◆ Women's sense of self-worth.
- ◆ Their right to have and to determine choices.
- ◆ Their right to have access to opportunities and

resources.

- ◆ Their right to have the power to control their own lives, both within and outside the home.
- ◆ And their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

### **NEED FOR WOMEN EMPOWERMENT**

Women are deprived of Decision making freedom of movement, Access to education. Access to employment, exposure to media & Domestic Violence. Today we can see women's are proving themselves. They are self sufficient to take any decision women's are in different domain. Their strength and inner effort occupies the major roles and in social and political areas also. We can say women empowerment as a foundation of socio-political changes in any society.

### **RELATED STUDY**

**(1)** A study done by Nayak Pursottam and Mahanta Bidisha in Feb (2009) in the present study status of women empowerment in India by using various indicators and it was revealed that women of India are relatively disempowered. Rural women are more are more prone to domestic violence. It is found that acceptance of unequal gender roles by women are still prevailing in the society.

**(2)** Various study has been done on women empowerment and gender equality. One important study was done by Manuere Faitira and Phiri Neria in Oct 2018. He wanted to clear the concept of women empowerment. It was revealed that power, agency, resources and achievement are the main concerned and globally accepted.

### Description of the Questionnaire

Open ended Questions were constructed by the investigator as per the need of the study. Firstly some Questions were prepared by the investigator then with the help of other experts and knowledgeable person and teacher's discussion was done and more Questions were selected. Relevancy of the Questions lies on the views on 2 aspects of our Indian society, First sociological aspects and second political aspects. Investigator has prepared many Questions to fulfill the need. After the deep study of different books many things were adopted and deeply study done in net and the opinion of co-teachers (fellow people) Finally 22 Questions were ready. 10 each in every aspects sociological part-10 Questions, political part-10 Questions and last 2 Questions were related to personal view to know the relevancy of the open ended Questionnaire. Question no.21 was set to know/desirable about over selves. 20 Questions are purely related to socio-political status of women in our country which judges the women empowerment, Opinion of different people mean a lot. Investigator has tried to touch the status of a socio-political aspect of Indian women in our society. Different measurement scale can be use for the study. But it was a better chance to construct self-made open ended Questions for the paper presentation.

### ANALYSIS OF THE STUDY

To know the opinion of self employee and professional personalities, open ended Questionnaire were applied on 30 samples. Different views and suggestions were given by them. Most of the women participants were very much favor in women's empowerment and strongly in favour of women's equality in society and was

very much concerned regarding women education, reservation in parliament and many were interested in political affairs. And it was also found that many participants view very open regarding the professions of women and many were interested in social work also. Women are strong, self sufficient confident in many matter in them itself. Opinion came from many side that today village women are well qualified and the family environment which they are living is very and in favour of women's equality their rights and want to provide them equal and good education and also in favour of their job. Many guardians and grand-parents they want their daughters and daughter-law to be an active member in the society. Male participant's views were also relevant they were in favour of women's equality both in social and political areas also. According to men woman is the magnificent creation of God, with multifaceted personality with the power of benevolence some wrote that women's can also be a good leader and they can also solve the problems of other women's very efficiently according to male participants views women have proved the credentials in society and in politics.

While making the objective and the hypothesis it was revealed after study of different articles and study it was in mind that there will be significant difference in the views of male and female participants regarding women empowerment but according to present study it was found that only little bit differences in the views of self-employee and professional but almost accepted that today Indian women are participating in many areas as well as they are the good leaders and their social activities are more rather than the male.

## A STUDY ON THE EFFECT OF THE LEVEL OF SPIRITUAL INTELLIGENCE ON AGGRESSION OF ADOLESCENTS

DR. APOORVA SHUKLA

### ABSTRACT

*Although sphere of the influence of religion and spirituality declined after the scientific and industrial revolutions in the West, so that it was thought that the religion is generally declining, but in recent years it was obvious that religion and spirituality have indispensable roles in the human life. Both of these factors were again considered in academic and scientific researches. The results show that a thirst for the spiritual affairs including religion is felt in today's societies. Issues such as the meaningless of life, a sense of moral vacuum, human bondage in the hand of technology and the contact of West with Oriental Religions have led to the growing awareness of contemporary human about the religion and spirituality which are aligned with religious statements, or at least do not contradict with religion.*

### INTRODUCTION

*"The quality or condition of being spiritual; attachment to or regard for things of the spirit as opposed to material or worldly interests."*

**Spirituality is that which gives meaning to one's life and draws one to transcend oneself.**

**Spirituality is a broader concept than religion, although that is one expression of spirituality.**

**Other expressions include prayer, meditation, interactions with others or nature, and relationship with God or a higher power."**

( Burkhardt, M. "Spirituality: An Analysis of The Concept," Holistic Nursing Practice, May 1989:60-77)

Intelligence derives from the Latin verb *intelligere*, to comprehend or perceive. The definition of intelligence is controversial. Some groups of psychologists have suggested the following definitions: From "Mainstream Science on Intelligence" (1994), an editorial statement by fifty-two researchers: "A very general mental

capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings—"catching on," "making sense" of things, or "figuring out" what to do."

"To my mind, a human intellectual competence must entail a set of skills of problem solving — enabling the individual to resolve genuine problems or difficulties that he or she encounters and, when appropriate, to create an effective product — and must also entail the potential for finding or creating problems — and thereby laying the groundwork for the acquisition of new knowledge."

- Howard Gardner

intelligent adolescents.

◆ There will be no significant difference in the aggressive tendency of boys in relation to their spiritual intelligence.

◆ There will be no significant difference in the aggressive tendency of girls in relation to their spiritual intelligence.

## METHODOLOGY

### SAMPLING TECHNIQUE:

sample in relation to some criterion which is considered important for a particular study. It is appropriate in a study which lays special emphasis on the control of certain specific variables. For the present study, 4 private schools were selected by the investigator by Random sampling out of the total schools in the city. By this method the population has an equal and independent chance of being included in the sample. 150 students of +2 grade from 4 private schools were selected by Random sampling.

### DESCRIPTION OF THE TOOLS:

For the present study, the investigator has

used the Hindi version of (RSIT) Roqan Spiritual Intelligence Test made by Prof. Roquiya Zainuddin and Mrs. Anjum Ahmed. The co-efficient of reliability was found to be 0.73 by Cronbach's Alpha Co-efficient and 0.70 by Guttman Split-Half Co-efficient. This shows that the test has a high reliability. In order to find out the validity from the co-efficient of reliability, the reliability index was calculated which indicates high validity on account of being 0.85.

For the measurement of the level of aggression the investigator has used the (AS) Aggression Scale made by Dr. (Mrs) G.P. Mathur and Dr.(Mrs.) Raj Kumari Bhatnagar.

The Reliability of the scale is found to be 0.88 in males and 0.81 in females. To obtain concurrent validity co-efficient of the aggression scale, the scale was compared with statements in questionnaire of aggression borrowed from Murray. Validity is found to be 0.80 in males and 0.78 in females. The obtained data was analyzed by using descriptive statistical methods. For the hypotheses, Mean, S.D & t-test were calculated.

## ANALYSIS AND INTERPRETATION OF DATA

**Table No.1**

Showing the scores of aggressive tendency of high and low spiritually intelligent adolescents.

	Description	No. of Students	Mean	SD	't'	Remark
S.I.	(Low)	75	210.77	11.55	15.75	Significant
S.I.	(High)	74	176.29	15.04		
df = 147 , P < 0.01						

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 not only in the fields of education but in all the fields throughout the nation and globe. Then and then only the concept of "Vasudaiva kutumbakam" would be meaningful.

#### **GLOBAL INTERPRETATION:**

One the basis of the above findings of the study certain conclusion and interpretation were drawn.

The present study was undertaken on +2 grade students. A significant difference is found in the aggressive tendency of high and low spiritually intelligent adolescents. It can be expected that S.I. would promote the qualities of love, compassion, service, honesty, integrity, responsibility, patience, tolerance, faith, trust, and inner security. So, the adolescents who have a high S.I. have shown low aggressive level.

Thus, the result of H02 shows that there exists a significant difference in the aggressive tendency of boys in relation to their spiritual intelligence.

But, the result of HO3 has an unexpected outcome. There exists no significant difference in the aggressive tendency of girls in relation to their spiritual intelligence.

The investigator interprets this result with reference to the state of girls in the present day scenario. Though girls share the same platform with boys and in some fields, even excel in comparison to boys, they are bound by the fetters of our rigid social system. In the patriarchal society girls are subjected to gender discrimination and sex bias. As they gain the age of puberty, girls are burdened with filial responsibilities. There are several barriers in their path of progress. All these negative factors amount to their high level of stress, anxiety, resulting in aggression. In fact enhancement of S.I. is very much required not only in the fields of education but in all the fields throughout the nation

and globe. Then and then only the concept of "Vasudaiva kutumbakam" would be meaningful.

#### **SUGGESTIONS:**

The investigator gives the following suggestions after reaching a conclusion in the study:-

- ◆ Our educational system should be made holistic.
- ◆ Our education system should create a balance between intellectual, emotional and spiritual growth.
- ◆ Parent –Orientation classes in schools must be conducted for compulsory value-inculcation in children.
- ◆ Yoga and meditation should be made compulsory in schools.
- ◆ Moral values should be made a compulsory subject in school curriculum.
- ◆ The course of studies in Teachers Training programmes should include spiritualism.
- ◆ Film shows based on Indian mythology and religious discourses should be organized in schools and colleges.
- ◆ Regular surveys should be conducted in schools for teachers and students to find out the level of spiritual intelligence and level of aggression and sessions conducted by experts as how to enhance and control the levels.
- ◆ N.C.C, N.S.S, Boys Scouts & Girls Guide training programmes should be made compulsory in schools.

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## रांची विश्वविद्यालय में संचालित सेमेस्टर शिक्षा प्रणाली के प्रति शिक्षा विभाग के शिक्षकों एवं विद्यार्थियों की अभिवृत्ति का तुलनात्मक शोध

मनोज कुमार साह

सार

विश्वविद्यालय अनुदान आयोग के दिशा-निर्देश में भारत के विश्वविद्यालय उच्चतर कक्षाओं में सेमेस्टर शिक्षा प्रणाली लागू कर रहे हैं। यह शोध प्रतिदर्श के तौर पर रांची विश्वविद्यालय के शिक्षा विभाग के शिक्षकों एवं छात्रों की अभिवृत्ति का तुलनात्मक शोध प्रस्तुत करता है।

### विषय संकेत:-

सेमेस्टर शिक्षा प्रणाली, अभिवृत्ति का तुलनात्मक शोध शिक्षण अधिगम की प्रक्रिया में शिक्षक, शिक्षार्थी, पाठ्यक्रम, शिक्षणविधि, शिक्षण प्रणाली एवं मूल्यांकन आदि का विशेष महत्व है। मूल्यांकन किसी ... शिक्षण अधिगम प्रक्रिया का अन्तिम एवं सर्वाधिक महत्वपूर्ण चरण है, उपयुक्त मूल्यांकन के अभाव में शिक्षण अधिगम प्रक्रिया की प्रभावश... उपयुक्तता एवं आवश्यकता का ज्ञान प्राप्त न किया जा सकता। इसी कारण समय समय ... मूल्यांकन एवं इससे जुड़ी अन्य कड़ियों में यथोचित सुधार कर शिक्षण अधिगम प्रक्रिया को सुदृढ़ बनाने का प्रयास किया जाता रहा है फिर चाहे वह प्रश्नपत्रों के प्रारूप में परिवर्तन हो या फिर परीक्षण प्रणाली में।

प्रस्तुत शोध में रांची विश्वविद्यालय द्वारा शिक्षा स्नातक स्तर पर हाल ही में आरोपित सेमेस्टर शिक्षा प्रणाली के प्रति विद्यार्थियों एवं शिक्षकों की अभिवृत्ति का तुलनात्मक शोध किया गया है जिसमें शिक्षा स्नातक

स्तर पर पढ़ने-पढ़ाने वाले 50 विद्यार्थियों एवं 50 शिक्षकों के न्यादर्श पर स्वनिर्मित अभिवृत्ति मापनी का प्रयोग किया गया। शिक्षा व्यक्ति के जन्म से आरम्भ होकर उसकी मृत्यु तक अनवरत चल रही है। शिक्षा के द्वारा ही समाज अपनी भ... पीढ़ी को उच्च आदर्शों, अभीष्ट आशाओं, सनातन मूल्यों-विश्वासों तथा प्राचीन परम्पराओं से युक्त अपनी सांस्कृतिक धरोहर को हस्तान्तरित कर... है। परन्तु वर्तमान समय में शिक्षा का एक उद्देश्य धन अर्जन करना भी है। आज के परिदृश... व्यक्ति की आकांक्षा और उद्देश्य उसकी शिक्षा की दशा और दिशा को निर्धारित करती है। जनसंख्या वृद्धि के साथ जहाँ एक ओर बेरोजगारी बढ़ी है वहीं Survival of the fittest का सिद्धांत भी प्रतिस्पर्धा के इस दौर को परिभाषित कर रहा है। लगातार जनसंख्या वृद्धि एवं विशाल जन समूह में सीमित अवसरों के कारण प्रतिस्पर्धा ... स्वाभाविक है ऐसी स्थिति में शिक्षा की गुणवत्क



अख्तर, पी0 आर0 (1980) ने भारत के वृ...  
चुनिन्दा विश्वविद्यालयों में सेमेस्टर शिक्षा प्रणाली...  
का अध्ययन किया तथा पाया कि- विश्वविद्यालय  
के प्राधिकारी विशेषज्ञों की सहायता से सेमे...  
प्रणाली लागू करने की पहल कर रहे थे, शिक्षकों के  
विचारों में-पाठ्यक्रम एवं व्यवस्थापन में लोच और  
स्वतन्त्रता उनके लिए आनन्दकारी होगी, अधिकतर  
शिक्षकों एवं छात्रों के विचारों में- छात्रों ने सेमेस्ट...  
प)ति को प्राथमिकता दी क्योंकि ये कार्यभार व...  
बांट देती है और इसमें सतत् मूल्यांकन के कार...  
छात्र अपना ग्रेड भी सुधार सकते हैं

अतः उपरोक्त अध्ययनों के आधार पर तब जब  
कि सेमेस्टर प्रणाली लागू हो चुकी है, शिक्षकों एवं  
विद्यार्थियों के दृष्टिकोण का अध्ययन करना अपेक्षित  
हो जाता है। अतः वर्तमान अध्ययन इस  
शृंखला की अगली कड़ी के क्रम में है जि...  
उद्देश्य हैं-

1. रांची नगर में स्थित महाविद्यालयों में शि...  
स्नातक स्तर पर सेमेस्टर शिक्षा प्रणाली के प्र...  
शिक्षकों की अभिवृत्ति का शोध ।
2. रांची नगर में स्थित महाविद्यालयों में शि...  
स्नातक स्तर पर सेमेस्टर शिक्षा प्रणाली के प्र...  
विद्यार्थियों की अभिवृत्ति का शोध ।
3. रांची नगर में स्थित महाविद्यालयों में शि...  
स्नातक स्तर पर सेमेस्टर शिक्षा प्रणाली के प्र...  
शिक्षकों और विद्यार्थियों की अभिवृत्ति का तुलनात्मक  
शोध ।

#### शोध की परिकल्पना-

1. रांची नगर में स्थित महाविद्यालयों में शि...  
स्नातक स्तर पर सेमेस्टर शिक्षा प्रणाली के प्र...  
शिक्षकों की अभिवृत्ति सकारात्मक पायी जायेगी ।
2. रांची नगर में स्थित महाविद्यालयों में शि...

स्नातक स्तर पर सेमेस्टर शिक्षा प्रणाली के प्र...  
शिक्षार्थियों की अभिवृत्ति सकारात्मक पायी जायेगी ।

3. रांची नगर में स्थित महाविद्यालयों में शि...  
स्नातक स्तर पर सेमेस्टर शिक्षा प्रणाली के प्रति शिक्षकों  
और शिक्षार्थियों की अभिवृत्ति में कोई सार्थक अन्तर  
नहीं पाया जायेगा ।

**शोध विधि** - प्रस्तुत शोध वर्णनात्मक अनुसंधान  
के अन्तर्गत सर्वेक्षण विधि के द्वारा किया गया

**शोध की जनसंख्या** - रांची विश्वविद्यालय ...  
शिक्षा महाविद्यालयों में पढ़ने एवं पढ़ाने वाले समस्त  
शिक्षार्थी एवं शिक्षक प्रस्तुत शोध की जनसंख्या हैं ।

**न्यादर्शन विधि एवं न्यादर्श** - प्रस्तुत शोध में  
रांची विश्वविद्यालय के शिक्षा महाविद्यालयों में ...  
लॉटरी विधि द्वारा कुल चार महाविद्यालय चुने गए  
जिसमें से गुच्छ प्रतिदर्शन द्वारा 50 शिक्षकों ए...  
50 शिक्षार्थियों का न्यादर्श लिया गया है ।

**उपकरण एवं आंकड़ों का संकलन** - लिफ्ट  
अभिवृत्ति मापनी के आधार पर स्वनिर्मित अभिवृत्ति  
मापनी द्वारा शिक्षा महाविद्यालयों से विद्यार्थियों एवं  
शिक्षकों की अभिवृत्ति को एकत्रित कर उनके प्राप्तांकों  
का योग प्राप्त किया गया ।

**प्रयुक्त सांख्यिकी** - शिक्षकों एवं विद्यार्थियों वं...  
प्राप्तांकों से अभिवृत्ति ज्ञात करने के लिए मध्यमान,  
मानक विचलन, मानक त्रुटि एवं दो मध्यमानों वं...  
अन्तर की सार्थकता (C.R.) आदि सांख्यिकीय विधियों  
का प्रयोग किया गया है ।

**आंकणों का विश्लेषण एवं परिकल्पना की जाँच  
और व्याख्या** - आंकणों का तालिका प्रदर्शन

**परिकल्पना नं0** .. रांची नगर में शि...  
महाविद्यालयों में शिक्षा स्नातक स्तर पर सेमेस्ट...  
शिक्षा प्रणाली के प्रति शिक्षकों की अभि...

योगदान है, जिसे उद्देश्यपूर्ण प्रश्नपत्रों के माध्यम से और अधिक उपयोगी बनाकर छात्रों का गुणात्मक मूल्यांकन बढ़ाया जा सकता है तथा शिक्षा सार्वभौमिक उद्देश्य को प्राप्त किया जा सकता है। विद्यार्थियों एवं शिक्षकों की अभिवृत्ति में सेमेस्टर शिक्षा प्रणाली के प्रति कोई सार्थक अन्तर नहीं तथा शिक्षकों एवं विद्यार्थियों दोनों की सेमेस्टर शिक्षा प्रणाली के प्रति अभिवृत्ति लगभग समान रूप से सकारात्मक है अर्थात् शिक्षक एवं विद्यार्थी दोनों सेमेस्टर शिक्षा प्रणाली के द्वारा शैक्षिक प्रगति की अपेक्षा करते हैं क्योंकि इससे दोनों पूरे सत्र सक्रिय रहते हुए पठन-पाठन की क्रिया में संलिप्त रहते हैं, पाठ्यक्रम का बोझ कम हो जाता है तथा छात्रों का मूल्यांकन और अधिक व्यापक, सतत एवं नियोजित हो जाता है।

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आधार बनाया गया है। इसका प्रावधान भर्ती आकस्मिक उपलब्धि मानक (लै) तथा प्रोन्नति के कैरियर एडवांसमेंट स्कीम (सीएसएस) के अंकों में किया गया है। शोधपत्र प्रकाशन में 10 से 15 अंक, पुस्तक प्रकाशन में 5 से 25 अंक, एम फिल, पी.एच.डी. शोध प्रबंध जमा होने पर प्रति शोधार्थी 3 से 10 अंक, कांफ्रेंस, सेमिनार, कार्यशाला में 3 से 10 अंक, प्रोजेक्ट में 10 से 30 अंक तक निर्धारित किये गये हैं

भारत सरकार का शोध की गुणवत्ता तथा उसकी राष्ट्रोपयोगिता पर विशेष बल है। राष्ट्र के कर्णधार प्रधानमंत्री, मानव विकास संसाधन मंत्री, शिक्षा से जुड़े मंत्री, सचिव, कुलाधिपति, कुलपति, शिक्षाविद् शोध की गिरती दशा से चिंतित हैं। उनका मानना है कि 90 प्रतिशत तक शोध विश्वपटल पर खरे नहीं उतरते हैं। वे चाहते हैं शोध मुद्दों-रोटी, कपड़ा, मकान, स्वास्थ्य, नित-नूतन जन समस्याओं से जुड़े। ऐसा ही आवाहन मानमंत्री सन् 2018 के आई आई टी गो जूबली समारोह में कर चुके हैं

विश्वविद्यालय अनुदान आयोग ने शोध गुणवत्ता के लिए नये दिशा-निर्देश जारी किए हैं। सभी विश्वविद्यालय सन 2015 के इन दिशा-निर्देशों

को लागू करने की लम्बी प्रक्रिया से गुजर रहे हैं अनेक विश्वविद्यालयों में दो शिक्षा-सत्रों से शोध कार्य शून्य है। छत्तीसगढ़ में सहगल कमेटी अनुशंसा पर शोधार्थी को संयुक्त प्रवेश परीक्षा उत्तीर्ण करनी होगी। शोधपत्र प्रकाशित कराने होंगे, 6.6 माह में प्रगति आख्या प्रस्तुत करनी होगी, सेमेस्टर जैसी परीक्षा से गुजरने आदि के प्रावधान किये गये हैं। शोध की मौलिकता, सामाजिकता, समन्वयता, नये-नये विषयों व संदर्भों और निष्कर्षों को सर्वोच्च प्राथमिकता है। जर्नल्स में शोधपत्र प्रकाशन, विश्वविद्यालय अनुदान आय. अनुदानित तीन दिवसीय अंतर्राष्ट्रीय-रा. सेमिनार, एक सप्ताह की कार्यशाला, 5 लाख रु. अधिक के प्रोजेक्ट को अधिकतम अंक की परिधि में रखा गया है।

मुख्यतः कला, संस्कृति, साहित्य विषयों जुड़े विशेषज्ञ व शिक्षक विश्वविद्यालय अनु. आयोग के दिशा-निर्देश विज्ञान के अध्ययन-अध्यापन में तो उपयुक्त है किन्तु गैर विज्ञान के विषयों लिय अलग से दिशा-निर्देश होने चाहिये। वे सबसे बड़ी मुश्किलें संसाधनों कमी, अपेक्षित जर्नल्स का अभाव तथा सरकारी उपेक्षा बताते हैं



आदतों का महत्वपूर्ण स्थान है। जब बालक किसी क्रिया या कार्य को अपनी इच्छा से जान-बूझ कर बार-बार दोहराता है तब वह क्रिया कुछ समय बाद बिना प्रयास के स्वतः संचालित होने लगती है। बार-बार दोहराये गये ऐच्छिक कार्यों के परिणाम को आदत कहते हैं। दैनिक जीवन के अधिकांश अध्ययन संबंधी कार्य आदतों के ही फलस्वरूप होते हैं जैसे- पढ़ने का समय, लिखने का समय, उठने का समय, सोने का समय, मनोरंजन का समय, अवकाश के समय का उपयोग, अच्छी पुस्तकों का संग्रह करना, गृह कार्य करना, समय-समय बनावकर पढ़ना, प्रतिदिन स्कूल जाना आदि। विशेष आदत के अनुसार होता है। अच्छी आदतों का व्यक्तित्व को प्रभावशाली बनाने में सहायक होते हैं। जैसी आदत होगी वैसी ही व्यवहार होगा। व्यवहार व्यक्तित्व का दर्पण होता है। उसी से बालक के व्यक्तित्व की पहचान भी होती है। अच्छी आदतें बालकों में नैतिक और चारित्रिक गुणों का विकास करती हैं। आदत के कारण ही बालक में सहनशीलता, प्रेम, दया, सहानुभूति, परोपकार जैसे सदगुणों का विकास होता है।

### शोध के विशिष्ट उद्देश्य :-

1. निम्न तथा उच्च पारिवारिक स्तर के माध्यमिक विद्यार्थियों के अध्ययन संबंधी आदतों का शोध करना।
2. परामर्श के पूर्व एवं पश्चात् माध्यमिक स्तर के छात्रों और छात्राओं की अध्ययन संबंधी आदतों का शोध करना।

### परिकल्पना :-

उपर्युक्त उद्देश्यों को ध्यान में रखते हये निम्नलिखित परिकल्पनाएं निर्मित की गई-

1. माध्यमिक स्तर पर छात्रों और छात्राओं के अध्ययन संबंधी आदतों में कोई अन्तर नहीं पाया

जायेगा।

2. निम्न एवं उच्च पारिवारिक स्तर का विद्यार्थियों के अध्ययन संबंधी आदतों पर कोई प्रभाव न पड़ेगा।
3. निर्देशन और परामर्श का विद्यार्थियों की अध्ययन संबंधी आदतों पर प्रभाव पड़ेगा।

### शोध विधि :-

यह शोध निम्नलिखित विधि के अनुसार किया गया:-

#### (1) मापन के उपकरण :-

शोध से सम्बन्धित निम्नलिखित मापन के उपकरणों की आवश्यकता पड़ी। इनके उपलब्ध न होने कारण शोधकर्ता ने इनका निर्माण स्वयं किया जिसका विवरण अधोलिखित है-

(A) पारिवारिक वातावरण सम्बन्धी प्रश्नावली- इस प्रश्नावली में परिवार की आर्थिक स्थिति, शैक्षिक स्थिति, और सामाजिक स्थिति से सम्बन्धित 20 प्रश्न रखे गये।

(B) अध्ययन संबंधी आदतों की सूची- अध्ययन संबंधी सामान्य जानकारी के साथ 50 अध्ययन आदतों पर सूची बनायी गयी। जैसे- गृह कार्य, सांस्कृतिक कार्यक्रम, अवकाश के समय का उपयोग, लिखने का समय, पढ़ने का समय, समय से स्कूल जाना, समय सारणी बनाकर पढ़ना, योजना बनाकर अध्ययन करना आदि से सम्बन्धित तथ्य सूची में रखे गये। प्रत्येक कथन के सामने बने पांच खानों जो कि क्रमशः सदैव, बहुधा, कभी-कभी, कभी नहीं, में से किसी एक खाने में सही (✓) का निशान लगाना था।

(2) न्यादर्श : इस शोध से सम्बन्धित जनसंख्या के अन्तर्गत रायपुर जिलों के माध्यमिक कक्षाओं में

तालिका 1.1

क्रमांक	प्रमुख अध्ययन संबंधी आदतें	बाल		बालिक	
		निम्न वर्ग %	उच्च वर्ग %	निम्न वर्ग %	उच्च वर्ग %
1.	गृह कार्य पूरा करना,	60	89	58	88
2.	विभिन्न पुस्तकों से नोट लिखना,	40	75	53	67
3.	शिक्षक द्वारा लिखाये गये नोट को लिखना,	50	75	51	77
4.	विभिन्न पुस्तकों का संग्रह करना,	43	83	42	79
5.	स्कूल समय से जाना	52	86	58	83
6.	समय-सारणी बनाकर अध्ययन करना,	43	92	47	79
7.	योजना बनाकर अध्ययन करना,	48	81	51	71
8.	विषय स्पष्ट न होने पर पुस्तकालय जाकर अध्ययन करना,	43	81	49	75
9.	विषय में कठिनाई होने पर शिक्षक व अभिभावक से पूछना,	40	73	42	
10.	मॉडल व चार्ट के माध्यम से पढ़ना,	29	59	41	

(2) विद्यार्थियों के प्रमुख अध्ययन संबंधी आदतों का परामर्श पूर्व एवं परामर्श पश्चात् व्यक्त मतों के प्रतिशत की तुलना :

बालकों के अध्ययन संबंधी आदतों के प्रति व्यक्त मतों की प्रतिशत की तुलना एवं क्रान्तिक अनुपात:- सर्वप्रथम बालकों द्वारा परामर्श पूर्व तथा परामर्श पश्चात् अध्ययन संबंधी आदतों के प्रति व्यक्त मतों की आवृत्ति पर आधारित प्रतिशतों में अन्तर का सार्थकता की जांच हेतु क्रान्तिक अनुपात का माप ज्ञात किया गया। जिनका विवरण तालिका 1.2 में

प्रस्तुत है।

तालिका 1.2 के अवलोकन से स्पष्ट है कि बालकों के अध्ययन संबंधी आदतों के प्रति व्यक्त मतों में परामर्श के पश्चात् वृद्धि हुई है। तालिका में प्रदर्शित क्रान्तिक अनुपात का मान यह स्पष्ट करता है कि प्रायः सभी प्रमुख अध्ययन संबंधी आदतों के परामर्श पूर्व व परामर्श पश्चात् प्रतिशतों पर आधारित क्रान्तिक अनुपात का मान 2.58 से अधिक है, जो 0.01 स्तर पर सार्थक है। बालकों की अध्ययन संबंधी आदतों को सुधारने में परामर्श

## \* .01 स्तर पर सार्थक

तालिका 1.3 के अवलोकन से स्पष्ट है कि बालिकाओं के अध्ययन संबंधी आदतों में परामर्श के पश्चात् वृद्धि हुई है। तालिका में प्रदर्शित क्रान्तिक अनुपात का मान 2.58 से अधिक है, जो 0.01 स्तर पर सार्थक है। बालिकाओं की अध्ययन संबंधी आदतों को सुधारने में परामर्श की भूमिका रही है। परामर्श पूर्व 57 प्रतिशत बालिकायें गृह कार्य पूरी करती थीं। लेकिन परामर्श देने के पश्चात् इनकी संख्या बढ़कर 83 प्रतिशत हो गयी। विभिन्न प्रकार के सहायक पुस्तकों से स्वयं नोट लिखने वाली बालिकाओं की संख्या परामर्श के पूर्व 32 प्रतिशत थी, जो परामर्श के पश्चात् बढ़कर इनकी संख्या 63 प्रतिशत हो गयी। समय-सारणी बनाने वाली बालिकायें परामर्श पूर्व 3 प्रतिशत थी, लेकिन परामर्श पश्चात् इनकी संख्या 79 प्रतिशत हो गयी।

**निष्कर्ष :-**

उक्त शोध से निम्नलिखित निष्कर्ष प्राप्त हुए-

1. विद्यार्थियों की अध्ययन संबंधी आदतों के बनने

और सुधारने में पारिवारिक पृष्ठभूमि की महत्वपूर्ण भूमिका देखी गयी। उच्च परिवार के बालकों को बालिकाओं को पाठ्य पुस्तकों के अतिरिक्त अध्ययन संबंधी सामग्री जैसे- सहायक पुस्तकें, स्टेशन, आदि के क्रय के लिए सरलता से आवश्यक पैसा मिल जाते हैं, लेकिन निम्न परिवार के विद्यार्थियों को नहीं मिल पाता है

2. विद्यार्थियों की अध्ययन संबंधी आदतों के सुधार में परामर्श की भूमिका अहम रही। बालक-बालिका परामर्श पूर्व योजनाबद्ध ढंग में समय-सारणी बनाकर अध्ययन नहीं करते थे, बालक-बालिका परामर्श पश्चात् इसके महत्व को समझने के उपरान्त योजनाबद्ध समय-सारणी बनाकर अध्ययन करने लगे

अन्त में यह निष्कर्ष निकलता है कि माध्यमिक स्तर के विद्यार्थियों की अध्ययन संबंधी आदतों पर पारिवारिक पृष्ठभूमि और परामर्श का प्रभाव पड़ता है। परामर्श के पूर्व तथा परामर्श के पश्चात् निम्न और उच्च वर्ग के विद्यार्थियों की अध्ययन संबंधी आदतों में सार्थक अन्तर पाया गया।

तालिका 1.3

क्रमांक	प्रमुख अध्ययन संबंधी आदतें	परामर्श पूर्व प्रतिशत	परामर्श पश्चात् प्रतिशत	क्रान्तिक अनुपात
1.	गृह कार्य पूरा करना,	57	83	6.66*
2.	विभिन्न पुस्तकों से नोट लिखना,	32	63	12.11*
3.	शिक्षक द्वारा लिखाये गये नोट को लिखना,	43	71	6.63*
4.	विभिन्न पुस्तकों का संग्रह करना,	72	88	4.69*
5.	स्कूल समय से जाना	32	79	11.11*

## शिक्षा में स्नातकोत्तर (एम.एड.) के विद्यार्थियों का क्षेत्र प्रशिक्षण के प्रति अभिवृत्ति

### का अध्ययन

रेखा नामदे

सहायक प्राध्यापक

प्रिस्म स्कूल ऑफ एजुकेशन,  
महकाखर्द, उतई, भिलाई

#### सार

शिक्षा की गुणवत्ता पर शिक्षक एवं शिक्षक प्रशिक्षकों दोनों का सीधा प्रभाव पड़ता है। हमारे देश में अध्यापक शिक्षा के कार्यक्रम अनेक स्तरों पर प्रचलित हैं। देश भर में शासकीय एवं निजी शिक्षण संस्थानों द्वारा अध्यापक प्रशिक्षण कार्यक्रम संचालित किए जा रहे हैं। अध्यापक शिक्षा के माध्यम से शिक्षकों को इस बात के लिए तैयार किया जा रहा है कि वे विद्यालयों को वास्तविक रूप से विद्यार्थियों के लिए सीखने की संस्था बना सकें। देश में शिक्षण प्रशिक्षण के संदर्भ में सर्वोच्च प्रशिक्षण संस्थान एन.सी.ई.आर.टी के द्वारा शिक्षक प्रशिक्षण के अनेक कार्य योजनाएँ बनीं एवं उनके संचालन हेतु सभी क्षेत्रों में शिक्षण प्रशिक्षण की संस्थानों की स्थापना की गई। एन. सी.टी.ई. के द्वारा अनेक शिक्षण संस्थानों की स्थापना की गई। शिक्षकों की गुणवत्ता एवं उनके कार्य करने के तरीकों में बदलाओं की वास्तविक जिम्मेदारी शिक्षण प्रशिक्षण संस्थानों पर है। 1968 में देश में पहली राष्ट्रीय शिक्षा नीति बनी और इसमें अध्यापक शिक्षा को व्यवस्थित और तर्क संगत बनाने का सझाव दिया गया।

#### विषय संकेत:-

एन.सी.ई.आर.टी और क्षेत्रीय महाविद्यालयों के कार्यों की समीक्षा उपरांत शिक्षकों के लिए चट्टोपाध्याय आयोग बना जिसमें शिक्षकों के साथ साथ अध्यापक शिक्षा के बारे में अध्ययन कर इसकी विषय वस्तु, प्रशिक्षण की समायाविधि में वृद्धि) सहित प्रयोगिक कार्य की वृद्धि संबंध, अनेक अनुसंधानों की गई। 1986 राष्ट्रीय शिक्षा नीति में सेवापूर्व एवं सेवारत अध्यापक शिक्षा व समुदधि करने पर बल दिया गया। इसके र

समय समय पर शिक्षक प्रशिक्षण कार्यक्रम प्रभावी बनाने हेतु अनेक अनुसंधानों की गयीं। इसी तारतम्य में प्रशिक्षण संस्थानों में अध्यापक की प्रशिक्षुता, अभ्यास शिक्षण, प्रयोगिक कार्य तथा पूरक शैक्षिक क्रियाओं पर उचित ध्यान देने के लिए राष्ट्रीय अध्यापक शिक्षा परिषद अधिसूचना 2014 लागू की गई। जिसके तहत शिक्षक पाठ्यक्रमबद्ध बी.एड. एवं एम.एड. के अवधि व एक वर्ष से बढ़कर दो वर्ष किया गया। जिसमें क्षेत्र

गया। जैसे-

अ. शिक्षक शिक्षा संस्थान एवं माध्यमिक स्तर के विद्यालयों की गतिविधियों का अवलोकन शिक्षा संस्थान एवं माध्यमिक स्तर के विद्यालयों के वातावरण एवं गतिविधियों का अवलोकन करना है।

ब. शिक्षक शिक्षा संस्थान में बी.एड. अध्याताओं की सहायता एवं निरीक्षण प्रशिक्षण कार्यक्रम के इस भाग में अध्याता अपने शिक्षण संस्थान के बी.एड. अध्याताओं के विद्यालय अनुभव कार्यक्रम विद्यालय प्रशिक्षण कार्यक्रम में सहायता एवं निरीक्षण करेंगे।

स. शिक्षक शिक्षा संस्थान एवं माध्यमिक स्तर के विद्यालयों के शिक्षक अध्याता, सेवारत प्रशिक्षण कार्यक्रम के इस भाग में अध्याताओं के शिक्षक प्रशिक्षक, प्रसाशक, नेतृत्वकर्ता, प्रबंधक के रूप में विभिन्न दक्षातों एवं अनुभवों के सम्बंधित संस्था के लिए तैयार करना है

### शोध का औचित्य

अभिवृत्ति मनुष्य की वह सामान्य प्रतिक्रिया है जिसके द्वारा वस्तु का मनोवैज्ञानिक ज्ञान होता है। इसी आधार पर व्यक्तिवस्तुओं, स्थिति एवं प्रक्रिया का मूल्यांकन करता है।

शिक्षा में स्नातकोत्तर पाठ्यक्रम में शोध प्रबंध एवं क्षेत्र प्रशिक्षण कार्यक्रम को विशेष रूप से महत्व दिया गया है। जहां लघु शोध प्रबंध अध्यापक शिक्षार्थियों को शोध की बारीकियों को समझाने का प्रयास कर उन्हें शोधकर्ता के रूप में विकसित करता है वहीं क्षेत्र प्रशिक्षण कार्यक्रम उन्हें वास्तविक अनुभव के द्वारा एक प्रशिक्षित शिक्षक प्रशिक्षक के रूप में कुशल बनाता है। हम देखते हैं कि वर्तमान में एम.एड. कार्यक्रम में क्षेत्र प्रशिक्षण एक मखी अव्यय है अथवा इसके प्रारूप में अमूल्य

परिवर्तन किया गया है। अतः वर्तमान शोध में क्षेत्र प्रशिक्षण कार्यक्रम के महत्व को देख... अध्यापक शिक्षार्थियों की क्षेत्र प्रशिक्षण के प्र अभिवृत्ति का अध्ययन किया गया है

### शोध प्रश्न

क्या अध्यापक शिक्षार्थियों में क्षेत्र प्रशिक्षण कार्यक्रम के प्रति सकारात्मक अभिवृत्ति है ?

क्षेत्र प्रशिक्षण के द्वारा विद्यार्थियों में किस प्रकार की दक्षता का विकास होता है ?

### उद्देश्य

शिक्षा में स्नातकोत्तर (एम.एड.) के अध्यापक शिक्षार्थियों का क्षेत्र प्रशिक्षण के प्रति अभिवृत्ति का अध्ययन करना था।

### शोध प्रविधि

प्रस्तुत शोध अध्ययन में वर्णात्मक अनुसंधान व सर्वेक्षण विधि का प्रयोग किया गया है

### न्यायदर्श

प्रस्तुत शोध में भिलाई नगर के शिक्षक प्रशिक्षण महाविद्यालयों से 60 शिक्षा में स्नातकोत्तर (एम.एड.) के चतुर्थ सत्र के अध्यापक शिक्षार्थियों को यादृच्छिक विधि द्वारा शामिल किया गया

### प्रयुक्त उपकरण

प्रस्तुत अध्ययन में क्षेत्र प्रशिक्षण के प्रति अध्यापक शिक्षार्थियों की अभिवृत्ति को जानने हेतु शोधकर्ता द्वारा साक्षात्कार विधि का उपयोग किया गया प्रदत्त संकलन हेतु अर्ध संरचित साक्षात्कार का उपयोग किया गया है। जिसमें क्षेत्र प्रशिक्षण कार्यक्रम के दौरान कराये जाने वाले गतिविधियों के विषयों में प्रश्नों का निर्माण साक्षात्कार लिया गया



क्र.	गतिविधि	अध्यापक शिक्षार्थीय	प्रतिशत
1.	पाठ्य योजना एवं ईकाई योजना तैयार करना	पाठ्य योजना एवं इकाई योजना का मूल्यांकन एवं निरीक्षण करने की समझ विकसित होती है .	60
		ऐसे बहुत से आयाम जो शिक्षक प्रशिक्षक कार्यक्रम के दौरान विस्तारपूर्वक समझ नहीं पते हैं उसका मौका यहाँ मिलता है	30
		अन्य	10
2.	शिक्षण अधिगम सामग्री का निर्माण	विषय वस्तु के अनुरूप शिक्षण अधिगम सामग्री निर्माण एवं उपयोगिता का मूल्यांकन करने में सहायक है .	50
		आईसीटी एकीकृत शिक्षण और मूल्यांकन प्रणाली के उपयोग को समझने एवं मूल्यांकन करना ।	30
		शिक्षक प्रशिक्षक मूल्यांकन के विभिन्न पहलुओं के समझ विकसित होती है .	20
3.	संगोष्ठी एवं प्रस्तुतिकरण	संगोष्ठी एवं प्रस्तुतिकरण के द्वारा स्वर में विश्वास विकसित होती है .	40
		शिक्षक शिक्षा की कक्षाओं का संचालन एवं उपयुक्त विषय-वस्तु का चयन करना सीखते हैं .	35
		संगोष्ठी एवं प्रस्तुतिकरण के मूल्यांकन के विभिन्न आयामों को समझते हैं .	25
4.	चिंतनशील दैनिकी	इसके द्वारा आलोचनात्मक चिंतन करने की प्रवृत्ति का विकास होता है .	60
		एक शिक्षक प्रशिक्षक के रूप में चिंतनशील दैनिकी का मूल्यांकन करना सीखते हैं	45

### सारणी-2

शिक्षक शिक्षा संस्थान में बी.एड. अध्याताओं की सहायता एवं निरीक्षण

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 सकारात्मक है अतः एन.सी.टी.ई. के द्वारा पाठ्यक्रम में यह पहल निश्चित ही शिक्षक प्रशिक्षकों की गुणवत्ता के विकास में सहायक सि हो रहा है।

### संदर्भ

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सुधार हो यह अति आवश्यक है कि हम वर्तमान में चले आ रहे शिक्षण पद्धतियों एवं तकनीकों में भी समय के साथ - साथ शिक्षण के नई तकनीकों में भी आवश्यक सुधार करते चलें। यदि हमें शिक्षण अभ्यास के दौरान सक्रिय अधिगम प्रविधि का प्रयोग करते हैं तो शिक्षण अभ्यास प्रक्रिया प्रभावशाली होगी। शिक्षण अभ्यास के दौरान छात्र अध्यापक/ छात्र अध्यापिका द्वारा कक्षा- कक्षा में शिक्षण अभ्यास कार्य की सार्थकता तभी सिद्ध होती है, जब कक्षा - कक्षा में विद्यार्थियों के चेहरे पर चमक, उल्लास और रुचि दिखाई दे। काल खण्ड के अंत में विषय-वस्तु अधिगम अभ्यास के पश्चात् यदि छात्र चेहरे पर संतुष्टि दिखाई दे इसके लिए जरूरी शिक्षक की शिक्षण प्रक्रिया प्रभावशाली हो और यह तभी संभव हो सकता है, जब शिक्षक सक्रिय अधिगम प्रविधि को अपनाता है

शिक्षण अभ्यास के दौरान छात्र अध्यापक/ अध्यापिका को यह चिंतन करना चाहिए कि मुझे व्यावहारिक रूप से कितनी विधियों का ज्ञान है। मुझे अपने विद्यार्थियों के बारे में कितनी जानकारी है? क्या हमारे कक्षा में छात्र पूर्ण रूप से ध्यान दे पाते हैं? क्या मेरे द्वारा पढ़ाये गये पाठ को छात्र ठीक से समझ पा रहे हैं? यदि शिक्षण अभ्यास के दौरान इस पर विचार किया जाए तो शिक्षण अभ्यास के दौरान इस पर विचार किया जाए तो शिक्षण अभ्यास सफल होता है और ये तभी संभव हो सकता है जब छात्र अध्यापक/ अध्यापिका सक्रिय अधिगम प्रविधि को अपनाता है। छात्र हमेशा चाहता है कि मुझे अच्छे शिक्षक चाहिए, क्योंकि वे हमें अच्छा ज्ञान दे, अच्छे तरह से समझाए और यह भी संभव है जब शिक्षक कक्षा में सक्रिय होकर पढ़ाये और उनका कक्षा प्रभावशाली हो। शिक्षक चाहे प्रशिक्षित हो या अप्रशिक्षित या प्रशिक्षण संस्था में अध्ययन

अध्यापन अभ्यास में बी.एड. के छात्र अध्यापक/ अध्यापिकाओं के माध्यम से यह देखा गया कि माध्यमिक या उच्च माध्यमिक स्तर में अध्यापन के दौरान जब अध्यापन अभ्यास का अवलोकन किया जाता है तब परम्परागत विधि पर आधारित योजना के समय कक्षा 8,9, 10, 11 और 12 के छात्र रुचि नहीं लेते हैं, इसके परिणामस्वरूप कक्षा- कक्षा निष्क्रिय हो जाती है और 40, 4 मिनट का कालखण्ड शिक्षक- केन्द्रित होकर जाता है और एक सीमित प्रक्रिया में निर्देशों अधीन पाठ का समापन हो जाता है लेकिन यदि बी. एड. के छात्र अध्यापक/ अध्यापिका अध्ययन अभ्यास के दौरान कक्षा में सक्रिय अधिगम प्रविधि का प्रयोग करते हैं तो कक्षा हमेशा सक्रिय रहती है और छात्र पढ़ाई में रुचि लेते हैं एवं रुचि लगाकर पढ़ाई भी करते हैं, इससे छात्र आनंदित होते हैं और इसमें शिक्षक केन्द्रित न होकर छात्र केन्द्रित होते हैं, जिसके परिणामस्वरूप कक्षा का वातावरण संतुष्टिपरक हो जाता है

#### सक्रिय अधिगम प्रविधि की आवश्यकता :

यह देखा गया कि अभी तक शिक्षक या बी.एड. के छात्र अध्यापक/ अध्यापिकाओं में अध्ययन अभ्यास के दौरान माध्यमिक या उच्च माध्यमिक शालाओं में अध्ययनरत शिक्षक या प्रशिक्षण प्राप्त शिक्षक परंपरागत विधि या प्रविधि से पाठ योजनाओं को बनाकर शिक्षण कार्य या अध्यापन अभ्यास कार्य को सम्पन्न कराते हैं जिसके मूल्यांकन में यह पाया जाता है कि परम्परागत विधि से सम्पन्न कराया गया शिक्षण अध्यापन अभ्यास निष्क्रिय या नीरस और उबाऊ होता है। जिसके परिणामस्वरूप शिक्षण का लक्ष्य व्यर्थ हो जाता है। इसलिये एक शिक्षक या अध्ययनरत शिक्षक / छात्र अध्यापक/ अध्यापिकाओं द्वारा अध्यापन अभ्यास के दौरान

### कार्यप्रणाली :-

छात्राध्यापकों का सक्रिय अधिगम प्रविधि पर आधारित अध्यापन - अभ्यास पाठ योजनाएं बनाने और उसके प्रस्तुतीकरण के संबंध में कालखंडों में बारी - बारी से सक्रिय अधिगम प्रविधि प्रभारी तथा अनुसंधानकर्ता के सम्मुख प्रस्तुत करवाया गया तथा छात्राध्यापकों को परम्परागत विधि आधारित पाठ योजना को बनाने एवं प्रस्तुतीकरण के संबंध में कालखंडों में बारी- बारी से प्रभारी तथा अनुसंधानकर्ता के सम्मुख प्रस्तुत करवाया गया। अनुसंधानकर्ता अध्यापन - अभ्यास अवलोकन के लिये 15 बिन्दुओं पर आधारित एक अवलोकन प्रपत्र का निर्माण किया

### निष्कर्ष :-

निष्कर्ष के तौर पर हम कह सकते हैं कि अनुसंधान के विश्लेषण एवं अवलोकन से निष्कर्ष निकलता है कि कक्षा कक्ष को सजा बनाने के लिये एक्टिव लर्निंग मैथड का प्रयोग किया जाए तो कक्षा में अध्यापन किया जाएगा होगा। परम्परागत विधि की अपेक्षा अधिगम में यदि एक्टिव लर्निंग मैथड का प्रयोग किया जाय तो बी.एड. के छात्रों में अध्यापन अभ्यास में रोचकता उत्पन्न होगी। सक्रिय प्रविधि (एक्टिव लर्निंग मैथड) बी.एड. के अध्यापक/ अध्यापिका द्वारा अध्यापन अभ्यास में प्रयोग किये जाने पर सम्पूर्ण अधिगम के समस्त छात्र एवं शिक्षक को सक्रिय बनाये रखने के लिये नजर आती है। एक्टिव लर्निंग मैथड अध्यापन अभ्यास को परम्परागत विधि से घटाकर नवीनतम शिक्षण गये पाठ को बच्चों को समझ में आता है और छात्र आनंदित होने के साथ छात्र केन्द्रिय कक्षा होती है जिसके परिणाम स्वरूप कक्षा का वातावरण

संतुष्टिपरक बन जाता है सक्रिय अधिगम प्रविधि के अंतर्गत छात्र में समुख मॉडल, चार्ट, माप, मैप, वेब थीम, अभिनय, लाक सूत्र, क्रोनोलॉग, वाय टेम्पलेट एवं क्लोज टेस्ट इत्यादि प्रविधि का प्रयोग किया जाता है तो कक्षा कक्ष में विद्यार्थियों के चेहरे पर चमक, उल्लास और रुचि दिखाई देती है। यदि बी.एड. के प्रशिक्षणार्थियों के द्वारा शिक्षण अभ्यास पाठ योजना में एक्टिव लर्निंग मैथड का प्रयोग करते हैं तो उनकी कक्षा में उपस्थित छात्र भी सक्रिय रहते हैं। इस विधि का प्रयोग करने से छात्रों में पढ़ाई करने की जिज्ञासा उत्पन्न होती है। परम्परागत प्रविधियों से पढ़ाये गये पाठ में छात्र सहभागिता नहीं होती है लेकिन एक्टिव लर्निंग मैथड में छात्र सहभागिता मौजूद होती है। प्राथमिक देखने में यह आता है कि शिक्षक, विद्यार्थियों से वही प्रश्न पूछते हैं, जो उनकी पाठ्य पुस्तक में दिये गये रहते हैं और विद्यार्थी भी रट कर इन प्रश्नों का उत्तर देते हैं। इस तरह के अध्ययन में मूल चरित्र, विषय पर समझ कहीं पीछे छूट जाता है और विद्यार्थी रटने की प्रवृत्ति की ओर अग्रसर होने लगता है

### सुझाव :-

◆ शिक्षण अभ्यास प्रक्रियाओं को प्रभावशाली बनाने के लिये बी.एड. के प्रशिक्षणार्थियों को सक्रिय अधिगम प्रविधि (एक्टिव लर्निंग मैथड) का प्रयोग करना चाहिए।

◆ छात्र कक्षा कक्ष में बैठे- बैठे ऊब हो जाते हैं, क्योंकि शिक्षक द्वारा पढ़ाये गये पाठ को नहीं समझ पाते हैं यदि शिक्षक या प्रशिक्षणार्थी उस पाठ व रोचक बनाते हैं तो छात्र कक्षा में मन लगाने में उपस्थित होते हैं। इसलिए एक्टिव लर्निंग मैथड का प्रयोग करना चाहिए।

## नारी चेतना एक विचार

श्रीमती उषा मिश्रा,

सहायक प्राध्यपिका,

आशु किस्कु मेमोरियल एण्ड रवि किस्कु टीचर्स ट्रेनिंग

इंस्टिट्यूट चाण्डिल 832401 (झारखण्ड)

### सार

मध्यकालीन भारतीय समाज में नारी सदैव अपने अधिकारों से वंचित और उपेक्षित रही है क्योंकि हिंदू समाज पितृसत्तात्मक समाज का प्रभुत्व रहा है। हमने महिलाओं की वेदना और चीख को अपदं, लेखों के द्वारा आवाज प्रदान की है। हमने नर-नारी के संबंधों को ही नहीं बल्कि नारी के जीवन से जुड़ी सभी समस्याओं को अपनी पोस्ट में प्रस्तुत किया है। अपने लेखों के माध्यम से नारी कर्, स्वतन्त्रता तथा उसके अधिकारों की बात की है।

### प्रस्तावना :-

किसी भी समाज के सुसंस्कृत होने की पहचान नारी से होती है। जब-जब नारी का गौरव... स्थान अपनी महत्ता छोड़ने लगा है, तब-तब नार... ने उस महत्ता को प्राप्त करने के लिए संघर्ष किया है, यही संघर्ष नारी मुक्तिका रूप ले लेता है। यहाँ नारी मुक्ति से हमारा अभिप्राय पुरुष के विरु... संघर्ष का बिगुल बजाना है, न कि घर गृहस्थी की दीवारों में दरारें डालना, बल्कि नारी को उ... सम्मानित दर्जा दिलाना है। नारी को छः गुणों युक्त माना गया है।

काव्येषु मंत्री, कर्मेषु दासी

भोज्येषु माता, रमणेषु रम्भा

धर्मानुकूला क्षमया धरित्री

भार्य्या चा षडगुण्यवती च दुर्लभा। (1)

अर्थात् एक पत्नी प्रत्येक कार्य में मंत्री के समान सलाह देने वाली, सेवादि में दासी के समान कार्य करने वाली, भोजन कराने में माता के सम... शयन के समय रम्भा के समान सुख देने वाल... धर्म के अनुकूल तथा क्षमा जैसे गुणों को धार... करने में पृथ्वी के समान छः गुणों से युक्तस्त्री होती है। स्त्रियों में मात्र गुण ही होता है, अवगुण न ऐसा नहीं है। गोस्वामी तुलसीदास के अनु... उनमें आठ अवगुण भी हैं- साहस, झूठ, चंचलता माया, भय, छल, अविवेक, निर्दयता

नारी सुभाउ सत्य सब कहह

अवगुन आठ सदा उर रहह

साहस अनृत चपलता माय

भय अविवेक असौच अदाया।। (2)

.....  
ज्योत्सना मेहता, जो एक पैसे वाले की बेटी  
उससे प्यार कर बैठता है। जब ज्योत्सना ...  
सुभाष के आपसी प्यार का पता चलता है, तो वह  
दिल का दौरा पड़ने से स्वर्ग सिंघार जाती है। सुभाष  
ज्योत्सना से शादी कर लेता है, लेकिन ज्योत्सना से  
संबंध बनाकर लाल हथेलियों व खुरदरी हा...  
वाली ममता में अन्तर समझ पाता है कि खुरद...  
हथेलियाँ लाल हथेलियों से कहीं अधिक अपनापन  
उड़ेल सकती हैं। इस कहानी में स्वार्थ संकल पुरुष  
की मानसिकता को दर्शाया गया है

जिस तरह सामान्य जन की पक्षधरता का विष  
हिन्दी कहानियों में बराबर मिलता है, उसी त...  
नारी के उत्पीड़न के प्रति लेखक बराबर क्षुब्ध और  
क्रुद्ध दिखाई देते हैं। अनेक दावों तथा सुधारों ...  
बावजूद भी नारी की स्थिति आज दयनीय है। हिन्दी  
कहानियाँ नारी से जुड़े अनमेल विवाह, देह व्यापार,  
श्रम की विवशता, देहभोग की लालसा  
समस्याओं को दर्शाती हैं

'मुक्ति' कहानी में जवान बेटियाँ स्वार्थी पिता के उस  
कारागार के मुक्त होने के लिए फड़फड़ाती हैं। य  
हिन्दी साहित्य की सबसे बड़ी विशेषता ...  
कलात्मकता है जो सामाजिक मूल्यों को गति प्रदान  
करती है। आज नारी के मन में अनेक प्रश्न उठ  
हैं, क्या नारी का धर्म अधिकारी पुरुष अधि...  
पत्नी बनकर रहना है? क्या सारे नियम बंधन स्त्री  
के लिए है? पुरुष परम स्वतन्त्र है? क्या र...  
समाज में पुरुष के अनाचार को अनदेखा कि...  
जाता है? क्या नारी को ही सब कुछ सहन करन  
होता है? साहित्यकारों ने इस कट्टर यथार्थ  
स्वीकार किया है, क्योंकि:-

विशैल: काम तो व गुणर्वा परिवृजत

उपचर्य: स्त्रियासाधक्या सतत देववत पति: (4)

अर्थात् पति चाहे शीलरहित हो, कामपूर्ण हो  
अवगुण युक्त हो-कैसा भी क्यों न हो  
स्त्री के द्वारा उसकी सेवा सदा देवता तल्य हं  
चाहिए।

हिन्दी कहानियों का संसार प्रमुख रूप से सामाजिक  
यथार्थ से जुड़ा हुआ है, किन्तु यथार्थ के विभिन्न  
आयाम होने के कारण मुख्य रूप से आर्थिक और  
सामाजिक क्षेत्र ही महत्वपूर्ण है। नारी एक नदी के  
समान है, जो निरन्तर बाधाओं के आने पर ...  
बहती रहती है, तथा कभी मंद नहीं पड़ती है। इन्हीं  
गुणों के कारण नारी समाज में अपने अस्तित्व को  
मजबूती प्रदान करती है। एक भटकी हुई मुलाकात'  
कहानी में पति-पत्नी के तलाक़ जैसी समस्या को  
उजागर किया है। यह कहानी एक माँ के संघर्ष की  
कहानी है, जो अपने बच्चे को प्राप्त करने के लिए  
अथक प्रयास करती है तथा अपने पति से अलग  
होकर बच्चे की परवरिश की जिम्मेदारी खद उठाना  
चाहती है

साहित्यकार ने अपनी आत्मकथा में वृद्धि न...  
यातना की अनुभूति ने मुझे कुछ ऐसा झकझोर था,  
कि बेटी की विदाई का गीत सुनते-सुनते मैं रं  
लगा था। (5)

हिन्दी कथा-विरासत इतनी समृद्धि है, कि उसमें  
न तो कथानक का अभाव है, न यथार्थ के प्र  
अलग से किसी समझदारी के विव...  
आवश्यकता है। वह जन-चेतना का अक्षय प्रवा  
है, जिसमें अयथार्थ अपने आप बाहर फेंक दिर...  
जाता है। (6) यही एक रचनाकार की उपलब्धि है।  
लेखक ने अपनी कहानियों के माध्यम से तत्कालीन  
सामाजिक और आर्थिक व्यवस्था की और दृ...  
डाली है। उनकी अच्छाइयों और बुराइयों की अं...  
ध्यान आकर्षित किया है। इन्होंने कहानियों में समाज

## पंचतत्व और कम्भ

शिवप्रकाश प्रजापति

असिस्टेन्ट प्रोफेसर आशु किस्कू मेमोरियल एण्ड रवि किस्कू

टीचर्स ट्रे नग इंस्टिट्यूट चाण्डिल 832401 (झारखण्ड)

### सार

प्रति अदभुत है। अपने से परे होकर केवल उसके सन्तुलन को देखना हमें हैरत में डाल देता है। वह उत्पादक है तो उपभोक्ता भी है। वह यदि गुरु है तो शिष्य भी है। डॉक्टर रोगी चंचल, कठोर, हवा पानी, ठोस, मुलायम, धुप, छांव और न जाने क्या-क्या है प्रति। हम सब इसी पर निर्भर हैं परन्तु प्रति का अस्तित्व हमारे बिना भी है। हर पल, हर क्षण बनना, बिगड़ना और बदलना उसका स्वभाव है, और निरन्तरता भी। इसकी मुखिया अथवा केंद्र बिन्दु सूर्य है।

### विषय संकेत:-

प्रकृति अर्थात् ईश्वर यानि भगवान ने अप अंश में से पांचतत्व - भूमि, गगन, वायु, अग्नि, जल का समावेश कर मानव देह की रचना की और उसे सम्पूर्ण योग्यताएँ और शक्ति यों देकर संसार में स्वच्छता पूर्वक जीवन जीने के लिए भेजा है। मनुष्य ईश्वर की अनुपम कृति है, इसलिये उस में ईश्वरीय गुण, आनंद व शांति है ! जिससे वह ईश्वर को हमेशा याद रखता है। मनुष्य प्रारम्भ से ही पंचतत्वों के बारे में जिज्ञासु रहा है। पर उसे सदैव प्रतिक्षण याद रखना अत्यन्त कठिन रहा है। यदि हम ईश्वर का स्मरण करते हैं तो पंचतत्वों का ही स्मरण है। हमारे मनीषि, किसी ने भगवान के रूप में तो किसी ने अलइलअह' अर्थात् अल्लाह के रूप में याद करने की शिक्षा दी। उनके द्वारा भगवान में आए इन अक्षरों का विश्लेषण

इस प्रकार किया गया है -

भ- भूमि अर्थात् पृथ्वी, ग- गगन अर्थात् आकाश, व- वायु अर्थात् हवा, अ- अग्नि अर्थात् आग और न- नीर अर्थात् जल। इसी प्रकार अलइलअह' (अल्लाह) अक्षरों का विश्लेषण इस प्रकार कि गया है।

अ- आब अर्थात् पानी, ल- लाब अर्थात् भूमि, - दिव्य पदार्थ अर्थात् वायु, अ- आसमान अथ गगन, ह- हरंक अर्थात्- अग्नि

इन्ही पांचतत्वों के संचालन एवं समन्वय हमारे शरीर में स्थित चेतना (प्राणशक्ति) होती है इससे उत्पन्न विद्युत मस्तिष्क में प्रवाहित होकर मस्तिष्क के 2.4 से 3.3 अरब कोषों को सक्रिय और नियमित करती है। मस्तिष्क के कोष प

पर शोध करके प्रयोग भी कर चुका है, उसके एक दो नहीं वरन असंख्य प्रमाण एवं दर्शन हैं

अध्यात्म विज्ञान ने भी पंचमहाभूत को ही जड़ चेतन का मूल माना है। यकीनन यह बात हमें यह बात पूरी विनम्रता से स्वीकारना चाहिए कि : आधुनिक विज्ञान का ही खामियाजा है, कि जिससे बने हैं आज उसी से दूर होते जा रहे , परिणाम भी सामने हैं, बाढ़, सूखा, प्रदूषण, एक अन्य प्रकार की प्राकृतिक आपदाओं से आने दिन हम सब प्रभावित हो रहे हैं। क्योंकि पंचमहाभूत को सँजोए भारतीय अध्यात्म विज्ञान को हमने सिरे से नकार दिया। इन्ही बातों को दृष्टिगत रखते हुए अब इन्ही पंचमहाभूतों के प्रबंधन संरक्षण के लिए सरकार तरह तरह की नीतियाँ एवं जागरूक अभियान चला रही हैं। आज हम सबके दिमाग में सबसे बड़ी गलतफहमी यह है, कि हम समझते हैं, कि विज्ञान प्रत्येक विषय की समस्याओं का हल ढूँढ सकता है, बात ठीक है। लेकिन यह तभी सम्भव है जब हम सबके बिच पंचमहाभूतों की समुचित उपस्थिति रहेगी। पंचमहाभूत विज्ञान नहीं संस्कार का विषय है। हमारे संस्कार ही इ संरक्षित एवं संचित कर सकते हैं

इन्ही संस्कारों से संरक्षित हमारा धर्म है। कुम्भ भी इसी का अभिन्न अंग है। पंचतत्वों का अभूतपूर्व समागम एवं जीवन के विभिन्न सन्दर्भों में हुई पाप से मुक्तहोना कुम्भ-दृष्टि लाभ तथा स्नान में देखने को मिलता है। पंचतत्वों के संदर्भ में भारत धर्मप्राण देश है। साधु- संत और धर्म लाभ के लिए शत सहस्र भारतीय नर- नारी तमाम पवित्र तीर्थों निष्पाप होने के लिए दर्शन करने जाते हैं। प्रत्येक वर्ष लाखों नर- नारी तीर्थों पर इकट्ठे होते हैं। ऐसी स्थिति में सर्वश्रेष्ठ और साक्षात्मुक्तिप्रद कुम्भ योग

में अगणित जनगणों का समावेश हो, तो भारतीयों के लिए कोई अकल्पनीय घटना नहीं है। कु मेला कितना प्राचीन है, इस बारे में को निश्च पूर्वक नहीं कह सकता। कौन इसके उदबोधनकर्ता थे इसका पता लगाना भी कठिन है। अमृत-कुम्भ योग के विषय में चर्चा बहुत ज्यादा की गई है, सम्भवतः आर्य जाति जितनी प्राचीन है, उतना ही प्राचीन कुम्भ मेला है। लाखों तपो शा संपन्न साधु सन्यासी और और सिद्ध महापुरुष का अपूर्व समागम कुम्भ मेला की विशेषता महत्ता को पवित्र कर देता है। इसे सिद्ध करने की पहल किसने की थी? आखिर वह अलौकिक , प्रतिभाशाली शक्ति सम्पन्न महापुरुष कौन जिसने इस कुम्भ मेला में सभागत लाखों नर नारियों को त्याग, संयम ,ब्रह्मचर्य का स् समझने , आत्मज्ञान पिपासुनर- नारियों की पिपासा को मिटाने के लिए समग्र भारत वर्ष में धर्म आबो हवा का संचार किया और धर्म महायज्ञ का आयोजन किया ? वे थे सनातन वैदिक धर्म के पुनः प्रवर्तक शिवावतार शंकराचार्य

कुम्भ मेला के आदि प्रवर्तक आचार्य शंकर नहीं थे। भारतीय जन- जीवन के इतिहास के अध्ययन से ज्ञात होता है कि आचार्य शंकर साधु-सम्मेलन के प्रवर्तक नहीं थे। महाभारत ,भागवत , पुराणादि से ज्ञात होता है कि आनादि काल से भारत में ऐसे सम्मेलन होते आए हैं। नैभिषारण्य , कुरु , प्रभासादिपुण्य क्षेत्र में असंख्य ऋषि- महर्षि और साधु- महात्मा एकत्रित होकर यज्ञ, तपोहनुष्ठा और शास्त्रार्थ करते रहे। देश तथा समाज की स्थिति ,रीति, प्रकृति पर विचार विमर्श करते हुए धर्म की सृष्टि और संरक्षण की व्यवस्था करते रहे। देश तथा समाज की स्थिति ,रीति, प्रकृति पर विचार विमर्श करते हुए धर्म की सृष्टि और संरक्षण की व्यवस्था



हर 12वें वर्ष कुंभ पर्व विभिन्न तीर्थ स्थानों ..  
 आयोजित किया जाता है। यूनेस्को ने कुंभ मेला को  
 वैश्विक सांस्कृतिक धरोहर घोषित किया गया है  
 मत्स्य पुराण में वर्णित समुद्र मंथन की कथा  
 अनुसार अमृत कलश पाने के लिए राक्षसों उं.  
 देवताओं के बीच बारह वर्ष तक संघर्ष चला। इ  
 संघर्ष में भारत के चार स्थानों पर अमृत की दुं-  
 छलक गई। इन्ही चार स्थानों प्रयागराज (इलाहाबाद  
 ),हरिद्वार, नासिक, और उज्जैन में नदियों के त.  
 पर हर 12 वर्ष पर कुंभ मेला का आयोजन होत.  
 है। ज्योतिष यह मानते हैं कि कुंभ के आयोजन में  
 बृहस्पति ग्रह की स्थिति बहुत मायने रखती है। जब  
 यह मेष राशि में होता है तो प्रयाग में पूर्ण कुंभ और  
 जब वृश्चिक राशि में होता है तो अर्धकुंभ होता है

इतिहासकारों की माने तो कुंभ मेला का पहला  
 विवरण मुगलकाल के 1665 में लिखे गए गजट

खुलासातु-त- तारीख में मिलता है। कुछ इतिहासकार  
 इस तथ्य को विवादित करार देते हैं। वें पुराणों और  
 वेदों का हवाला देकर कुंभ मेला को सदियों पुरान  
 बताने से नहीं चूकते हैं। लेकिन इतिहास सुनह.  
 था, वर्तमान और भी खूबसूरत है, आने वाला व.  
 हमारी आनन्दमय जीवन के लिए और भी स्वर्णित  
 होगा। प्रकृति पांचतत्वों के रूप में सर्वत्र विद्यमान  
 है, नश्वर है, अनादि है। समय से परे है। जो समय  
 से बंध जाता है उस का विनाश सम्भव है, तत्वों का  
 विनाश सम्भव नहीं है यह अनादिकाल तक जीवन  
 के सर्वांगीण रूप में विद्यमान रहेगा द्य पंचमहाभूत  
 ही जीवन है। कुम्भ में यह सांस्कृतिक रू  
 परिलक्षित होता है। जब-जब कुंभ होर.. ..  
 जीवनदर्शन की जंहा भी बात होगी पंचमहाभूतों के  
 तर्पण एवं संरक्षण की बात सदैव मुखर होती रहेगी।



.....

severe when in sex test it is found that the baby in the womb is female child. In most of the cases. She is deprived to regular medical check-up and getting proper medicine, diet, rest etc. for keeping the baby healthy and alive. It lays a great stress on a women that is disasterous for physical as well as mental health of a women.

Domestic violence in various forms has a severe psychological impact on women. It is not a personal but a severe social problem. This violence has also a great impact on the family members especially on the children. It is clear that violence against women is endemic in India. The reason is women in the country are highly vulnerable because of poor quality of life indicated by rampant poverty, lack of education, less opportunity of employment etc.

A women who lives with some one who abuses her physically and emotionally usually develops a stress response to the attacks. If the threats are repeated she can develop a sense of chronic symptoms (unger and crawford, 1992), Golding (1990) Concluded that if a woman is abused by her husband the most prevalent symptoms are depression and post-traumatic stress disorder. She remains panic and even in sleep she experiences that violence and becomes restless. She suffers sleeplessness and numbing. In a study (crawford) lady tells his experience that she feels just like existing not living due to numbing. They adopt strategy "cutting off1 from the emotions. It helps them not to be upset about anything or have any feeling or emotions. In so many studies anxiety is found as a most common symptom. It is possible for a women to develop feeling of guilt, social isolation and emotional dependence on her abusive partner, together with severe somatic symptoms (Echeburua and corral,

1998). Other less frequent problems that have been observed include suicide attempts and drug abuse which are used as an inadequate means for women to deal with their situations (Golding 1999, Robert et. al. 1998). In his work M.P. Matud concluded that abused women suffered more long lasting anxiety and insomnia, severe depression and somatic disorders. They have lower self esteem than the non abused women. Domestic violence in various forms has a long-term consequences on mental health of a woman and deteriorates the feeling of well-being. Weel-being includes happiness and satisfaction in life. Happiness and satisfaction involves many life situations such as health, marriage, family work, financial situation, educational opportunity self-esteem, creativity, belongingness and trust in others. If the person feels good about himself and the life desirable and satisfied with the achievement in domain of life has positive effect in life. People experienced abundant well being when they feel many pleasant and few unpleasant emotions. When the painful experiences and daily difficulties increase it contributes to negative effect. Thus physical and emotional abuse damage women's bodies and their psychological well-being. These psychological effects have a great impact upon their self worth and self-esteem. The women feel doubt in their own decisions and abilities and become increasingly dependent on their abusive partner or family members. In his work the effect of domestic violence on resilience Emma Crawford et. al. found that although the effects of domestic abuse are predominantly negative but women described a number of positives which are resulted from their situation. In his work they concluded that there are factors that decreases the women's resilience. Besides

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## SIX FACTORS

Ryff's model is not based on merely feeling happy, but is based on Aristotle's Nicomachean Ethics, "where the goal of life isn't feeling good, but is instead about living virtuously" Six factors are considered key-elements of psychological well-being:

1. Self-acceptance
2. Personal growth
3. Purpose in life
4. Environmental mastery
5. Autonomy
6. Positive relations with others

## MEASUREMENT

**1. Autonomy:** High scores indicate that the respondent is independent and regulates his or her behavior independent of social pressures. An example statement for this criterion is "I have confidence in my opinions, even if they are contrary to the general consensus".

**2. Environmental Mastery:** High scores indicate that the respondent makes effective use of opportunities and has a sense of mastery in managing environmental factors and activities, including managing everyday affairs and creating situations to benefit personal needs. An example statement for this criterion is "In general, I feel I am in charge of the situation in which I live"

**3. Personal Growth:** High scores indicate that the respondent continues to develop, is welcoming to new experiences, and recognizes improvement in behavior and self over time. An example statement for this criterion is "I think it is important to have new experiences that challenge how you

think about yourself and the world"

**4. Positive Relations with Others:** High scores reflect the respondent's engagement in meaningful relationships with others that include reciprocal empathy, intimacy, and affection. An example statement for this criterion is "People would describe me as a giving person, willing to share my time with others".

**5. Purpose in Life:** High scores reflect the respondent's strong goal orientation and conviction that life holds meaning. An example statement for this criterion is "Some people wander aimlessly through life, but I am not one of them".

**6. Self-Acceptance:** High scores reflect the respondent's positive attitude about his or her self. An example statement for this criterion is "I like most aspects of my personality"

The importance of well-being has been widely acknowledged over the past twenty years by psychologists. But the concept itself is surprisingly complex. In a recent study which aimed to bring some order to the confusion, Dr Ylenio Longo at the University of Nottingham, in England, examined the similarities and differences in the six most widely used theoretical perspectives on well-being.

Looking for similarities and differences across the six theoretical perspectives in how they defined well-being, he identified fourteen distinct and recurring constructs that are used to describe well-being: happiness, vitality, calmness, optimism, involvement, self-awareness, self-acceptance, self-worth, competence, development, purpose, significance, congruence, and connection.

The definitions for each are shown below.

**1. Happiness** = Feeling happy and cheerful

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## CONCLUSION

A new evidence base is emerging, which focuses on well-being. This makes it possible for health services to orientate around promoting well-being as well as treating illness, and so to make a reality of the long-standing rhetoric that health is more than the absence of illness. has led to powerful techniques for reducing human suffering and has increased our awareness of environmental stressors that may stunt human development.

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Expenses and Troubles). He also says that GET model incorporates within itself the popularly known 'SWOT' (Strengths, Weaknesses, Opportunities and Threats) analysis of strategic management.

The author has made significant efforts towards various theories. Such as theory of "Kutumb" its relevance, model of 'Hierarchy of men" based on 'HOPE' (Higher Order Purpose of Existence) which he describe the model a transformation tool to a better world which has base of self actualization.

While laying down his detailed study he has gone beyond certain principles and explored many in context of present corporate culture to improve its holistic environment. He has suggested nine elements and laid importance to integrate the same which are represented by VSP. V for (Vision, Vistas, Values); S for (Strategy, Structure and Systems) and P for (Purpose, Process and People). The book has accounted teachings of ancient world for modern days managers, who need to achieve targets without essentially forgetting means to achieving the same. The book provides deep insight of value based internationalization of management which is deeply rooted in ancient texts. Readers would find interesting comparison and paradigm shift from Darwin to Dharma from Marx to Mahatama, which beyond doubt is thought provoking. Darwin theory of "Survival of fittest' to eliminate the rest" has been scholarly compared with Dharma vision as given in ancient texts of Gita "Arrival of the best to Lead the Rest". No doubt both the views are relevant and assume significance in present day management but Gita looks from positive side whereas Darwin looks from negative angle.

The author has picked up various shlokas from Gita to make his point of relevance more apt and cited. Development of right attitude plays major role in management and attitude in a product of 'Vivek' or power which discriminates good or bad. He has compared his model with Stephen Covey and says that our model suggests the 'gap' between stimulus and response is filled by vivek.

The author has given due importance to Root, Shoot and Fruit metaphor by driving strength from famous Shlokas of Gita "Karmanye Vadhikarasthe ma Phaleshu Kadachanam." It lays down directives to managers to pay proper attention to effort action. If one is concerned about results that will unnecessarily lead to anxiety which will ultimately affect quality. He advocates 'Nishkam Karma' philosophy of Gita in management. According to the author 'Karmanye

Vadhikarasthe....' leads to emphasis of process and not on result although result is direct outcome of process what we followed. In management jargon it can be said "process result dynamics in organizational and social context." The book lays down emphasis on "integrative synthesis" of various traditions as well. The author has widely discussed Om Shanti model which he calls OSHAmode, which reflects understanding of human behaviour and relationship management where 'O' is for Oneness, 'S' for Spiritual, 'H' for Humanistic and 'A' for Animalistic (Aggressive) nature of human being. He argues for that form basic levels of nature.

The author lays emphasis for certain aspects like hesitation shall be away from human nature if improvement is to take place among many other aspects. He lays emphasis on generating self confidence among managers and provide his well

## वर्तमान भारत में अधिगम अक्षमता की समस्या

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### सार

आज शिक्षा के सार्वभौमिककरण के प्रयास के तहत विशिष्ट शिक्षा के संप्रत्यय को बल मिला है लेकिन लोगों में अभी भी जागरूकता का अभाव है। विशिष्ट बालक कौन हैं और विशिष्टता के कितने प्रकार हैं, इस संदर्भ में या तो लोगों को जानकारी ही नहीं है या फिर अपूर्ण जानकारी है। विशिष्ट बालक के मुख्य प्रकार जैसे अस्थि विकलांगता, श्रवण विकलांगता, दृष्टि विकलांगता आदि में तो फिर भी लोग अंतर कर लेते हैं लेकिन मानसिक मंदता, अधिगम अक्षमता पागलपन आदि की जानकारी उन्हें नहीं है। भ्रमवंश वे इन सबको एक ही अर्थ में समझते हैं तथा एक ही अर्थ में प्रयोग करते हैं। यह बहुत गंभीर समस्या। अधिगम अक्षमता के साथ ऐसा अधिकांशतः होता है।

हर प्रकार के विशिष्टता की अपनी प्रकृति होती है और उस प्रकृति के अनुकूल ही हमें शिक्षण अधिगम - प्रक्रिया अपनानी पड़ती है। अतः यह आवश्यक है कि हम विशिष्ट बालकों के विभिन्न प्रकार को जाने एवं समझें। इसी क्रम में, इस इकाई में यह विशिष्ट बालकों को एक प्रकार, अधिगम अक्षमता की परिभाषा, प्रकृति लक्षण, विभिन्न प्रकार एवं विशिष्ट बालकों के अन्य प्रकार से अंतर की चर्चा करेंगे।

### अधिगम अक्षमता का अर्थ और परिभाषा

अधिगम अक्षमता पद दो अलग - अलग पदों अधिगम अक्षमता से मिलकर बना है। अधिगम शब्द का आशय सीखने से है तथा अक्षमता का तात्पर्य क्षमता के अभाव या क्षमता की अनुपस्थिति से है। अर्थात् सामान्य भाषा में अधिगम अक्षमता का तात्पर्य सीखने क्षमता अथवा योग्यता की कमी या अनुपस्थिति से है। सीखने में कठिनाइयों को समझने के लिए हमें एक बच्चे की सीखने की क्रिया को प्रभावित करने वाले कारकों का आकलन करना चाहिए। प्रभावी अधिगम के लिए

अभीप्रेरणा, सकारात्मक आत्म छवि, और उच्च अध्ययन प्रथाएँ एवं रणनीतियां आवश्यक शर्तें (एरो, जेरे-फोलोटिया, हेन्गारी, कारिउकी त मकानडावार, 2011) औपचारिक शब्दों में अधिगम अक्षमता को विद्यालयी पाठ्यक्रम सीखने की क्षमता की कमी या अनुपस्थिति के रूप परिभाषित किया जा सकता है

अधिगम अक्षमता पद का सर्वप्रथम प्रयोग 1963 ई. में सैमुअल किर्क द्वारा किया गया था और इसे निम्न शब्दों में परिभाषित किया था। अधिगम अक्षमता

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 (औषधि विज्ञानियों या चिकित्सा विज्ञानियों द्वारा), मनोस्नायूजनित विकलांगता (मनोवैज्ञानिक स्नायुवैज्ञानिकों द्वारा), अतिक्रिय..... (मनोवैज्ञानिकों द्वारा), न्यूनतम उपलब्धता (शिक्ष मनोवैज्ञानिकों द्वारा) आदि

**रेड्डी, रमार एवं कुशमा (2003)**, ने अधिगम अक्षमता के क्षेत्र के विकास को तीन निम्नलिखित चरणों में विभाजित किया है -

**क. प्रारंभिक काल-** यह काल अधिगम अक्षमता के उदभव से संबंधित है। वर्ष 1802 से 1946 के मध्य का यह समय अधिगम अक्षमता के लिए कार्यकारी साबित हुआ। अधिगम अक्षमता प्रत्यय की पहचान एवं विकास सी समय से आरंभ तथा उनकी पहचान तथा उपयुक्त निराकरण प्रयास किए जाने लगे

**ख. रूपांतरण काल-** यह काल अधिगम अक्षमता के क्षेत्र में एक नये रूपांतरण का काल के रूप में जाना जाता है। जब अधिगम अक्षमता एक विशेष अक्षमता के रूप में स्थापित हुई तथा जब अधिगम अक्षमता प्रत्यय का उद्भव हुआ, इन दोनों के मध्य का संक्रमण का काल रही रूपांतरण काल संबंधित है।

**ग. स्थापन काल-** 60 के दशक के मध्य में अधिगम अक्षमता से संबंधित कठिनाइयों को सामूहिक रूप से पहचान की प्राप्ति हुई। इस काल में सैमुअल किर्क ने 1963 में अधिगम अक्षमता शब्द को प्रतिपादित किया। 60 के दशक के बाद इस क्षेत्र में अनेक विकासात्मक कार्य किए गए विशिष्ट शिक्षा में अधिगम अक्षमता एक बड़े उपक्षेत्र के रूप में प्रतिस्थापित हुई।

क्रूकशैक ने 1972 में 40 शब्दों का एक शब्दकोष विकसित किया। इसी क्रम में यदि आप

गोल्डस्टीन द्वारा 1927 ई. 1936 ई. एवं 1939 ई. में किए गए कार्यों का मूल्यांकन करें तो आप पाएँगे कि उनके उनके द्वारा जैसे मस्ति ..... क्षतिग्रस्त सैनिकों जो प्रथम विश्वयु) में कार्यरत थे की अधिगम समस्याओं का जो उल्लेख किया गया है, वही अधिगम अक्षमता का आधार स्तंभ .. उनके अनुसार, ऐसे लोगों से अनुक्रिया प्राप्त करने में अधिक प्रयत्न करना पड़ता है। इनमें आ fi. पृष्ठभूमि भ्रम बना रहता है, ये अतिक्रियाशील होते हैं तथा इनकी क्रियाएँ उत्तेजनात्मक होती हैं। स्ट्रास (1939) ने अपने अध्ययन में कुछ लक्षण बताए थे जो मूलतरु अधिगम अक्षम बालकों पर बल दिया जो बुद्धिलब्धि परिक्षण पर सामान्य से ... बुद्धिलब्धि रखते थे। उन्होंने कहा कि यदि किर्स. बालक की बुद्धिलब्धि न्यून और साथ ही न्यूनतम शैक्षिक योग्यता प्राप्त करता है तो उसकी शैक्षिक योग्यता की न्यूनता का कारण बुद्धिलब्धि की न्यूनता ही है। इन अध्ययनों को सैमुअल किर्क ने अपने अध्ययन का आधार बनाया और कहा कि अधिगम अक्षमता सिर्फ शैक्षिक न्यूनता नहीं है। यह न्यूनतम मस्तिष्क क्षतिग्रस्तता, पढ़ने की दक्षता में समस्या अतिक्रियाशीलता आदि जैसे गुणों का समूह ; उन्होंने ये भी कहा जो बालक इन सारे गुणों .. संयुक्तरूप से पीड़ित है, वो अधिगम अक्षम बालक है। शैक्षिक न्यून बालकों के संबंध में अपने मत को स्पष्ट करते हुए उन्होंने कहा कि अधिगम अक्ष. बालक शैक्षिक न्यूनता से पीड़ित होगा और र न्यूनता उनके एवं वाह्य दशाओं के परिणाम ... कारण ही नहीं बल्कि उसमें उपलब्ध न्यूनतम शैक्षिक दशाओं के कारण भी संभव है। सैमुअल किर्क .. इस कार्य को और प्रसारित करने के लिए अधिगम अक्षमता अध्ययनकर्ताओं का एक संघ बनाया जिसे "एशोसिएशन फॉर चिल्ड्रेन विद लर्निंग डिसएबिलिटी"



थोड़ा ज्यादा सोचने एवं तर्क करने की योग्यता औसत विद्यालय उपलब्धि से निम्न का प्रदर्शन उपलब्धि और योग्यता के बीच में सार्थक अंतर का प्रदर्शन निष्पादन संबंधी कठिनाई से अधिगम अक्षमता के लक्षण को आप अधिगम अक्षम बालकों की विशेषताओं के संदर्भ में समझ सकते हैं। उपरोक्त मुख्य लक्षणों के अतिरिक्त कई अन्य लक्षण भी प्रदर्शित कर सकते हैं। निम्नलिखित है - बिना सोचे - विचारे कार्य करना, उपयुक्त आचरण नहीं करना, निर्णयात्मक क्षमता का अभाव, स्वयं के प्रति लापरवाही, लक्ष्य से आसानी से विचलित होना, सामान्य ध्वनियों एवं शब्दों के प्रति आकर्षण, ध्यान कम केन्द्रित करना या ध्यान का भटकाव, भावात्मक अस्थिरता, एक ही स्थिति में शांत एवं स्थिर रहने की असमर्थता, स्वप्रगति प्रति लापरवाही बरतना, सामान्य से सक्रियता, गामक क्रियाओं में बाधा, कार्य करने की मंद गति, सामान्य कार्य को संपादित करने के लिए एक से अधिक बार प्रयास करना, पाठ्य सहगामक क्रियाओं में शामिल नहीं होना, क्षीण स्मरण शक्तिका होना, बिना वाह्य हस्तक्षेप के अन्य गतिविधियों में भाग लेना में असमर्थ होना तथा, प्रत्यक्षीय संबंधी दोष।

### अधिगम अक्षमता का वर्गीकरण

अधिगम अक्षमता एक वृहद् प्रकार के आधारों पर विभेदीत किया गया है। ये विभेदीकरण अपने उद्देश्यों के अनुकूल हैं। इसका प्रमुख विभेदीकरण ब्रिटिश कोलंबिया (201) एवं ब्रिटेन के शिक्षा मंत्रालय द्वारा प्रकाशित पुस्तक 'सपोर्टिंग स्टूडेंट्स विद लर्निंग डिएबिलिटी ए ग्राइफ र टीचर्स' में दिया गया है, जो निम्नलिखित है -

डिस्लेक्सिया (पढ़ने संबंधी विकार), डिस्ग्राफि (लेखन संबंधी विकार), डिस्कैलकूलिया (गणितीय कौशल संबंधी विकार), डिस्फैसिया (वाक् क्षमता संबंधी विकार), डिस्प्रेक्सिया (लेखन एवं चित्रांकन संबंधी विकार), डिस्ऑर्थोग्राफिक (वर्तनी संबंधी विकार), ऑडीटरी प्रोसेसिंग डिस्ऑर्डर (श्रवण संबंधी विकार), विजुअल परसेप्शन डिस्ऑर्डर (दृश्य प्रत्यक्षण क्षमता संबंधी विकार), सेंसरी इंटीग्रेशन अर्रर प्रोसेसिंग डिस्ऑर्डर (इन्द्रिय समन्वय क्षमता संबंधी विकार), आर्गेनाइजेशनल डिस्ऑर्डर (संगठनात्मक पठन संबंधी विकार), अब आप बारी-बारी से एक-एक का अध्ययन करेंगे

### डिस्लेक्सिया-

डिस्लेक्सिया शब्द ग्रीक भाषा के दो शब्द डिस और लेक्सिस से मिलकर बना है जिसका शाब्दिक अर्थ है कथन भाषा (डिफिकल्ट स्पीच)। वर्ष 1887 में एक जर्मन नेत्र रोग विशेषज्ञ रुडोल्बर्लिन द्वारा खोजे गए इस शब्द को शब्द अंधता भी कहा जाता है। डिस्लेक्सिया को भाषायी और संकेतिक कोडों भाषा के ध्वनियों का प्रतिनिधित्व करने वाले वर्णमाला के अक्षरों या संख्याओं का प्रतिनिधित्व कर अंकों के संसाधन में होने वाली कठिनाई के रूप में परिभाषित किया जाता है। यह भाषा के लिखित रूप, मौखिक रूप एवं भाषायी दक्षता को प्रभावित करता है यह अधिगम अक्षमता का सबसे सामान्य प्रकार है।

### डिस्लेक्सिया के लक्षण- इसके निम्नलिखित लक्षण हैं -

वर्णमाला अधिगम में कठिनाई, अक्षरों ध्वनियों को सीखने में कठिनाई, एकाग्रता में कठिनाई पढ़ते समय स्वर वर्णों का लोप होना, शब्दों उल्टा या अक्षरों का क्रम इधर - उधर कर

अभाव के कारण उया कार्यकारी स्मिरी के अभाव के कारण भी डिस्ग्राफिया उत्पन्न होता है

**डिस्कैलकुलिया का उपचार** उचित शिक्षण अधिगम रणनीति अपनाकर डिस्कैलकुलिया कम किया जा सकता है। कुछ प्रमुख रणनीतियां निम्नलिखित हैं -

- ◆ जीवन की वास्तविक परिस्थितियों से संब उदहारण प्रस्तुत करना
  - ◆ गणितीय तथ्यों को याद करने के लिए अतिरिक्त समय प्रदान करना
  - ◆ फ्लैश कार्ड्स और कम्प्यूटर गेम्स का प्रय करना तथा
  - ◆ गित को सरल करना और यह बताना कि यह एक कौशल है जिसे अर्जित किया जा सकता है
- डिस्फैसिया**

ग्रीक भाषा के दो शब्दों डिस और फारि. .. जिनके शाब्दिक अर्थ अक्षमता एवं वाक् होते हैं से मिलकर बने है, शब्द डिस्फैसिया का शाब्दिक अर्थ वाक् अक्षमता से है। यह एक भाषा एवं संबंधी विकृति है जिससे ग्रसित बच्चे विचार अभिव्यक्ति व्याख्यान के समय कठिनाई महस करते हैं। इस अक्षमता के लिए मुख्य रूप मस्तिष्क क्षति (ब्रेन डैमेज) को उत्तरदायी मा जाता है।

### डीस्प्रेक्सिया

यह मुख्य रूप से चित्रांकन संबंधी अक्षमता की ओर संकेत करता है। इससे ग्रसित लिखने एवं चित्र बनाने में कठिनाई महसूस कर हैं।

### अधिगम अक्षमता और मानसिक मंदता

अधिगम अक्षमता और मानसिक मंदता प

एक सामान्य आदमी भाषा में एक दूसरे के पर्याय हैं और भ्रमवश वे दोनों पदों का एक ही अर्थ प्रयोग करते हैं। यह सर्वथा गलत है। अधिगम अक्षमता और मानसिक मंदता में स्पष्ट अंतर जिन्हें आप उनकी परिभाषाओं के माध्यम से समझ सकेंगे।

अधिगम अक्षमता को लिखित या मौखिक भाषा के प्रयोग में शामिल किसी एक या मनोवैज्ञानिक प्रक्रियाओं में कार्यविरूपता के रूप में परिभाषित किया जा सकता है जबकी मानसिक मंदता को मानसिक विकास की ऐसी अवस्था रूप में परिभाषित किया जा सकता है जिसमें बच्चों का बौद्धिक विकास औसत बुद्धि वाले बालकों से कम होता है। इस अंतर को आप निम्नलिखित **तालिका-1** के माध्यम से आप और स्पष्ट कर सकते हैं।

### अधिगम अक्षमता और स्लो लर्नर्स व पिछ बालक-

अधिगम अक्षमता पद भ्रमवश स्लो ल बालकों के लिए भी सामान्यतः प्रयोग किया जाता है। वर्तमान परिदृश्य में भी एक बहुत बड़ी जनसंख्या इन दोनों पदों का प्रयोग एक ही अर्थ में करती है। यह इन दोनों ही पदों का अनुपयुक्त प्रयोग दोनों पद एक दुसरे से सर्वथा भिन्न हैं। दोनों पद के बीच स्पष्ट खिंची विभाजन रेखा को आप इनकी परिभाषाओं के माध्यम से स्पष्ट कर सकते हैं। एक स्लो लर्नर्स औसत से कम बुद्धि का बालक होता है जिसके सोचने की क्षमता, उस आयु समूह बालकों के लिए निश्चित किए गए मानदंड से कम होता है। ऐसे बालक विकास की सभी अवस्थाओं से गुजरते हैं जो उसके लिए है लेकिन उस आयु समूह के सामान्य बालकों की तुलना में सार्थक रूप

- .....
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